March 17, 2016

Proposed new MA Program in Community Planning, Policy, and Design

Dear Council Members:

We are proud to present to you this proposal for a new Master of Arts program in Community Planning, Policy, and Design. This program is designed to unite a number of disciplinary strengths at the School of the Arts and the College of Charleston in a unique and powerful way, as well as directly serve our institution’s core academic and public missions, particularly in the inter-related realms of public service, sustainability, and socio-political diversity. We will teach students to be practical community builders and effective place-makers—to serve city governments, development companies, architecture/urban design firms, and others by combining what we call “progressive traditional” design skills with a knowledge of public policy, real estate economics, and practical transportation and land-use planning. The College of Charleston is strategically positioned to offer this program for the following reasons:

- We have a nationally recognized Public Administration graduate program.
- We are home to the Joseph P. Riley, Jr. Center for Livable Communities, and Riley has committed to playing an active role in our new program (see attached letter of support).
- Our vibrant Urban Studies program already has graduate planning and transportation courses on offer.
- We have the nation’s largest undergraduate Historic Preservation & Community Planning Program, with urban design studio courses regularly featuring internationally recognized leaders in the field such as Andres Duany and David M. Schwartz.
- We offer many architectural and urban history courses in a leading Art & Architectural History Department.
- Our top-notch Business School has founded the new Carter Real Estate Center.
- Our historic urban campus sits in the heart of one of the nation’s oldest, most dynamic, and most beloved cities, with an array of assets and challenges that make it a perfect classroom.

Importantly, this proposed CPAD MA program will support the envisioned future for the School of the Arts, by utilizing the “outstanding, comprehensive, student-centered undergraduate and graduate programs within the School” to “offer professional/conservatory-level training within the context of the College’s liberal arts tradition that produces creative and performing artists and art scholars, leaders of business and not-for-profit agencies, and audience members for the creative environment of the twenty-first century.”

The program will also directly support the College of Charleston’s broader vision as presently developing under our current leadership. The Southern Association of Colleges and School Commission on Colleges (SACSCOC) requires institutions to develop a Quality Enhancement Plan (QEP) with each decennial review. Last fall, President McConnell announced that our next QEP will focus upon Sustainability “as a Bridge to Addressing 21st Century Problems.” Sustainability, he explained, “is both a timely and relevant topic with the capacity to have widespread reach and benefits across campus. Our Strategic Plan stresses the need to support sustainability initiatives, both in the curriculum and the college infrastructure.” In the coming years, the College will thus be focused upon sustainability, a crucial area not only of academic but also of public discourse that is intrinsically inseparable from community planning, policy, and design.

Last but not least, the program presented here explicitly addresses all five Goals in the College’s current Strategic Plan, outlined on the next page for your reference. Furthermore, it also presents an opportunity to engage with Strategies 2-4 and 6-10 as defined in the plan.

843 953 8285 F 843 953 8212
66 GEORG ST CHARLESTON, SC 29424 0001
THE COLLEGE OF CHARLESTON'S STRATEGIC PLAN

1. Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning. The CPAD MA explicitly addresses this goal through diverse courses that challenge students to seek informed and unique solutions to urbanization issues. A significant number of courses are studio based and or utilize urban contexts as classrooms—which are by definition "opportunities for experiential learning". (fulfills Strategy 4)

2. Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the wellbeing of the region. With the CPAD MA we are developing a nationally (and internationally) recognized graduate program that explicitly takes advantage of one of the more successful urban renewal and development strategies ever undertaken in the history of the United States as directed by Mayor Joe Riley. In teaching students to be practical community builders and effective place-makers they will serve city governments, development companies, architecture/urban design firms, and others locally, regionally, nationally and indeed internationally further enhancing the reputation of the College. (fulfills Strategies 2 and 10)

3. Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the twentieth century. The CPAD MA's primary strength lies in its interdisciplinary approach to producing citizens who effect positive change on their communities to allow for a better future for our species. One that is in sync with mitigating negative impacts of urbanization on the environment, economies and the sociopolitical fracturing that societies are facing here in the US and internationally. Nationally and internationally recognized faculty will be participants and we already have a growing list of individuals and institutions who/that have global reputations who/that are willing to come to teach and participate. (fulfills Strategies 3 and 8)

4. Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities. In utilizing Charleston as a classroom and encouraging CPAD MA students to apply learned lessons to their home communities, the program efficiently integrates curricular and co-curricular pedagogy. (fulfills Strategy 5)

5. Achieve financial security by creating a new financial model for the College of Charleston. In line with current budgetary constraints, the CPAD MA program will strengthen the College's financial future by attracting donors to minimize budgetary outlays and will in-fact be a revenue generating program. (fulfills Strategies 6-7 and 9)

We hope you will agree that now is the time, and that the College of Charleston is the place, for this innovative new program, which promises to bring together many different skill sets and backgrounds to create community builders, preparing our students for a bright future while also serving our community and supporting our institution’s aspirations. Together we can empower our students to become stewards and servants of their societies, as well as leaders in an important and growing field, in Charleston and far beyond.

Sincerely,

R. Grant Gilmore III
Director, Historic Preservation & Community Planning Program
The College of Charleston

Nathaniel R. Walker
Professor of Architectural History
Art & Architectural History Department
The College of Charleston
February 23, 2016

Dear Leaders of the College of Charleston:

I am writing to express my considered and sincere support for the College of Charleston’s new MA program in Community Planning, Policy, and Design. One of the many things I learned during my forty-year tenure as mayor of Charleston was that the physical form of communities is of central importance to their wellbeing. From leafy sidewalks to shady porches, from parks and playgrounds to neighborhood shops and restaurants, the core ingredients of great everyday environments help to keep them economically vibrant, secure, socially diverse, and worthy of the affection of residents and visitors alike. As citizens of a democratic city, we are privileged with the obligation to create not only safe and attractive homes for individuals, but also rich and meaningful public spaces that are shared by everybody, and thus become stages for civic and political life. One of my priorities as mayor was the establishment and protection of great public streets and spaces such as Waterfront Park, and these have proven a wise investment not only because they have served the full spectrum of Charleston’s diverse populace, but also because they have helped to renew our fair city’s global reputation as a vibrant and beautiful place.

I am pleased to see that the lessons I learned as mayor of Charleston are going to be taught to new generations here at the College of Charleston. Combining aesthetically oriented urban design classes with functional and economic planning, policy, and real estate courses is a marvelous idea, and I believe it will produce graduates who are qualified to serve design firms and community governments across the globe. I also believe that the philosophy of the proposed program—“progressive traditional design”—will be unique and valuable. Indeed, in many ways it captures the spirit of Charleston itself, as a place that is committed to preserving the great accomplishments of the past while also building upon those achievements by making the city more inclusive and more sustainable. I look forward to working alongside the faculty and students of the new MA program in Community Planning, Policy, and Design, passing along the many insights that the people of Charleston shared with me while I was in office. Together we will strive to empower the next generation to make our city still more beautiful, vibrant, secure, and equitable, and indeed we will share the lessons of Charleston with many other communities, far and wide, helping them to achieve the same important goals.

Thank you for your time.

Sincerely,

Joseph P. Riley, Jr.
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION
AND SPECIAL PROGRAMS

NEW DEGREE/PROGRAM FORM

Instructions:

* Before starting on this form, please consult with the Provost’s Office, SACSCOC Liaison, Graduate School, and the relevant Deans. In addition, please read all of the relevant documentation on the Graduate School’s website.

A. CONTACT INFORMATION.

Contact Name: R. Grant Gilmore III  Email: gilmorerg@cofc.edu  Phone: (843) 830-6813

Program(s) Name: MA Community Planning, Policy, and Design  Department(s) Name: ARTH

B. TYPE OF REQUEST. Please check all that apply and fill out the requested information.

Catalog Year in which this program/degree will first be offered: FALL 2017

☐ Add a New Degree
   Master of Arts Degree Type (Master of Arts, Master of Science, etc.)

OR

☒ Add a New Program
   MA Degree Type (Master of Arts, Master of Science, etc.)

Program of Study Community Planning, Policy, and Design

54 Number of Credit Hours (48 core,

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

C. CURRICULUM. Note: additional information will be required for SACSCOC notification.
Please attach the complete curriculum for the proposed program and/or new emphasis distinguishing between required and elective courses, and note any pre-requisites, 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 Committee's Course Form and a sample syllabus.

CURRICULUM

This program is designed to teach multiple dimensions of community building, including urban design, public policy, economics, transportation, and land-use planning; for this reason, it is has an ambitious forty-eight hour required core and only two electives. The course map presents a carefully designed sequence of experiences that begins by laying down a foundation of essential planning/design skills and basic overview knowledge, and then proceeds by teaching students to implement their skills in increasingly complex and demanding design courses, while also filling out their knowledge in specialized history, policy, and economic courses. This full and rigorous course map necessitates that students only be accepted for fall enrollment, and that they all study full time. If their progression through the program is seriously disrupted—say, by a significant illness—they will likely have to wait a year before rejoining the stream. The design studios are all listed as six-hour courses; this is standard in design programs, as these courses are so time-intensive.

This form was last updated on 11/21/2013 and replaces all others.
It is important to note that halfway through this two-year program there is a required summer course, CPAD 790. This will be an independent field study of any site the student chooses outside of Charleston—from Camden, South Carolina to Accra, Ghana or Kyoto, Japan—and while in the field, students will upload their research and design work to a shared website that will foster course discussions and provide instructor feedback. Building upon this, the senior urban design graduate thesis studio will require students to implement the knowledge they have gained throughout the program to solve the problems they studied in their summer field course. The basic philosophy of this program is that Charleston offers a fantastic community planning, policy, and design model, the essential lessons of which can be leveraged to serve many different communities, all over the world.

**CORE COURSE LIST**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTH 565</td>
<td>The City as a Work of Art</td>
<td>3</td>
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<tr>
<td>CPAD 605</td>
<td>Drawing Charleston</td>
<td>3</td>
</tr>
<tr>
<td>CPAD 615</td>
<td>Introduction to Urban Design</td>
<td>6</td>
</tr>
<tr>
<td>ARTH 535</td>
<td>American Architecture</td>
<td>3</td>
</tr>
<tr>
<td>PUBA 611</td>
<td>Urban Policy</td>
<td>3</td>
</tr>
<tr>
<td>CPAD 619</td>
<td>Architectural Design Studio</td>
<td>6</td>
</tr>
<tr>
<td>CPAD 790</td>
<td>Independent Urban Design Field Study</td>
<td>6</td>
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<tr>
<td>CPAD 830</td>
<td>Sustainable Design and Adaptive Reuse</td>
<td>6</td>
</tr>
<tr>
<td>PUBA 617</td>
<td>Urban Transportation: Problems and Prospects</td>
<td>3</td>
</tr>
<tr>
<td>CPAD 631</td>
<td>Introduction to Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>CPAD 895</td>
<td>Urban Design Graduate Thesis Studio</td>
<td>6</td>
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**ELECTIVES LIST** (two required)

<table>
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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>CPAD 690</td>
<td>Special Topics (course addressing contemporary, emerging issues)</td>
<td>3</td>
</tr>
<tr>
<td>PUBA 612</td>
<td>History and Theory of American Urban Planning</td>
<td>3</td>
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<td>PUBA 613</td>
<td>Planning Law</td>
<td>3</td>
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<tr>
<td>PUBA 614</td>
<td>Urban Applications of Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>PUBA 616</td>
<td>Local and Regional Economic Development: Policy and Practice</td>
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*Completing any two of these PUBA courses will earn students a Graduate Certificate in Urban and Regional Planning in addition to their MA in Community Planning, Policy, and Design.

**COURSE MAP**

**Semester I (Foundation)**

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**Semester II (Elaboration/Implementation)**

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<td>Architectural Design Studio</td>
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**Summer (Implementation):**

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<tbody>
<tr>
<td>CPAD 790</td>
<td>Independent Urban Design Field Study</td>
<td>6</td>
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**Semester III (Elaboration/Implementation)**

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</tr>
<tr>
<td>PUBA 617</td>
<td>Urban Transportation: Problems and Prospects</td>
<td>3</td>
</tr>
<tr>
<td>CPAD 631</td>
<td>Introduction to Real Estate</td>
<td>3</td>
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This form was last updated on 11/21/2013 and replaces all others.
Electives Students may choose when they take their two required electives.

COURSE CATALOG DESCRIPTIONS

1. ARTH 565 The City as a Work of Art (3) PR: None
   This course examines the characteristic elements of historical urban form, explaining their presence and meaning, and looking at the ways in which they were modified over time and space, comparing cities across global cultures. Particular emphasis is placed upon public spaces such as squares, parks, civic buildings, and streets.

2. CPAD 605 Drawing Charleston (3) PR: None
   Students will be immersed in Charleston’s built environment, where by walking, looking, and especially by drawing they will learn to critically analyze its fabric—its historical and cultural significance, its aesthetic and functional merits. The final course project will require them to render the present condition and ideal future of an existing streetscape.

3. CPAD 615 Introduction to Urban Design (3) PR: None
   This studio course offers an introduction to the principles and methods of urban design. Physical, economic, sociological and architectural aspects of an existing area in or near Charleston will be analyzed, and proposals for future development will be formulated. This course will include field research, drawing, and digital model building.

4. ARTH 535 American Architecture (3) PR: None
   A history of architecture in North America. Though beginning with a brief examination of pre-Columbian building and including Carianian examples where useful, the course will focus primarily on American architecture from the period of European settlement to the present.

5. PUBA 611 Urban Policy (3) PR: None
   This course will introduce students to the field of urban policy and will train students to critically analyze policy debates that directly impact city life. The course traces the major ideological shifts in urban policy over the past century, analyzes their historical and philosophical foundations and explores the relationship between urban change and policy formulation.

6. CPAD 619 Architectural Design Studio (6) PR: CPAD 615 Introduction to Urban Design
   This is an introductory studio course in architectural design. Students will conduct an urban analysis of a community outside of Charleston, produce a basic vision for urban improvements as a group, and then design, as individuals, a single building, in detail, to bring a portion of that vision to life. Students will learn architectural drawing conventions as well as building basics.

7. CPAD 790 Independent Urban Design Field Study (6) new course PR: All of the Above
   This class will call upon every student to select a site, anywhere in the world, where a key portion of the built environment and the body politic stand to gain from an intervention. They will regularly upload cultural analysis essays and sketches of the city to a common course website shared with other students, and choose a problem site for a detailed research paper and digital model.

8. CPAD 830 Sustainable Design and Adaptive Reuse (6) new course PR: CPAD 619 Architectural Design Studio
   One of the most successful strategies for urban resurgence is the adaptive reuse of existing buildings, providing profound ecological, economic, cultural, and social benefits. This hybrid research/studio class will require students to intelligently integrate new technologies into historic building fabric, with the sustainability of both old and new architecture as the primary focus.

This form was last updated on 11/21/2013 and replaces all others.  Page 3 of 18
9. PUBA 617 Urban Transportation: Problems and Prospects (3) PR: None
Foundational urban transportation concepts, theories, and policies are analyzed in applied contexts. Students explore contemporary problems, and prepare solutions to these problems. The transportation planning process is reviewed and critiqued, including the political and ethical implications surrounding this process. The role of Geographic Information Sciences in transportation planning is examined.

10. CPAD 631 Introduction to Real Estate (3) new course PR: None
Building is an expensive pursuit, and all designers should be acquainted with the economic costs attached to design, materials, financing, construction and maintenance. Strategies for bearing and mitigating these costs will be considered, in relation to both traditional development and public/private partnerships, and issues of social and environmental sustainability will be confronted.

Students will apply the lessons they have learned throughout their participation in the program to build upon their Independent Urban Design Field Study, offering a solution to the problem site in their chosen community. Highly detailed, publishable digital renderings will be created, as well as a detailed description offering economic, cultural, and political justifications for the design.

Choose two from the following electives:

12. CPAD 690 Special Topics Course (3) new course
Special topics in Community Planning and Global Design Traditions offers an opportunity for students to explore timely and/or challenging subjects relevant to the MA curriculum.

13. PUBA 612 History and Theory of American Urban Planning (3)
This course provides a critical evaluation of the field of planning. The class focuses on the origins and evolution of the discipline, tools of planning practice, and the interrelated planning elements of economic development, social justice and environmental protection.

14. PUBA 613 Planning Law (3)
This course examines the application and administration of planning law at the local level. The tension between constitutionally protected rights and governmental regulation will be explored as it emerges in decisions regarding land use, environmental protection and growth management.

15. PUBA 614 Urban Applications of Geographic Information Systems (3)
This course provides an overview of geographic information systems applied to the study of cities and urban policy issues. It introduces students to foundational concepts and applications of Geographic Information Systems (GIS), and it asks students to use this software to explore and solve real-world urban problems.

16. PUBA 616 Local and Regional Economic Development: Policy and Practice (3)
This course examines the forces that drive regional growth and change and assesses the policies and practices that are commonly used in pursuit of economic growth, including industrial targeting, incentives, and human capital development.

D. RATIONALE AND EXPLANATION. Attach a narrative that addresses the following:

1. State the purposes and objectives of the program.
The World Health Organization recently reported that “by 2017, a majority of people will be living in urban areas.” The global turn towards urban living has been intensifying at the same time that environmental hazards such as petrochemical pollution and deforestation have approached crisis levels, adding urgency to the complex problems of designing and managing our cities in humane and sustainable ways. The College of Charleston proposes a new and innovative Community Planning, Policy, and Design MA program designed to help meet the rising demand for effective placemakers, building upon the success of its Historic Preservation and Community Planning program, while also reaching across disciplinary lines to collaborate with the Urban Studies, Real Estate, Art & Architectural History, and Public Administration programs and departments, as well as the Joseph P. Riley, Jr. Center for Livable Communities.

Our new Community Planning, Policy, and Design program will stand out from its very inception by combining urban design with economic and transportation planning and public policy courses, thereby offering not only an artistic but also a practical education. It will also stand out by offering what we call a “progressive traditional” design curriculum. This approach to design will enthusiastically embrace architectural and urban traditions, the aesthetic and functional virtues of which are so evident in Charleston, clearly contributing to its success as a global tourist destination as well as the community of choice for a growing number of permanent residents. Our new program will encourage students to not only explore North American and European Classicism, however, but also include deep studies of the great traditions of West Africa, the Caribbean, the Middle East, Mesoamerica, East Asia, and other places, insuring that the traditional design methods and forms that our students develop are broadly humanistic and pluralistic, empowering them to draw upon the global wealth of aesthetic and functional achievements as they serve the world’s increasingly diverse communities. Additionally, while our students will become well versed in the advantages of traditional design, we will also promote the exploration of modern and emerging technologies in an open-minded and open-ended quest to build more beautifully, affordably, and sustainably. Our “progressive traditional” program will, in short, loosen a number of the old ideological straightjackets that commonly restrict design elsewhere. Our students will flexibly engage with both pre-industrial design traditions and the best that modernity has to offer.

Community design is a complex discipline that requires students to think about cities from multiple angles and on multiple scales. While community designers are ultimately concerned with larger issues such as the allocation and character of public spaces, the evolution of historic districts, the provision of affordable housing, and the distribution of land uses, they must nonetheless also confront smaller placemaking subjects such as architectural styles, materials, and wayfinding. Charleston is an absolutely peerless textbook for all of these urban issues—indeed, the world-famous urban designer Andrés Duany declared that “the first place I learned to think not just about architecture, but about urbanism, was Charleston.” Our program will teach students to read and critically analyze the lessons of Charleston, so that they can apply them in communities throughout the world. Charleston is not only worthy of study from an aesthetic and functional point of view, but is also on the front lines of multiple top-tier urban threats: sea level rise, the ongoing despoliation of sensitive habitats by poorly designed suburban growth, and the ever-present possibilities of earthquakes and hurricanes make this city a living laboratory as well as a classic textbook.

It is important to note that the interdisciplinary nature of this program will equip students to root their physical designs in larger urban discourses. Thanks to our partner programs here at the College of Charleston, our students will be empowered to consider issues of public policy, from school districts and zoning codes to property taxes and community policing. They will be taught the lessons of effective public communication, an arena sorely lacking in most design curriculums. They will also be required to dial the realities of real estate economics into their work, so that we do not graduate an interesting but unemployable esoteric avant-garde that is incapable of serving real communities in real time—this is a genuine problem in the architecture and urban design professions at this moment, with famous designers such as David M. Schwarz lamenting the fact that he cannot find enough skilled and talented but also sensible and down-to-earth graduates to fill his office. Charleston offers a singular advantage in studying the intersections of urban design, public policy, and economics thanks to the legacy of Mayor Joe Riley, who understood that these realms of civil discourse and governance were inseparable from one another. He was not only the Forty-Year Mayor, he was also the Urban Mayor, and together with the College of Charleston’s Riley Center we will work to transmit the lessons of his legacy to a new generation of community designers.
Graduates from our program will have many opportunities before them. Some will go on to earn Master of Architecture degrees from any number of top architecture schools, entering those programs with a tremendous advantage in terms of skills and knowledge, and leaving with the enhanced competitiveness of two graduate degrees. Many of our current undergraduate students currently go on to earn both architecture and urban design graduate degrees in other institutions after they complete their BAs here, and they have made it clear that earning an MA here, before moving on for their MArch, would be an attractive option (our student polling results are comprehensively discussed in Section 5, below).

