Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

College: Social and Behavioral Sciences  [ ] Undergraduate  Department: Urban and Regional Studies  [ ] Graduate
Program:  
Type of Change: PROGRAM PROPOSALS
Proposed: Change in Requirements-Course(s) Added
Title Current: 
Title Proposed: 
24-Char. Abbrev: 
Proposal #: 34
Effective Date of Change:  Academic Year: [06-07]
(For Office Use Only)

Course Designator  Number of Credits
(in applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

No change in description

Rationale or Justification for change:

Implement recommendation from program review process to "analyze the undergraduate program through a broad range of perspectives...."

***For General Education or Cultural Diversity Courses Only***

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

† For Writing Intensive Courses, attach a description of the kind and quantity of writing.
‡ For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes associated with each GE competency or CD designation.

c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

<table>
<thead>
<tr>
<th>Instructional Type: Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course is an elective.</td>
</tr>
<tr>
<td>Grading Format: [ ] Grade</td>
</tr>
<tr>
<td>[ ] P/N</td>
</tr>
<tr>
<td>Pre- or Co-requisites:</td>
</tr>
</tbody>
</table>

Other courses are being changed or eliminated. (Explain.)

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes.

c. A list of resources required to offer and support this course.

d. A description of how teaching this course will affect department staffing.

e. If 400/500 level course, an explanation of added expectations of graduate students.
### Minnesota State University, Mankato

**Curriculum Proposal**

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#### ***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.
b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:

   http://www.mnsu.edu/acadaf/ppla/forms/

d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
e. A list of resources required to offer and support this program.
f. A description of how offering this program will affect department staffing.
g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

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#### ***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

http://www.mnsu.edu/acadaf/Curriculum/currformsproces.html

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension** or **reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.

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Revised September 2002
### Signature Page

**Department**
- Recommended (Category/ies)
- Not Recommended (Category/ies)

**College Curriculum Committee**
- Recommended (Category/ies)
- Not Recommended (Category/ies)

**College Dean**
- Recommended (Category/ies)
- Not Recommended (Category/ies)

**General Education Subcommittee**
- Recommended (Category/ies)
- Not Recommended (Category/ies)

**Undergraduate Curriculum and Academic Policy Committee**
- Recommended (Category/ies)
- Not Recommended (Category/ies)

**Faculty Association Graduate Committee**
- Recommended
- Not Recommended

**Graduate Dean**
- Recommended
- Not Recommended

**Academic Affairs Council**
- Recommended (Category/ies)
- Not Recommended (Category/ies)

**Senior Vice President and Vice President for Academic Affairs**
- Approved (Category/ies)
- Not Approved (Category/ies)

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*Minnesota State University, Mankato*

Curriculum Proposal

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***Date***

Department Chair

***Date***

Committee Chair

***Date***

Dean

***Date***

General Education Subcommittee Chair

***Date***

UCAP Faculty Chair

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*Revised September 2002*
Change in Program
Undergraduate Major in Urban Studies

A. Student Learning Outcomes for Program
   Included in Program Assessment Plan

B. Department Minutes
   Attached

C. Program Assessment Plan
   Attached

D. List of Requirements

**Undergraduate Major in Urban Studies: 33 cr.**

**Existing**

**Core: 15 credits**

- URBS 150 Sustainable
- URBS 230 Leadership
- URBS 303 Urban Analysis
- URBS 431 Urban Design Principles
- URBS 489 Capstone

**Electives: 18 credits**

Select 18 credits from URBS upper division courses, or see advisor for approval.

**Proposed**

**Core: 18 credits**

- URBS 100 Intro to the City
- URBS 150 Sustainable Communities
- URBS 230 Community Leadership
- URBS 401 Foundations in Urban Management & Planning
- URBS 402 Urban Analysis
- URBS 489 Capstone

**Electives: 15 credits**

Select 15 credits from URBS upper division courses, or see advisor for approval. The department strongly recommends an internship (URBS 497).

E. List of Resources
   No additional resources required

F. Impact on Staffing
   No additional faculty resources needed

G. Impact on Library
   No additional library resources needed.
### Assessment Plan, Urban & Regional Studies Institute

**Program: Bachelor of Science**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related University Goals</th>
<th>Related College Goals</th>
<th>Method of Assessment</th>
<th>Assessment Date</th>
<th>Standard of Mastery</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will evaluate the institutional and spatial strengths/weaknesses of cities</td>
<td>2: Prepare for career</td>
<td>1.a. apply skills &amp; knowledge in professional setting</td>
<td>Analysis of student portfolios</td>
<td>2007</td>
<td>&gt;80% demonstrate at least &quot;acceptable&quot; level of knowledge as specified in course objectives</td>
<td>URBS 489</td>
</tr>
<tr>
<td>2. Students will analyze the leadership dynamics of a community</td>
<td>2. Prepare for career</td>
<td>1.a. apply skills &amp; knowledge in professional setting</td>
<td>External panel rating of student projects</td>
<td>2005</td>
<td>&gt;75% demonstrate at least &quot;acceptable&quot; level of knowledge as specified in course objectives</td>
<td>URBS 230</td>
</tr>
<tr>
<td>3. Students will be able to determine an appropriate allocation for community resources</td>
<td>2. Prepare for career</td>
<td>1.a. apply skills &amp; knowledge in professional setting</td>
<td>External panel rating of student projects</td>
<td>2005</td>
<td>&gt;66% demonstrate at least &quot;acceptable&quot; level of knowledge as specified in course objectives</td>
<td>URBS 150</td>
</tr>
<tr>
<td>4. Students will work within and facilitate the work of a group</td>
<td>1. Actively engaged learning community</td>
<td>3.a. Foster learning community</td>
<td>Student peer ratings; external panel ratings</td>
<td>2005</td>
<td>&gt;90% demonstrate skill at &quot;meets expectations&quot; level</td>
<td>URBS 489</td>
</tr>
<tr>
<td>5. Students will communicate clearly</td>
<td>2. Prepare for career</td>
<td>5. Promote student professional growth</td>
<td>External panel rating of student projects</td>
<td>2005</td>
<td>&gt;90% demonstrate ability to present in oral, written, or graphic form with no formal errors</td>
<td>URBS 230</td>
</tr>
<tr>
<td>6. Students will demonstrate the ability to design and carry out an applied research project</td>
<td>2. Prepare for career</td>
<td>5. Promote student professional growth</td>
<td>Review of student grant requests; external panel rating of student research projects</td>
<td>2006</td>
<td>&gt;90% provide designs that have been funded or are rated as fundable</td>
<td>URBS 402</td>
</tr>
<tr>
<td>7. Students will explain the significance of the public interest/public good in communities</td>
<td>1. Actively engaged learning community</td>
<td>5. Commitment to social responsibilities</td>
<td>Analysis of student portfolios</td>
<td>2007</td>
<td>All students provide evidence of value</td>
<td>URBS 230</td>
</tr>
<tr>
<td></td>
<td>8. Students will explain the significance of sustainability in local communities</td>
<td>1. Actively engaged learning community</td>
<td>5. Commitment to social responsibilities</td>
<td>Analysis of student portfolios</td>
<td>2007</td>
<td>All students provide evidence of value</td>
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<td>9. Students will integrate the values of efficiency/equity/effectiveness into their analyses of urban dynamics</td>
<td>2. Prepare for career</td>
<td>5. Promote student professional growth</td>
<td>Analysis of student portfolios</td>
<td>2007</td>
<td>All students provide evidence of value</td>
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