

**New Program Proposal  
 Master of Arts in Community Planning, Policy, and Design  
 College of Charleston**

**Summary**

The College of Charleston requests approval to offer a program leading to the Master of Arts in Community Planning, Policy, and Design to be implemented in Fall 2017. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	7/1/16	Not Applicable
ACAP Consideration	9/29/16	<p>The representative from the College of Charleston explained the need for the proposed program and stated the program will prepare generalists for a variety of employment opportunities in community planning and in related fields.</p> <p>ACAP members discussed the program, including the intent of progressive traditional design, and the best means for informing interested students of required pre-requisites. The representative from the College of Charleston also stated the institution consulted with representatives from Clemson University to ensure that the College’s program would complement, not duplicate, the program offered by Clemson. Staff suggested that the institution provide copies of the letters of support referenced in the proposal. Staff also commended institutional representatives for the proposal’s clarity and noted that follow-up questions would be sent to request additional information. (see below)</p> <p>ACAP voted to approve the program proposal.</p>
Comments and suggestions from CHE staff sent to the institution	10/12/16	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> <li>• Clarify the total number of credit hours needed to complete the program for students required to take preparatory courses, and as requested by ACAP, ensure that requirements are clearly published in the catalog and promotional materials</li> <li>• Consider only one CIP Code, 040301, for the program</li> <li>• Define the phrase “progressive traditional” design curriculum as discussed at the ACAP meeting</li> </ul>

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> <li>• Provide a rationale for the occupations listed as expected employment opportunities and provide available local and state employment data, including the number of positions available and projected employment growth</li> <li>• Provide the plan and timeline for developing and implementing the new courses identified</li> <li>• Revise the faculty and administrative personnel chart by expunging specific names</li> <li>• Provide an explanation for changes in faculty and/or administrative assignment, especially given that the faculty chart identifies new adjunct faculty and staff, and describe any changes in responsibilities for the co-directors for assuming administrative responsibility for the program</li> <li>• Describe the library resources and student support services available to students</li> <li>• Move the discussion about the restoration of 12 Bull Street to the response for the question about identifying facilities needed to support the program, and</li> <li>• Check the box for the “No” response for supplemental Palmetto Fellows and Life Scholarship Awards.</li> </ul> <p>Also, as requested at the meeting, staff suggest that the institution provide copies of the letters of support referenced in the proposal.</p>
Revised Program Proposal Received	10/20/16	The revised proposal satisfactorily addressed the requested revisions.

**Recommendation**

The staff recommends that the Committee on Academic Affairs and Licensing approve the program leading to the Master of Arts in Community Planning, Policy, and Design to be implemented in Fall 2017.

Name of Institution  
The College of Charleston

Name of Program (include concentrations, options, and tracks)  
Community Planning, Policy, and Design

Program Designation

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree                     | <input checked="" type="checkbox"/> Master's Degree            |
| <input type="checkbox"/> Bachelor's Degree: 4 Year              | <input type="checkbox"/> Specialist                            |
| <input type="checkbox"/> Bachelor's Degree: 5 Year              | <input type="checkbox"/> Doctoral Degree: Research/Scholarship |
| <input type="checkbox"/> Doctoral Degree: Professional Practice |  |

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation  
Fall 2017

CIP Code  
City/Urban, Community and Regional Planning  
04.0301,

Delivery Site(s)  
The College of Charleston, Charleston, South Carolina

Delivery Mode

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face*<br>*select if less than 50% online | <input type="checkbox"/> Distance Education<br><input type="checkbox"/> 100% online |
|  | <input type="checkbox"/> Blended (more than 50% online)                             |
|  | <input type="checkbox"/> Other distance education                                   |

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

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Institutional Approvals and Dates of Approval

College of Charleston Board of Trustees: 22 April, 2016  
College of Charleston Board of Trustees, Academic Planning Committee: 21 April, 2016  
College of Charleston Faculty Senate: 12 April, 2016  
College of Charleston Faculty Budget Committee: 4 April 2016  
College of Charleston Graduate Council: 25 March 2016  
College of Charleston Faculty Academic Planning Committee: 24 March 2016  
College of Charleston Graduate Curriculum Committee: 24 February 2016

## Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

This program is designed to unite disciplinary strengths at the College of Charleston in a powerful way, as well as directly serve our institution's core academic and public missions, particularly in the interrelated realms of public service, sustainability, and socio-political diversity. We will teach students to be practical community builders and effective placemakers—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 program will be based in two College of Charleston entities. The first, our Historic Preservation and Community Planning Program, has both a clear mandate and a need to enhance its engagement with community planning. The second entity is the Riley Institute for Livable Communities, which intends to leverage the legacy of Joe Riley as a placemaker to the benefit of our students and the communities they will serve. The term “progressive traditional” design is a reference to the study of the importance of traditional issues associated with design, particularly the physical design of structures, landscape, and environmental impact of community design and development in conjunction with more contemporary and ‘progressive’ methods of design and thinking. The focus on both aspects will provide students with an understanding of the interrelationship of traditional and newer, more ‘progressive’ ways of thinking about design. The more ‘progressive’ areas of focus include things such as environmental impact of designs, efficiencies of design for physical structures as well as transportation to, from and around areas being developed, changes in materials used for construction and development, etc.

