

PROPOSAL FOR NEW UNDERGRADUATE PROGRAM

University of Louisville
Institution Submitting Proposal

Bachelor of Science (BS) in Urban Studies
Degree Designation as on Diploma

Bachelor of Science (BS) in Urban Studies
Title of Proposed Degree Program

EEO Status	_____
CIP Code	45.1201
Academic Unit (e.g., Department, Division, School)	Department
Name of Academic Unit	Urban and Public Affairs
Name of Program Director	Matt Ruther, PhD
Intended Date of Implementation	Spring 2020
Anticipated Date for Granting First Degrees	Fall 2022
Date of Governing Board Approval	TBD
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Date of CPE Approval	TBD
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Introduction

Urban studies is a broad concept that is quickly gaining importance in a rapidly urbanizing world. Although exact definitions of what constitutes “urban studies” vary, at its core the term describes an effort to understand cities and what makes them run. A more precise characterization – which serves as the guiding principle for this proposal – is that urban studies explores the social, economic, and political structures of cities through multiple disciplinary lenses, focusing on issues, problems, and solutions for urban areas through planning, policy, and administration.

This proposal describes a new undergraduate degree program – the Bachelor of Science (BS) in Urban Studies – which will be housed in the Department of Urban and Public Affairs (UPA) in partnership with the Departments of Geography and Geosciences (GEOG) and Sociology (SOC). The degree will utilize current resources within these Departments and the College, allowing students to obtain education and training in urban concepts, while also taking advantage of the urban environment which surrounds it. This program proposal is modeled on similar programs offered at peer metropolitan-based universities – including Florida State University, Temple University, and the University of Pittsburgh – and leverages the existing strengths of the partnering Departments in training students in urban studies.

UPA currently houses nationally accredited Master’s degree programs in Urban Planning (MUP) and Public Administration (MPA), a PhD program in Urban and Public Affairs, and a graduate certificate program in Real Estate Development. In addition, the Department coordinates the Master of Interdisciplinary Studies with a concentration in Sustainability. In 2017, the Department began offering its first undergraduate degree – the Bachelor of Arts in Sustainability. UPA currently enrolls 79 full- or part-time graduate students and has 45 declared undergraduate majors. The Department generally offers 24 courses each semester, drawing students from other disciplines within A&S in addition to those from its own enrollments. GEOG and SOC both currently house undergraduate and Master’s degree programs in their respective disciplines; SOC also offers a doctoral program in Applied Sociology.

UPA will coordinate the proposed degree with GEOG and SOC, with all three Departments contributing to the core curriculum and offering a discipline-specific track. The Departments have sufficient faculty resources to enable the offering of the proposed degree program, which also takes advantage of existing curricula across the University. The BS in Urban Studies degree is intended to be interdisciplinary, with program electives available from multiple other A&S departments. However, all core (required) urban studies courses will be offered through these three Departments.

The organization of the proposed degree is unique within the College of Arts and Sciences, in that the cooperating Departments will share both program responsibilities and degree achievements. The Departments have reached an agreement in principle with the Dean and Provost to apportion conferred degrees equally among themselves. Each of the three Departments will contribute to student recruitment, advising, and other administrative duties, and the program will be administered by a committee comprised of faculty representatives from each Department.

The bulk of the proposed curriculum will be offered by UPA, which has this capacity as the result of recent key changes in faculty. These include the creation of two new faculty lines converted from staff lines in 2012 and 2013, and the hiring of two junior faculty replacements for departing reduced load senior faculty in 2015 and 2016. These changes, along with the revamping of the existing graduate curriculum, adjustments to the graduate courses offered, and a reduction in the credit hours required in the MUP program, have created sufficient teaching capacity to accomplish the delivery of this degree.

Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy.

A. CENTRALITY TO THE INSTITUTION'S MISSION AND CONSISTENCY WITH STATE'S GOALS: A PROGRAM WILL ADHERE TO THE ROLE AND SCOPE OF THE INSTITUTION AS SET FORTH IN ITS MISSION STATEMENT AND AS COMPLEMENTED BY THE INSTITUTION'S STRATEGIC PLAN.