Many graduates will leave our program to work for private companies, including urban design and planning firms, architecture firms, development companies, and historic preservation firms. Our graduates will also be exceptionally well positioned to pursue careers in city and state government. City planning departments have been growing all across the nation and world, as suburban growth models are being transformed—or at least supplemented—by a broad resurgence in urban living, from Greenville to Sacramento, from Dallas to Detroit. Much of that new urban development and redevelopment is driven by complex public/private partnerships that require substantial negotiations between developers and community designers and planners. The United States Bureau of Labor Statistics reports an anticipated 10% rise in job opportunities for urban planners over the next decade, all of which will require an MA as the entry-level degree, and all of which will benefit from a medium income of over $65,000 per year. As our cities continue to grow for the predictable future, the need for private and public employees versed in the planning and design of communities will also grow, and grow with urgency. Our graduates will be well positioned to thrive in a global employment market, exporting the community-building lessons of Charleston to a world that already knows and admires the city our college proudly calls home.

2. Describe the relevance of the program to the College of Charleston's mission.

In keeping with the College of Charleston's commitment to its home city and region, the history, traditions, and environment of Charleston and the Low Country will, of course, be foregrounded as the program's most important textbook and greatest classroom. Our Community Planning, Policy, and Design MA program's groundbreaking combination of traditional and progressive design education will present a fertile and untapped field for academic excellence. Liberal arts-grounded research and education in the history of planning and design will be combined with a future-forward development ethos that challenges our students to thoughtfully apply the lessons of the past in new and innovative ways. Our program will also, by its very nature, prompt students to engage with questions of community and citizenship—with the crucial importance of public space for the fostering of civil discourse, and for the responsibility of community designers to work towards social justice and inclusion as well as economic and ecological sustainability.

Our teaching roster will consist of a combination of full-time College of Charleston professors and adjunct instructors who are also practicing architects and urban designers. This is a rare case in which the hiring of adjuncts is a long-term win/win/win for our College, the instructors in question, and for our students, as the latter will thereby have a direct window into the practical realities of current design practice even as they soak up history and theory in the academy.

Last but not least, the famous beauty and richness of Charleston insures that we will be able to attract top-tier, globally renowned leaders in architectural and urban design to visit the College and instruct our students. Indeed, despite the fact that our program has not even started, the Historic Preservation and Community Planning Program and Art & Architectural History Department have already had the pleasure of welcoming the famous designers Andrés Duany and David M. Schwarz into our classrooms. We are assured, by these people and others, that this is just the tip of the iceberg, and that our students stand poised to benefit from meaningful interaction with the very best that the design profession has to offer, all at minimum cost to the College. For this reason as well as those cited above, we believe that the discourse fostered by our graduate program will be of tremendous value not only to our MA students, but also to the larger undergraduate community here at the college, and we plan to take every opportunity to facilitate and encourage undergraduate engagement with this discourse, from public lectures and exhibitions to joint travel programs.

This form was last updated on 11/21/2013 and replaces all others.
3. Explain the relationship of the proposed program to other degrees, programs, and disciplines at the College.

We propose that the Community Planning, Policy, and Design MA program be led by two co-directors—one will always be the director of the Joseph P. Riley Jr. Center for Livable Neighborhoods, and the other will be from the HPCP program or the ARTH department and will be jointly appointed by the director of the former and the chair of the latter, subject to approval by the CPAD steering committee. Directors will serve at the discretion of their respective Chairs. The first directors will be Dr. Kendra Stewart (director of the Riley Center) and Dr. R. Grant Gilmore III, director of the Historic Preservation and Community Planning program. The new program's steering committee will be made up of one representative from each discipline that intersects the realm of Community Planning, Policy, and Design, including Urban Studies, Real Estate, History of Art & Architecture, Historic Preservation and Community Planning, and Public Administration. All of these departments and programs have been a part of the visioning process for this new program.

No other programs or departments at the College of Charleston offer a design degree of this nature. The Urban Studies department does offer an excellent Urban Planning track in their BA major, as well as a graduate certificate in Urban and Regional Planning, but there is an important distinction between urban planning and urban design, despite the confusing similarity of their names—the former deals primarily in sociology, engineering, and policy, while the latter is concerned with the imagining and drawing of bricks-and-mortar neighborhoods, urban spaces, and buildings. It is the latter we are proposing to add, with carefully selected elements of the former included. To this point, our students will have the opportunity to earn the existing graduate certificate in Urban and Regional Planning by adding PUBA electives to their course of study. There should be overlap between the two disciplines, and we believe that interaction between the Urban Studies program and the new Community Planning, Policy, and Design program will be of mutual benefit.

It is our hope and belief that the Community Planning, Policy, and Design MA will attract an even larger pool of quality undergraduate applicants to the College of Charleston than we currently enjoy, as we expect many students will relish the idea of earning, say, dual MAs in Public Administration and Community Planning, Policy, and Design, or a BA in Business with a Real Estate minor and an MA in Community Planning, Policy, and Design. The shared courses where our new program overlaps with these other programs will thus serve not as sources of redundancy, but rather as crucial links for interdisciplinary discourse and even for joint degree paths.

4. Show how the new program supports the College’s mission.

The MA in Community Planning, Policy, and Design will address Goals 1-3 and 5 and Strategy 2 in the current Strategic Plan for the College. In order to fulfill these obligations, the Degree will: 1) provide opportunities for experiential learning through exposure to urban architectural ideas and forms in Charleston and internationally; 2) contribute to a Charleston-based MA in Community Planning, Policy, and Design that is “of Charleston” and will provide students with a core knowledge base to bring their design skills to bear on local, regional, national and international urban design challenges; and 3) provide opportunities for understanding global design issues that are affected by social, economic, environmental, ethical, scientific and political challenges in the twenty-first century; and finally 4) help to attract graduate students to enhance the overall financial security of the College of Charleston.

5. Assess the state’s need for the program. (This may include data on student interest and anticipated employment opportunities for graduates; both of these should be quantified to the greatest extent possible, and sources should be cited.)

We have taken a blind poll of fifty-four current College of Charleston undergraduate students in the HPCP, ARTH, REAL, and URS T programs to gauge demand for a new MA in Community Planning, Policy, and Design. Out of these students, 100% agreed that "the College of Charleston would be a good place to learn how to design buildings and communities." Very importantly, 90% of these students preferred the unique "progressive traditional" pedagogical

This form was last updated on 11/21/2013 and replaces all others.
model we are proposing over a strictly Classical or strictly Modernist curriculum, with 84% (45 students) declaring that they would "enroll in a progressive traditional...MA program at the College of Charleston over highly regarded modernist design programs at other schools such as Clemson, Northeastern and the Savannah College of Art and Design." The students were evenly split between the program names of "Urban Design" and "Community Planning, Policy, and Design," but we have chosen the latter as it more accurately conveys the truth that we are building upon the past and growing success of our existing Historic Preservation and Community Planning program, rather than launching an entirely new program from scratch. Out of the fifty-four students that we polled, twenty-five said that they would enroll immediately should the program go online—this is more than twice the number we need to achieve profitability from the first day. Another sixteen said "maybe." We believe that we need to enroll roughly twelve students per year at in-state tuition rates to make the program consistently and substantially profitable for the College, and we believe that this quite likely to happen. Indeed, our unique design philosophy alone will make our program newsworthy, and we believe it will attract talented and open-minded students from far and wide.

Many communities in South Carolina, from Greenville to Camden, from Georgetown to Charleston, regularly require the services of community planners and designers, and many wish that there were more such designers well versed in traditional architecture. The urban design studio courses already offered in the HPCP program have historically focused upon Charleston, but we have already begun to build bridges to other communities, with our Fall 2015 studio focused on the rapidly changing town center of Spartanburg, in collaboration with a group of architects, developers, and city officials based there. Indeed, 83% of the students we polled agreed that it would be valuable for our graduate students to be exposed to "problems and opportunities in other nearby urban communities." By requiring our students to participate in at least one studio class focused on a South Carolina community other than our own, we will spread the benefit of our progressive traditional discourse throughout the entire state, while also preparing our students to apply, and indeed to export, the lessons of Charleston beyond the historic peninsula.

As mentioned in the final paragraph of Section 1, the Bureau of Labor Statistics predicts a steady 10% growth in the job market for urban planners and designers, driven by the relentless growth of cities. We believe that our graduates will be advantageously positioned to secure those jobs thanks to their background in this famous and beloved city of Charleston, blessed as it has been by inclusive and progressive political leadership, and adorned as it has been with appealing architectural and urban traditions that many other communities long to understand and emulate.

6. Describe the similarities and differences between the proposed program and similar programs at other institutions in South Carolina, the region, and the nation.

Our program will be fundamentally different from other programs in South Carolina, the region, the nation, and indeed the planet. As we have mentioned above, our philosophy will nurture progressive, culturally pluralistic, technologically open-minded traditional design. No other program in the world offers such an approach, and our students possess an evident hunger for it (again, 90% of the students we polled said they would prefer this approach). Most other community planning and urban design MA programs, such as those at Northeastern, Clemson, Cincinnati, UC Berkeley, and SCAD, are firmly committed to Modernist pedagogies, design methods, and aesthetics. There have certainly been triumphs in Modernist practice (how could there not be, after nearly a century of practice?), and we will gladly teach these, but we believe the time is right for a new program that offers a humanistic traditional design education, and we believe the best place to teach this renewed progressive traditional design is Charleston.

There are two universities in the world where traditional design is consistently taught: the University of Notre Dame and the University of Miami. The former is extremely rigorous in its pursuit of academic, European Classicism. Our program will be different in that we, rooted in Charleston as we are, intend to teach West African and Caribbean porches with the same enthusiasm that we teach Roman colonnades. The University of Miami is a more pluralistic school in that it offers classes in both Modernist and traditional architecture, but there is no systematic effort to synthesize the best of both (we believe this can be done), nor is there a deliberate effort to push traditional design beyond the Euro-centric canon. In short, Notre Dame offers a strong but conservative design pedagogy, while Miami is
something of a hodgepodge. Both are interesting and valuable, and indeed both schools have granted our students MArch degrees and MA degrees in urban design, but we will offer an MA in Community Planning, Policy, and Design that is of Charleston, teaching a thoughtful and productive synthesis of many traditions, thus standing out from those two schools as well as the many excellent Modernist programs that, if our student poll is any indication, have left a substantial market for traditional design untapped, despite their many other virtues.

E. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly document the impact of this new program on other programs and courses. Explain what percent of program overlaps with existing programs or courses in the same or different departments.

Our new program will include two graduate courses from the PUBA program, which are usually offered as part of the Public Administration MA in the School of Humanities and Social Sciences, as well as the option to take two more as electives. We believe that our students and PUBA students will benefit from interaction in the classroom, just as we believe that many students would benefit from earning both graduate degrees. We also propose an option for students to earn a Graduate Certificate in Urban and Regional Planning through taking additional PUBA classes that fulfill the necessary requirements (please see the attached letter of support from the MPA program).

The programs are quite different—Community Planning, Policy, and Design is a studio-based design program in which students literally draw neighborhoods, streets, and squares—and so we do not believe our program will “poach” students who would normally prefer a Public Administration program that focuses on politics, sociology, and policy. Our new program will also share two courses with the Art & Architectural History department, where there is a long history of sharing classrooms with HPCP students (indeed, HPCP falls under the ARTH department). The course we propose teaching in Introduction to Real Estate will have thematic overlap with the Carter Real Estate Center, and we have been fortunate to receive the promise of assistance from them in putting that class together and finding an ideal adjunct to teach it, and have asked them to contribute a faculty member to our steering committee (please see the attached supporting statement from the Real Estate program and Business School). In short, we believe these small areas of overlap will serve as productive interdisciplinary links rather than zones of competition. We believe we will attract new students and resources to the college as well as retain students that would otherwise leave for graduate study elsewhere. It is our hope that we will also attract students interested in interdisciplinary studies themselves, and who may, as mentioned above, consider combining an MA in Community Planning, Policy, and Design with another, different, but mutually reinforcing BA or MA degree, such as Urban Studies, Art & Architectural History, Public Administration, or Business and Real Estate.

F. ENROLLMENT. If there are any admission criteria specific to the program, state them here. In addition, complete Tables A and B below and explain how these estimates were made.

If students enroll in our program without any background in drafting and design software, they will be required to take a summer preparatory course in the said software, either here at the College of Charleston (the HPCP department regularly offers such courses), or elsewhere. Students will be admitted based upon the usual academic criteria, with the exception that we will also accept—but not require—portfolios of design work, in addition to statements of purpose. Our enrollment projections in the table below are conservative estimates based upon the student poll that we took, referred to in detail above. We believe that we will have more applicants than we have spots, every single year. Our intention now is to cap enrollment at 12 new students per year, but this can be reevaluated after the program gets underway, particularly if donor support is, as expected, forthcoming.
Table A: Projected Total Enrollment over Five Years. This table should enumerate all students, including those who are already enrolled at the College, those who transfer into the new program from other majors, and those who are new to the institution and to the program. These numbers are based upon the student survey we took and describe in detail above (full survey results are attached).

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G. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Program-Level 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 program? Attach Curriculum Map.</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. Through a thoughtfully developed sequence of both theoretical and applied learning experiences, program graduates will be able to identify, classify and define specific architectural and urban design ideas and forms in Charleston, the Lowcountry, the nation, and the globe.</td>
<td>Students will be assessed through portfolios and project evaluations utilizing rubrics developed for each assignment and course. All MA CPAD students will be assessed during each course. Baseline performance will be established during the first year. Due to the importance of professional competency in the field, all students should demonstrate high competency defined by a grade of B or higher on all assignments. Substandard performance will cue remedial counseling for these students and reassessment of program methodologies.</td>
</tr>
<tr>
<td>2. Graduates will recognize planning policy issues and real estate challenges that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century</td>
<td>Students will be assessed through locally developed exams and project evaluations utilizing rubrics developed for each assignment and course. All MA CPAD students will be assessed during each course. Baseline performance will be established during the first year. Due to the importance of professional competency in the field, all students should demonstrate high competency defined by a grade of B or higher on all assignments. Substandard performance will cue remedial counseling for these students and reassessment of program methodologies.</td>
</tr>
<tr>
<td>3. Students will develop comprehensive design skills that can be applied to local, regional, national and international urban design issues and challenges.</td>
<td>Students will be assessed on their ability to manifest these skills in studio-based projects judged by both external and internal examiners. All MA CPAD students will be assessed during each course. Baseline performance will be established during the first year. Due to the importance of professional competency in the field, all students should demonstrate high competency defined by a grade of B or higher on all assignments based upon defined rubrics in each class. Substandard performance will cue remedial counseling for these students and reassessment of program methodologies.</td>
</tr>
<tr>
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</tr>
<tr>
<td>4. Students will be able to analyze urban design challenges in a diverse array of national and international contexts and infer appropriate solutions.</td>
<td>They will be assessed on their ability to manifest these ideas in research-based projects judged based upon rubrics defined for each course assignment. All MA CPAD students will be assessed during each course. Baseline performance will be established during the first year. Due to the importance of professional competency in the field, all students should demonstrate high competency defined by a grade of B or higher on all assignments. Substandard performance will cue remedial counseling for these students and reassessment of program methodologies.</td>
</tr>
<tr>
<td>5. Program graduates will be able to integrate solutions into the urban fabric of cities and effectively communicate Community Planning, Policy, and Design ideas, forms and plans to varied professional and lay audiences utilizing practiced technologies and methodologies in digital media.</td>
<td>They will be assessed on their ability to manifest these ideas in public presentations in all courses—studio charettes will have invited nationally and internationally respected designers present. All MA CPAD students will be assessed during each course. Baseline performance will be established during the first year. Due to the importance of professional competency in the field, all students should demonstrate high competency defined by a grade of B or higher on all assignments. Substandard performance will cue remedial counseling for these students and reassessment of program methodologies.</td>
</tr>
<tr>
<td>6. Grounded in humanist Community Planning, Policy and Design ideals, students will critically assess urban design challenges and justify solutions to clients, coworkers, politicians and developers that actively conceptualize, apply, analyze, synthesize, and evaluate urban design theory, concepts and methods in real world scenarios.</td>
<td>Through a final thesis studio project, students will be assessed through rubrics on their ability to manifest these ideas in research and studio-based projects. All MA CPAD students will be assessed during each course. Baseline performance will be established during the first year. Due to the importance of professional competency in the field, all students should demonstrate high competency defined by a grade of B or higher on this project as defined by a project rubric. Substandard performance will cue remedial counseling for these students and reassessment of program methodologies.</td>
</tr>
</tbody>
</table>

H. FACULTY. Note: additional information will be required for SACSCOC notification.

1. If new faculty or staff will be required to support the program, please describe their necessary qualifications and experience, and state when these new personnel would need to be hired.
2. If existing faculty or staff will take on new teaching duties to support this program, please explain whether new hires would be needed to take over their former assignments.
3. Provide a plan for professional development related to the proposed program (this can include but is not limited to release time for research, consulting, or curriculum development).

We will hire adjuncts (who are also practicing architects and urban planners) to teach the new design courses for at least the first three years of the program. Graduate courses taught by regular full-time faculty will meet with undergraduate classes, sharing lecture rooms, course websites, and reading materials, though graduate students will, of course, be required to meet for additional special weekly discussion sections, have extra course

This form was last updated on 11/21/2013 and replaces all others. Page 11 of 18
work to perform, and set out for site visits throughout Charleston that are not joined by undergraduates. The “meets-with” approach will prevent full-time College of Charleston faculty from being pulled out of undergraduate classes in order to serve graduate students, insuring that all of our students benefit from the new, high level of discourse created by the graduate program. Similar approaches are used at many other schools, including Brown University and the Rhode Island School of Design, to great effect.

We will hire a full-time, tenure-track professor of design in year four, if we received donor support for an endowed chair. This professor would need to have either a terminal degree in design or a PhD in Architectural History and Theory, but ideally they would have both.

Table C. Provide the requested information for all faculty who will be involved in the new program. Note: A SACSCOC Faculty Roster Form may also have to be completed.

<table>
<thead>
<tr>
<th>Name and Rank</th>
<th>Highest Degree Earned</th>
<th>Field of Study</th>
<th>Teaching in Field (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Grant Gilmore III (Associate Professor)</td>
<td>PhD</td>
<td>Archaeology/Historic Preservation</td>
<td>Yes</td>
</tr>
<tr>
<td>Nathaniel R. Walker (Assistant Professor)</td>
<td>PhD</td>
<td>Architectural and Urban Planning History</td>
<td>Yes</td>
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<tr>
<td>Kendra Stewart (Professor)</td>
<td>PhD</td>
<td>Public Administration</td>
<td>Yes</td>
</tr>
<tr>
<td>Barry Stiefel (Associate Professor)</td>
<td>PhD</td>
<td>Historic Preservation and Urban Planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Elizabeth Stanton (Adjunct Professor)</td>
<td>MSc in Urban Design and MArch</td>
<td>Urban Design and Architecture</td>
<td>Yes</td>
</tr>
<tr>
<td>Kevin Keenan (Associate Professor)</td>
<td>PhD</td>
<td>Urban Studies</td>
<td>Yes</td>
</tr>
<tr>
<td>Ralph Muldrow (Associate Professor)</td>
<td>MArch</td>
<td>Architecture and Urban Design</td>
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<tr>
<td>Associate Professor 1 (only after 2nd year, contingent upon donor support)</td>
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Course Instructor Table

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<td>ARTH 565 The City as a Work of Art (3)</td>
<td>Walker</td>
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<td>Muldrow</td>
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<td>CPAD 615 Introduction to Urban Design (6)</td>
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<td>ARTH 535 American Architecture (3)</td>
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<td>Meets w/undergraduate course</td>
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<td>CPAD 619 Architectural Design Studio (6)</td>
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<td>CPAD 790 Independent Urban Design Field Study (6)</td>
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<td>CPAD 830 Sustainable Design and Adaptive Reuse (6)</td>
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<td>PUBA 617 Urban Transportation: Problems and Prospects (3)</td>
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<td>CPAD 631 Introduction to Real Estate (3)</td>
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<td>CPAD 895 Urban Design Graduate Thesis Studio (6)</td>
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<tr>
<td>CPAD 690 Special Topics (3)</td>
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<td>PUBA 612 History and Theory of American Urban Planning (3)*</td>
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<td>PUBA 613 Planning Law (3)*</td>
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<td>PUBA 614 Urban Applications of Geographic Information Systems (3)*</td>
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<tr>
<td>PUBA 616 Local and Regional Economic Development (3)*</td>
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This form was last updated on 11/21/2013 and replaces all others.
Table D. Please list the number (i.e., a head count) and full-time equivalent (FTE) of the faculty, administrators, and staff to be used in the program. Note that new and existing personnel should be listed separately.