The program will directly support the College of Charleston's broader vision as presently developing under our current leadership. President McConnell announced that our next SACSCOC QEP will focus upon sustainability “as a Bridge to Addressing 21st Century Problems.” Sustainability is a crucial area not only of academic but also of public discourse that is intrinsically inseparable from community planning, policy, and design.

List the program objectives. (2000 characters)

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.

1. Our new Community Planning, Policy, and Design program will stand out by combining historically engaged urban design with economic and transportation planning and public policy courses, thereby offering not only an artistic but also a practical education.
2. It will also offer 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, where they contribute to its success as a global tourist destination as well as the community of choice for a growing number of permanent residents.
3. Our new program will encourage students to not only explore North American and European traditions, however, but also include deep studies of the great traditions of West Africa, the Caribbean, Mesoamerica, East Asia, and other places, ensuring 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.
  4. 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. As community planners, they will have to work with many different architects and developers, and need to be flexible and adaptable as markets, technologies, and cultures develop.
  5. We will equip our students with the skills and knowledge they will need to serve private real estate development in such a way that economic growth is harnessed to larger issues of placemaking, enhancing social and political justice in tangible, meaningful ways that do not undermine, but rather build upon, the financial wellbeing of diverse communities.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

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 presently 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 and 2016 urban design studios 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 at the College agreed that it would be valuable for our graduate students to be exposed to "problems and opportunities in other nearby urban communities" of South Carolina, not least because many of these towns are our students' hometowns, and all have both strengths and weaknesses as 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.

The Bureau of Labor Statistics predicts growth that exceeds the national average in many potential job categories for our graduates. 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.

### Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

- Yes  
 No

The curriculum of this program is designed to provide students with the theoretical understanding of issues related to community design and development as well as the practical skills associated with a variety of career paths listed below. All of these career paths are directly related to the content students will learn throughout their program.

Employment Opportunities					
Occupation	National		South Carolina		Data Source
	Expected Number of New Jobs (2024)	Employment Projection	Expected Number of Jobs (2024)	Employment Projection	
Appraisers and Assessors of Real Estate	6,800	8.0%	N/A	14.9%	bls.gov
Architects	7,800	7.0%	N/A	13.3%	bls.gov
Architectural and Engineering Managers	3,700	2.0%	N/A	6.5%	bls.gov
Construction Managers	17,800	5.0%	N/A	8.0%	bls.gov
Economic development planners	2,400*	6.0%	N/A	7.4%	bls.gov
Economist (Urban)	1,200	6.0%	N/A	7.4%	bls.gov

Environmental and natural resources planners	2,400*	6.0%	N/A	7.4%	bls.gov
Land use and code enforcement planners	2,400*	6.0%	N/A	7.4%	bls.gov
Landscape Architects	1,200	5.0%	N/A	38.5%	bls.gov
Real Estate Brokers	10,900	3.0%	N/A	17.2%	bls.gov
Real Estate Sales Agents	10,900	3.0%	N/A	6.6%	bls.gov
Transportation planners	2,400*	6.0%	N/A	7.4%	bls.gov
Urban & Regional Planners	2,400*	6.0%	N/A	7.4%	bls.gov
Urban Design Planners	2,400*	6.0%	N/A	7.4%	bls.gov
Appraisers and Assessors of Real Estate	6,800	8.0%	N/A	14.9%	bls.gov
*Part of the same BLS category					
Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition					

As can be seen in this table, South Carolina is projected to have better employment opportunities than for the nation as a whole in all potential job categories for our graduates.

Provide additional information regarding anticipated employment opportunities for graduates.

Exact listings for jobs in the area are not available. However, SCworks.org lists the architecture profession as having a “Bright Outlook” statewide, and indicates that there are currently over 1,000 “architectural services” jobs listed throughout the state of South Carolina in firms ranging from international development companies to manufacturing plants that must interface with growing communities. With the current growth in jobs and residents in the Lowcountry, there will be a high demand for planning, policy, and design services from Hilton Head to Beaufort, from Charleston to Mt. Pleasant and from Georgetown to Myrtle Beach. The recently explosive and ongoing growth in the Greenville/Spartanburg region, as it continues becoming the New Detroit, will be another major engine of jobs in this field. Additionally, there is expressed demand for current Historic Preservation and Community Planning graduates already. Charleston just unveiled a new, fifteen-year \$1 billion-plus development project called Lorelei and the developers and the urban designers have expressed a strong desire for this program because they need more talented people in Charleston with a knowledge of traditional architecture and a skill set of current design. The new director of the city’s Charleston Design Center has also indicated he is looking for good people to hire, so all indications are that there will be competitive job opportunities for graduates of this program in the Charleston area and throughout the state of South Carolina.