1. Provide a brief description of the program. Does this program have any tracks?

The BS in Urban Studies is designed to prepare students for future careers in municipal and metropolitan-related occupations, such as planning technicians, public administrators, public policy analysts, or community development specialists and for future graduate training in affiliated disciplines. The proposed BS in Urban studies is not offered by any other college or university in the Commonwealth. Students will primarily be new students to the University drawn from high schools in Louisville, the rest of Kentucky, and neighboring states and from KCTCS.

Graduates of the BS in Urban Studies program will be versed in urban economics, urban sociology, governance, research methods and, depending on the choice of concentration, urban planning or public administration theory. The proposed program will produce professional students who can evaluate urban issues from a variety of sociopolitical, economic, and demographic angles and also understand concepts of land use and physical space.

The program is intended to be interdisciplinary, with program electives available from multiple other Art and Sciences departments. Students would complete 121 credit hours of coursework, including 29 hours of Urban Studies core courses, 15 hours of Urban Studies concentration courses, 21 hours of supporting social science courses, 31 hours of General Education requirements, 13 hours of College of Arts and Sciences requirements, and 12 hours in additional electives.

UCLA's Higher Education Research Institute found that 1.5% of students envision a career in federal, state, or local government, and 0.5% envision a career as an urban planner. This translates to nearly 2,750 incoming undergraduates who report an anticipated career path that aligns well with the topics and methods covered in the proposed BS in Urban Studies.

The program will have the following tracks:

Urban Administration

The Urban Administration track is for those students with interests in management, human resources, budgeting, and governance. This concentration will prepare students for careers in a variety of governmental organizations, as well as leadership positions in non-profits and private firms. Students with a goal of ultimately obtaining an MPA may decide to choose this concentration.

Urban Geography

The Urban Geography track is for those students with interests in place dynamics, human-spatial interactions, and GIS. This concentration will prepare students for regional planning, spatial analytical, or GIS technician positions.

Urban Planning

The Urban Planning track is for those students with interests in land development and related topics, such as housing, design, and real estate. The concentration will prepare students for careers in planning and design organizations, real estate development firms, and government, as well as for advanced study in a graduate urban planning program.

Urban Sociology

The Urban Sociology track is for those students with interests in human and group interactions within an urban or metropolitan context. This concentration will prepare students for careers as research or policy analysts, demographers, or applied sociologists.

2. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

Degree program goals

The undergraduate degree program in Urban Studies is designed to educate, train, and prepare students for future careers in municipal and metropolitan-related occupations, such as planning technicians, public administrators, public policy analysts, or community development specialists. The program will also give students a strong foundation for future graduate training in affiliated disciplines, including urban planning, public administration, geography, or sociology. The proposed BS in Urban studies is not offered by any other college or university in the Commonwealth. However, due to the interdisciplinary nature of the field, there are existing programs that may complement or supplement the student's learning while pursuing the BS in Urban Studies. We will work to ensure that these other programs are accommodated in the curriculum.

Common learning outcomes of the degree

To achieve the degree program goals, students will be able to:

- Identify, interpret, and analyze historic and contemporary issues facing urban areas;
- Recognize the industrial, occupational, and labor force strengths and weaknesses of an urban economy, and understand the impact of changes within the urban economic system;
- Procure and employ demographic and economic data, through charts, tables, and graphs that effectively communicate the underlying data;
- Integrate equity considerations in decision-making;
- Understand the real-world transdisciplinarity of the field of urban studies;
- Apply their experience in an organization with an urban-focused mission;
- Synthesize practice and theory in a final reflection paper and a final research paper.

Student learning outcomes are more formally defined in Section B.1., which also details how the proposed curriculum is structured to achieve these outcomes.

3. Explain how the proposed program relates to the institutional mission and strategic plan.

The University of Louisville's mission statement details a commitment to become a nationally recognized metropolitan research university. The term "metropolitan" in the University's mission distinguishes it

from the land-grant University of Kentucky, and the phrase “research university” distinguishes it from the Commonwealth’s other comprehensive state schools. Hathaway et al. (1995) write that:

“...metropolitan universities are best recognized by an interactive philosophy by which these institutions establish symbiotic relationships with their metropolitan areas.” (p. 9)

These same authors also provide a broad definition of the metropolitan university model:¹

“By choosing to fit into the metropolitan university model, a university accepts the added obligation to extend its resources to the surrounding region, to provide leadership in addressing regional needs, and to work cooperatively with the region’s schools, municipalities, businesses, industries, and the many other institutions and organizations in the public and private sectors.” (p. 11)

By its very nature, the field of urban studies aligns with this aspect of the University’s mission. Graduates from the BS in Urban Studies program will possess the knowledge and skills to become local and regional leaders, and to engage with the panoply of local and regional institutions. The program’s community engagement requirement will place students in a position to fully participate within local government and private or nonprofit organizations, further strengthening the University’s ties to the surrounding community and region.