<table>
<thead>
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<td>2021-22</td>
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<td>1</td>
<td>.50</td>
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</tbody>
</table>
I. SPACE REQUIREMENTS. What are the space requirements for the new program? To what extent can existing facilities be used to accommodate teaching and research requirements? Please provide a five-year space plan for the proposed program; note when existing space can be used and when new space will be required. If modifications to existing facilities are required, please explain in detail.

Thanks to the recent million-dollar restoration of 12 Bull Street, home of Historic Preservation and Community Planning, our existing facilities are primed for this new program, not only with adequate space for the needed computer labs, but also with upgraded electrical systems in place. The Albert Simon Center for the Arts has historically accommodated lecture courses for both Art & Architectural History and for HPCT, and this will continue. We will not require new space, now or later. That said, we will be very glad to eventually add on to 12 Bull Street, providing our students with an exhibition center where they can curate public displays of their designs. This will occur when and if we secure private donations in support of the new program, and not before.

J. EQUIPMENT. Please note any equipment needs unique to the proposed program over the next five years.

We will teach both hand-drawing as well as computer-aided drafting (CAD)—a fact that reflects our "progressive traditional" ethos. HPCT is currently building a lab to support students with computers, design software, a plotter, and hybrid hand/digital drafting tables that will be ready during the fall semester of 2017. Maintenance and further upgrades will be enabled through lab fees charged to graduate students.

K. LIBRARY RESOURCES. Note: additional information will be required for SACSCOC notification.

1. Provide a quantitative comparison of the College's current holdings with a standard guide (such as the American Library Association's Standards for College Libraries) in relationship to the new program being proposed.

2. Please provide a qualitative assessment of the library's current holdings in view of the new program being proposed along with a quantitative estimate of acquisitions that may be needed annually for at least the first five years and the estimated additional cost of these acquisitions. (Note: The statewide higher education electronic library (PASCAL) should be included as part of the library's resource base when making calculations of need for library resources for a new or modified program proposal, and should be noted in the proposal narrative if so included.)

We will not need any new library resources. The current resources are absolutely adequate.

L. ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION.

1. If the proposed program is subject to specialized or professional accreditation please provide a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and when that accreditation or approval may be reasonably expected.

2. If graduates of the proposed program are subject to licensure or certification by any public or private agency, please provide a brief description of that process. Also, please describe the ways in which the proposed program will ensure that its graduates can reasonably attain such certification or licensure. NOTE: For education programs that lead to initial teacher certification or to licensure/certification of other school personnel (e.g., principals, superintendents, and counselors), a concise but complete description of how the proposed program addresses national Specialty Professional Association standards and State Content Standards should be included.
N/A

M. **STATE ARTICULATION.** Describe the ways in which the proposed program links to similar programs offered by other South Carolina institutions. Highlight any collaboration with other state institutions (or explain the lack thereof).

Clemson University is the only other South Carolina institution that currently offers design programs, and our program will not duplicate or be redundant with any of their programs—indeed, the educational goals of our program, our pedagogical method, and the outcomes of our program will be completely different from what they offer. The Clemson architecture and urban design programs are both firmly Modernist, while our Community Planning, Policy, and Design program will build upon our Historic Preservation and Community Planning program and the fabric of Charleston itself by teaching Traditional design (albeit with a progressive approach to cultural sources and technological applications). Furthermore, the Clemson program is focused on design only, while our program engages with design as one part of a larger inter-disciplinary structure including public policy, transportation, land-use planning, and the economics of real estate. The Clemson and College of Charleston programs will, in short, be completely different, with our program being deeply rooted in the civil and urban history of Charleston, including the legacy of Mayor Joe Riley, as well the unique strengths of the College of Charleston.

**NATIONAL ARTICULATION TABLE.**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PROGRAM</th>
<th>DESIGN STUDIO</th>
<th>TRADITIONAL</th>
<th>MODERN</th>
<th>MIX</th>
<th>GLOBAL TRADITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clemson University</td>
<td>MA Housing / Community Development / Urban Design</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Clemson University</td>
<td>MArch</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>MArch Master of Design for Sustainable Urban Environment</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Savannah College of Art and Design</td>
<td>MArch Master of Urban Design</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>MArch Master of Architectural Design and Urbanism</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>YES (ONLY EUROPE)</td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>MArch Master of Architectural Design and Urbanism</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>YES (ONLY EUROPE)</td>
</tr>
<tr>
<td>University of Miami</td>
<td>MArch Master of Urban Design</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>University of Miami</td>
<td>MArch Master of Urban Design</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>University of Miami</td>
<td>MSArch</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES (WESTERN ARCH.)</td>
</tr>
<tr>
<td>University of California Berkeley</td>
<td>MArch Master of Urban Design</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>University of California Berkeley</td>
<td>MArch Master of Urban Design</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Harvard Graduate School of Design</td>
<td>MAUD Master of Architecture in Urban Design</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>YES (ELECTIVES)</td>
</tr>
<tr>
<td>Harvard Graduate School of Design</td>
<td>MArch Master of Architecture in Urban Design</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>YES (ELECTIVES)</td>
</tr>
<tr>
<td>University of Charleston</td>
<td>MA Community Planning and Design</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES (REQUIRED)</td>
</tr>
</tbody>
</table>
N. **ESTIMATED COSTS.** Complete Table F below showing estimated annual costs for the first five years of the program and note the sources of funds to cover new costs. Sources of funds might include tuition generated by students in the program. In identifying sources of funds, program faculty should work closely with Academic Deans and Academic Affairs prior to the proposal submission. Also describe a contingency plan in case expected funds do not materialize. **NOTE:** Any new fees associated with the program must be approved by the Board of Trustees.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Administration (Directors)</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>25,000</td>
</tr>
<tr>
<td>Faculty Salaries</td>
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<td>26,500</td>
<td>26,500</td>
<td>110,805</td>
<td>110,805</td>
<td>285,210</td>
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<tr>
<td>Visiting Instructor/Guest Critic Travel</td>
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<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>40,000</td>
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<td>Clerical/Support Personnel</td>
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<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>100,000</td>
</tr>
<tr>
<td>Supplies and Materials</td>
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<td>13,000</td>
<td>13,000</td>
<td>13,000</td>
<td>13,000</td>
<td>62,000</td>
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<tr>
<td>Library Resources</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Equipment (Computer Lab/Software)</td>
<td>6,000</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td>54,000</td>
</tr>
<tr>
<td>Facilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td>51,600</td>
<td>86,500</td>
<td>86,500</td>
<td>170,805</td>
<td>170,805</td>
<td>566,210</td>
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</table>

<table>
<thead>
<tr>
<th>SOURCES OF FINANCING BY YEAR</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>TOTALS</th>
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</thead>
<tbody>
<tr>
<td>Tuition (summer term included)</td>
<td>91,872</td>
<td>183,744</td>
<td>183,744</td>
<td>183,744</td>
<td>183,744</td>
<td>183,744</td>
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<tr>
<td>Fees for Computer Lab Use ($500 each)</td>
<td>6,000</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td>54,000</td>
</tr>
<tr>
<td>State Funding</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Reallocation of Existing Funds</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Federal Funding</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other Funding (Specify)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td><strong>TOTALS</strong></td>
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<td>218,712</td>
<td>218,712</td>
<td>218,712</td>
<td>218,712</td>
<td>995,688</td>
</tr>
</tbody>
</table>

Program Administration: The program will be administered by two current lines that will evenly split a $5000 stipend, receiving $2500 each.

This form was last updated on 11/21/2013 and replaces all others.
Faculty Salaries: The first year we will require the services of one new adjunct, and subsequent years will we require one more additional adjunct. Both of them should be paid that standard rate of $2,550 per class. Every summer a full-time faculty member will administer the Independent Urban Design Field Study Abroad online classroom, and receive $2,550 compensation (or the going rate for summer hours appropriate to their rank). In the fourth year, if we receive donor support in the form of an endowed chair, we will hire a new full-time, tenure-track faculty member at the normal base salary of $65,000 per annum plus benefits.

Visiting Instructor/Guest Critic Travel: To fully make the most of Charleston as a worldwide center of discourse in the field of urban design, we will need to have support for bringing in leaders of the field to serve our design classes, whether it be for a couple of weeks or a couple of days. This is standard in design programs all over the world. Charleston is such a beloved place that we will be able to bring in excellent, global figures for comparatively little money.

Clerical/Support Personnel: We will provide a $20,000 (plus benefits) supplement to hire a new administrator at .50 FTE.

Supplies and Materials: Our supplies and materials budget includes postage, printing, general office supplies, and electronic duplication.

Library Resources: We do not require any new library resources.

Equipment (Computer Lab/Software). Lab fees will permit the ongoing maintenance of computers and software updates. This is subject to approval from the graduate school, and we can make do without it, but would very much like to have it and believe it is fair.

Facilities: We will not require additional facilities.

Sources of Financing

Donors: There are multiple donors waiting for this program to be approved by the College of Charleston. Their future support is, quite understandably, contingent upon a clear demonstration of the College's faith in the vision.

Tuition: Tuition income for the first year has been calculated using the current in-state graduate student rate of $319 per credit hour per year and a current summer rate of approximately $319 per credit hour.

Computer Lab Fees: Lab fees permit flexibility in obtaining additional software and equipment as needed.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: [signature]
Date: 2/16/16

Signature of Department Chair: [signature]
Date: 2/3/16

Signature of Additional Chair*: ____________________________
Date: ____________________________

Signature of Schools’ Dean: [signature]
Date: 1/3/16

Signature of Additional Schools’ Dean*: ____________________________
Date: ____________________________

Signature of the Provost: [signature]
Date: 2/18/16

Signature of Budget Director/Business Affairs Office: ____________________________
Date: ____________________________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: [signature]
Date: ____________________________

Signature of Chair of the Graduate Council: [signature]
Date: 3/28/16

Signature of Faculty Senate Secretary: ____________________________
Date: ____________________________

Date Approved by Faculty Senate: ____________________________

This form was last updated on 11/21/2013 and replaces all others.
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: Nathaniel Walker   Email: walkemr@cofc.edu   Phone: 843 953 8226

Department Name: Art & Architectural History   Graduate Program name: MA Community Planning and Design

Course Prefix, Number, and Title: ARTH 565 City as a Work of Art

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE   CHANGE COURSE   DELETE COURSE

☐ New Course (attach syllabus*)
☐ Change Number (IV, VII, VIII, IX)
☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2017

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

• Course description and objectives
• Method of teaching (e.g., lecture, seminar, on-line, hybrid)
• Required and optional texts and materials
• Graduate School Grading Scale
• Assignments, student learning outcomes and assessment components
• Policies to include attendance, Honor Code, American Disabilities Act statement
• Tentative course schedule with specific topics
List prerequisites and / or other restrictions below

None

Will this course be added to the Degree Requirements?

a) ☒ Yes ☐ No

b) If yes, explain

The course will be a crucial core learning experience during the first semester of the proposed MA in Community Planning and Design

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? ☐ yes ☒ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

This course examines the characteristic elements of historical urban form, explaining their presence and meaning, and looking at the ways in which they were modified over time and space, comparing cities across global cultures. Particular emphasis is placed upon public spaces such as squares, parks, civic buildings, and streets.
**IV. RATIONALE / JUSTIFICATION:** If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This course will address Goals 1-3 and 5 and Strategy 2 in the current Strategic Plan for the College. In order to fulfill these obligations, the course: 1) will provide opportunities for experiential learning through exposure to urban architectural ideas and forms throughout human history, 2) will contribute to a Charleston-based MA in Community Planning and Design that is “of Charleston” and will provide students with a core knowledge base to bring their design skills to bear on local, regional, national and international urban design challenges, 3) will provide opportunities for understanding global design issues that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century, 4) help to attract graduate students to enhance the overall financial security of the College of Charleston.

**V. 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. Students will be able to identify the primary principles of urban design, gain fluency in their terminology and philosophy, and recognize and recall their application in a number of global urban planning traditions dating from antiquity to the present day.</td>
<td>Students will be given two exams, a midterm and a final, in which they will be required to identify images of cities and urban spaces around the world and from multiple historic periods, as well as write an essay discussing the principles that guided the design of these places. Students will also be expected to demonstrate knowledge during graduate student discussion section. Students should receive grades no lower than Bs on their exams, and their discussion participation should be robust and demonstrably informed by course material.</td>
</tr>
<tr>
<td>2. Students will be able to assess the character and functions of a public urban space through visual analysis, by visiting and observing civic life in the space over a considered period of time. They will be able to critically appraise the success or failure of the space by comparing its present life to its original design intents as ascertained through archival research.</td>
<td>Students will submit two three-page papers about public spaces of their choice in Charleston, including both a visual analysis of existing conditions and an historical research component, concluding with a comparative statement explaining how the space measures up to its intended character and functions. If the space falls short, the student must explain why it falls short, and if it succeeds, the student must explain why it succeeds. In the case of the former, the student must also suggest remedial measures. Students should receive grades no lower than Bs on these papers.</td>
</tr>
<tr>
<td>3. Students will be able to understand the form and history of an important public space somewhere outside of Charleston through research in scholarly literature and online resources. The ultimate purpose of this understanding will be a critical visual and historical analysis of the space’s form as well as its political and cultural significance and meaning, both intended and realized, articulated in part by comparing the space to other spaces both outside and inside of Charleston.</td>
<td>Students will write one fifteen-to-twenty-page research paper on a great public space outside of Charleston. A project proposal shall be submitted ahead of time to insure that the topic is suitable and that their bibliography is comprehensive. Students should demonstrate research skills as well as critical comparative thinking skills, and make no lower than a B on this research paper.</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?

This course aligns with the proposed MA in Community Planning and Design Program’s focus on meeting the rising demand for effective placemakers, building upon the success of its Historic Preservation and Community Planning program, while also reaching across disciplinary lines to collaborate with the Urban Studies, Real Estate, Art & Architectural History, and Public Administration programs, as well as the Joseph P. Riley, Jr. Center for Livable Communities. The course supports the MA in Community Planning and Design outcomes/goals of academic preparation, in particular:

- Demonstrate understanding of the theoretical and historical contexts for urban design methods and applications, specifically in:
  - The urban fabric of Charleston
  - A range of urban environments nationally and internationally

- Develop skills in digital presentation of urban design ideas that allows one to:
  - Demonstrate the ability to communicate design ideas to client

The content and skills are introduced via experiential learning in digital studios and discussions, reinforced through design projects, and demonstrated via presentations and a final urban design project.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

There is currently an undergraduate version of this course in ARTH that has been taught for many years. This new class will meet with that one, but of course it will also be different as appropriate to a graduate course, assigning additional readings, convening a weekly graduate discussion section outside in the public spaces of Charleston, and assigning two additional short papers on those public spaces.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There is no foreseeable additional cost to this course. The course will meet with an undergraduate class also called The City as a Work of Art, providing a special discussion session and walking trips for graduate students and requiring extra work from them.
IX. APPROVAL AND SIGNATURES

Signature of Dean of Graduate School:  

Signature of Department Chair:  

Signature of Additional Chair*:  

Signature of Schools' Dean:  

Signature of Additional Schools' Dean*:  

Signature of the Provost:  

Signature of Budget Director/Business Affairs Office:  

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:  

Signature of Chair of the Graduate Council:  

Signature of Faculty Senate Secretary:  

Date Approved by Faculty Senate:  

This form was last updated on 11/21/2013 and replaces all others.
The City as a Work of Art

ARTH 565 / Fall 2017 / Simons Center R309 / MWF 1:00pm-1:50pm
Professor Nathaniel R. Walker / walkernr@cofc.edu
Office: Simons Center R305 / Office Hours: Friday 2:00pm-4:00pm

Course Description

What human invention has a greater impact on human life than the city? Cities entail the creation of entire environments encompassing not only private shelters but also shared, public spaces in which the social, political, religious, and economic lives of individuals and communities are provided with a stage. Since antiquity, these stages have been continuously called upon to act as much more than simple conglomerations of buildings—they have been considered and reconsidered as engines of prosperity and security, and as sacred gifts that reflect the perfect, virtuous order of the divine. Cities have also been criticized, and indeed despised, as hotheads of vice and dysfunction. Considering the ways that cities have been deliberately crafted not only to sustain, but also to nurture and encourage “the good life” can shine light on the ways that human societies have understood both their present world and the ideal worlds they dream of inhabiting.

Student Learning Outcomes

1. Students will be able to identify the primary principles of urban design, gain fluency in their terminology and philosophy, and recognize and recall their application in a number of global urban planning traditions dating from antiquity to the present day.
2. Students will be able to **assess the character and functions of a public urban space through visual analysis**, by visiting and observing civic life in the space over a considered period of time. They will be able to **critically appraise the success or failure of the space by comparing its present life to its original design intents** as ascertained through archival research.

3. Students will be able to **understand the form and history of an important public space somewhere outside of Charleston** through research in scholarly literature and online resources. The ultimate purpose of this understanding will be a **critical visual and historical analysis of the space's form as well as its political and cultural significance and meaning, both intended and realized**, articulated in part by comparing the space to other spaces both outside and inside of Charleston.

**Readings**

The required textbooks for this class are *Design of Cities* by Edmund N. Bacon, *The Architecture of Community* by Léon Krier, and *Cities of Tomorrow* by Peter Hall. Bacon addresses the basic principles of urban design generally speaking. Krier critiques contemporary design practice with such principles in mind, and Hall offers an intellectual history of urban design in the modern period. All of the readings not in these textbooks will be provided as PDFs via OAKS.

**Grading**

There will be a midterm (October 6, in class) and a final exam (December 11, in the usual classroom but at a different time, stay tuned) for this course, each consisting of slide identification and a short essay, and they will each be worth 20% of the final grade. Participation will count for 10% of the grade, and this includes coming to lectures (shared with undergraduate students of ARTH 265) on time, reading the assigned texts (grad students have double the readings of undergrads, in extra sources) engaging with course discussions, and NOT using your electronic devices to digitally socialize or shop for holiday dé or during class. This also includes **mandatory graduate student discussion sections, which meet for one hour once a week to facilitate meaningful discussion and critical debate about core concepts**, after lecture on Thursdays, generally outside in the urban fabric of Charleston, weather permitting. If you have more than one or two unexcused absences from lectures or section, your grade will be mauld. **Grad students must write two short analytical papers, each worth 10% of the grade, on public spaces of your choice in Charleston.** The final research project will count for the remaining 30% of the grade. Part of this grade will be met by a research project proposal with bibliography emailed to the Professor no later than Fall Break, and of course your final project is expected to reflect the feedback received on the proposal. Late papers will be deducted half a letter grade per day.

**Grade System**

Grades are available on My.Charleston beginning with the date set by the Registrar’s Office for the term specified. For a complete academic record of their grades, students may request an official academic transcript from the Office of the Registrar or they may view their unofficial transcript on the Academic Services tab of My.Charleston on the web.

Students receive letter grades for every course in which they enroll, regardless of the...
location of the course or the mode of delivery. Each letter grade has a numerical "quality point value" as shown below.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<tr>
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<tr>
<td>B</td>
<td>Good</td>
<td>3.000</td>
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<tr>
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<tr>
<td>D+</td>
<td>Barely Acceptable, Passing</td>
<td>1.300</td>
</tr>
<tr>
<td>D</td>
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<td>1.000</td>
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<tr>
<td>D-</td>
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<td>0.700</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Research Paper**

As mentioned above, the largest single part of the final grade in this course is the research paper. This will be a fifteen- to twenty-page paper on a topic of your choice, due via email by midnight on Saturday, November 22. For your topic you have infinite options—any square, street, city, etc., as long as your paper engages with urban issues, specifically the historical connections between the physical design of public space and notions of the body politic and citizenship. *You will need to be able to find at least five solid scholarly sources* (peer-reviewed articles or books by a reputable press) on your chosen topic. Reputable websites are valid tools and you can cite them (except Wikipedia, which is nice but not suitable for an academic paper), but blogs and so forth will not count towards your five main sources. *The paper should be organized around a single core argument*—you need to decide what, precisely and exactly, you want to say about your topic, and why it is important. You should definitely proofread your paper, as it needs to arrive in my inbox as a polished, elegant document worthy of your name. It is better to write a very good fifteen-page paper than to write a mediocre twenty-page paper. I will remain at your disposal throughout the course to help you with this project—email me anytime, and please do take advantage of my office hours. I am also happy to meet with you by appointment if my office hours are not compatible with your schedule.