Our graduates will be, in the words of famous urban designer Andres Duany, “specialized generalists” who can serve and bridge the disciplines of real estate development, city/county government, Main Street corridor/district management, architectural design, and urban design and planning. Major South Carolina-based development companies and architecture firms, as well as internationally renowned urban designers, have stated that they are looking to hire graduates with the skills we will teach and that many other companies are looking for the same. Letters from the following firms can be provided upon request:

1. Geordy Johnson, Johnson Development Company, Spartanburg, SC
2. Mallory B.E. Baches, Director, The Civic Hub, Beaufort, SC
3. Demetri Baches, Metrocology Inc, Habersham, SC
4. Phil Clarke, Clarke Design Group, Mt. Pleasant, SC
5. Andrew Gould, New World Byzantine, Charleston, SC
6. Andres Duany, DPZ, Inc. Miami, FL

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7. Robert Davis, Arcadia Land Co., Seaside, FL
8. Marieanne Khoury-Vogt and Erik Vogt, Khoury/Vogt Architects, Seacrest, FL
9. Alex Cooper, Cooper Robertson, New York, NY
10. David M. Schwarz, David M. Schwarz Architectural Services, Washington, DC
11. Robert L. Chapman, III, Owner/Director, Traditional Neighborhood Development Partners, LLC, Durham, NC

Letters have been requested and will be forwarded once received.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

Just as our students will unite multiple realms in the planning, building, and management of communities, our new MA program unites many programs and departments at the College of Charleston. It will include two graduate courses from the Public Administration program, which are offered as part of the MPA in the School of Humanities and Social Sciences (PUBA 611 and 617), share two courses with the Art & Architectural History department (ARTH 535 and 565), and feature an *Introduction to Real Estate* class (CPAD 635) that will be designed and led by the College's Carter Real Estate Center, which will also contribute a faculty member to our steering committee.

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 in another state.

#### List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Master of City and Regional Planning	Clemson University	This graduate degree offers students an opportunity to focus deeply on practical city and regional planning, and some students also have the option of taking courses in economic development planning and housing, as well as urban design, although the program description is careful to state that students are not be expected to become fluent in design issues.	Our program is rooted in Charleston where design is paramount. We have articulated urban design as the central, unifying discourse in our Community Planning, Policy, and Design program, and will require all of our students not only to take multiple studio courses, but also to inform their urban design skills by taking public policy, real estate development, practical city/infrastructure planning, and sustainability/adaptive reuse courses. Furthermore, while Clemson design classes generally teach modernist architecture and urban design, our program will teach traditional architecture and urban design, with the important caveat that this will be a "progressive traditional" architecture that embraces many cultural sources and new technologies. There are presently no accredited schools in South Carolina that teach traditional design at all, and only two in the United States. Demand is high, but the supply is low—this is a perfect market condition for us to enter with a unique program such as this.

**Description of the Program**

Table A. PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017– 18	12	144	12	144	12	72
2018– 19	24	288	24	288	12	72
2019– 20	24	288	24	288	12	72
2020– 21	24	288	24	288	12	72
2021–22	24	288	24	288	12	72

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

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. The summer preparatory course is a single 3 credit hour undergraduate course which will not increase the total number of credit hours for the program. This will not be necessary for students who already have a background in drafting and design software, only for students without this background so they will have the foundational knowledge to be successful in the program. 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. The description of the program, and all publications about the program (electronic publications as well as printed flyers) will note the need for students to have some background in drafting and design software as well as information about the courses taught at the College of Charleston which students can take in the summer in preparation for the program.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

**Curriculum**

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ARTH 565 The City as a Work of Art	3	ARTH 535 American Architecture	3	CPAD 790 Independent Urban Design Field Study	6
CPAD 605 Drawing Charleston	3	PUBA 611 Urban Policy	3		
CPAD 615 Introduction to Urban Design	6	CPAD 619 Architectural Design Studio	6		
Total Semester Hours	12	Total Semester Hours	12	Total Semester Hours	6
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
CPAD 830 Sustainable Design and Adaptive Reuse	6	CPAD 895 Urban Design Graduate Thesis Studio	6		
PUBA 617 Urban Transportation: Problems and Prospects	3	Elective	3		
CPAD 631 Introduction to Real Estate	3	Elective	3		
Total Semester Hours	12	Total Semester Hours	12	Total Semester Hours	

