LSC Use Only
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UWUCC USE Only
Number: 99-44c
Submission Date: App 4/18/00
Action-Date: App Senate 5/2/00

# CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

## I. CONTACT

Contact Person Gail S. Sechrist & Whit Watts Phone 357-2250

Department Geography and Regional Planning

## II. PROPOSAL TYPE (Check All Appropriate Lines)



Rev.

X COURSE _____
Suggested 20 character title

___ New Course* _____
Course Number and Full Title

X Course Revision RP 354 Planning Design II
Course Number and Full Title

___ Liberal Studies Approval+ for new or existing course _____
Course Number and Full Title

___ Course Deletion _____
Course Number and Full Title

X Number and/or Title Change RP 354 Planning Design
Old Number and/or Full Old Title

RP 454 Planning Design II
New Number and/or Full New Title

X Course or Catalog Description Change _____
Course Number and Full Title



Rev

___ PROGRAM: ___ Major ___ Minor ___ Track

___ New Program* _____
Program Name

___ Program Revision* _____
Program Name

___ Program Deletion* _____
Program Name

___ Title Change _____
Old Program Name

_____
New Program Name

## III. Approvals (signatures and date)

Gail S. Sechrist 4/15/99
Department Curriculum Committee

Department Chair 4/15/99

College Curriculum Committee 4/28/99

College Dean 9/27/99

+Director of Liberal Studies (where applicable)

*Provost (where applicable)

# New RP 454 Syllabus of Record

## I. Catalog Description

RP 454 Planning Design II
Prerequisite: RP 350, RP 353 or instructor's permission

3 credits
3 lecture hours
0 lab hours
(3c-01-3sh)

Introduces students to the activity of design, design programming, design decision-making and design communications. The course focuses specifically on the development of site planning; site analysis and site design skills as well as the translation of design program elements into physical form.

## II. Course Objectives

Upon completion of this course students should have, at minimum, six 'portfolio quality' graphic exhibits that demonstrate the students design and graphic communications skills. These exhibits will demonstrate the student's ability to do the following.

1. To successfully execute a site inventory and analysis
2. To generate a schematic development proposal
3. To refine schematic drawings into a "hardline"development proposal.
4. To illustrate a typical streetscape in elevation
5. To represent a typical block in perspective or axiometric
6. To complete basic site engineering drawings

## III. Detailed Course Outline

### A. The Design Program (1 week)

1. Person/ Object Spectrum
2. The Design Problem
3. The Design Program and Program Development
4. Development Objectives

### B. Site Reconnaissance and Inventory (2 weeks)

1. Slope and Aspect
2. Soils and Drainage
3. Vegetation and Landscape
4. Site Assets and Limitations
5. Site Inventory
6. Basic Considerations

### C. Schematic Representation (1 week)

1. Schematic Drawing: Developing a Notation System
2. Schematic Drawing: Conventions

### D. Site Circulation (2 weeks)

1. Street Typology
2. Regulatory Controls
3. Principles and Concepts
4. Design Elements
5. Pedestrian Space

## E. Design Development: TND's (6 weeks)

1. Regulatory Requirements: Ordinance Provisions
2. Open Space
3. Block Configuration
4. Circulation
5. Streetscape
6. Mixed Use
7. Vocabulary

## F. Basic Site engineering (2 weeks)

1. Grading: Existing and Proposed Contours
2. Drainage: Basic Storm Water Management
3. Cut and Fill: Balancing materials
4. Edge Constraints
5. Building /Site Form Relations

## IV. Evaluation Methods

The Final Grade for the course will be based upon the successful completion of the following:

20% Site Inventory
15% Site Schematic
10% Street Section
10% Block Projection
25% Final Design Proposal (culminating presentation).
10% Grading Plan
10% Class Participation.

Grading Scale

A = 90-100%
B= 80-89%
C = 70-79%
D = 60-69%
F= < 60%

## V. Required Texts

CCPC, (1994) Circulation Hand Book, West Chester, Pa.

Nelessen, A.(1994) Visions for a New American Dream, APA Press

Loudon County Planning Commission (1991) Rural Village Ordinance, Loudon County, Va. (available from the instructor)

Instructors Packet

## VI. Special Course Requirements

Students will be expected to spend considerable time our Cartography Lab, Room 8 Leonard Hall.

## VII. Select References


Ambrose, J, (ed), Site Details,(1992) AIA Wiley, New York

Ambrose, J. and P, Brandow (1992) Simplified Site Design, Wiley , New York.

Beer, A. (1990) Environmental Planning for Site Development, Spon, London

Blanc, A. (1996) Landscape Constructiuon and Detailing, ASLA Press, Washington

Center for Watershed Protection, (1996) Site Planning for Stream Protection. ASLA Press, Washington

Chester County Planning Commission (1995) Chester County Circulation Manual, Chester County

Colley, B. (1993) Practical Manual of Land Development, McGraw Hill, New York

Driskell, D. (1995) Universal Access to Outdoor Recreation, PLAE, Berkely

Foster, M. (1999) Diagramming: A Visual Design Process, Wiley, New York

Freilich, R and M. Shultz (1995) Model Subdivision Regulations, Planners Press, Chicago

Jarvis, F. (1993) Site Planning and Community Design, NAHB, Washington D.C

Landphair, H. and J. Motloch (1985) Site Reconnaissance and Engineering, Prentice Hall, New Jersey

Listokin, D. and C. Walker (1993) The Subdivision and Site Plan Handbook, Rutgers, New Jersey.