**Academic Integrity**

The College of Charleston is a prestigious place of higher learning, and as a student you are not only invited to enjoy that prestige, but are also called upon to enhance it. Lying, cheating, and stealing—AKA plagiarism—will not be tolerated, as this kind of thing not only lays waste to your education, but also devalues the degrees of all your fellow students. Dishonorable behavior will, as mandated by the College’s policies, result in failure of and expulsion from the course, and will most likely cue further disciplinary action.
Schedule & Reading Assignments

Tuesday, August 19
Laying the Ground Rules
Introduction to key course concepts and problems: how does one define a city, and how can one say that a city is a "work of art"?

Thursday, August 21
Cities and the Problem of Meaning

Tuesday, August 26
To Plan, or Not to Plan?

Thursday, August 28
To Plan!

Tuesday, September 2
Early Cities in the Middle East

Thursday, September 4
Chinese Imperial Cities and Gardens of Ambivalence

Tuesday, September 9
The Greek Polis
Thursday, September 11
*The Eternal City*

Tuesday, September 16
*The Mesoamerican Control Group: Teotihuacan*

Thursday, September 18
*The Mesoamerican Control Group: The Maya*

Sunday, September 21
First graduate student analytical paper on Charleston public space due, email by midnight.

Tuesday, September 23
*Ideal—and Less than Ideal—Cities in Antiquity*

Thursday, September 25
*The Medieval City (And Lack Thereof)*

Tuesday, September 30
*Cities in the Islamic World(s)*
Nezar AlSayyad, “Chapter Four: Urban Transformations in Early Islam: Arabization or Islamization of Existing Cities” and the first part of “Chapter Five: Planned Capital Cities: Ideal Constructs or Imperial Palaces in *Cities and Caliphs: On the Genesis of Arab Muslim Urbanism*, pp. 77-125.

Thursday, October 2
*Siena on the Eve of the Renaissance*

5
Tuesday, October 7
Midterm Exam Review.

Thursday, October 9
**Midterm Exam in Class**
Bring only a bluebook and pen, blue or black.

Tuesday, October 14
*An Urban Resurgence in Theory and Practice*

Thursday, October 16
*Pulsing Cities of Repose*

Tuesday, October 21
*Town Planning in the Americas*

Thursday, October 23
*Urban Masterpieces in the Lowcountry*

Sunday, September 26
Second graduate student analytical paper on Charleston public space due, email by midnight.

Tuesday, October 28
*Baroque Power and Majesty*

Thursday, October 30
*Old and New Towns in the United Kingdom*

Tuesday, November 4
**ELECTION DAY - NO CLASS**
Thursday, November 6
The Immersive Modern Metropolis

Tuesday, November 11
Escaping the Dark Satanic Mills

Thursday, November 13
The City of Broad Shoulders

Tuesday, November 18
Zoning and the City of Speed

Thursday, November 20
The New Urbanism

Saturday, November 22
Research Paper Due via Email, by Midnight

Tuesday, November 25
Final Exam Review

Thursday, November 27
THANKSGIVING HOLIDAY - NO CLASS

Tuesday, December 4
Final Exam 4:30pm-7:30pm
Bring only a pen, blue or black.
(Please Note: this syllabus is subject to change in response to evolving course needs.)
Contact Name: R. Grant Gilmore III Email: gilmorerg@cofc.edu Phone: 843 953 6352

Department Name: Art & Architectural History Graduate Program name: MA Community Planning and Design

Course Prefix, Number, and Title: CPAD 605 Drawing Charleston

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE
☐ New Course (attach syllabus*)

CHANGE COURSE
☐ Change Number (IV, VII, VIII, IX)
☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

DELETE COURSE
☐ Delete Course (IV, VII, IX)

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2017

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

• Course description and objectives
• Method of teaching (e.g., lecture, seminar, on-line, hybrid)
• Required and optional texts and materials
• Graduate School Grading Scale
• Assignments, student learning outcomes and assessment components
• Policies to include attendance, Honor Code, American Disabilities Act statement
• Tentative course schedule with specific topics
List prerequisites and/or other restrictions below

None

Will this course be added to the Degree Requirements?

a) ☒ Yes ☐ No

b) If yes, explain

The course will be a crucial core learning experience during the first semester of the proposed MA in Community Planning and Design

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☐ yes ☒ no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

Students will be immersed in Charleston’s built environment, where by listening, reading, looking, and especially by drawing they will learn to critically analyze its fabric—its historical and cultural significance, its aesthetic and functional merits. The final course project will require them to render an existing streetscape and improve it.
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This course will address Goals 1-3 and 5 and Strategy 2 in the current Strategic Plan for the College. In order to fulfill these obligations, the course: 1) will provide opportunities for experiential learning through exposure to urban architectural ideas and forms in Charleston, 2) will contribute to a Charleston-based MA in Community Planning and Design that is “of Charleston” and will provide students with a core knowledge base to bring their design skills to bear on local, regional, national and international urban design challenges, 3) will provide opportunities for understanding global design issues that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century, 4) help to attract graduate students to enhance the overall financial security of the College of Charleston.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<th>Student Learning Outcomes</th>
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<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. Students will learn to perceive and identify components of the built environment by observing and drawing urban vistas in the city of Charleston. Their observational skills, architectural knowledge, manual drawing skills, and communication skills will be developed, as they learn to translate their visual experiences into drawings and watercolors that are then presented to others.</td>
<td>Students will keep a journal in which they make drawings of Charleston's architecture and urban spaces. Some of the vistas will be chosen by the instructor, and some will be chosen by the student, who in these cases must explain why they selected the vistas in question. This journal will be regular presented to the class and assessed by the instructor, who will critique student drawings as well as student knowledge of the names, purposes, and history of the forms they have represented. Students should demonstrate improvement in both artistic dexterity and architectural knowledge as the semester progresses, leading to a journal grade no lower than B.</td>
</tr>
<tr>
<td>Students will learn how to visually read and analyze contemporary urban fabric and compare it to historic urban maps, photographs, and drawings, combining visual skills with historic resources to gain new knowledge of the past and present of a particular place.</td>
<td>Students will sketch a vista in Charleston that shows evidence of significant change. Then, using historic resources, they will alter their sketch to reconstruct a lost vista. Students should demonstrate both convincing rendering skills, resourceful research skills, and thoughtful imagination in the completion of the final drawing, earning a grade no lower than B.</td>
</tr>
<tr>
<td>Students will learn how to identify and appraise a problematic urban vista, considering its assets and its flaws, and then modify it for the better.</td>
<td>Students will sketch an existing vista in Charleston that is not perfect, and they will then present that sketch to the class. The final course project will consist of their improvement of that vista, using all of the lessons they have learned by exploring, observing, and drawing the city of Charleston and its many famously beautiful and meaningful perspectives. Students should make nothing less than a B on this project.</td>
</tr>
</tbody>
</table>
This course aligns with the proposed MA in Community Planning and Design Program’s focus on meeting the rising demand for effective placemakers, building upon the success of its Historic Preservation and Community Planning program, while also reaching across disciplinary lines to collaborate with the Urban Studies, Real Estate, Art & Architectural History, and Public Administration programs, as well as the Joseph P. Riley, Jr. Center for Livable Communities. The course supports the MA in Community Planning and Design outcomes/goals of academic preparation, in particular:

- Demonstrate understanding of the manual drafting and watercolor methods and applications, specifically in:
  - The urban fabric of Charleston
  - A range of urban environments nationally and internationally

- Develop skills in hand presentation of architectural ideas that allows one to:
  - Demonstrate the ability to communicate design ideas to client

The content and skills are introduced via experiential learning in manual studios and discussions, reinforced through drawing projects, and demonstrated via presentations and a final hand rendered project.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There is no foreseeable additional plant costs to this course as the studios will be in available space at the HPSV building and the streets of Charleston. .25 FTE for a current faculty member will be required for this course.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: [Signature]
Date: 2/1/2016

Signature of Department Chair: [Signature]
Date: 2/3/16

Signature of Additional Chair*: [Signature]
Date: 

Signature of Schools' Dean:
[Signature] B. More
Date: 2/3/16

Signature of Additional Schools' Dean*:

Signature of the Provost: [Signature]
Date: 2/18/16

Signature of Budget Director/Business Affairs Office:

Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: [Signature]
Date: 

Signature of Chair of the Graduate Council: [Signature]
Date: 3/26/16

Signature of Faculty Senate Secretary:
Date: 

Date Approved by Faculty Senate: 

This form was last updated on 11/21/2013 and replaces all others.
Description:
This course will include touring and investigating Charleston’s architecture and urbanism through site visits and walking tours, all of which will see students create carefully composed and drawn sketches of the city. Coursework will not only include representing the existing urban fabric but also creative ways of representing new ideas for the future of the city. The course will include researching old maps and images of Charleston.

Student Learning Outcomes:
1. Students will learn to perceive and identify components of the built environment by observing and drawing urban vistas in the city of Charleston. Their observational skills, architectural knowledge, manual drawing skills, and communication skills will be developed, as they learn to translate their visual experiences into drawings and watercolors that are then presented to others.
2. Students will learn how to visually read and analyze contemporary urban fabric and compare it to historic urban maps, photographs, and drawings, combining visual skills with historic resources to gain new knowledge of the past and present of a particular place.
3. Students will learn how to identify and appraise a problematic urban vista, considering its assets and its flaws, and then modify it for the better.
Texts:
<Ro> Robert Rosen, A Short History of Charleston
<R> Witold Rybczynski, City Life

Optional Texts:
Stephan Hoffpauir and Joyce Rosner Architectural Illustration in Watercolor: Techniques for Beginning and Advanced Professionals

Materials:
Recommended stores are Artist & Craftsman Supplies or the College store. Materials include a sketchbook, blue, red and yellow watercolors, brushes, colored pencils and/pastels, an adjustable triangle, a T-square if needed, an architect’s scale, a lead holder, an eraser, trace paper; set of pigment markers in 4 line widths, a large cardboard portfolio with your name on the outside, and other materials such as basswood and bristol board on a per project basis.

Assignments:
Students will keep a sketch journal in which they make their Charleston street drawings and watercolors, both together as a class, and individually on assignment. They will regularly present their drawings to the class. Students will also consult old and current maps of Charleston in order to trace historical change in the city, creating a drawing the imagines a restoration of a previous condition. Students will do a case-study sketch of Marion Square, imagining how it might best be enclosed by great buildings. Last but not least, students will also be assigned with the task of rendering an existing streetscape in fine detail, and then imagining and creating an improved future version that is drawn in equal detail (digital scanning of the first drawing is permitted, but improvements must be rendered by hand).

Grades will be based on your work in the class:

40% for your sketch journal and its presentation
20% for your map-based rendering of a lost urban vista
10% for Marion Square case-study sketch
30% for an imaginative future vista that improves an existing streetscape

Grade System:
Grades are available on My.Charleston beginning with the date set by the Registrar’s Office for the term specified. For a complete academic record of their grades, students may request an official academic transcript from the Office of the Registrar or they may view their unofficial transcript on the Academic Services tab of My.Charleston on the web.
Students receive letter grades for every course in which they enroll, regardless of the location of the course or the mode of delivery. Each letter grade has a numerical “quality point value” as shown below.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.700</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.300</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.700</td>
</tr>
<tr>
<td>C+</td>
<td>Fair</td>
<td>2.300</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
<td>2.000</td>
</tr>
<tr>
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<td>0.700</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
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</tr>
</tbody>
</table>

**ATTENDANCE:**
Attendance is required. It will be important to discuss topics in class, and the material covered in class will largely be unique. Unexplained or unexcused absences are sufficient grounds for failing the course.

**PRELIMINARY SCHEDULE OF CLASS MEETINGS AND TOPICS**

1 — Introduction to Charleston’s architecture and drawing Classicism
   In-class sketch
   <R> ch. 1

Assignment: Draw the Classical orders

2 — Layers of the Cultural Landscape that is Charleston
   Walking, sketching, and discussion of the readings
   <R> ch. 2, <Ro> ch. 1-3

Assignment: Sketch the City Market

3 — Review of Sketch Journals
   Discussion of early maps of Charleston and of the readings
   <R> ch. 3, <Ro> ch. 4-6

Assignment: Sketch a Classical Order from any building in Charleston
4 — The Landmarks of Charleston
Walking and sketching

Assignment: Sketch St. Philip’s Episcopal Church, must include ground level

5 — As the Crow Flies
Discussion and interpretation of the Nolli Map and Halsey Map of Charleston.
<R> ch. 4; read the rest of Rosen

Assignment: Sketch the Battery

6 — The Holy City
Sketching the Charleston skyline on the ferry to Ft. Sumter
<R> ch. 5

Assignment: Choose and sketch any Charleston vista that you find beautiful and
think is worthy of study by architects and urban designers—be prepared to explain
why you chose it!

7 — Review of Sketch Journals
Discussion of readings
<R> ch. 7-8

Assignment: Sketch a residential vista in Charleston; include at least three piazzas or
porches

8 — Grand Houses of Charleston
Walking and watercoloring

Assignment: Find a spot in Charleston’s Historic District that you believe has
changed significantly over time—sketch it as it exists in the present and identify it
on a contemporary map (you will bring the marked map to class)

9 — Imagining the Lost City of Charleston
Present your sketch of a contemporary vista and your map to the class. Consult
other historical maps together with the class. Begin the process of identifying the
historical moment in which that vista was most interesting.

Assignment: Restore the vista back to its historic appearance (as best as you can
with the available historical resources).

10 — Intimate Parks, Squares, and Alleys
Walking and watercoloring

Assignment: Watercolor a Charleston park, square, or alley with a focus not on the
center, but on its urban edge(s)
11 — The Great Marion Square
Walking and discussion
Special Reading: The Marion Square Project (distributed online as a PDF)

Assignment: Sketch Marion Square, from the middle, and draw buildings rising beyond the trees, at the level and of the character that you feel would best enclose the large space

12 — Imagining the Future City of Charleston Part I
Review of sketch journals and walking to a problematic vista and debating possible solutions

Assignment: Choose a vista in Charleston that is not perfect, sketch it in detail and consider ways you might improve it—come to class prepared to discuss the positive attributes of your chosen vista, the negative attributes, and your thoughts on possible enhancements.

13 — Imagining the Future City of Charleston Part II
Presentation of chosen site and initial thoughts

Assignment: Enhance the vista

14 — Imagining the Future City of Charleston Part III
Presentation of final sketch to class, in-class student critique

Assignment: Refine your sketch and add watercolor

15 — Imagining the Future City of Charleston Part IV
Final watercolors presented to and critiqued by a jury
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION
AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: R. Grant Gilmore III   Email: gilmorerg@cofc.edu   Phone: 843 953 6352

Department Name: Art & Architectural History   Graduate Program name: MA Community Planning and Design

Course Prefix, Number, and Title: CPAD 615 Introduction to Urban Design

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE  CHANGE COURSE  DELETE COURSE
(attach syllabus*)  □ Change Number (IV, VII, VIII, IX)  □ Delete Course (IV, VII, IX)
□ Change Title (IV, VII, VIII, IX)
□ Change Credits/Contact hours (II, IV, VII, IX)
□ Prerequisite Change (IV, VII, VIII, IX)
□ Edit Description (III, IV, VII, VIII, IX)

□ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2017

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

• Course description and objectives
• Method of teaching (e.g., lecture, seminar, on-line, hybrid)
• Required and optional texts and materials
• Graduate School Grading Scale
• Assignments, student learning outcomes and assessment components
• Policies to include attendance, Honor Code, American Disabilities Act statement
• Tentative course schedule with specific topics
List prerequisites and / or other restrictions below

None

Will this course be added to the Degree Requirements?

a) ☒ Yes  ☐ No

b) If yes, explain

The course will be a crucial core learning experience during the first semester of the proposed MA in Community Planning and Design

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
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<th>Lecture</th>
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</table>

B. Credit Hours 6

Is this course repeatable? ☐ yes  ☒ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

This studio course offers an introduction to the principles and methods of urban design. Physical, economic, sociological and architectural aspects of an existing area in or near Charleston will be analyzed, and proposals for future development will be formulated. This course will include field research, drawing, and model building, both analog and digital.

IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.
This course will address Goals 1-3 and 5 and Strategy 2 in the current Strategic Plan for the College. In order to fulfill these obligations, the course: 1) will provide opportunities for experiential learning through exposure to urban architectural ideas and forms from around the world, 2) will contribute to a Charleston-based MA in Community Planning and Design that is “of Charleston” but global in perspective and will provide students with a core knowledge base to bring their design skills to bear on local, regional, national and international urban design challenges, 3) will provide opportunities for understanding design issues that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century, 4) help to attract graduate students to enhance the overall financial security of the College of Charleston.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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</tr>
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<td>1. By observing and describing an existing problematic urban site in Charleston, and comparing it to exemplary sites in Charleston and elsewhere, students will learn how to analyze urban sites, including their strengths and weaknesses, liabilities and possibilities. In the process, students will also gain the basic skills required for translating existing physical fabric into a two-dimensional urban design representation, as well as the communication skills for articulating their comparative analysis, both verbally and visually.</td>
<td>Students will create and present two plan drawings of the assigned Charleston site, designated in the syllabus as an &quot;Urban Plan Analysis&quot; and a &quot;Site Analysis,&quot; comparing the site to other famous town plans by superimposing portions of those plans over the Charleston site, insisting always that the plans are compared at an identical scale, and demonstrating detailed knowledge of the conditions on the ground. Students will be assessed not only on the quality of their drawings, but also on their ability to present what knowledge they have gained through comparative analysis, earning no less than a B on these two presentations combined.</td>
</tr>
<tr>
<td>2. Students will become fluent in the present discourse of urban design—its popular terminology, methods, and criteria for success, as well as its recent history and ongoing issues and debates—by engaging with assigned readings and course discussions that will accompany studio drawing sessions.</td>
<td>Students will engage with course discussions, not only demonstrating knowledge of assigned readings and lecture concepts, but also revealing a capacity to form and articulate opinions on the material in question. Participation will be assessed throughout the class.</td>
</tr>
<tr>
<td>3. Students will diagram, articulate, adapt, and design urban fabric, learning how to form and communicate a vision for comprehensive improvement in a problematic urban site.</td>
<td>After drawing and analyzing their site plan, students will prepare and present a preliminary improvement design. In response to the feedback they receive at their midterm design review and over the course of the class, they will be expected to adapt and refine this preliminary, diagrammatic design into an elegant and articulate final design, which they will eloquently present at their final review. Students should earn no less than a C at their midterm review, and no less than a B at their final review.</td>
</tr>
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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?

This course aligns with the proposed MA in Community Planning and Design Program’s focus on meeting the rising demand for effective placemakers, building upon the success of its Historic Preservation and Community Planning program, while also reaching across disciplinary lines to collaborate with the Urban Studies, Real Estate, Art & Architectural History, and Public Administration programs, as well as the Joseph P. Riley, Jr. Center for Livable Communities. The course supports the MA in Community Planning and Design outcomes/goals of academic preparation, in particular:

- Demonstrate understanding of the theoretical and historical contexts for urban design methods and applications, specifically in:
  - The urban fabric of Charleston
• A range of urban environments nationally and internationally

✦ Develop skills in digital presentation of urban design ideas that allows one to:
  • Demonstrate the ability to communicate design ideas to client
  
The content and skills are introduced via experiential learning in digital studios and discussions, reinforced through design projects, and demonstrated via presentations and a final urban design project.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

No adverse impact on current courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There is no foreseeable additional cost to this course. Drafting and digital studio space and equipment already exists in the recently renovated Historic Preservation and Community Planning building at 12 Bull Street, and will be utilized for this program.

.50 FTE for one adjunct faculty member will be required for this course, most likely Elizabeth Stanton who is already an adjunct for HFCP. There are no current faculty members with training or time available to teach this course.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: ___________________________ Date: 2/3/16

Signature of Department Chair: ___________________________ Date: 2/3/16

Signature of Additional Chair*: ___________________________ Date: 

Signature of Schools' Dean: ___________________________ Date: 2/3/16

Signature of Additional Schools' Dean*: ___________________________ Date: 

Signature of the Provost: ___________________________ Date: 2/18/16

Signature of Budget Director/Business Affairs Office: ___________________________ Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: ___________________________ Date: 

Signature of Chair of the Graduate Council: ___________________________ Date: 

Signature of Faculty Senate Secretary: ___________________________ Date: 

Date Approved by Faculty Senate: ___________________________ 

This form was last updated on 11/21/2013 and replaces all others.
INTRODUCTION TO URBAN DESIGN

"Learning from the existing landscape is a way of being revolutionary for an architect. Not the obvious way, which is to tear down Paris and begin again, as Le Corbusier suggested in the 1920's but another, more tolerant way; that is, to question how we look at things."

-Robert Venturi

"Urban design and city building are surely among the most auspicious endeavors of this or any age, giving rise to a vision of life, art, artifact and culture that outlives its authors. It is the gift of its designers and makers to the future. Urban design is essentially an ethical endeavor, inspired by the vision of public art and architecture and refined by the science of construction."