<b>Core</b>	<b>Credits</b>	<b>Electives</b>	<b>Credits</b>
ARTH 565 The City as a Work of Art	3	CPAD 690 Special Topics (course addressing contemporary, emerging issues)	3
CPAD 605 Drawing Charleston	3	PUBA 612 History and Theory of American Urban Planning	3
CPAD 615 Introduction to Urban Design	6	PUBA 613 Planning Law	3
ARTH 535 American Architecture	3	PUBA 614 Urban Applications of Geographic Information Systems	3
PUBA 611 Urban Policy	3	PUBA 616 Local and Regional Economic Development: Policy and Practice	3
CPAD 619 Architectural Design Studio	6		
CPAD 790 Independent Urban Design Field Study	6		
CPAD 830 Sustainable Design and Adaptive Reuse	6		
PUBA 617 Urban Transportation: Problems and Prospects	3		
CPAD 631 Introduction to Real Estate	3		
CPAD 895 Urban Design Graduate Thesis Studio	6		

\* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required      54 (48 Core and 6 elective)

**Course Descriptions for New Courses**

<b>Course Name</b>	<b>Description</b>
ARTH 565 The City as a Work of Art	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.
CPAD 605 Drawing Charleston	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.
<b>CPAD 615 Introduction to Urban Design</b>	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.
<b>ARTH 535 American Architecture</b>	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.
<b>PUBA 611 Urban Policy</b>	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.

Course Name	Description
<p><b>CPAD 619 Architectural Design Studio</b></p>	<p>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.</p>
<p><b>CPAD 790 Independent Urban Design Field Study</b></p>	<p>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.</p>
<p><b>CPAD 830 Sustainable Design and Adaptive Reuse</b></p>	<p>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.</p>
<p><b>PUBA 617 Urban Transportation: Problems and Prospects</b></p>	<p>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.</p>
<p><b>CPAD 631 Introduction to Real Estate</b></p>	<p>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.</p>

Course Name	Description
<b>CPAD 895 Urban Design Graduate Thesis Studio</b>	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.
<b>CPAD 690 Special Topics Course</b>	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.
<b>PUBA 612 History and Theory of American Urban Planning (3)</b>	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.
<b>PUBA 613 Planning Law (3)</b>	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.
<b>PUBA 614 Urban Applications of Geographic Information Systems (3)</b>	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.
<b>PUBA 616 Local and Regional Economic Development: Policy and Practice (3)</b>	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.

The PUBA courses are existing courses which are taught on a regular basis. The ARTH 535 and 565 as well as all of the CPAD courses were approved by the Faculty Senate of the College of Charleston in April 2016 and will be developed according to the following plan:

**Semester One: Fall 2017**

ARTH 565 The City as a Work of Art – This has been taught as an undergraduate course for 2 1/2 years. It can be developed into a graduate course immediately.

CPAD 605 Drawing Charleston – This has been taught as an undergraduate course for 1 1/2 years. It can be developed into a graduate course immediately.

CPAD 615 Introduction to Urban Design – This has been taught as an undergraduate course for 2 years. It can be developed into a graduate-level course immediately.

**Semester Two: Spring 2018**

ARTH 535 American Architecture

PUBA 611 Urban Policy (existing course)

CPAD 619 Architectural Design Studio

**Summer 2018**

CPAD 790 Independent Urban Design Field Study

**Semester Three: Fall 2018**

CPAD 830 Sustainable Design and Adaptive Reuse

PUBA 617 Urban Transportation (existing course)

CPAD 631 Introduction to Real Estate

**Semester Four: Spring 2019**

CPAD 895 Urban Design Graduate Thesis Studio

Two electives: students may choose from existing PUBA graduate courses.

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Associate Professor 1	P	N/A	PhD (University College London) Archaeology/Historic Preservation	Co-Director of new CPAD MA program, currently Director of Historic Preservation and Community Planning Program
Professor	P	N/A	PhD (University of South Carolina) Public Administration	Co-Director of the new CPAD MA program, currently Director of the Riley Center for Livable Communities
Assistant Professor	P	ARTH 565 The City as a Work of Art (3), ARTH 535 American Architecture (3)	PhD (Brown University) History of Art & Architecture (dissertation on architecture and urban design history)	Taught architecture and urban design undergraduate and graduate students at the Rhode Island School of Design while earning his PhD at Brown. CPAD courses will be taught as “meets with” in the ARTH and HPCP undergraduate programs.
Associate Professor 2	P	Electives on occasion	PhD (Tulane University) Historic Preservation and Urban Planning	Electives on occasion
Adjunct Professor 1	P	CPAD 615 Introduction to Urban Design (6)	MSc in Urban Design and MArch (Master of Architecture) (University of Miami)	Full-time position in architectural and urban design at Clarke Design Group, Mt. Pleasant SC and currently teaching Urban Design in HPCP program at CofC