The University’s Challenge for Excellence (1998) plan identified “Urban and Metropolitan Studies” as one of eight areas of distinction and opportunities for excellence, and much progress has been made in this area. The Department of Urban and Public Affairs has contributed to this progress through the establishment of a dual Law and Urban Planning degree, and the implementation of the Interdisciplinary Master’s and BS degrees in Sustainability. The BS in Urban Studies will allow continued advancement in this area.

The proposed BS in Urban Studies also furthers the University’s strategic plan, as laid out in the 2020 Plan and updated with the 21st Century Initiative. The proposed program will empower undergraduate learning by increasing undergraduate research opportunities (Goal 3) – using Louisville Metro as a learning laboratory – and by increasing community engagement experiences (Goal 5). The community engagement requirement will allow students to build relationships with existing businesses, nonprofits, and government offices, and courses such as “Discover Louisville” will give students opportunities to immerse themselves in the city’s surroundings and engage with local organizations working to improve its urban environment. UPA’s faculty and graduate students are active in the community, and our alumni are well-represented among regional governmental organizations, making UPA well-positioned to help the University achieve these strategic goals.

The 21st Century Initiative also identifies paths to improving the University’s financial health, including growth in enrollment in high demand fields and from international students (Goal 1). The BS in Urban Studies will help to address both of these concerns. Between 2000 and 2010, urban metropolitan and suburban metropolitan counties in Kentucky grew by 9% and 14%, respectively, while rural counties

¹ Hathaway, Charles E., Paige E. Mulhollan, and Karen A. White. 1995. “Metropolitan Universities: Models for the Twenty-First Century.” In Johnson, Daniel M. and David A. Bell (eds.) *Metropolitan Universities: An Emerging Model in American Higher Education*. Denton, TX: University of North Texas Press.

grew by less than 1%.² With this pattern of increasing urbanization in Kentucky, demand will be high for degrees that focus on urban problems and solutions. Demand at the international level will likely be higher. In 2014, the United Nations noted that nearly all of the projected growth in global population – 1.1 billion people by 2030 – was expected to occur in urban areas.³ This growth presents a tremendous opportunity for the University of Louisville, as the proposed urban studies program will be a useful means with which to draw international students.

It is projected that the BS in Urban Studies program will draw 15 new students per year. Because the program would not directly compete with other majors at the University- or state-level, we expect that this number will comprise primarily students who come to the University specifically to obtain an undergraduate degree in Urban Studies. We anticipate that the number of Urban Studies majors could grow to 150 in four to six years, as we expect to draw students from southern Indiana, West Virginia, Tennessee, other Southern metropolitan areas, and abroad.

The proposed degree program also fulfills strategic goals within the College of Arts and Sciences, through (1) an increased number of undergraduate degrees conferred, (2) additional interdisciplinary degree program offerings, and (3) an increase in the visibility of the College achieved from offering a degree not currently available within the Commonwealth.

The creation of an urban-focused academic program at the undergraduate level will broaden the reach of UPA, and will enhance the current offerings of the graduate programs in urban planning (MUP) and public administration (MPA). In addition, courses within the current MUP and MPA curricula will augment new courses offered within the BS in Urban Studies. The department will offer crossover courses and modify existing courses to create 500-level courses that accommodate both advanced undergraduates and graduate students.

4. Explain how the proposed program addresses the state’s postsecondary education strategic agenda.

The state’s strategic vision for postsecondary education emphasizes that “All Kentuckians will be prepared to succeed in a global economy.” The proposed BS in Urban Studies is directly associated with this vision as nearly all of the world’s future population growth is expected to occur in cities and urban agglomerations. The growth in cities is also not limited to other nations -- after years of decline, many American inner cities are again growing. This growth brings challenges associated with land use, housing, transportation, and administration. The BS in Urban Studies is designed to provide graduates with the knowledge and skills necessary to thrive in organizations that are working on these challenges.