- Donald Watson

Urban design is the process of designing and shaping cities, towns and neighborhoods. It is about making connections between people and places, nature and the built environment; drawing together place-making, environmental stewardship, social equity and economic viability into the creation of places with distinct identity.

The semester will focus on developing a clear understanding of urban design - from theories to design charrettes, to case studies, and ultimately to the creation of new master plans and urban proposals that will attempt to create a new model of sustainable urban development for the City of Charleston. The goal of the studio is to produce fresh and appropriate proposals that combine different degrees of density and a diverse urban fabric. The designs will simultaneously combine local cultural history, and aesthetic tradition arriving at solutions that derive organically, in a sustainable fashion, from the immediate social, topographic, and cultural environment of Charleston, SC.
I. Instructor Information

Elizabeth (Liz) Stanton, MArch, MA Urban Design
(214) 585-1232 (feel free to call or text) Office Hours: By Appointment
liz@clarkeedesigngroup.com

II. Catalog Description

This studio course will focus on a particular local site as a case study in urban design. Physical, economic, sociological and architectural aspects of the area will be analyzed and proposals for future development will be formulated. This course will include field research, drawing, and basic model building and will include instruction in the areas of design and graphics.

III. Instructional/Learning Objectives

a) By observing and describing an existing problematic urban site in Charleston, and comparing it to exemplary sites in Charleston and elsewhere, students will learn how to analyze urban sites, including their strengths and weaknesses, liabilities and possibilities. In the process, students will also gain the basic skills required for translating existing physical fabric into a two-dimensional urban design representation, as well as the communication skills for articulating their comparative analysis, both verbally and visually.

b) Students will become fluent in the present discourse of urban design—its popular terminology, methods, and criteria for success, as well as its recent history and ongoing issues and debates—by engaging with assigned readings and course discussions that will accompany studio drawing sessions.

c) Students will diagram, articulate, adapt, and design urban fabric, learning how to form and communicate a vision for comprehensive improvement in a problematic urban site.

IV. Instructional Methodology and Grading

Students and faculty work closely together through research, discussion, lectures and critiques. The scope of the effort encourages collaboration in the process of design. Numerous internal reviews and critiques provide a forum for team and individual designers to present ideas and review possibilities. Attendance and basic participation counts for 10% of the grade. The first two reviews are each worth 15%, the midterm review is worth 20%, and the final review is worth 40% of the grade. Obviously, this course is heavily weighted towards the final review.

Grade System

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</thead>
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<tr>
<td>A</td>
<td>Superior</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>Superior</td>
<td>3.700</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.300</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.700</td>
</tr>
<tr>
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<td>Fair</td>
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</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>Acceptable</td>
<td>1.700</td>
</tr>
<tr>
<td>D+</td>
<td>Barely Acceptable, Passing</td>
<td>1.300</td>
</tr>
<tr>
<td>D</td>
<td>Barely Acceptable, Passing</td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td>Barely Acceptable, Passing</td>
<td>0.700</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.000</td>
</tr>
</tbody>
</table>

V. Term Project

The studio will consist of initial analytical exercises and a final urban design master plan for "The Horizon District." The final and individual reviews draw together the issues of the term and set forward a program of study for life outside the university.

VI. Required text


Additional readings, journal articles, references, etc. will be assigned as needed.

VII. Attendance Policy

As this course only meets once a week, students are expected to attend all classes. More than one unexcused absence will result in the deduction of a letter grade from the student’s final semester grade.

VIII. Examinations

The studio project serves the function of the examination in other subjects. The lectures/seminars offer another opportunity to demonstrate skills and understandings. The College honor code applies to all work undertaken.

IX. Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | W 14 | "Introduction to Urban Design"  
* Read “An Introduction to Great Streets” pg.2-11 (in textbook) |
| 2    | M 19 | HOLIDAY (MLK DAY)  
"The True City - Region/Neighborhood/Block"  
* Urban Plan Analysis Assigned |
| 3    | W 28 | Review: Analysis/Documentation of Comparative Urban Plans  
"Urban Analysis / Diagramming"  
* Site Analysis Assigned |
<table>
<thead>
<tr>
<th>Date</th>
<th>W</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Feb</td>
<td>4</td>
<td>Studio - Desk Crits and Review of Preliminary Site Analysis</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td><strong>Review</strong>: Analysis/Documentation of Existing Conditions</td>
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<tr>
<td></td>
<td></td>
<td>* Intro to Design Phase: Making Great Streets &amp; Spaces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Begin Schematic Designs for Term Project</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>Studio - Desk Crits and Review of Schematic Designs</td>
</tr>
<tr>
<td>7</td>
<td>25</td>
<td><strong>Midterm Review</strong>: ALL MATERIALS DUE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Urban Plan Analysis, Site Analysis, Schematic Designs for Term Project)</td>
</tr>
<tr>
<td>Mar 2-8</td>
<td></td>
<td><strong>HOLIDAY (SPRING BREAK)</strong></td>
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<tr>
<td>8</td>
<td>11</td>
<td>&quot;Seaside &amp; The Birth of New Urbanism&quot;</td>
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<tr>
<td></td>
<td></td>
<td>Studio</td>
</tr>
<tr>
<td>9</td>
<td>18</td>
<td>&quot;Designing Healthy Communities&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studio</td>
</tr>
<tr>
<td>10</td>
<td>25</td>
<td>&quot;Leon Krier: The Architecture of Community&quot;</td>
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<tr>
<td></td>
<td></td>
<td>Studio</td>
</tr>
<tr>
<td>11 Apr</td>
<td>1</td>
<td>&quot;Cayala, Guatemala&quot;</td>
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<tr>
<td></td>
<td></td>
<td>Studio</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
<td>&quot;Earl's Court - Mt. Pleasant&quot;</td>
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<tr>
<td></td>
<td></td>
<td>Studio</td>
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<tr>
<td>13</td>
<td>15</td>
<td>Studio</td>
</tr>
<tr>
<td>14</td>
<td>22</td>
<td>Studio</td>
</tr>
<tr>
<td>M 27</td>
<td></td>
<td><strong>LAST DAY OF CLASSES</strong></td>
</tr>
<tr>
<td>W 4/29</td>
<td></td>
<td><strong>EXAMS</strong></td>
</tr>
<tr>
<td>W 5/6</td>
<td></td>
<td>Final Review - TBD</td>
</tr>
</tbody>
</table>
Contact Name: Nathaniel Walker    Email: walkemr@cofc.edu    Phone: 843 953 8226

Department Name: Art & Architectural History    Graduate Program name: MA Community Planning and Design

Course Prefix, Number, and Title: ARTH 535 American Architecture

1. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New Course (attach syllabus*)</td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td></td>
<td>□ Change Title (IV, VII, VIII, IX)</td>
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<tr>
<td></td>
<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Prerequisite Change (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Edit Description (III, IV, VII, VIII, IX)</td>
<td></td>
</tr>
</tbody>
</table>

☑ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Spring 2018

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and/or other restrictions below

None

Will this course be added to the Degree Requirements?

a) ☒ Yes ☐ No

b) If yes, explain

The course will be a crucial core learning experience during the second semester of the proposed MA in Community Planning and Design

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☐ yes ☒ no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, corequisites, and other restrictions. If changing course description, please include both old and new course descriptions.

A history of architecture in North America. Though beginning with a brief examination of pre-Columbian building and including Canadian examples where useful, the course will focus primarily on American architecture from the period of European settlement to the present.
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This course will address Goals 1-3 and 5 and Strategy 2 in the current Strategic Plan for the College. In order to fulfill these obligations, the course: 1) will provide opportunities for experiential learning through exposure to urban architectural ideas and forms from around the globe, 2) will contribute to a Charleston-based MA in Community Planning and Design that is global in nature and will provide students with a core knowledge base to bring their design skills to bear on local, regional, national and international urban design challenges, 3) will provide opportunities for understanding global design traditions that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century, 4) help to attract graduate students to enhance the overall financial security of the College of Charleston.

V. 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><strong>1. Students will learn to identify major global traditions in the history of architecture, from every continent on the globe, and recognize their salient design features as well as the cultural meanings invested within them.</strong></td>
<td>Students will be given two exams, a midterm and a final, in which they will be required to identify images of buildings around the world and from multiple historic periods, as well as write an essay comparing the meanings invested in the forms of these buildings. Students should earn grades no lower than 8s on their exams.</td>
</tr>
<tr>
<td><strong>2. Students will learn the &quot;canon&quot; of global architectural traditions, but they will also learn to think critically about the formation of canons in the first place. To these ends they will develop the skills needed to independently analyze a building tradition, formulate and communicate its characteristic elements in relation to the canon, and appraise its value as a contribution to global design traditions.</strong></td>
<td>A formal presentation, written and oral, will be crafted by each student, presenting a non-canonical building to the rest of the class. This presentation must not only analyze the forms and meanings of the structure in question, it must also critically position it relative to the canon of architectural history, and make a case for its worthiness as an object of study. Students will be assessed based upon their presentation as well as their participation as audience members for the presentations of others, thus earning a course presentation/participation grade no lower than B.</td>
</tr>
<tr>
<td><strong>3. Students will learn to compare and contrast different global architectural traditions, articulating what makes them similar based upon humanistic/naturalistic criteria, and what makes them different based upon cultural/historical criteria. They will then go on to formulate a case study for a new, evolved approach to architecture that addresses both of these dimensions.</strong></td>
<td>A final research paper will be presented comparing the structural use and aesthetic treatment of columns and/or arches in three different global traditions, discussing how cultural context has made them different, and if, how and why they are similar despite their location on opposite sides of a cultural divide. As the final part of the project, graduate students must design, elegantly and in detail, a new column capital or arch treatment for a cultural location of their choice. It must draw upon local life, or if it does not, a justification must be given.</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?
This course aligns with the proposed MA in Community Planning and Design Program’s focus on meeting the rising demand for effective placemakers, building upon the success of its Historic Preservation and Community Planning program, while also reaching across disciplinary lines to collaborate with the Urban Studies, Real Estate, Art & Architectural History, and Public Administration programs, as well as the Joseph P. Riley, Jr. Center for Livable Communities. The course supports the MA in Community Planning and Design outcomes/goals of academic preparation, in particular:

- Demonstrate understanding of the theoretical and historical contexts global architectural history, methods and applications, specifically in:
  - The urban fabric of global cities
  - A range of building technologies internationally

- Develop skills in the presentation of international urban design ideas that allows one to:
  - Demonstrate the ability to communicate design ideas to client

The content and skills are introduced via experiential learning in coursework and discussions, reinforced through writing assignments, and demonstrated via presentations and a final paper.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses: if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

There is currently an undergraduate version of this course in ARTH that has been taught for many years. This new class will meet with that one, but of course it will also be different as appropriate to a graduate course, assigning additional readings, convening a weekly graduate discussion section outside in the public spaces of Charleston, and assigning two additional short papers on those public spaces.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.
There is no foreseeable additional cost to this course. The course will meet with an undergraduate class also called American Architecture, providing a special discussion session and walking trips for graduate students and requiring extra work from them.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: 

Signature of Department Chair: 

Signature of Additional Chair*: 

Signature of Schools' Dean: 

Signature of Additional Schools’ Dean*: 

Signature of the Provost: 

Signature of Budget Director/Business Affairs Office: 

*For interdisciplinary courses

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Date Approved by Faculty Senate: 

This form was last updated on 11/21/2013 and replaces all others.
Course Description

Buildings can be called upon to speak about many things, not least the people who commission, design, and use them. Throughout the history of the United States, questions have been raised about the nation's identity, and architecture has often been drafted into the search for answers. To start with, what does it mean to be “American”? Do the country's diverse cultural traditions and regional landscapes work together to create a single whole, or do they fracture the nation? Is the United States an urban country, a rural country, or something else entirely? This course will survey a history of American Architecture from a broad perspective, from pre-colonial times to the present day, asking these and other questions along the way. At the center of our inquiry will remain the crucial problem of national identity—a problem that has been entangled with architecture from the political birth of the United States, and which remains so today.

Student Learning Outcomes

1. Students will learn to identify major American traditions in the history of architecture, from every corner of the country, and recognize their salient design features as well as the cultural meanings invested within them.

2. Students will learn the "canon" of American architectural traditions, but they will also learn to think critically about the formation of canons in the first place. To these ends
they will develop the skills needed to independently analyze a building tradition, formulate and communicate its characteristic elements in relation to the canon, and appraise its value as a contribution to global design traditions.

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Readings

The required textbook for this class is Leland M. Roth’s *American Architecture: A History*, John Reps’ *The Making of Urban America*, and Steven Conn’s *Americans Against the City: Anti-Urbanism in the Twentieth Century*. I will also occasionally assign primary documents, chosen for their ability to bring particular periods to life. Any readings not in the three textbooks will be provided as PDFs via OAKS.

Grading

There will be a midterm (September 27, in class) and a final exam (November 29, in the usual classroom but at a different time, stay tuned) for this course, each consisting of slide identification and a short essay, and they will each be worth 20% of the final grade. Participation will count for 10% of the grade, and this includes coming to lectures (shared with undergraduate students of ARTH 335) on time, reading the assigned texts (grad students have double the reading of undergrads, in additional sources) engaging with course discussions, and NOT using your electronic devices to digitally socialize or shop for holiday décor during class. This also includes mandatory graduate student discussion sections, which meet for one hour once a week to facilitate meaningful discussion and critical debate about core concepts, after lecture on Fridays, generally outside in the urban fabric of Charleston, weather permitting. If you have more than one or two unexcused absences from lectures or section, your grade will be mauld. Grad students must write two short analytical papers, each worth 10% of the grade, on urban design in the United States. The final research project will count for the remaining 30% of the grade. Part of this grade will be met by a research project proposal with bibliography emailed to the Professor no later than Fall Break, and of course your final project is expected to reflect the feedback received on the proposal. Late papers will be deducted half a letter grade per day.

Grade System

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<tr>
<td>F</td>
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<td>0.000</td>
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</tbody>
</table>

**Research Paper**

As mentioned above, the largest single part of the final grade in this course is the research paper. This will be an eight- to ten-page paper on a topic of your choice, due via email by midnight on Saturday, November 25. For your topic you can choose from any number of things relevant to the history of American architecture and urbanism—a single building, a public space, a street, an architect, etc., as long as the paper engages with both architectural and urban issues. You will need to be able to find at least five solid scholarly sources (peer-reviewed articles or books by an established press). Reputable websites are valid tools and you can cite them (except Wikipedia, which is nice but not suitable for an academic paper!), but websites will not count towards your five sources. *The paper should be organized around a single core argument*—you need to decide what, precisely, you want to say about your topic, and why it is important. You should definitely proofread your paper. It is better to write a very good eight-page paper than to write a mediocre twelve-page paper. I will remain at your disposal throughout the course to help you with this project—email me anytime, and please do take advantage of my office hours. I am also happy to meet with you by appointment if my office hours are not compatible with your schedule.

**Academic Integrity**

The College of Charleston is a prestigious place of higher learning, and as a student here you are not only invited to enjoy that prestige, but are also called upon to enhance it. Lying, cheating, and stealing—AKA plagiarism—will not be tolerated, as this kind of thing not only lays waste to your education, but also devalues the degrees of all your fellow students. Dishonorable behavior will, as mandated by the College’s policies, result in failure of and expulsion from the course, and will quite possibly cue further disciplinary action.
Schedule & Reading Assignments

Monday, August 12
*Putting the “American” in “American Architecture”*
Introduction to the course concepts and core problems.

Wednesday, August 14
*A Brief Overview of Major Western Traditions*

Friday, August 16
*A Selection of Native American Triumphs: Teotihuacan, the Maya, the Mississippian, and the Anasazi*

Wednesday, August 21
*Early Colonial Architecture and Town Planning: The Southwest, Louisiana, Florida, Virginia*

Friday, August 23
*Early Colonial Architecture and Town Planning: Maryland, Virginia, Pennsylvania, New York, New England*

Monday, August 26
*Georgian Architecture and Town Planning: Virginia, Pennsylvania, Massachusetts, Connecticut*

Wednesday, August 28
*Georgian Architecture: Rhode Island and South Carolina*

Friday, August 30
*Colonial Town Planning in the Lowcountry*
Monday, September 2

Jefferson, L’Enfant, and the New Republic

Wednesday, September 4

In Search of the Monumental

Monday, September 9

Robert Mills, A Son of Charleston

Wednesday, September 11

Revisals!
Leland Roth, the first part of “Chapter Five: Appropriation and Innovation, 1820-1865,” in American Architecture, pp. 151-170; John Reps, “Boulevard Baroque and Diagonal Designs.”

Friday, September 13

More Revisals!
Leland Roth, the second part of “Chapter Five: Appropriation and Innovation, 1820-1865,” in American Architecture, pp. 170-185; John Reps, “Gridiron Cities and Checkerboard Plans.”

Monday, September 16

A Cottage Industry: Andrew Jackson Downing

Wednesday, September 18

A Spartan Nobility: Southern Plantations and Slave Quarters

Friday, September 20

Cast-Iron Cities: The Architecture of Industry
Leland Roth, the third part of “Chapter Five: Appropriation and Innovation, 1820-1865,” in American Architecture, pp. 192-206.” First Response Paper Due.
Monday, September 23
*The Machine in the Garden: Architecture and Manifest Destiny*

Wednesday, September 25
Midterm Exam review.

Friday, September 27
**Midterm Exam in Class.**
Bring only a bluebook and a pen, blue or black.

Monday, October 2 – Friday, October 6
*FALL BREAK – NO CLASS.*

Monday, October 9
Discussion of the results of the Midterm Exam.

Wednesday, October 11
*Construction and Reconstruction*

Friday, October 13
*Villas and Towers*

Monday, October 16
*The Carriage Retreat*

Wednesday, October 18
*The Streetcar Suburb*

Friday, October 20
*Utopia in the Back Bay*
Monday, October 23

*The Skyscraper Redeemed*


Wednesday, October 25

*The City Beautiful*


Friday, October 27

*The Art and Craft of Frank Lloyd Wright*

Leland Roth, the second part of “Chapter Seven: The Architecture of the American City and Suburb, 1885-1915,” in *American Architecture*, pp. 299-317; Steven Conn, “The Center Should Not Hold.”

Monday, October 30

*Art Deco and the Search for an American Architecture*


Wednesday, November 1

*The Luminous City*


Friday, November 3

*Julia Morgan and the American Home*

Watch the movie *Citizen Kane* (1941) by Orson Welles; Steven Conn, “Looking for Alternatives to the City.”

Monday, November 6

*Highways and Horizons: Motoring into Tomorrow*


Wednesday, November 8

*Philip Johnson and the European Invasion*

Friday, November 10
*Mies van der Rohe and Modernism, Inc.*
Leland Roth, the first part of “Chapter Nine: The Emergence of Modernism, 1940-1973,” in *American Architecture*, pp. 410-426; Steven Conn, “The Triumph of the Decentralized City.”

Monday, November 13
*Louis Kahn and Brutalism, AKA “Heroic Modernism”*

Wednesday, November 15
*The Automobile Victorious*

Friday, November 17
*Loss and Resistance*

Monday, November 20
*Complexity and Contradiction*

Wednesday, November 22
*Tearing Down: The Deconstructivists*

Friday, November 24
*Building Up: The New Traditionalists*

Saturday, November 25
**Research Paper Due: Upload to OAKS by 11:59pm.**

Monday, November 27
*An Eight-Lane Crossroads*
Final Exam review by way of a debate about the future of American Architecture.