Associate Professor 3	P	PUBA 611 Urban Policy (3), PUBA 617 Urban Transportation: Problems and Prospects (3), PUBA 612 History and Theory of American Urban Planning (3), PUBA 613 Planning Law (3), PUBA 614 Urban Applications of Geographic Information Systems (3), PUBA 616 Local and Regional Economic Development (3)	PhD (Clark University), Urban Studies	Director of the Undergraduate Urban Studies Program and the Director of the Graduate Urban and Regional Planning Certificate Program for the College of Charleston. Courses offered will be “meets with” in current programs.
Associate Professor 4	P	CPAD 605 Drawing Charleston (3)	MArch and MS, (University of Pennsylvania)	Courses will be taught as “meets with” in the undergraduate program.
Adjunct Professor 2 and 3	P	CPAD 619 Architectural Design Studio (6), CPAD 830 Sustainable Design and Adaptive Reuse (6), CPAD 631 Introduction to Real Estate (3), CPAD 895 Urban Design Graduate Thesis Studio (6), CPAD 690 Special Topics (3)	N/A	N/A

Note: Individuals should be listed with program supervisor positions listed first. Identify new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

FacultyStaff Administration

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<b>Administration</b>						
2017– 18	0	0	2	.10	2	.10
2018– 19	0	0	2	.10	2	.10
2019– 20	0	0	2	.10	2	.10
2020– 21	0	0	2	.10	2	.10
2021–22	0	0	2	.10	2	.10
<b>Faculty</b>						
2017– 18	1 (adjunct)	.5	5	.25	6	.75
2018– 19	1 (adjunct)	1	6	.25	7	1.25
2019– 20	0	0	6	.25	7	1.25
2020– 21	0	0	6	.25	7	1.25
2021–22	0	0	6	.25	7	1.25
<b>Staff</b>						
2017– 18	1	.5	0	0	1	.50
2018– 19	0	0	1	.50	1	.50
2019– 20	0	0	1	.50	1	.50
2020– 21	0	0	1	.50	1	.50
2021–22	0	0	1	.50	1	.50

### Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

No new administrative changes will be needed for this program. Current faculty who will be teaching in the program already provide the administrative work required.

### Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

We will not need any new library resources. The current resources are sufficient. In anticipation of this program a number of books have been purchased over the past 2-3 years and we currently have the major journals for this program.

### Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Students in this program will have access to all the student support services available to all graduate students. These services include, but are not limited to, access to the Center for Student Learning, the Graduate Student Association, Career Development opportunities from the Career Services Center and computer labs. Additionally, students will have the opportunity to attend guest lecture presentations sponsored by the Community Planning, Policy and Design program and the Historic Preservation and Community Planning program.

### **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

Will any extraordinary physical facilities be needed to support the proposed program?

- Yes  
 No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

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 Simons Center for the Arts has historically accommodated lecture courses for both Art & Architectural History and for HPCP, and this will continue. We will not require new space at this time.

We will teach both hand-drawing as well as computer-aided drafting (CAD)—a fact that reflects our “progressive traditional” ethos. HPCP 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.

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	5,600	5,600	5,600	5,600	5,600	28,000
Faculty and Staff Salaries	12,174	28,074	28,074	28,074	28,074	124,470
Visiting Instructor/Guest Critic Travel	0	10,000	10,000	10,000	10,000	40,000
Equipment	6,000	12,000	12,000	12,000	12,000	54,000
Facilities	N/A	N/A	N/A	N/A	N/A	0
Supplies and Materials	10,000	13000	13000	13000	13000	62,000
Library Resources	N/A	N/A	N/A	N/A	N/A	0
Clerical/ Support Personnel	22,400	22,400	22,400	22,400	22,400	112,000
<b>Total</b>	<b>56,174</b>	<b>91,074</b>	<b>91,074</b>	<b>91,074</b>	<b>91,074</b>	<b>420,470</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	137,880	248,184	248,184	248,184	248,184	1,130,616
State Funding (i.e., Special State Appropriation)*	N/A	N/A	N/A	N/A	N/A	N/A
Reallocation of Existing Funds*	N/A	N/A	N/A	N/A	N/A	N/A
Federal Funding*	N/A	N/A	N/A	N/A	N/A	N/A
Other Funding*	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total</b>	<b>137,880</b>	<b>248,184</b>	<b>248,184</b>	<b>248,184</b>	<b>248,184</b>	<b>1,130,616</b>
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	<b>81,706</b>	<b>157,110</b>	<b>157,110</b>	<b>157,110</b>	<b>157,110</b>	<b>710,146</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

### **Budget Justification**

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

*Faculty Salaries:* The first year we will require the services of one adjunct, and subsequent years will we require one more additional adjunct. Each summer a full-time faculty member will administer the Independent Urban Design Field Study Abroad online classroom.