The state’s strategic agenda, *Stronger by Degrees*, sets out the lofty goal of increasing the percentage of Kentuckians with some postsecondary certification to 60% by the year 2030. Given that this percentage currently stands at 45%, substantial progress will be required to meet this goal. The proposed BS in Urban Studies will contribute to meeting the objectives of this strategic plan in three primary ways:

Objective 3: Increase participation in postsecondary education, particularly among traditionally underserved populations.

² Ehresman, Sarah and Matt Ruther. 2016. “Urbanization and Demographic Change in Kentucky.” *Sustain: A Journal of Environmental and Sustainability Issues* 34:25-30.

³ United Nations, Department of Economic and Social Affairs, Population Division. 2014. *World Urbanization Prospects: The 2014 Revision Highlights*.

As noted above, we expect students enrolled in the BS in Urban Studies to primarily be new students to the University rather than existing students from other majors. These new participants in higher education will be drawn from high schools in Louisville and the rest of the state, from high schools in neighboring states, and from the Kentucky Community and Technical College System (KCTCS), and will contribute to the state's aim for greater educational attainment. In addition, urban studies-related majors have traditionally had higher than average enrollments of under-represented minorities (URMs). In 2017, of the 351 undergraduate majors that had more than 500 degrees completed, approximately 37% of degrees were awarded to URMs (Integrated Postsecondary Education Data System, U.S. Department of Education). The undergraduate majors of Urban Studies/Affairs (43%, ranking 70th) and Urban/Regional Planning (39%, ranking 119th) both had a higher percentage of completions by URMs. As such, we expect the proposed BS in Urban Studies to contribute to the state's ongoing efforts to diversify college and university enrollments. The University of Louisville also has freshman retention rates higher than both the Kentucky average and the U.S. average.

Objective 7: Increase the number of KCTCS students who complete career-oriented certificates and associate degree programs and successfully transfer to four-year institutions.

There are several existing programs in KCTCS from which students interested in a BS in Urban Studies might be drawn, including African American Studies, Architectural Technology, Criminal Justice, Global Studies, Historic Preservation Technology, Real Estate Management, and Surveying and Mapping Technology. Successful recruitment of graduates from these programs will be a primary focus of the proposed program, as these students have already earned a proven track record in higher education. With a Fall 2016 enrollment of nearly 12,000 students, the Louisville-based Jefferson Community and Technical College is the largest college in the KCTCS. Because JCTC campuses are in close proximity to the University of Louisville, the proposed program will serve as a natural draw for graduates from these campuses.

Objective 9: Improve the career readiness and employability of postsecondary education graduates.

The proposed BS in Urban Studies is distinct from many undergraduate programs in the University and the Commonwealth in that a core requirement of the degree is a short-term community engagement position with a local organization. This internship-like position will provide students with additional knowledge gathered from a professional setting that complements classroom-based learning. Community engagement interns are expected to gain experience in preparing their resume/CV, interviewing for positions, interacting with other employees in a professional setting, and networking, alongside honing skills for urban problem-solving. We anticipate the community engagement requirement improving the success rate of our graduates in the labor market and potentially developing into a pipeline for full-time positions upon graduation.

Explain how the proposed program furthers the statewide implementation plan.

The Kentucky Council on Postsecondary Education has adopted an implementation plan to work with state universities to promote the creation of new undergraduate programs that are the most important to the Commonwealth's research and economic goals. Historically, Kentucky has been much more rural than the U.S. as a whole, and the economy has thus been oriented toward natural resources (e.g. agriculture, forestry, and coal). However, the state has become increasingly urban – climbing from 56% urban in 2000 to 59% urban in 2017 – with rural counties starting to show signs of population decline. Enhancing the administration, design, and livability of our cities will consequently play an important role in the future attraction of new residents and new businesses. The curriculum of the proposed program includes courses in economic development, research methods, and GIS, supporting Kentucky's increasing focus on STEM occupations.

The Council's 2018 Progress Report established as a target that the University of Louisville would graduate 3,100 Bachelor's degree students annually by the 2020-2021 AY. The proposed BS in Urban Studies would contribute to this target by attracting new students who might not otherwise apply to the University of Louisville, opting instead for an urban studies program outside of the state of Kentucky. In addition, the University of Louisville is a state leader in providing postsecondary education to a diverse student population. In Fall 2017, the University's enrollment was more than one-fifth traditionally under-represented minorities (URMs), which includes all non-white races and Hispanic ethnicities. This figure (21.7%) is the second highest among state higher education institutions, trailing only Kentucky State University. The anticipated diversity of students enrolling in the BS in Urban Studies will strengthen the University's and Commonwealth's commitment to diversity in educational outcomes.