Wednesday, November 29
**Final Exam 12:00pm-3:00pm, room 309.**
Bring only a bluebook and a pen, blue or black.
Contact Name: R. Grant Gilmore III   Email: gilmoreg@cofc.edu   Phone: 843 953 6352

Department Name: Art & Architectural History   Graduate Program name: MA Community Planning and Design

Course Prefix, Number, and Title: CPAD 619 Architectural Design Studio

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>× New Course (attach syllabus*)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td></td>
<td>□ Change Title (IV, VII, VIII, IX)</td>
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<td></td>
<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
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<td>□ Prerequisite Change (IV, VII, VIII, IX)</td>
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<tr>
<td></td>
<td>□ Edit Description (III, IV, VII, VIII, IX)</td>
<td></td>
</tr>
</tbody>
</table>

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Spring 2018

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and / or other restrictions below

CPAD 615 Introduction to Urban Design

Will this course be added to the Degree Requirements?

a) ☒ Yes  ☐ No

b) If yes, explain

The course will be a crucial core learning experience during the second semester of the proposed MA in Community Planning and Design

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th></th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours  6

Is this course repeatable? ☒ yes  ☐ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 30 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

This is an introductory studio course in architectural design. Students will conduct an urban analysis of a community outside of Charleston, produce a basic vision for urban improvements as a group, and then design, as individuals, a single building, in detail, to bring a portion of that vision to life. Students will learn architectural drawing conventions as well as building basics.
IV. RATIONALE / JUSTIFICATION: If course change - please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This course will address Goals 1-3 and 5 and Strategy 2 in the current Strategic Plan for the College. In order to fulfill these obligations, the course: 1) will provide opportunities for experiential learning through exposure to urban architectural ideas and forms from around the world, 2) will contribute to a Charleston-based MA in Community Planning and Design that is “of Charleston” but global in perspective and will provide students with a core knowledge base to bring their design skills to bear on local, regional, national and international urban design challenges, 3) will provide opportunities for understanding design issues that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century, 4) help to attract graduate students to enhance the overall financial security of the College of Charleston.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<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. This class is designed to equip students with the ability to visit a hitherto unknown community, investigate, and analyze its urban form, gaining knowledge of its history, present strengths and weaknesses, and future potential, partly through a field study and partly by comparing it to the urban form of Charleston and other cities they have visited and/or studied.</td>
<td>Students will travel as a group to a nearby community and conduct a field inspection. Upon their return to Charleston, they will compile their observations onto an existing plan of the down, annotating to reflect their analysis, and comparing it to other communities (such as Charleston) with overlays. This analytical drawing will form the starting point for subsequent coursework. Students will be assessed as a group, and should earn no lower than a B on this assignment.</td>
</tr>
<tr>
<td>2. Students will learn to construct, as a group, an overall urban design vision, selectively implementing both shared and individual knowledge to build upon existing assets and rectify weaknesses. They will learn to collaborate and organize in order to achieve a large design task quickly. They will also learn to delegate in consensus as the overall group design is subdivided into smaller design tasks to be completed by individuals.</td>
<td>The first design assignment is a group task: an overall urban design vision that will utilize the knowledge they gathered and communicated in their analytical drawing. This urban design vision should be ambitious but realistic, and provide enough opportunity for the team to assign and then design new specific buildings individually. All of these new buildings should, of course, contribute to the realization of the overall group vision. Students will be assessed as a group, not only for their overall vision, but also for their efforts in delegating individual design tasks amongst themselves. They should earn no lower than a B on this assignment.</td>
</tr>
<tr>
<td>3. Students will learn to independently design individual buildings, engaging with structural technology, aesthetics, and professional drawing and rendering conventions. Importantly, these individual buildings will not be designed in a vacuum, but are rather conceived from the outset as crucial parts of a larger whole, arranged and assembled in an urban design process that is the collaborative starting and ending point of this individual architectural design process.</td>
<td>The bulk of the class will consist of students individually and independently designing single buildings. As mentioned above, these are drawn from, and must ultimately speak to, the collaborative urban design vision with which the course begins, but these will be highly detailed designs that are expected to reflect a full semester's work. A midterm review should see the students earn no less than a C on this project, while the final review, in which their buildings are judged after being digitally integrated into the collective urban design vision, should see them earn no lower than a B.</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?
This course aligns with the proposed MA in Community Planning and Design Program’s focus on meeting the rising demand for effective placemakers, building upon the success of its Historic Preservation and Community Planning program, while also reaching across disciplinary lines to collaborate with the Urban Studies, Real Estate, Art & Architectural History, and Public Administration programs, as well as the Joseph P. Riley, Jr. Center for Livable Communities. The course supports the MA in Community Planning and Design outcomes/goals of academic preparation, in particular:

- Demonstrate understanding of the theoretical and historical contexts for architectural design methods and applications, specifically in:
  - The architectural fabric of Charleston
  - A range of architectural fabrics nationally and internationally

- Develop skills in digital presentation of architectural design ideas that allows one to:
  - Demonstrate the ability to communicate design ideas to client

The content and skills are introduced via experiential learning in digital studios and discussions, reinforced through design projects, and demonstrated via presentations and a final architectural design project.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

No adverse impact on current courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There is no foreseeable additional cost to this course. Drafting and digital studio space and equipment already exists in the recently renovated Historic Preservation and Community Planning building at 12 Bull Street, and will be utilized for this program.

.50 FTE for one adjunct faculty member will be required for this course, most likely Elizabeth Stanton who is already an adjunct for HPCP. There are no current faculty members with training or time available to teach this course.
IX. APPROVAL AND SIGNATURES

Signature of Director: ___________________________ Date: 2/2/2016

Signature of Department Chair: ___________________________ Date: 2/3/16

Signature of Additional Chair*: ___________________________ Date: 

Signature of Schools' Dean: ___________________________ Date: 2/3/14

Signature of Additional Schools' Dean*: ___________________________ Date:

Signature of the Provost: ___________________________ Date: 2/18/14

Signature of Budget Director/Business Affairs Office: ___________________________ Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: ___________________________ Date: 

Signature of Chair of the Graduate Council: ___________________________ Date: 

Signature of Faculty Senate Secretary: ___________________________ Date: 

Date Approved by Faculty Senate: ___________________________ 

This form was last updated on 11/21/2013 and replaces all others.
The goal of this course is not to produce architects so much as it is to equip Community Planners and Designers with the skills they need to deeply understand the basic building blocks of urbanism, which is to say, individual buildings. It is extremely rare—and this is almost certainly a good thing—that urban designers have the power to design every single building that falls with their urban purview, but there are nonetheless important building elements to consider when engaging with the larger issues of placemaking on any level, and to any degree—these invariably include one, and sometimes several or all, of the following elements that buildings exhibit individually and, sometimes, collectively: style, materials, interface between public/private, massing and setbacks, rooflines, floor height, and space use.

Students in this class have already engaged with the buildings of Charleston and considered how they work together—or sometimes fail to work together—as an ensemble to make the great urbanism of this city. They will now apply those lessons by analyzing the urbanism of a South Carolina community outside of Charleston, proposing as a group a basic urban vision for the improvement of that community, and then designing as individuals a single building, in exquisite detail, to help bring that vision to life, before reconvening as a team and assembling those individual buildings into a revised group vision.
I. Catalog Description

This is an introductory studio course in architectural design. Students will conduct an urban analysis of a community outside of Charleston, produce a basic vision for urban improvements, and then design, in detail, a single building to bring a portion of that vision to life. Students will learn architectural drawing conventions as well as building basics.

II. Instructional/Learning Objectives

a) This class is designed to equip students with the ability to visit a hitherto unknown community, investigate, and analyze its urban form, gaining knowledge of its history, present strengths and weaknesses, and future potential, partly through a field study and partly by comparing it to the urban form of Charleston and other cities they have visited and/or studied.

b) Students will learn to construct, as a group, an overall urban design vision, selectively implementing both shared and individual knowledge to build upon existing assets and rectify weaknesses. They will learn to collaborate and organize in order to achieve a large design task quickly. They will also learn to delegate in consensus as the overall group design is subdivided into smaller design tasks to be completed by individuals.

c) Students will learn to independently design individual buildings, engaging with structural technology, aesthetics, and professional drawing and rendering conventions. Importantly, these individual buildings will not be designed in a vacuum, but are rather conceived from the outset as crucial parts of a larger whole, arranged and assembled in an urban design process that is the collaborative starting and ending point of this individual architectural design process.

III. Instructional Methodology

Students and faculty work closely together through research, discussion, lectures and critiques. The scope of the effort encourages collaboration in the process of design. Numerous internal reviews and critiques provide a forum for team and individual designers to present ideas and review possibilities.

Grade System

Grades are available on My.Charleston beginning with the date set by the Registrar’s Office for the term specified. For a complete academic record of their grades, students may request an official academic transcript from the Office of the Registrar or they may view their unofficial transcript on the Academic Services tab of My.Charleston on the web.
Students receive letter grades for every course in which they enroll, regardless of the location of the course or the mode of delivery. Each letter grade has a numerical "quality point value" as shown below.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.700</td>
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<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.300</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.700</td>
</tr>
<tr>
<td>C+</td>
<td>Fair</td>
<td>2.300</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.700</td>
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<tr>
<td>D+</td>
<td>Barely Acceptable, Passing</td>
<td>1.300</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>1.000</td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>0.700</td>
</tr>
</tbody>
</table>

IV. **Term Project**

The studio will culminate in the production highly detailed, publishable design solutions to a variety of urban infill problems. Students are encouraged to seek out and involve mentors and other experts from outside of College of Charleston in order to receive the feedback they need to improve their designs.

V. **Readings**

Readings, journal articles, references, etc. will be assigned as needed.

VI. **Attendance Policy**

Students are expected to attend all classes. More than one unexcused absence will result in the deduction of a letter grade from the student’s final semester grade.

VII. **Examinations**

The studio project serves the function of the examination in other subjects. The lectures/seminars offer another opportunity to demonstrate skills and understandings. The College honor code applies to all work undertaken.
### VIII. Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>Introduction to course concepts and expectations</td>
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<tr>
<td></td>
<td>Th</td>
<td>Walk through Charleston to illustrate course concepts</td>
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<tr>
<td>2</td>
<td>T</td>
<td>Field trip to Study Community</td>
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<tr>
<td></td>
<td>Th</td>
<td>Collaborative Charrette/Studio</td>
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<td>3</td>
<td>T</td>
<td>Collaborative Charrette/Studio</td>
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<td></td>
<td>Th</td>
<td>Collaborative Charrette/Studio</td>
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<tr>
<td>4</td>
<td>T</td>
<td>Group Presentation of collaborative urban vision, formal review</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Individual building assignment charrette</td>
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<tr>
<td>5</td>
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<td>Studio</td>
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<td>Th</td>
<td>Midterm Review - ALL MATERIALS DUE</td>
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<td>12</td>
<td>T</td>
<td>Studio</td>
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<tr>
<td></td>
<td>Th</td>
<td>Individual Presentation of designs, formal review</td>
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<tr>
<td>13</td>
<td>T</td>
<td>Integration of individual designs into group urban vision</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Integration of individual designs into group urban vision</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>FINAL REVIEW - Date &amp; Time TBD</td>
</tr>
</tbody>
</table>
Contact Name: R. Grant Gilmore III  Email: gilmorerg@cofc.edu  Phone: 843 953 6352

Department Name: Art & Architectural History  Graduate Program name: MA Community Planning and Design

Course Prefix, Number, and Title: CPAD 790 Independent Urban Design Field Study

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE          CHANGE COURSE                   DELETE COURSE

- New Course (attach syllabus*)

☐ Change Number (IV, VII, VIII, IX)  ☐ Delete Course (IV, VII, IX)
☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Summer 2018

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and / or other restrictions below

CPAD 615 Introduction to Urban Design

Will this course be added to the Degree Requirements?

a) ☒ Yes   ☐ No

b) If yes, explain

The course will be a crucial core learning experience during the first summer semester of the proposed MA in Community Planning and Design

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

A. Contact Hours

B. Credit Hours  6

Is this course repeatable? ☐ yes ☒ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

This class will call upon every student to select a site, anywhere in the world, where a key portion of the built environment and the body politic stand to gain from an intervention. They will regularly upload cultural analysis essays and sketches of the city to a common course website shared with other students, and choose a problem site for a detailed research paper and digital model.

September 2011
IV. RATIONALE / JUSTIFICATION: If course change — please indicate the course change details. If course change or deletion — please provide reasons for change(s) to or deletion of a course. If a new course — briefly address the goals/objectives for the course and the relationship to the strategic plan.

This course will address Goals 1-3 and 5 and Strategy 2 in the current Strategic Plan for the College. In order to fulfill these obligations, the course: 1) will provide opportunities for experiential learning through exposure to urban architectural ideas and forms from around the world, 2) will contribute to a Charleston-based MA in Community Planning and Design that is “of Charleston” but global in perspective and will provide students with a core knowledge base to bring their design skills to bear on local, regional, national and international urban design challenges, 3) will provide opportunities for understanding design issues that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century, 4) help to attract graduate students to enhance the overall financial security of the College of Charleston.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<tr>
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</tr>
<tr>
<td>Students will learn to evaluate, independently, the urban form of a city or large district and the sources of its formation and use, including its history, cultural needs and resources, political and social structures, and economic systems. They will also learn to communicate their findings to audiences both local and distant, through spoken and written language, as well as through case-study drawings that capture key elements of the place.</td>
<td>Students will choose a city outside of Charleston, anywhere in the world, and visit for one month. While in the field they will participate in an online course blog shared with eleven other students, where everyone will upload analytical information in the form of small essays reinforced with local interviews, as well as hand drawings of the city made on-site, communicating their findings to one another, and answering questions that arise as they discuss their site with other students. This will result in a course-long online journal that should earn no less than a B.</td>
</tr>
<tr>
<td>Students will learn to construct a comprehensive digital urban design site model, selectively implementing archival, online, and experientially gained information, including interviews with local citizens, to accurately represent site conditions. They will also learn to evaluate and communicate the existing strengths and weaknesses of that site, identifying strategic needs and possibilities.</td>
<td>Students will write a formal research paper about their chosen site in their research city, discussing its formal evolution as well as its cultural, political, and social history, and its present conditions. Additionally, they will construct a highly detailed 3D digital model of the site as it presently exists, including file layers that reveal information about previous conditions when appropriate. They should earn no less than a B on this project, which will form the starting point for the final urban design thesis studio.</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?

This course aligns with the proposed MA in Community Planning and Design Program’s focus on meeting the rising demand for effective placemakers, building upon the success of its Historic Preservation and Community Planning program, while also reaching across disciplinary lines to collaborate with the Urban Studies, Real Estate, Art & Architectural History, and Public Administration programs, as well as the Joseph P. Riley, Jr. Center for Livable Communities. The course supports the MA in Community Planning and Design outcomes/goals of academic preparation, in particular:

- Demonstrate understanding of the theoretical and historical contexts for urban design methods and applications, specifically in:
- The urban fabric of a non-Charleston locale
- A range of urban environments nationally and internationally

- Develop skills in digital presentation of urban design ideas that allows one to:
  - Demonstrate the ability to communicate design ideas to client

The content and skills are introduced via experiential learning in digital studios and discussions, reinforced through design projects, and demonstrated via presentations and a final urban design project.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

No adverse impact on current courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings. (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There is no foreseeable additional cost to this course, which will be conducted online.

.25 FTE for one full-time faculty member or adjunct who will run the class as an online summer course.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: ___________________________ Date: 2/1/2016

Signature of Department Chair: ___________________________ Date: 2/3/16

Signature of Additional Chair*: ___________________________ Date: _________________

Signature of Schools' Dean: ___________________________ Date: 1/3/14

Signature of Additional Schools' Dean*: ___________________________ Date: _________________

Signature of the Provost: ___________________________ Date: 2/18/16

Signature of Budget Director/Business Affairs Office: ___________________________ Date: _________________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: ___________________________ Date: _________________

Signature of Chair of the Graduate Council: ___________________________ Date: 3/25/14

Signature of Faculty Senate Secretary: ___________________________ Date: _________________

Date Approved by Faculty Senate: _________________

This form was last updated on 11/21/2013 and replaces all others.
INDEPENDENT URBAN DESIGN FIELD STUDY

CPAD 790

Summer 2018

Students in this independently conducted summer course will embark upon an advisor-approved field study of an urban locale of their choosing, from Tallahassee to Timbuktu, lasting at least one month. The survey will enable a deep understanding of the contemporary culture of their site, as well as its history. Of course, students will excavate this culture in order to understand the site's built form—its urban assets, such public and semi-public spaces, streets, monuments, etc., and also its problems. Together with their fellow classmates, they will log onto the online course website and regularly upload blog entries and hand-drawn sketches of their site, working hard to capture the facts and the spirit of the place, and to clearly communicate these facts and this spirit to their fellow students and their instructor(s). They will be subject to questions from their fellow students and instructor(s), and they will be required in turn to participate in discussions about the work of their fellow students. The course work will culminate in a deep research project onto a single problematic site. This project will take the form of hand-drawn sketches of particular views, a digital model of overall existing conditions, and a twenty-page report on how and why the site came to take on the form it had, and how and why improvements might be made. This project, publishable in its own right, will form the student's foundation for their final studio.
Instructor Information

TBD

I. Catalog Description

This class will call upon every student to select a site, anywhere in the world, where a key portion of the built environment and the body politic stand to gain from an intervention. They will regularly upload sketches of the city and historical commentary to a common course website shared with other students, and choose a problem site for a detailed research paper and digital model.

II. Instructional/Learning Objectives

a) Students will learn to evaluate, independently, the urban form of a city or large district and the sources of its formation and use, including its history, cultural needs and resources, political and social structures, and economic systems. They will also learn to communicate their findings to audiences both local and distant, through spoken and written language, as well as through case-study drawings that capture key elements of the place.

b) Students will learn to construct a comprehensive digital urban design site model, selectively implementing archival, online, and experientially gained information, including interviews with local citizens, to accurately represent site conditions. They will also learn to evaluate and communicate the existing strengths and weaknesses of that site, identifying strategic needs and possibilities.

III. Instructional Methodology

Students strike out on their own, but they are also rooted in collaboration with each other and faculty through online discussion and critiques. Constant feedback will reward and enrich quality work, even as this work is conducted independently.

Grade System

Grades are available on My.Charleston beginning with the date set by the Registrar’s Office for the term specified. For a complete academic record of their grades, students may request an official academic transcript from the Office of the Registrar or they may view their unofficial transcript on the Academic Services tab of My.Charleston on the web.

Students receive letter grades for every course in which they enroll, regardless of the location of the course or the mode of delivery. Each letter grade has a numerical “quality point value” as shown below.

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<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.700</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.300</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.000</td>
</tr>
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</tr>
<tr>
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<td>2.300</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.700</td>
</tr>
</tbody>
</table>
IV. Project

In addition to an extended blog-like journal of sketches and cultural analysis, students will write one large research paper about a particular problem site, and they will create a large, detailed digital model of that site, using the resources available to them.

V. Readings

Readings, journal articles, references, etc. will be assigned as needed.

VI. Attendance Policy

Students are expected to contribute to the common online classroom at least twice a week, ideally three times a week. Extended periods of radio silence will not only dampen the student’s grade, it may also cue a security response, as fellow students and instructors will grow concerned that an accident has occurred.

VII. Benchmark Reviews

There will be regular evaluations of online submissions, and grades will be issued three times over the course of the class, not including the final grade. These will evaluate submitted hand drawings, submitted cultural analysis, and contributions to discussions on other students’ work. The final grade will take all of this into account, but of course be primarily measured by the final research paper and digital model.

VIII. Schedule

Week

1. Student check-in and systems test, informal discussions of first impressions
   Sketch and Analysis Focus: 1) A Day in the Life, 2) Sustenance of Every Kind
   First Evaluations issued at the End of the Week

2. Sketch and Analysis Focus: 1) Monuments, 2) Gathering Places, 3) Homes
   Site Selection Speculation/Feedback
   Second Evaluations issued at the End of the Week

   Site Selection Announcement/Feedback
   Second Evaluations issued at the End of the Week

4. Research Project Focus: 1) Source Report, 2) Model Data Report
   Site Analysis/Feedback
   Third Evaluations issued at the End of the Week

5. Sign-Off Report
   Research Project and Model submission within one month.
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION
AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: R. Grant Gilmore III  Email: gilморег@cofc.edu  Phone: 843 953 6352

Department Name: Historic Preservation and Community Planning Graduate Program name: MA Community Planning and Design

Course Prefix, Number, and Title: CPAD 830 Sustainable Design and Adaptive Reuse

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE  CHANGE COURSE  DELETE COURSE

☒ New Course (attach syllabus*)           ☐ Change Number (IV, VII, VIII, IX)  ☐ Delete Course (IV, VII, IX)
☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2018

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

• Course description and objectives
• Method of teaching (e.g., lecture, seminar, on-line, hybrid)
• Required and optional texts and materials
• Graduate School Grading Scale
• Assignments, student learning outcomes and assessment components
• Policies to include attendance, Honor Code, American Disabilities Act statement
• Tentative course schedule with specific topics
List prerequisites and/or other restrictions below

CPAD 615 Introduction to Urban Design

Will this course be added to the Degree Requirements?

- ☒ Yes  ☐ No

b) If yes, explain

The course will be a crucial core learning experience during the third semester of the proposed MA in Community Planning and Design

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th></th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 6

Is this course repeatable? ☐ yes ☒ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

One of the most successful strategies for urban resurgence is the adaptive reuse of existing buildings, providing profound ecological, economic, cultural, and social benefits. This hybrid research/studio class will require students to intelligently integrate new technologies into historic building fabric, with the sustainability of both old and new architecture as the primary focus.

September 2011
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This course will address Goals 1-3 and 5 and Strategy 2 in the current Strategic Plan for the College. In order to fulfill these obligations, the course: 1) will provide opportunities for experiential learning through exposure to Reuse and Sustainability economics and construction challenges, 2) will contribute to a Charleston-based MA in Community Planning and Design that is “of Charleston” but global in perspective and will provide students with a core knowledge base to bring their design skills to bear on local, regional, national and international urban design challenges, 3) will provide opportunities for understanding Reuse and Sustainability issues that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century, 4) help to attract graduate students to enhance the overall financial security of the College of Charleston.