*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 \$22,400 (including benefits at 12%) 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.

*Facilities:* We will not require additional facilities.

### Sources of Financing

*Tuition:* Tuition income for the first year has been calculated using the current in-state graduate student rate of \$383 per credit hour per year and a current summer rate of \$383 per credit hour.

### Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Program Objectives	Program Assessment
1. Our new Community Planning, Policy, and Design program will stand out by combining historically engaged urban design with economic and transportation planning and public policy courses, thereby offering not only an artistic but also a practical education.	We will track whether other MA programs are offering any similarly unique. The MA will be adjusted to keep it relevant and unique. Reports will be uploaded annually to the College's Compliance Assist software.
2. It will also offer 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, where they contribute to its success as a global tourist destination as well as the community of choice for a growing number of permanent residents.	We will track policy and designs produced by our graduates and faculty that are adopted by practitioners. Reports will be uploaded annually to the College's Compliance Assist software. We expect a steady increase in adoption of our program's designs statewide, nationally and internationally which is reflective of their effectiveness in the workplace.
3. Our new program will encourage students to not only explore North American and European traditions, however, but also include deep studies of the great traditions of West Africa, the Caribbean, Mesoamerica, East Asia, and other places, ensuring 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.	We will track the ethnic diversity of our graduates and the cultural diversity of design cultural affiliations according to standard norms in the field. Reports will be uploaded annually to the College's Compliance Assist software. We expect a steady increase in positively received multi-ethnic and multi-cultural design work in the field.
4. 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. As community planners, they will have to work with many different architects and developers, and need to be flexible and adaptable as markets, technologies, and cultures develop.	We will track press, awards and other accolades related to our graduates and the program. Their impact in the field will be tracked by academia.edu profiles and google.com rankings within the field which is reflective of their effectiveness in the workplace.
5. We will equip our students with the skills and knowledge they will need to serve private real estate development in such a way that economic growth is harnessed to larger issues of placemaking, enhancing social and political justice in tangible, meaningful ways that do not undermine, but rather build upon, the financial wellbeing of diverse communities.	We will track employment statistics for our graduates at the local, state and national levels. We expect results to show a steady increase in our graduate job placement. Reports will be uploaded annually to the College's Compliance Assist software and results will be utilized to enhance student learning geared towards job placement.
<p><b>By linking assessment over a two-year period, the program is able to discern whether student have gained appropriate levels of knowledge and skills expected of a Design practitioner.</b> Deficient areas will be targeted with changes that will result in positive enhancement of student experiences and knowledge and skill building. The assessment process will be adjusted when assessment goals have been determined to be successfully achieved.</p>	

<b>Program-Level Student Learning Outcomes</b> What will students know and be able to do when they complete the program? Attach Curriculum Map.	<b>Assessment Method and Performance Expected</b> 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?
<p>1. Through a thoughtfully developed sequence of both theoretical and applied learning experiences, program graduates will be able to <b>identify, classify and define specific architectural and urban design ideas and forms</b> in Charleston, the Lowcountry, the nation, and the globe.</p>	<p>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.</p>
<p>2. Graduates will <b>recognize planning policy issues and real estate challenges</b> that are affected by social, economic, environmental, ethical, scientific and political challenges in the 21st Century</p>	<p>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.</p>
<p>3. Students will <b>develop comprehensive design skills that can be applied</b> to local, regional, national and international urban design issues and challenges.</p>	<p>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</p>
<p>4. Students will be able to <b>analyze urban design challenges</b> in a diverse array of national and international contexts and <b>infer appropriate solutions</b>.</p>	<p>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</p>

	students and reassessment of program methodologies.
<p><b>5.</b> Program graduates will be able to <b>integrate solutions</b> into the urban fabric of cities and <b>effectively communicate</b> Community Planning, Policy, and Design ideas, forms and plans to varied professional and lay audiences utilizing practiced technologies and methodologies in digital media.</p>	<p>They will be assessed on their ability to manifest these ideas in public presentations in all courses—studio charrettes 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.</p>
<p><b>6.</b> Grounded in humanist Community Planning, Policy and Design ideals, students will <b>critically assess urban design challenges</b> and <b>justify solutions</b> to clients, coworkers, politicians and developers that actively conceptualize, apply, analyze, synthesize, and evaluate urban design theory, concepts and methods in real world scenarios.</p>	<p>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.</p>

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

### Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

# TND PARTNERS

*Traditional Neighborhood Development Partners, LLC*

October 15, 2016

R. Grant Gilmore III, PhD, RPA, CiFA  
Director, Historic Preservation and Community Planning Program  
Addlestone Chair in Historic Preservation  
The College of Charleston  
Charleston, South Carolina 29424

Nathaniel R. Walker, PhD  
Assistant Professor of Architectural History  
Art & Architectural History Department  
The College of Charleston  
Charleston, South Carolina 29424

Dear Grant and Nathaniel:

Your plan to create a progressive traditional design program at the College of Charleston will make a major contribution toward meeting a very real demand for talented and trained urban designers who are also broadly versed in formulating and implementing public policy, and understand real estate economics.