Mertes, J. and J. Hall (1996) Parks Recreation Open Space and Greenway Guidelines, ASLA

NAHB (1987) Land Development , Home Builders Press, Washington

Norman, D. (1988) The Design of Everyday Things, Doubleday, New York

Strom, S. and K, Nathan (1998) Site Engineering for Landscape Architects, (3rd Ed.) Reinhold, New York

Tufte, E. et al (1997) Visual Explanations: Images and Quantities, Evidence and Narrative, Graphics Press, Connecticut

Virginia Department of Conservation and Recreation (1987) Virginia Erosion and Sediment Control Manual, Division of Soil and Water, Richmond.

Wang,T. (1996) Plan and Section Drawing, Wiley , New York

Yatt, B.(1998) Cracking the Codes: An Architects Guide to Building Regulation, Wiley, New York

# Part II: Description of Curriculum Change

## 2. Summary of Revisions

A. The addition of a prerequisite (Rp 353) for RP 454
B. Changes in the content of RP454 to reflect changes in the (A) above
C. Change in course title from Planning Design to Planning Design II
D. Change in course number from RP 354 to RP 454

## 3. Justification

During the Spring of 1997 we introduced, for the first time, a Computer Aided Design (CAD) package into our Planning Design course (GE 554/RP354). Our reasons for doing so were simple enough: CAD programs are a standard feature in most professional and municipal offices. Today virtually all design/planning graphics are prepared in digital formats. In addition, the department's GIS capabilities made it very easy for us to bring CAD technology into the classroom.

Our first semester experience was both predictable and informative. While students enjoyed working with the program, they spent most of their time surmounting the CAD learning curve rather than attending to the practice the application was designed to support. The purpose of this course is to permit students the time and practice needed to cultivate a working familiarity with CAD technology. Our goal is to insure that CAD becomes part of a working background for --rather than an obstacle to-- planning/design practice.

The graduate curriculum has requested that this course be made a 400 level course. The course was a 400 level course prior to recent revisions. It makes sense for the second course in the sequence to have a 400 level designation.

# RP 354 Old Syllabus of Record

## I. Catalog Description

RP 354 Planning Design — 3 credits
Prerequisite: RP 350 or instructor's consent — 3 lecture hours, 0 lab hours

Presents concepts of city, subdivision and transportation design in relation to topography, natural resources and other physical elements.

## II. Course Objectives

1. Upon completion of this course students will have, at minimum, three 'portfolio quality' graphic exhibits that demonstrate the students design and graphic communications skills. These three exhibits would be taken from the following assignments.

   A. A plan graphic illustrating regulatory requirements for a particular land use category.
   B. A plan graphic illustrating the design features of a particular land development type.
   C. A plan graphic illustrating the process for delineating a cluster subdivision.
   D. A plan graphic illustrating a cluster subdivision.

2. Students will (jointly) prepare a planning design proposal for presentation to a client.

## III. Detailed Course Outline

### A. The Design Process (1 week)

1. Person/ Object Spectrum
2. The Design Process and Program Development
3. Design Representation: Types of Projections

### B. The Design Program (1 week)

1. Design Exercise I: Spinner
2. Alternatives and Constraints
3. Selection: Performance Criteria
4. Proposal Development
5. Construction
6. Post Construction Evaluation and Monitoring

### C. Program Interpretation (1 week)

1. Design Exercise II: A Small Site
2. Typical Regulatory and Development Standards
3. Scale

### D. Subdivision Development Types (2 weeks)

1. Design Exercise III
2. Detached and Attached Single Family
3. Z Lots
4. TND's
5. Courts and Turnaround Streets

## E. The Open Space Cluster Subdivision

1. Design Exercise III
2. Organizing Principals (3 weeks)
3. Delineating Primary Conservation Areas
4. Delineating Secondary Conservation Areas
5. Delineating Buildable Sites
6. Locating Sites, Lots and Roads

## F. Client-Practicum Exercise (6 weeks)

1. Client Brief
2. Program Development
3. Schematic Alternatives
4. Design Development
5. Presentation

## IV. Evaluation Methods

The Final Grade for the course will be based upon the successful completion of the following:

Grading Scale

A = 90-100%
B= 80-89%
C = 70-79%
D = 60-69%
F= < 60%

## V. Required Texts

Arendt, R. (1996) Conservation Design for Subdivisions, Island Press

## VI. Special Course Requirements

Students will be expected to spend considerable time our Cartography Lab, Room 8 Leonard Hall. Students will also need to purchase an engineers scale.