V. 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>This class is designed to equip students with the ability to visit an new (to the student) urban community, investigate, and analyze its urban form, gaining knowledge of its history, present strengths and weaknesses, and future potential, partly through a field study and partly by comparing it to the urban form of Charleston and other cities they have visited and/or studied.</td>
<td>Students will be given three exams during the course, in which they will be required to identify key concepts related to sustainable design and adaptive reuse of buildings around the world and from multiple periods. Students should earn grades no lower than Bs on their exams.</td>
</tr>
<tr>
<td>Students will become fluent in the present discourse of sustainable design and adaptive reuse—their popular terminology, methods, and criteria for success, as well as their recent history and ongoing issues and debates—by engaging with assigned readings and course discussions that will accompany studio design sessions.</td>
<td>A series of exercises related to embodied energy calculations, ecological footprint calculations, LEED principles and relationship to the Secretary of the Interior’s Standards for the Treatment of Historic Properties, rehabilitation and upcycling and bifurcated design will be used to assess students. Students should earn grades no lower than Bs on their exercises.</td>
</tr>
<tr>
<td>Students will learn to independently design a specific building project, engaging with structural technology, LEED principles, biophilic design and professional drawing and rendering conventions. Importantly, these individual projects will not be designed in a vacuum, but are rather conceived from the outset as crucial parts of a larger whole, arranged and assembled in an urban design process that is the collaborative starting and ending point of this individual sustainable design process.</td>
<td>The bulk of the class will consist of students individually and independently designing individual sustainable designs and adaptive reuse projects. As mentioned above, these are drawn from, and must ultimately speak to, the collaborative sustainable urban design vision with which the course begins, but these will be highly detailed designs that are expected to reflect a full semester’s work. A midterm review should see the students earn no less than a C on this project, while the final review, in which their buildings are judged after being digitally integrated into a holistic sustainable urban design vision, should see them earn no less than a B.</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?

This course aligns with the proposed MA in Community Planning and Design Program’s focus on meeting the rising demand for effective placemakers, building upon the success of its Historic Preservation and Community Planning program, while also
reaching across disciplinary lines to collaborate with the Urban Studies, Real Estate, Art & Architectural History, and Public Administration programs, as well as the Joseph P. Riley, Jr. Center for Livable Communities. The course supports the MA in Community Planning and Design outcomes/goals of academic preparation, in particular:

- Demonstrate understanding of the theoretical and historical contexts for urban design methods and applications, specifically in:
  - The integration of new technologies into historic structures
  - A range of sustainability challenges nationally and internationally

- Develop skills in digital presentation of sustainability and reuse design ideas that allows one to:
  - Demonstrate the ability to communicate reuse ideas to clients

The content and skills are introduced via experiential learning in practical studio and discussions, reinforced through design projects, and demonstrated via presentations and a final reuse design project.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

No adverse impact on current courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There is no foreseeable additional cost to this course. Drafting and digital studio space and equipment already exists in the recently renovated Historic Preservation and Community Planning building at 12 Bull Street, and will be utilized for this program.

.50 FTE for one adjunct faculty member will be required for this course.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: ___________________________ Date: 2/3/16

Signature of Department Chair: ___________________________ Date: 2/3/16

Signature of Additional Chair*: ___________________________ Date: __________

Signature of Schools' Dean: ___________________________ Date: 1/3/16

Signature of Additional Schools' Dean*: ___________________________ Date: __________

Signature of the Provost: ___________________________ Date: 2/18/16

Signature of Budget Director/Business Affairs Office: ___________________________ Date: __________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: ___________________________ Date: __________

Signature of Chair of the Graduate Council: ___________________________ Date: 3/28/16

Signature of Faculty Senate Secretary: ___________________________ Date: __________

Date Approved by Faculty Senate: ___________________________ Date: __________

This form was last updated on 11/21/2013 and replaces all others.
CPAD 830 Sustainable Design and Adaptive Reuse
Six Credit Hours

Dates: Tuesday Lecture + Studio (50 minutes + 2 hours), Thursday Studio (3 hours)
Location: TBD
Instructor: Dr. Barry L. Stiefel
Email: stiefelb@cofc.edu
Office Hours: TBD
Office Location: 12 Bull Street, Second Floor

Course Description:
One of the most successful strategies for urban resurgence is the adaptive reuse of existing buildings, providing profound ecological, economic, cultural, and social benefits. This hybrid research/studio class will require students to intelligently integrate new technologies into historic building fabric, with the sustainability of both old and new architecture as the primary focus.

Student Learning Outcomes:
1. This class is designed to equip students with the ability to visit a hitherto unknown community, investigate, and analyze its urban form, gaining knowledge of its history, present strengths and weaknesses, and future potential, partly through a field study and partly by comparing it to the urban form of Charleston and other cities they have visited and/or studied.
2. Students will become fluent in the present discourse of sustainable design and adaptive reuse—their popular terminology, methods, and criteria for success, as well as their recent history and ongoing issues and debates—by engaging with assigned readings and course discussions that will accompany studio design sessions.
3. Students will learn to independently design a specific building project, engaging with structural technology, LEED principles, biophilic design and professional drawing and rendering conventions. Importantly, these individual projects will not be designed in a vacuum, but are rather conceived from the outset as crucial parts of a larger whole, arranged and assembled in an urban design process that is the collaborative starting and ending point of this individual sustainable design process.

Class Texts:
All books can be found at University Books Of Charleston or ordered online at Amazon.com, Borders.com, etc. Also, try checking your local library and/or Inter Library Loan (this is the cheapest option). Worldcat.org is a great place to see if local libraries have the books you need as well as to conduct research for your assignments.

Required:
5. Additional readings on OAKS, which will be in italics (see course schedule).

Recommended (Highly) as a Reference:

Disability Access:
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed. If there is a student in the class who has a documented disability and has been approved to receive accommodations (or is eligible) through the Center for Disability Services / SNAP, please come and discuss this with me.

Center For Student Learning:
The Center for Student Learning (CSL) provides academic support services for assistance in study strategies and course content. They offer tutoring, supplemental instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call 843- 953-5635.
Honor Code:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php. Additional information can be found at http://www.plagiarism.org/.

Assignments & Grading:
10% of grade. Class Participation: Student participation (attendance, as well as performance during class).

10% of grade. Three Exams: There will be three exams throughout the semester that will be used to gage comprehension of key course concepts. They shall comprise of short answers and long essays. Students shall present their findings to the class for critique and discussion. See schedule for deadline.

10% of grade. Embodied Energy Calculations: For this assignment students will learn the energy value of buildings through embodied energy and how it is relevant to sustainability and energy/resource reduction. Students shall present their findings to the class for critique and discussion. See schedule for deadline.

10% of grade. Ecological Footprint Calculations: For this assignment students will learn about the concept of ecological footprint analysis for purposes as a resource, energy, and waste accounting tool, and how this is valuable for gaging sustainability. Students shall present their findings to the class for critique and discussion. See schedule for deadline.

10% of grade. Exercise with LEED Existing Buildings and its contradictions with the Secretary of the Interior’s Standards for the Treatment of Historic Properties: For this assignment students will learn about USGBC expectations for LEED certification regarding Existing Buildings (EB), and how it relates to the Secretary of the Interior’s Standards for the Treatment of Historic Properties. Through this exercise students will
understand how current preservation and LEED practices are sometimes in agreement with each other, and other times in disagreement, and how best to resolves problems when they occur. Students shall present their findings to the class for critique and discussion. See schedule for deadline.

10% of grade. Rehabilitating places into the Upcycle paradigm: Through this exercise students will learn that simply recycling or rehabilitating a building or its components is insufficient regarding long term sustainable objectives. Students will explore “upcycling” as an approach to built environment rehabilitation as an objective for long term sustainable planning, thinking into the future a century or more. Students shall present their findings to the class for critique and discussion. See schedule for deadline.

15% of grade. Integrating biophilic design into historic built environments: Building off of concepts learned from upcycling of the built environment, students will learn how to integrate biophilic design approaches so that built environment usage, resources, and energy flows are synthesized with natural processes and the ecology of the natural environment. Students shall present their findings to the class for critique and discussion. See schedule for deadline.

25% of grade. Sustainable Adaptive Reuse Final Project: For this final project students shall conduct a proposal that integrates fundamental concepts of the course for a select project site/client. Students shall present their findings to the class for critique and discussion. See schedule for deadline.

Grade System

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<tr>
<td>C-</td>
<td></td>
<td>1.700</td>
</tr>
<tr>
<td>D+</td>
<td>Barely Acceptable, Passing</td>
<td>1.300</td>
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<tr>
<td>D</td>
<td></td>
<td>1.000</td>
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<tr>
<td>D-</td>
<td></td>
<td>0.700</td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>0.000</td>
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<tr>
<td>Date</td>
<td>Subject/Event</td>
<td>Assignment(s) Due</td>
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<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Intro and Historic Buildings and Ecological Footprint Lecture</td>
<td>Review Syllabus (In Class) and discussion on course expectations, studio set-up</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Lecture + Studio</td>
<td>Read: Our Ecological Footprint: Reducing Human Impact on the Earth</td>
</tr>
<tr>
<td>Thursday</td>
<td>Studio</td>
<td>Assignment: Ecological Footprint Calculations. See exercise at myfootprint.org/</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Secretary of the Interiors Standards and LEED EB Lecture + Studio Workshop</td>
<td>Read: LEED Existing Buildings requirements and Secretary of the Interior’s Standards for the Treatment of Historic Properties</td>
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<tr>
<td>Thursday</td>
<td>Studio</td>
<td>Assignment: Exercise with LEED Existing Buildings and its contradictions with the Secretary of the Interior’s Standards for the Treatment of Historic Properties</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Upcycle and Historic Buildings Lecture + Studio Workshop</td>
<td>Read: Chapters 1-3 of The Upcycle: Beyond Sustainability - Designing for Abundance</td>
</tr>
<tr>
<td>Thursday</td>
<td>Studio</td>
<td>Assignment: Rehabilitating places into the upcycle paradigm</td>
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<tr>
<td>Tuesday</td>
<td>First Exam</td>
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<td>Thursday</td>
<td>Presentation of Project Work</td>
<td></td>
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<tr>
<td>Tuesday</td>
<td>Biophilic Design and Historic Built Environment Lecture + Studio Workshop</td>
<td>Read: Part I of Biophilic Design: The Theory, Science, and Practice of Bringing Buildings to Life</td>
</tr>
<tr>
<td>Thursday</td>
<td>Studio</td>
<td>Assignment: Integrating biophilic design into historic built environments</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Lecture + Studio</td>
<td>Read: Part II of Biophilic Design: The Theory, Science, and Practice of Bringing Buildings to Life</td>
</tr>
<tr>
<td>Thursday</td>
<td>Studio</td>
<td>Assignment: Integrating biophilic design into historic built environments continued</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Fall Break</td>
<td>Read: Part III of Biophilic Design: The Theory, Science, and Practice of Bringing Buildings to Life</td>
</tr>
<tr>
<td>Day</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Thursday</td>
<td>Studio</td>
<td>Assignment: Integrating biophilic design into historic built environments continued</td>
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<tr>
<td>Tuesday</td>
<td>Second Exam</td>
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<td>Thursday</td>
<td>Presentation of Project Work</td>
<td></td>
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<tr>
<td>Tuesday</td>
<td>Sustainable Preservation Lecture + Studio Workshop</td>
<td>Read: Part I of <em>Sustainable Preservation: Greening Existing</em></td>
</tr>
<tr>
<td>Thursday</td>
<td>Studio</td>
<td>Assignment: Sustainable Adaptive Reuse Final Project</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Field Trip</td>
<td>Read: Part II of <em>Sustainable Preservation: Greening Existing</em></td>
</tr>
<tr>
<td>Thursday</td>
<td>Studio</td>
<td>Assignment: Sustainable Adaptive Reuse Final Project continued</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Lecture + Studio</td>
<td>Read: Part III of <em>Sustainable Preservation: Greening Existing</em></td>
</tr>
<tr>
<td>Thursday</td>
<td>Studio</td>
<td>Assignment: Sustainable Adaptive Reuse Final Project continued</td>
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<tr>
<td>Tuesday</td>
<td>Studio</td>
<td>Assignment: Sustainable Adaptive Reuse Final Project continued</td>
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<td>Thanksgiving Break</td>
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<td>Tuesday</td>
<td>Third Exam</td>
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<tr>
<td>Thursday</td>
<td>Final Presentations</td>
<td></td>
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</tbody>
</table>
Contact Name: R. Grant Gilmore III  Email: gilmorerg@cofc.edu  Phone: 843 953 6352

Department Name: ARTH and HPCP Graduate Program name: MA Community Planning and Design

Course Prefix, Number, and Title: CPAD 631 Introduction to Real Estate

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE
- New Course
  (attach syllabus*)

CHANGE COURSE
- Change Number (IV, VII, VIII, IX)
- Change Title (IV, VII, VIII, IX)
- Change Credits/Contact hours (II, IV, VII, IX)
- Prerequisite Change (IV, VII, VIII, IX)
- Edit Description (III, IV, VII, VIII, IX)

DELETE COURSE
- Delete Course (IV, VII, IX)

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2018

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and / or other restrictions below

None

Will this course be added to the Degree Requirements?

a) ☒ Yes    ☐ No

b) If yes, explain

The course will be a crucial core learning experience during the third semester of the proposed MA in Community Planning and Design

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours | 3 |

Is this course repeatable? ☐ yes  ☒ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

Building is an expensive pursuit, and all designers should be acquainted with the costs attached to design, materials, financing, construction and maintenance. Strategies for bearing and mitigating these costs will be considered, in relation to both traditional development and public/private partnerships, and issues of social and environmental sustainability will be confronted.
IV. RATIONALE / JUSTIFICATION: If course change—please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This course will address Goals 1-3 and 5 and Strategy 2 in the current Strategic Plan for the College. In order to fulfill these obligations, the course: 1) will provide opportunities for experiential learning through exposure to real estate economics and construction challenges, 2) will contribute to a Charleston-based MA in Community Planning and Design that is “of Charleston” but global in perspective and will provide students with a core knowledge base to bring their design skills to bear on local, regional, national, and international urban design challenges, 3) will provide opportunities for understanding real estate issues that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century, 4) help to attract graduate students to enhance the overall financial security of the College of Charleston.

V. 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></td>
</tr>
<tr>
<td>Students will learn to perceive and identify principles related to developing and investing in real estate by observing and critiquing real estate projects in and around the city of Charleston. Their observational skills, real estate knowledge, analytical skills, and communication skills will be developed, as they learn to translate their experiences into group projects that are then presented to their peers.</td>
<td>Students will be given three exams during the course, in which they will be required to identify key concepts related to real estate development and investment. Students should earn grades no lower than Bs on their exams.</td>
</tr>
<tr>
<td>Students will learn how to read and analyze local real estate development and investment markets and them to those found elsewhere in the US, combining analytical skills with research resources to gain new knowledge of the past, present and future of real estate markets.</td>
<td>Two group presentations related to investment decisions and planning and zoning will be used to assess students. Students should earn grades no lower than Bs on their exercises.</td>
</tr>
<tr>
<td>Students will learn how to evaluate and appraise a real estate development and/or property, considering its assets and its flaws, and then identify potential improvements.</td>
<td>One group presentation related to market evaluation and appraisal will be used to assess students. Students should earn grades no lower than Bs on their exercises.</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?

This course aligns with the proposed MA in Community Planning and Design Program's focus on meeting the rising demand for effective placemakers, building upon the success of its Historic Preservation and Community Planning program, while also reaching across disciplinary lines to collaborate with the Urban Studies, Real Estate, Art & Architectural History, and Public Administration programs, as well as the Joseph P. Riley, Jr. Center for Livable Communities. The course supports the MA in Community Planning and Design outcomes/goals of academic preparation, in particular:

- Demonstrate understanding of the theoretical and applied contexts for real estate methods and applications, specifically in:
  - The real estate market of Charleston
  - A range of real estate markets nationally and internationally
- Develop skills in digital presentation of real estate ideas that allows one to:
• Demonstrate the ability to communicate real estate ideas to client

The content and skills are introduced via experiential learning in course assignments and discussions, reinforced through applied projects, and demonstrated via presentations and a final real estate marketing project.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

No adverse impact on current courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There is no foreseeable additional cost to this course. .25 FTE for one adjunct faculty member will be required.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: ___________________________ Date: 2/18/16
Signature of Department Chair: ___________________________ Date: 2/3/16
Signature of Additional Chair*: ___________________________ Date: 
Signature of Schools' Dean: ___________________________ Date: 1/3/16
Signature of Additional Schools' Dean*: ___________________________ Date: 
Signature of the Provost: ___________________________ Date: 2/18/16
Signature of Budget Director/Business Affairs Office: ___________________________ Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: ___________________________ Date: 
Signature of Chair of the Graduate Council: ___________________________ Date: 3/26/14
Signature of Faculty Senate Secretary: ___________________________ Date: 

Date Approved by Faculty Senate: ___________________________ 

This form was last updated on 11/21/2013 and replaces all others.
COMMUNITY PLANNING, POLICY AND DESIGN
COLLEGE OF CHARLESTON
FALL 2017

CPAD 631
INTRODUCTION TO REAL ESTATE (3 Credit Hours)

INSTRUCTOR
TBA: The Carter Real Estate Center has committed to helping CPAD find the appropriate adjunct instructor for this course, to be hired until such time as either CPAD or the Carter Real Estate Center has sufficient outside donor support to hire a full-time instructor for this and other courses.

Class Time 11:30 a.m. -12:45 p.m. Monday and Wednesday

COURSE CONTENT AND OBJECTIVES:

The course is an introductory survey to acquaint students with the theories, practices and principles of real estate, with an eye towards community design as a crucial component of real estate, and real estate as a crucial component of community design. Topics include urban economics, real estate law, brokerage, real estate valuation, financial institutions and analysis, investment analysis and development, and the social consequences of urban development economics, with a special focus on gentrification. Students will be exposed to Microsoft Excel, financial calculators and the real estate decision-making process. Through course work, exposure to industry professionals and group work, students will be exposed to the collaborative and interpersonal skills required to succeed in the real estate industry.

STUDENT LEARNING OUTCOMES:

1) Students will learn to perceive and identify principles related to developing and investing in real estate by observing and critiquing real estate projects in and around the city of Charleston. Their observational skills, real estate knowledge, analytical skills, and communication skills will be developed, as they learn to translate their experiences into group projects that are then presented to their peers.

2) Students will also learn how to read and analyze local real estate development and investment markets and them to those found elsewhere in the US, combining analytical skills with research resources to gain new knowledge of the past, present and future of real estate markets.

3) Finally, students will learn how to evaluate and appraise a real estate development and/or property, considering its assets and its flaws, and then identify potential improvements.

COURSE MATERIALS

2. The Entrepreneur Mind, Kevin D. Johnson, March 2013
3. Gentrification, Loretta Lees, Tom Slater, and Elvin Wyly, 2007
4. Periodic articles, case studies and other assigned readings provided by the instructor
5. Financial Calculator, hp12c or Texas Instruments BAII+

COURSE FORMAT, REQUIREMENTS, AND GRADING:
The course will follow primarily a lecture format. Students will be required to devote considerable time on their own preparing for each week’s class reading assigned portions of the texts. The class will meet Mondays and Wednesdays from 11:30 a.m. to 12:45 p.m. Class attendance is required except for illness or other emergency. You should notify the instructor in advance by e-mail at XXX@coe.edu or by calling if you cannot make the class.

GROUP PROJECTS AND PRESENTATIONS
Throughout the course, as many as three (3) case studies related to two (2) existing developments will be presented. The class will be divided into groups of 3-4 to analyze a situation or concern presented. Each group will offer possible solutions given existing conditions in a presentation limited to 10 minutes. Each group member will participate.

GRADING:
- Group Presentations - 15% (5% each presentation, 3 presentations)
- Exam 1: 25%
- Exam 2: 25%
- Assignments: 5%
- Participation: 5%
- Final Exam: 25%

GRADE SYSTEM

Grades are available on My.Charleston beginning with the date set by the Registrar’s Office for the term specified. For a complete academic record of their grades, students may request an official academic transcript from the Office of the Registrar or they may view their unofficial transcript on the Academic Services tab of My.Charleston on the web.

Students receive letter grades for every course in which they enroll, regardless of the location of the course or the mode of delivery. Each letter grade has a numerical "quality point value" as shown below.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.700</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.300</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.700</td>
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<tr>
<td>C+</td>
<td>Fair</td>
<td>2.300</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.700</td>
</tr>
<tr>
<td>D+</td>
<td>Barely Acceptable, Passing</td>
<td>1.300</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>0.700</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.000</td>
</tr>
</tbody>
</table>
**REQUIRED TEXTS:**


E-mails, Blackboard, and Handouts will be provided.