Our future depends on having cities and towns are productive and enjoyable. This is an area where Charleston and South Carolina has been a trendsetter. I predict that there will be much demand for the highly educated professionals who will graduate from your program. Because of its terrific urban fabric and its civic leadership, the city of Charleston would be a perfect setting for this program.

Often during my 30 plus years as a urban developer, I have searched for prospective employees with the kind of training your program will provide. As a current member of the boards of both the Seaside Institute and the Congress for the New Urbanism, I know that my professional colleagues will wholeheartedly welcome this new program and its graduates.

With best regards,



Robert L. Chapman  
Managing Director



METROCOLOGY

United States • Australia • New Zealand • Malaysia • Vietnam • China • UAE • The Philippines  
Planning | Urban Design | Zoning & Coding | Comprehensive Planning | Development Consulting

## TO WHOM IT MAY CONCERN,

There are few communities where the juxtaposition of past, present and future manifest in significant measures both physically and culturally. Fewer still are also confronted by the weighty challenges sparked by rapid population change, which influences the most important considerations determining a community's success, or failure; namely public policy, zoning, engineering, urban design, real estate development, social equity, and the environment. Charleston is such a community. It is, in my opinion, a preeminent laboratory for teaching the skills of city planning to the next generation of city builders. It is where I first was introduced to them. The fact that 25 years later it is still not home to one of the world's preeminent community planning and design schools is a condition I hope this letter of support will help to remedy.

The argument for establishing a Masters Program of Community Planning, Policy and Design (CPAD) in Charleston is a simple and compelling one. Communities throughout South Carolina, to varying degrees, share many of the same traditional urban patterns, regional culture, and global pressures. These impact on the standard of living and quality of life of all the State's residents. Charleston's unique situation serves to accelerate the awareness, understanding and problem solving skills necessary to address these contemporary needs. The Masters Program proposed at the College of Charleston would draw international talent to the region to develop the tools and techniques needed for real world applications. It would provide students throughout South Carolina exposure to progressive state-of-the-art knowledge and experience. As they graduate and take professional careers their work would positively impact community development in South Carolina for generations.

As an urban design and planning practitioner I am constantly confronted by the many challenges facing the communities in our State and the world. A lack of skilled talent to assist need not be one of them. The time to grow the talent pool necessary to take on the significant challenges ahead is now. South Carolina and Charleston have every reason to lead the way. I look forward to that day.

Yours truly,

Demetri Baches, AICP, CNU  
Partner & Owner, Metrocology Inc.



October 18, 2016  
Alys Beach, FL

Dear South Carolina Commission on Higher Education,

We are writing in whole-hearted support for the proposed CPAD program at the College of Charleston. As practicing architects and urbanists in the Southeast with a foot in academia, we know firsthand the urgent need for such a program, not only regionally but nationally. Our office is always in need of graduates with a multi-disciplinary education in both design and policy and we can count on one hand the schools that offer this. The fact that such a program would be located in Charleston, with its long and rich urban history and groundbreaking stewardship under Mayor Riley, is almost too good to be true. One can't think of a more apt pairing of real world experience and academic direction than this proposed program. We urge you to consider this heartfelt endorsement in your review of their application.

Sincerely,

Erik Vogt and Marieanne Khoury-Vogt



.....

# *the* **CIVIC HUB**

DATE: 10.16.16

## TO WHOM IT MAY CONCERN,

As a trained architect and practicing urban designer, I am writing in support of the initiative to create an MA program in Community Planning, Policy, and Design (CPAD) at the College of Charleston.

In my work throughout the southeast, I have found a critical need for a coalesced study of the physical built realm, the social context, and the policy arena. Too often these disciplines are treated as isolated fields, irrespective of their interrelated nature and un-acknowledging of the efficiencies of an integrated implementation. Unfortunately, the quality of our communities suffers deeply as a result. There is a dire need for an experiential program of academic study offering a progressive yet practical education in the design of cities, rooted in the successful traditional patterns of our past and focused on the successful future of our urban realm.