Finally, the CPE implementation plan prioritizes the importance of "cost controls and innovation in how we deliver postsecondary education and training." Several courses in the proposed program – including the introductory courses and the methods courses – will lend themselves well to utilizing an online or hybrid-course framework. Such a structure releases resources that might otherwise be consumed from offering the courses in the classroom setting, and gives students additional flexibility in scheduling.

5. Is an approval letter from the Education Professional Standards Board (EPSB) required?
(yes/no) NO

B. PROGRAM QUALITY AND STUDENT SUCCESS: THE CURRICULUM SHOULD BE STRUCTURED TO MEET THE STATED OBJECTIVES AND STUDENT LEARNING OUTCOMES OF THE PROGRAM.

1. What are the intended student learning outcomes of the proposed program?

Urban studies is a truly interdisciplinary field, encompassing concepts, issues, and methods from multiple disciplines, including geography, sociology, economics, political science, and criminology. The emphasis of the proposed BS in Urban Studies is not to produce students that are specialists in any single one of these disciplines, but to produce students who are able to unify and synthesize the key parts of each discipline. The expectation is that a student who wishes to become more specialized in a specific field will continue onto graduate studies within that field. Students who do not wish to engage in further education will be fully prepared for employment in occupations and industries that are components of the urban experience. These include city administrators, human resource specialists, planners, budget analysts, non-profit organizations, and economic development professionals.

Common learning outcomes

Specifically, students graduating with a BS in Urban Studies will gain the following competencies:

Competency Related to the Urban Studies Major

Program Goal #1: Students will demonstrate a comprehensive understanding of the intersecting disciplines that comprise Urban Studies, including the history of the disciplines within the urban context and major urban theories underlying the disciplines. Students will display proficiency with the research tools used within different disciplines.

Student Learning Outcome #1: Demonstrate proficiency in the urban research process, specifically in using spatial and analytical methods to produce, interpret, and evaluate knowledge outcomes within the urban field.

Curricular Activity #1: The first two courses that students will take – URBS 201 and URBS 202 – will discuss the interdisciplinary framework within which the field exists and introduce the research process. These two courses are survey courses that will give students a broad overview of the urban studies discipline. Although spatial and analytic methods will be described within the material covered in these courses, students will not be expected to possess these skills. Upon completion of these survey courses, students will take four discipline-specific foundational courses – URBS 301, URBS 302, URBS 305, and URBS 328 – that will more fully describe each discipline (urban administration, urban geography, urban planning, and urban sociology). Within these foundational courses the research process will be more fully developed. Students will concurrently be enrolled in two analytical/spatial methods courses – URBS 504 and URBS 518 – that will provide the bulk of the training in empirical methods. Students are expected to be proficient in this competency at the completion of URBS 518 in the end of their third year, at which time the competency will be evaluated. Students should exhibit mastery of this competency within the Urban Studies concentration courses taken in the 4th year.

Measure #1: Students will complete a quantitative mapping project in URBS 518 that highlights application of the knowledge and skills learned in the major foundational courses.

Evaluation Criteria #1: The quantitative mapping project will be evaluated according to the attached rubric, and assessed as **Excellent, Proficient, Satisfactory, or Unsatisfactory**.

Target #1: 80% of students will be assessed as Satisfactory or above. For the first five years of the program, this assessment will include all students.

Competency which Builds upon the Cardinal Core

Program Goal #2: Students will possess the verbal and written skills necessary to convey knowledge gained in the program to others. Students will possess the ability to self-reflect and be able to identify how life experiences, preconceptions, and parochialism can bias or impede knowledge production.

Student Learning Outcome #2: Demonstrate proficiency in writing, specifically in the context of urban phenomena and concepts.

