Nice to Local Community
forces which shape it, the significance of a democratic public, and professional practice of local government service.

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:

<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>
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<td>N/A</td>
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<tr>
<td>N/A</td>
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</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:
- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- 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:</th>
<th>Lecture</th>
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</thead>
<tbody>
<tr>
<td>格</td>
<td>Grade</td>
</tr>
<tr>
<td>格</td>
<td>P/N</td>
</tr>
</tbody>
</table>

Course will be offered:
- Fall Semester
- Spring Semester
- Summer Session

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:
- Syllabus or course outline.
- Course's student learning outcomes.
- A list of resources required to offer and support this course.
- A description of how teaching this course will affect department staffing.
- If 400/500 level course, an explanation of added expectations of graduate students.
**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/prac/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.
<table>
<thead>
<tr>
<th>Committee</th>
<th>Recommended</th>
<th>Not Recommended</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>College Curriculum Committee</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Dean</td>
<td></td>
<td></td>
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<tr>
<td>General Education Subcommittee</td>
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<tr>
<td>Undergraduate Curriculum and Academic Policy Committee</td>
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<tr>
<td>Faculty Association Graduate Committee</td>
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<tr>
<td>Graduate Dean</td>
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<tr>
<td>Academic Affairs Council</td>
<td></td>
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<tr>
<td>Senior Vice President and Vice President for Academic Affairs</td>
<td></td>
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</tbody>
</table>
Course Proposal
URBS 4/501 Foundations in Urban Management & Planning (3 cr.)

a. Syllabus
Attached

b. Learning outcomes
Included in syllabus

c. Resources required
No additional resources required for this course

d. Impact on staffing
This course will replace other courses formerly in the Core (annual) teaching rotation; those courses will now be taught less frequently.

e. Added expectation of graduate students
Included in syllabus (Graduate students submit 4 case study memoes, in addition to the tests required of all students).

Term:

Lead Instructor: This course is team-taught by many members of the department. Dr. ____ will be lead instructor for this class.

Office Hours:

Text:


Outcomes:

This course is a survey of the local community—the forces which shape it, the significance of a democratic public, and the professional practice of local government service.

By the end of the course, you should be able to:

1. Analyze & use the forces underlying the sustainability and growth of communities (ecological context, economic basis, physical form, and sustainability)
2. Appreciate & assess the public values of a democratic community (democratic values, political structure, dynamics of community life)
3. Analyze, appreciate & practice the knowledge, skills, and values of local government (ethics, legal environment, institutional environment)
4. Analyze & practice the knowledge and skills of professional planning & management practice in local communities (policy-making, funding, and planning)

Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course &amp; conventions used in course</td>
</tr>
<tr>
<td></td>
<td>Local Government Structure</td>
</tr>
<tr>
<td></td>
<td>Structure of local government institutions (forms of local government, roles, departments, decision-making)</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Policy making &amp; implementation (administrative, legal, political)</td>
</tr>
<tr>
<td>Underlying Forces</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ecological context of human settlements</td>
</tr>
<tr>
<td>5</td>
<td>Economic basis of communities</td>
</tr>
<tr>
<td>6</td>
<td>Built environment and physical form of settlements</td>
</tr>
<tr>
<td>7</td>
<td>Growth management &amp; sustainable communities</td>
</tr>
</tbody>
</table>

**The Public**

<table>
<thead>
<tr>
<th></th>
<th>Values of democracy: Citizen participation &amp; disagreement (balancing individual &amp; collective rights, consensus &amp; conflict, community leadership, community information)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Political structure/local politics/intergovernmental relations</td>
</tr>
<tr>
<td>10</td>
<td>Dynamics of community life, diversity, leisure &amp; social services</td>
</tr>
</tbody>
</table>

**Local Government Values**

<table>
<thead>
<tr>
<th></th>
<th>Values of the profession (Professional ethics, social justice, economic welfare, equity, efficiency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Legal environment of local government (Dillon's rule, police power, eminent domain, taxation, ordinance/resolution, contract/franchise, public hearing &amp; open meeting)</td>
</tr>
</tbody>
</table>

