



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5 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.

(Check all that apply):		Proposal # 34
College: <u>Social and Behavioral Sciences</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: <u>Urban and Regional Studies</u>	<input type="checkbox"/> Graduate	Academic Year 06-07
Program: _____	CIP # _____	(For Office Use Only)
Type of Change: <u>PROGRAM PROPOSALS</u>		Course Designator Number of
Proposed: <u>Change in Requirements-Course(s) Added</u>		and Number Credits
Title Current: _____		_____
Title Proposed: _____		_____
24-Char. Abbrev: _____		(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
No change in description

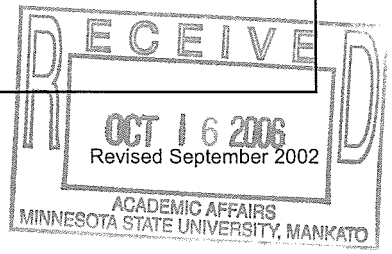
Rationale or Justification for change:
Implement recommendation from program review process to "analyze the undergraduate program through a broad range of perspectives...."

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

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
<u>N/A</u>		<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
<u>N/A</u>		<input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
<u>N/A</u>		
? 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*****

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program	_____	<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:	_____	<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		
<input type="checkbox"/> 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

*****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/pr/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:

*****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/currformsprocess.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.

**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

Student Learning Outcomes	Related University Goals	Related College Goals	Method of Assessment	Assessment Date	Standard of Mastery	Responsibility
1. Students will evaluate the institutional and spatial strengths/weaknesses of cities	2: Prepare for career	1.a. apply skills & knowledge in professional setting	Analysis of student portfolios	2007	>90% demonstrate at least "acceptable" level of knowledge as specified in course objectives	URBS 489
2. Students will analyze the leadership dynamics of a community	2. Prepare for career	1.a. apply skills & knowledge in professional setting	External panel rating of student projects	2005	>75% demonstrate at least "acceptable" level of knowledge as specified in course objectives	URBS 230
3. Students will be able to determine an appropriate allocation for community resources	2. Prepare for career	1.a. apply skills & knowledge in professional setting	External panel rating of student projects	2005	>66% demonstrate at least "acceptable" level of knowledge as specified in course objectives	URBS 150
4. Students will work within and facilitate the work of a group	1. Actively engaged learning community	3.a. Foster learning community	Student peer ratings; external panel ratings	2007	>90% demonstrate skill at "meets expectations" level	URBS 489
5. Students will communicate clearly	2. Prepare for career	5. Promote student professional growth	External panel rating of student projects	2005 2006 2007	>90% demonstrate ability to present in oral, written, or graphic form with no formal errors	URBS 230 URBS 402 URBS 489
6. Students will demonstrate the ability to design and carry out an applied research project	2. Prepare for career	5. Promote student professional growth	Review of student grant requests; external panel rating of student research projects	2006	>90% provide designs that have been funded or are rated as fundable	URBS402
7. Students will explain the significance of the public interest/public good in communities	1. Actively engaged learning community	5. Commitment to social responsibilities	Analysis of student portfolios	2007	All students provide evidence of value	URBS 230

8. Students will explain the significance of sustainability in local communities	1. Actively engaged learning community	5. Commitment to social responsibilities	Analysis of student portfolios	2007	All students provide evidence of value	URBS 150 URBS 401
9. Students will integrate the values of efficiency/equity /effectiveness into their analyses of urban dynamics	2. Prepare for career	5. Promote student professional growth	Analysis of student portfolios	2007	All students provide evidence of value	URBS 489