

ACAP
9/29/16
Agenda Item 4d

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,
Environmental Design/Architecture 04.0401, Housing and
Human Environments, General 19.0601

Delivery Site(s)

The College of Charleston, Charleston, South Carolina

Delivery Mode

- | | |
|--|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face*
*select if less than 50% online | <input type="checkbox"/> Distance Education |
| | <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)

R. Grant Gilmore III, PhD

Director, Historic Preservation and Community Planning Program

Addlestone Chair in Historic Preservation

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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 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

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.

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
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

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. 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.

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

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
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
Year 2					
Fall		Spring		Summer	
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	

Core	Credits	Electives	Credits
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

Course Name	Description
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.
CPAD 615 Introduction to Urban Design	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.
ARTH 535 American Architecture	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.
PUBA 611 Urban Policy	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
CPAD 619 Architectural Design Studio	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.
CPAD 790 Independent Urban Design Field Study	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.
CPAD 830 Sustainable Design and Adaptive Reuse	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.
PUBA 617 Urban Transportation: Problems and Prospects	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.
CPAD 631 Introduction to Real Estate	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.

Course Name	Description
CPAD 895 Urban Design Graduate Thesis Studio	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.
CPAD 690 Special Topics 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.
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.
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.
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.
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.

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
R. Grant Gilmore III (Associate Professor)	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
Kendra Stewart (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
Nathaniel R. Walker (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.
Barry Stiefel (Associate Professor)	P	Electives on occasion	PhD (Tulane University) Historic Preservation and Urban Planning	Electives on occasion
Elizabeth Stanton (Adjunct Professor)	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

<p>Kevin Keenan (Associate Professor)</p>	<p>P</p>	<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)</p>	<p>PhD (Clark University), Urban Studies</p>	<p>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.</p>
<p>Ralph Muldrow (Associate Professor)</p>	<p>P</p>	<p>CPAD 605 Drawing Charleston (3)</p>	<p>MArch and MS, (University of Pennsylvania)</p>	<p>Courses will be taught as “meets with” in the undergraduate program.</p>
<p>Adjunct Professor 1 and 2</p>	<p>P</p>	<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)</p>	<p>N/A</p>	<p>N/A</p>

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
Administration						
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
Faculty						
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
Staff						
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)

N/A

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.

Student Support Services

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

N/A

Physical Resources

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

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)

N/A

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
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
Total	56,174	91,074	91,074	91,074	91,074	420,470
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
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
Total	137,880	248,184	248,184	248,184	248,184	1,130,616
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	81,706	157,110	157,110	157,110	157,110	710,146

*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>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. 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>	

Program-Level Student Learning Outcomes What will students know and be able to do when they complete the program? Attach Curriculum Map.	Assessment Method and Performance Expected 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 identify, classify and define specific architectural and urban design ideas and forms 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 recognize planning policy issues and real estate challenges 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 develop comprehensive design skills that can be applied 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 analyze urban design challenges in a diverse array of national and international contexts and infer appropriate solutions.</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 students and reassessment of program methodologies.</p>

<p>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.</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>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.</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

If yes, complete the following components.

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.