**Professional Management & Planning Practice**

<table>
<thead>
<tr>
<th></th>
<th>Local government funding: Getting it (taxation, fees &amp; dedications, bonding, TIF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Local government funding: Spending it (Budgets, CIP)</td>
</tr>
<tr>
<td>15</td>
<td>Theories of planning process &amp; practice (operational, strategic, comprehensive)</td>
</tr>
</tbody>
</table>

**Requirements:**

**Classwork**

This is primarily a case-study and discussion class, although we may indulge in the occasional lecture, demonstration, or guest. You are expected to do the reading assigned from the text and linked to the course calendar, and be prepared to discuss them in class on the assigned date. Attendance at all class meetings is presumed.

**Memos**

Graduate students will submit a case study for each section, applying one of the topics to a concrete problem and interpreting the application of that topic. The case studies should follow the format described in the course introduction. Case studies should be sent to the instructor on e-mail.
Course Expectations:

Attendance & Class Participation:

Students play an important role in educating and challenging each other. This can only happen if there is consistent attendance. We expect you to attend, and we may take the class roll. Unexcused absence (prior notification is required—even if the lead instructor is not available, voice mail and e-mail always are) can result in loss of points toward one’s grade. You are paying for this class—make sure to get your “money’s worth.” Most importantly, this is an excellent foundation of knowledge for future activities, and it is a chance for you to learn, teach, and grow with others.

Grading:

<table>
<thead>
<tr>
<th></th>
<th>Undergrad</th>
<th>Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 tests (@ 25 pts.)</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>4 case studies (@ 15 pts.)</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

The final grade may be based on a curve, but students can expect an A if they achieve at least 90%, a B with 80%, etc.

Other Matters:

Extra Credit: In general, we do not encourage extra credit in this class. We would rather that you put the extra effort into your regular assignments.

All assignments are due on the assigned date. Partial credit may be given for assignments that are less than one week late, unless other arrangements have been made in advance.

Written reports are expected to be free of grammatical, spelling, and content errors. They should be submitted in typewritten, standard formats (APA, MLA, URSI Style Sheets). You must familiarize yourself with the University’s Academic Honesty Policy. We encourage you to draw on the ideas of others—but you must also identify when you do so (you gain “brownie points” for citing the work of others!). Plagiarism is a serious breach of academic behavior and will result in an F for the course.

We will help you in whatever manner humanly possible. However, once the semester is over, there is not a great deal we can do. If there is something that you don’t understand, are having problems with, or need help on, please get in touch with us as early as possible.
Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please contact us as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at 507-389-2825 (V) or 1-800-627-3529 (MRS/TTY).

### Bibliography

**Books & Articles**


BOWSHER, CA (1985) “Governmental financial management at the crossroads: The choice is between reactive and proactive financial management,” *Public Budgeting & Finance,* 5(2), 9-23.


**Websites**

American Planning Association

Center for Energy & Sustainability (Sustainable Minnesota)

Center for Livable Communities (Ahwahnee Principles)

Congress for New Urbanism

League of Minnesota Cities

Minnesota City Handbook on Comprehensive Planning and Land Use

Metropolitan Council

Minnesota Office of Environmental Assistance

Minnesota Department of Administration—State & Community Services

One Thousand Friends of Minnesota

Smart Growth Network

Urban Land Institute

US Environmental Protection Agency

*Some Comprehensive Plans on the Web:*

Bloomington

Burnsville

Mankato

Minneapolis—Plan & Guide
Minnetonka

Woodbury
August 25, 2006

To: Dr. Tony Filipovitch, Chairperson
Urban and Regional Studies

From: Doran Hunter, Chairperson

Subject: URBS 401 and URBS 402

Your question is: do URBS 401 and URBS 402 conflict with management, research, and policy courses offered in the political science program or the graduate level public administration program. While there is some overlap, this department does not see a problem with the Urban and Regional Studies department offering these courses as part of both their undergraduate and graduate programs. In fact, both departments work closely together, on-campus and off-campus, with many of our students taking their courses and visa versa. This department sees these courses as a positive development for students in both departments.