A program of study that addresses the intersectionality of urbanism and those key systems that directly impact, and are directly impacted by, urban form will be truly unique within academia. Graduates of the CPAD program will be in a prime position to have a direct influence on the growing movement toward cities within our country and will benefit from a wealth of opportunities from the growing urban design industry in our region, and I would be thrilled to employ graduates with the education that the CPAD program will offer.

The city of Charleston (and more broadly, the state of South Carolina) is an ideal location in which to address this course of integrated study. With well more than 40 new residents moving to the Charleston area every day, there is an imperative that our region strategically address our urban future, and furthermore, our region offers perhaps the best landscape within which to analyze the demands that the confluence of growth and historical context give to the integration of urban design, public policy, and community development. I am excited to support the proposed CPAD program and look forward to its installation at the College of Charleston in the very near future.

Sincerely,

Mallory B.E. Baches  
Founder and Director, THE CIVIC HUB



DAVID M. SCHWARZ ARCHITECTS

26 October 2016

South Carolina State Commission of Higher Education

Re: MA Program in Community Planning, Policy & Design (CPAD) for the College of Charleston

Dear Commission Members,

I am writing to express my support for the creation of this Program at the College of Charleston. I strongly believe there is a need, and a demand, for a program of this pedagogy and that the College of Charleston is well-suited and well-positioned to fulfill both.

I am a practicing architect with over 40 years of experience across a wide variety of building types with projects throughout the United States. My firm is well recognized for designing buildings that contribute positively to their surroundings and that foster a genuine sense of humanity, community and common purpose. I also have extensive experience teaching and I can say that schools with a pedagogy and curriculum that actively encourage and train designers with these sensitivities are far too few in this country. I strongly believe there is a need in South Carolina and beyond for a unique, progressive traditional design program. One need only look at the evidence of extremely positive job prospects of students from the limited number of similar programs available as proof.

My firm has extensive experience working in South Carolina, including the Chapman Cultural Center, the George Dean Johnson, Jr. College of Business and Economics USC Upstate, the Spartanburg Day School, and most recently the Gaillard Center in Charleston. We continue to do work in South Carolina, most notably a high rise hotel in downtown Spartanburg currently under construction. I have much confidence in the job prospects in South Carolina and beyond for graduates rooted in the triad of disciplines implemented in this unique program: urban design, public policy, and real estate economics and I would love to have the opportunity to recruit students from this program in the future.

Charleston is a wonderful learning laboratory that I have gone back to again and again and my fondness for it was formed long before the Gaillard Center project opportunity came to us. The College and this unique program are perfectly situated to capitalize on the benefits of this great city to effectively train those who will shape the built environment in the future.

Sincerely,

David M. Schwarz Architects, Inc.

By:



David M. Schwarz, Chairman

GEORGE DEAN JOHNSON, III  
100 DUNBAR STREET, SUITE 400  
SPARTANBURG, SOUTH CAROLINA 29306

October 25, 2016

To Whom It May Concern:

I am writing to you on behalf of the College of Charleston and their initiative to create a Masters Program of Community Planning, Policy and Design (CPAD) Program. It is my firm belief that programs such as these are vital in South Carolina and beyond. As a real estate development company whose business is rooted in South Carolina but expanding rapidly into quickly developing markets nationwide, we are continually searching for skilled graduates with diverse educational backgrounds to join our ever-growing team of professionals. It is vital that the development community as a whole have access to skilled talent to make intelligent urban design decisions, and Johnson Development Associates would welcome the opportunity to hire more individuals who have intelligence in the fields of urban design, public policy, and real estate economics.

We are also passionate about the revitalization occurring in Spartanburg, South Carolina's downtown area, and the importance of involving individuals with expertise in the urban planning arena is essential to our community's intelligent growth. The same can be said for countless cities and towns across our great state.

Establishing a CPAD MA program in Charleston would be a valuable asset for our state's urban planning community. Charleston has a rich fabric of urban challenges and strengths stemming from its history and culture, which beg the fascinating questions of how to enmesh the past, present, and future to create a culturally rich, economically vibrant, and globally significant city. With Charleston as its backdrop, students of this program have access to one of the best case studies in urban planning, public policy, real estate development, and zoning in our nation. Charleston would attract top international talent to engage with these students, and its strong amenities as a city would also attract some of the best and brightest students to this program.

With the economic momentum that South Carolina has experienced over the past decade, our state has the opportunity to become a leader in our nation in creating strong communities, resulting in even greater "stickiness" as a region. The nurturing of a professional community of urban designers who develop a passion for development within our own state is one of the most valuable things we can do, and it is our hope and expectation that these professionals would make a significantly positive impact on our state as a whole.

Sincerely,



George D. Johnson, III  
CEO, Johnson Development Associates, Inc.