**IT IS IMPERATIVE THAT YOUR EMAIL OPERATES EFFECTIVELY. YOU ARE RESPONSIBLE TO SEE THAT IT IS NOT FULL AND CAPABLE OF RECEIVING MESSAGES FROM YOUR COLLEGE OF CHARLESTON ACCOUNT**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21</td>
<td>Introduction &amp; Overview of the Course</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>August 26</td>
<td>Introduction to Real Estate, I'on and Kiawah Island</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>August 28</td>
<td>Investment Decisions</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>September 2</td>
<td>Planning and Zoning (Downtown Charleston)</td>
<td>Chapter 7 &amp; 8</td>
</tr>
<tr>
<td>Labor Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 4</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>September 9</td>
<td>Market Evaluation and Appraisal</td>
<td>XXXX, The Beach Company</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: XXXX, The Beach Company</td>
<td>Chapter 7 &amp; 8 (cont.)</td>
</tr>
<tr>
<td>September 11</td>
<td>Market Evaluation and Appraisal</td>
<td>David Ravenel, Sotheby's International Properties</td>
</tr>
<tr>
<td>September 14</td>
<td>Community Service: TBA</td>
<td></td>
</tr>
<tr>
<td>September 16</td>
<td>Residential Home Ownership</td>
<td>XXXX, Carolina One Realtors</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: XXXX, Carolina One Realtors</td>
<td>Chapter 2, 3 &amp; 9</td>
</tr>
<tr>
<td>September 18</td>
<td>Conveyance</td>
<td>Chapters 12 &amp; 13</td>
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</table>

3
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 23</td>
<td>Joint Class, Site Visit I'on</td>
</tr>
<tr>
<td>September 25</td>
<td>Brokerage and Listing, Real Estate Contracts</td>
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<tr>
<td>September 30</td>
<td>Exam 1</td>
</tr>
<tr>
<td>October 2</td>
<td>Site Visit, Mt Pleasant Old Village</td>
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<tr>
<td></td>
<td>Reading: Chapter 5</td>
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<tr>
<td>October 7</td>
<td>The Growth and Decline of Cities</td>
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<tr>
<td></td>
<td>Reading: Chapter 6</td>
</tr>
<tr>
<td>October 9</td>
<td>Market Research</td>
</tr>
<tr>
<td></td>
<td>Reading: Chapters 15 &amp; 16</td>
</tr>
<tr>
<td>October 14</td>
<td>No Class – Fall Break</td>
</tr>
<tr>
<td>October 16</td>
<td>Commercial Mortgage and Loans</td>
</tr>
<tr>
<td></td>
<td>Reading: Chapter 10 &amp; 11</td>
</tr>
<tr>
<td>October 21</td>
<td>Residential Mortgages</td>
</tr>
<tr>
<td></td>
<td>Reading: Chapter 17</td>
</tr>
<tr>
<td>October 23</td>
<td>Equity Capital (cont.)</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapters 18-20</td>
</tr>
<tr>
<td>October 28</td>
<td>Investment Decisions: Ratios</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: XXXX &amp; Associates</td>
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<tr>
<td></td>
<td>Readings: Chapters 18-20 (cont.)</td>
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<tr>
<td>October 30</td>
<td>NPV and IRR</td>
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<td>Guest Speaker: XXXXX &amp; Associates</td>
</tr>
<tr>
<td>November 4</td>
<td>ULI Fall Meeting</td>
</tr>
<tr>
<td>November 6</td>
<td>ULI Fall Meeting</td>
</tr>
<tr>
<td>November 11</td>
<td>Exam 2</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 21 &amp; 22</td>
</tr>
<tr>
<td>November 13</td>
<td>Leasing, Property Types, and Property Management</td>
</tr>
<tr>
<td></td>
<td>Reading: Chapter 23</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>November 18</td>
<td>Sales, Branding, and Marketing</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: XXXX, Luxury Simplified, Inc.</td>
</tr>
<tr>
<td>November 20</td>
<td>Sales, Branding and Marketing (cont.)</td>
</tr>
<tr>
<td>November 25</td>
<td>Development and the Creation of Value</td>
</tr>
<tr>
<td>November 27</td>
<td>No Class – Thanksgiving Break</td>
</tr>
<tr>
<td>December 2</td>
<td>Semester Review</td>
</tr>
<tr>
<td>December 4</td>
<td>Semester Review</td>
</tr>
<tr>
<td>December 11</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Contact Name: R. Grant Gilmore III   Email: gilmoreg@cofc.edu   Phone: 843 953 6352

Department Name: Historic Preservation and Community Planning  Graduate Program name: MA Community Planning and Design

Course Prefix, Number, and Title: CPAD 895 Urban Design Graduate Thesis Studio

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New Course (attach syllabus*)</td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td></td>
<td>□ Change Title (IV, VII, VIII, IX)</td>
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</tr>
<tr>
<td></td>
<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
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<tr>
<td></td>
<td>□ Prerequisite Change (IV, VII, VIII, IX)</td>
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</tr>
<tr>
<td></td>
<td>□ Edit Description (III, IV, VII, VIII, IX)</td>
<td></td>
</tr>
</tbody>
</table>

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect:

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

• Course description and objectives
• Method of teaching (e.g., lecture, seminar, on-line, hybrid)
• Required and optional texts and materials
• Graduate School Grading Scale
• Assignments, student learning outcomes and assessment components
• Policies to include attendance, Honor Code, American Disabilities Act statement
• Tentative course schedule with specific topics
List prerequisites and/or other restrictions below

PR: CPAD 615 Introduction to Urban Design and ARTH 565 The City as a Work of Art and PUBA 611 Urban Policy and CPAD 619 Architectural Design Studio and CPAD 790 Independent Urban Design Field Study

Will this course be added to the Degree Requirements?

a) ☒ Yes ☐ No

b) If yes, explain

The course will be a crucial core learning experience during the fourth and final semester of the proposed MA in Community Planning and Design

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

B. Credit Hours 6

Is this course repeatable? ☒ yes ☐ no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

Students will apply the lessons they have learned throughout their participation in the program to build upon their independent urban design field study, offering a solution to the problem site in their community of choice. Highly detailed, publishable digital renderings will be created, as well as a detailed description offering economic, cultural, and political justifications for the design.
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This course will address Goals 1-3 and 5 and Strategy 2 in the current Strategic Plan for the College. In order to fulfill these obligations, the course: 1) will provide opportunities for experiential learning through exposure to community planning and design challenges, 2) will contribute to a Charleston-based MA in Community Planning and Design that is “of Charleston” but global in perspective and will provide students with a core knowledge base to bring their design skills to bear on local, regional, national and international urban design challenges, 3) will provide opportunities for understanding community planning and design issues that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century, 4) help to attract graduate students to enhance the overall financial security of the College of Charleston.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
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<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>This course is designed to require students to utilize all of the skills and knowledge they have gained throughout the program. They will evaluate an existing urban site, duly considering not only formal conditions but also the engaged political, cultural, and economic systems, and design a substantive improvement that in invested with a synthesis of their knowledge of urban planning, government policy, urban design, and real estate economics.</td>
<td>The Urban Design Thesis Studio builds directly upon the Independent Field Study. Students will take the 3D model of the site they developed over their summer away from Charleston, and they will develop a comprehensive vision for dramatic improvement. The main project will consist of their digital urban design model, but there will be important milestones along the way, mostly in the form of workshops that will require them to give small presentations on important aspects of their design, including government policy, real estate economics, transportation, and sustainability. If they earn a grade of C or worse on any of these workshop presentations, they will be required to reformulate and resubmit their presentation. Their overall urban design vision, which will be assessed not only along the lines listed above but also in aesthetic and functional terms, should earn a grade no lower than B.</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?

This course aligns with the proposed MA in Community Planning and Design Program’s focus on meeting the rising demand for effective placemakers, building upon the success of its Historic Preservation and Community Planning program, while also reaching across disciplinary lines to collaborate with the Urban Studies, Real Estate, Art & Architectural History, and Public Administration programs, as well as the Joseph P. Riley, Jr. Center for Livable Communities. The course supports the MA in Community Planning and Design outcomes/goals of academic preparation, in particular:

- Demonstrate understanding of the theoretical and historical contexts for urban design methods and applications, specifically in:
  - The urban fabric of a non-Charleston locale
  - A range of urban environments nationally and internationally
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

No adverse impact on current courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There is no foreseeable additional cost to this course. Drafting and digital studio space and equipment already exists in the recently renovated Historic Preservation and Community Planning building at 12 Bull Street, and will be utilized for this program.

.50 FTE for one adjunct faculty member will be required for this course.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: 
Date: 2/3/16

Signature of Department Chair: 
Date: 2/3/16

Signature of Additional Chair*: 

Date: 

Signature of Schools' Dean: 
Vera B Moore 
Date: 2/3/16

Signature of Additional Schools' Dean*: 

Date: 

Signature of the Provost: 

Date: 2/18/16

Signature of Budget Director/Business Affairs Office: 

Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: 

Date: 

Signature of Chair of the Graduate Council: 

Date: 

Signature of Faculty Senate Secretary: 

Date: 

Date Approved by Faculty Senate: 

This form was last updated on 11/21/2013 and replaces all others.   Page 18 of 18
"Learning from the existing landscape is a way of being revolutionary for an architect. Not the obvious way, which is to tear down Paris and begin again, as Le Corbusier suggested in the 1920s but another, more tolerant way; that is, to question how we look at things."

- Robert Venturi, 1972

"Urban design and city building are surely among the most auspicious endeavors of this or any age, giving rise to a vision of life, art, artifact and culture that outlives its authors. It is the gift of its designers and makers to the future. Urban design is essentially an ethical endeavor, inspired by the vision of public art and architecture and refined by the science of construction."

- Donald Watson

Urban design is the process of designing and shaping cities, towns and neighborhoods. It is about making connections between people and places, nature and the built environment: drawing together place-making, environmental stewardship, social equity and economic viability into the creation of places with distinct identity.

This semester students will build upon their Independent Field Study, proposing an answer to the urban problems they explored last summer during their time away from Charleston. They will be expected to leverage all of the knowledge they have gained in the course of this program—the lessons of Charleston’s physical fabric, of course, but also the rich history of great traditional and modern urban designs globally speaking, as well as the pressing issues of public policy, real estate development, ecological health, social justice—essentially, the art of living together and well.
Instructor Information

TBD

I. Catalog Description

Students will apply the lessons they have learned throughout their participation in the program to build upon their independent urban design field study, offering a solution to the problem site in their community of choice. Highly detailed, publishable digital renderings will be created, as well as a detailed description offering economic, cultural, and political justifications for the design.

II. Instructional/Learning Objectives

This course is designed to require students to utilize all of the skills and knowledge they have gained throughout the program. They will evaluate an existing urban site, duly considering not only formal conditions but also the engaged political, cultural, and economic systems, and design a substantive improvement that has been with a synthesis of their knowledge of urban planning, government policy, urban design, and real estate economics.

III. Instructional Methodology and Grading

Students and faculty work closely together through research, discussion, lectures and critiques. The scope of the effort encourages collaboration in the process of design. Numerous internal reviews and critiques provide a forum for team and individual designers to present ideas and review possibilities. Attendance and basic participation counts for 10% of the grade. The first two reviews are each worth 15%, the midterm review is worth 20%, and the final review is worth 40% of the grade. Obviously, this course is heavily weighted towards the final review.

Grade System

Grades are available on My.Charleston beginning with the date set by the Registrar’s Office for the term specified. For a complete academic record of their grades, students may request an official academic transcript from the Office of the Registrar or they may obtain a completed transcript on the Academic Services tab of My.Charleston on the web.

Students receive letter grades for every course in which they enroll, regardless of the location of the course or the mode of delivery. Each letter grade has a numerical “quality point value” as shown below.

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<th>Quality Points</th>
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</thead>
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<td>4.000</td>
</tr>
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<td></td>
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<tr>
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</tr>
<tr>
<td>D</td>
<td></td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>0.700</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.000</td>
</tr>
</tbody>
</table>
IV. Term Project

The studio will culminate in the production highly detailed, publishable design solutions to a variety of urban infill problems. Students are encouraged to seek out and involve mentors and other experts from outside of College of Charleston in order to receive the feedback they need to improve their designs.

V. Readings

Readings, journal articles, references, etc. will be assigned as needed.

VI. Attendance Policy

Students are expected to attend all classes. More than one unexcused absence will result in the deduction of a letter grade from the student's final semester grade.

VII. Examinations and Workshops

The studio project serves the function of the examination in other subjects. The lectures/seminars offer another opportunity to demonstrate skills and understandings. Workshops will function as small-scale reviews. The College honor code applies to all work undertaken.
## VIII. Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>Charrette on Field Study questions and design parameters/expectations</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Studio</td>
</tr>
<tr>
<td>2</td>
<td>T</td>
<td>Desk Crits &amp; Review of Charrette</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Studio</td>
</tr>
<tr>
<td>3</td>
<td>T</td>
<td>Studio</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Studio</td>
</tr>
<tr>
<td>4</td>
<td>T</td>
<td>Lecture &quot;Methods of Presentation &amp; Representation&quot;</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Informal Review: Site Analysis &amp; Schematic Designs</td>
</tr>
<tr>
<td>5</td>
<td>T</td>
<td>Policy Workshop</td>
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<tr>
<td></td>
<td>Th</td>
<td>Real Estate Workshop</td>
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<tr>
<td>6</td>
<td>T</td>
<td>Studio</td>
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<td></td>
<td>Th</td>
<td>Studio</td>
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<tr>
<td>7</td>
<td>T</td>
<td>Studio</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Midterm Review - ALL MATERIALS DUE</td>
</tr>
<tr>
<td>8</td>
<td>T</td>
<td>Transportation Workshop</td>
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<tr>
<td></td>
<td>Th</td>
<td>Sustainability Workshop</td>
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<tr>
<td>9</td>
<td>T</td>
<td>Studio</td>
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<tr>
<td></td>
<td>Th</td>
<td>Studio</td>
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<tr>
<td>10</td>
<td>T</td>
<td>Studio</td>
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<td></td>
<td>Th</td>
<td>Studio</td>
</tr>
<tr>
<td>11</td>
<td>T</td>
<td>Studio</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Informal Review: Preparation for Final Review</td>
</tr>
<tr>
<td>12</td>
<td>T</td>
<td>Studio</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Studio</td>
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<tr>
<td>13</td>
<td>T</td>
<td>Studio</td>
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<tr>
<td></td>
<td>Th</td>
<td>Studio</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>FINAL REVIEW - Date &amp; Time TBD</td>
</tr>
</tbody>
</table>
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION
AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: Nathaniel Walker       Email: walkermr@cofc.edu       Phone: 843 953 8226

Department Name: ARTH and HPCP  Graduate Program name: MA Community Planning and Design

Course Prefix, Number, and Title: CPAD 690 Special Topics Course

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x] New Course</td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td>(attach syllabus*)</td>
<td>□ Change Title (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Prerequisite Change (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Edit Description (III, IV, VII, VIII, IX)</td>
<td></td>
</tr>
</tbody>
</table>

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2017

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and / or other restrictions below

None

Will this course be added to the Degree Requirements?

a) ☐ Yes ☒ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☐ yes ☒ no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

By critically exploring changing topics in urban design and allied disciplines, students will gain insights into a wide range of topical or relevant subjects related to urban design.
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This course will address Goals 1-3 and 5 and Strategy 2 in the current Strategic Plan for the College. In order to fulfill these obligations, the course: 1) will provide opportunities for experiential learning through exposure to urban architectural ideas and forms from around the globe, 2) will contribute to a Charleston-based MA in Community Planning and Design that is global in nature and will provide students with a core knowledge base to bring their design skills to bear on local, regional, national and international urban design challenges, 3) will provide opportunities for understanding global design traditions that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century, 4) help to attract graduate students to enhance the overall financial security of the College of Charleston.

V. 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. Through experiential learning they will be able to demonstrate a knowledge of urban design ideas and topics from around the globe</td>
<td>Course participation and reading synopsis submissions will gauge absorption and critical understanding of basic knowledge. Grades should be no lower than “good” (B).</td>
</tr>
<tr>
<td>2. Students will learn to critically analyze the course topic</td>
<td>A research paper will require students to address relevant issues in the course topic. Grades should be no lower than “good” (B).</td>
</tr>
<tr>
<td>3. Students will have an understanding of global urban design issues that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century</td>
<td>Midterm and Final exams will both consist of essay portions that ask students to consider the contemporary relevance of the course topic. Grades should be no lower than “good” (B).</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?

This course aligns with the proposed MA in Community Planning and Design Program’s focus on meeting the rising demand for effective placemakers, building upon the success of its Historic Preservation and Community Planning program, while also reaching across disciplinary lines to collaborate with the Urban Studies, Real Estate, Art & Architectural History, and Public Administration programs, as well as the Joseph P. Riley, Jr. Center for Livable Communities. The course supports the MA in Community Planning and Design outcomes/goals of academic preparation, in particular:

- Demonstrate understanding of the theoretical and historical contexts of urban design topics, methods and theory, specifically in:
  - The urban fabric of national and international cities
  - A range of building technologies internationally

- Develop skills in the presentation of international urban design ideas that allows one to:
  - Demonstrate the ability to communicate design ideas to client

The content and skills are introduced via experiential learning in coursework and discussions, reinforced through writing assignments, and demonstrated via presentations and a final paper.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

No adverse impact on current courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There is no foreseeable additional cost to this course. .25 FTE for one full-time or adjunct faculty member will be required.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: [Signature] Date: 2/17/16

Signature of Department Chair: [Signature] Date: 2/3/16

Signature of Additional Chair*: [Signature] Date:

Signature of Schools' Dean: [Signature] Date: 1/3/14

Signature of Additional Schools' Dean*: [Signature] Date:

Signature of the Provost: [Signature] Date: 2/18/16

Signature of Budget Director/Business Affairs Office: [Signature] Date:

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing.

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: [Signature] Date: [Date]

Signature of Chair of the Graduate Council: [Signature] Date:

Signature of Faculty Senate Secretary: [Signature] Date: 3/28/16

Date Approved by Faculty Senate:

This form was last updated on 11/21/2013 and replaces all others.
Special Topics in Community Planning, Policy and Design

Date/Time: Variable
Location: Variable
Professors: Variable
Email:
Office Hours:
Office Location:

Course Description:

Special topics in Community Planning and Global Design Traditions offers an opportunity for students to explore timely and/or challenging subjects relevant to the MA curriculum, from refugee housing to the future of Havana, from 3D-printed architecture to the redemption of Detroit. Students will have the option of nominating and requesting special topics, although of course instructor qualification will dictate offerings.
Class Texts:

Variable

Assignments & Grading:
All written work should be double-spaced using a legible font (e.g. Times, Helvetica, Arial, etc.) at 12-points, have the standard one-inch margins on 8x11 inch paper. Proper citations must be used when appropriate in either Footnotes or Endnotes – the style is at your discretion but must be standardized (i.e. Chicago, MLA, APA, etc.). Title pages, tables of contents, appendices, bibliographies, are appreciated but are not counted as part of the page count for the assignment.

Grade System:
Grades are available on My.Charleston beginning with the date set by the Registrar’s Office for the term specified. For a complete academic record of their grades, students may request an official academic transcript from the Office of the Registrar or they may view their unofficial transcript on the Academic Services tab of My.Charleston on the web.

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</tr>
<tr>
<td>D+</td>
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<td>1.300</td>
</tr>
<tr>
<td>D</td>
<td>Barely Acceptable, Passing</td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td>Failure</td>
<td>0.700</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Please ask if you have questions or comments during the semester. The Professor also reserves the right to make changes to the syllabus during the semester due to unforeseen circumstances.

Make Up Work Policies:
Given the nature of this course the expectation is that students will be able to meet all deadlines for completing reading and written assignments. In turn, only extraordinary or emergency circumstances will merit consideration for a deadline extension and will have to be evaluated by me on a case-by-case basis. Please contact me as soon as possible to explain any anticipated or missed deadlines.
**Technology:**
Please make use of the computing helpdesk if you need assistance with any technology issue (http://it.cofc.edu/help/helpdesk.php), also please make me aware of any technology issues which may impinge on your timely completion of assignments. Penalties for late assignments caused by technology issues will be determined on a case-by-case basis. However, it is up to you to become familiar with discussion forums and uploading. All assignments will be uploaded to the appropriate course google.doc folder.

**Disability Access:**
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed. If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services / SNAP, please come and discuss this with me during my office hours. Any student eligible for and needing accommodations because of a disability is requested to speak with me during my office hours.

**Center For Student Learning:**
I encourage you to utilize the Center for Student Learning (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, supplemental instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

**Honor Code:**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.

I am particularly unimpressed with plagiarism. DO NOT COPY A SINGLE SENTENCE from a website or other source without a proper citation and an indication that you are quoting this information. Additional information can be found at http://www.plagiarism.org/.

Fall 2017 Schedule

Variable