Curricular Activity #2: The coursework in the Cardinal Core provides students with general skills necessary throughout the remainder of their degree, such as the ability to write effectively. In the context of Urban Studies, students should be familiar with different forms of writing, including descriptive essays, grant funding proposals, and research papers. URBS 201 and URBS 202 will provide students with practice writing about urban concepts, primarily in the form of descriptive essays. The four discipline-specific courses – URBS 301, URBS 302, URBS 305, and URBS 328 – will build upon this foundation and introduce additional forms of writing. In particular, students will develop skill in writing grant proposals in URBS 302 and skill in writing research papers in URBS 301. These writing skills will be reinforced in the concentration courses that students will take in their 3rd or 4th years, with the expectation that students will display proficiency in this competency by the end of the Community Engagement – CUE course (URBS 404) taken in their fourth year. This competency will be assessed at the completion of URBS 404.

Measure #2: Students in the URBS 404 class will complete a reflection paper as a requirement of the Community Engagement – CUE course. In this reflection paper students will be asked to: describe the functional structure of the organization in which they served; comment on the mix of people within the organization and within the population served; detail the effect that the organization has on the city it serves; identify possible issues with the ability of the organization to fulfill its mission and suggest possible solutions; illustrate the skills they bring to the organization, the skills that they may lack, and their successes and disappointments in the engagement project.

Evaluation Criteria #2: The standards for evaluation of the communication outcome are based on those standards for evaluating written communication competency in the Cardinal Core. These criteria are described in fuller detail at <https://louisville.edu/provost/ger/cc-learning-outcomes>. The reflection paper **exceeds standards** when it provides a compelling and objective portrait of the organization, its mission, and its results, and shows high mastery of self-reflection in the skill evaluation. There is clear evidence of a consideration of diversity and inclusion within the descriptions of co-workers, colleagues, and clients. The paper will exhibit excellent grammar, spelling, and structure. The reflection paper **meets standards** when it proficiently describes the organization, its mission, and its results and shows an adequate ability to self-reflect in the skill evaluation. There is no clear evidence of a consideration of diversity and inclusion within the descriptions in the paper. There may be minimal grammatical, spelling, or other writing errors. The reflection paper **fails to meet standards** when it only perfunctorily details the organization and its mission and/or shows little or no evidence of self-reflection in the skill evaluation. The paper shows evidence of a misunderstanding of the concepts of diversity and inclusion. Grammatical and other written errors are notable and distracting.

Target #2: 80% of students will meet or exceed standards. For the first five years of the program, this assessment will include all students.

Competency Related to the Culminating Undergraduate Experience

Program Goal #3: Students will be able to apply interdisciplinary knowledge and perspectives in the context of practical urban problems and solutions. All students are required to take URBS 404 Community Engagement – CUE, which is the only culminating undergraduate experience course.

Student Learning Outcome #3: Display practical knowledge of the sociological, geographic, economic, and political forces underpinning urban theory, and the ability to relate this knowledge to current urban problems and solutions.

Curricular Activity #3: Two overarching features of the BS in Urban Studies degree are its reliance on multiple disciplinary frameworks and the necessity of its practical application. This competency requires that students are able to demonstrate these ideas. The notion of interdisciplinarity is introduced to students in URBS 201 and URBS 202 – although discipline-specific theories and concepts are not yet discussed. These theories and concepts are developed in the discipline-specific foundational courses – URBS 301, URBS 302, URBS 305, and URBS 328 – which provide students with an overview of the multiple contributing disciplines. The introduction of these disciplines paves the way for the student's later choice of a concentration. During their third and fourth years in the program, students will enroll in guided electives within related social science disciplines, which will broaden their exposure to the field. The student is expected to be proficient in this competency by her/his enrollment in the

Community Engagement – CUE course (URBS 404). The evaluation of the competency will occur at the completion of URBS 404.

Measure #3: This learning outcome will be assessed through an evaluation of the student’s practical knowledge by the Community Engagement – CUE course supervisor in the external organization. The supervisor in the external organization will be presented with a 10-question skills assessment – shown on the next page – pertaining to the student’s ability to perform as a constructive member of their urban organization.

Evaluation Criteria #3: External evaluation questions will be measured on a seven-point Likert-type scale. A student ***exceeds standards*** if the average score on the post-assignment supervisor evaluation is 5.5 or more. A student ***meets standards*** if the average score on the post-assignment supervisor evaluation is 4.0 or more but less than 5.5. A student ***fails to meet standards*** if the average score on the post-assignment supervisor evaluation is less than 4.0. In the case where a student fails to meet the quantitative standard due to the post-assignment supervisor evaluation, the program director will request a meeting with the supervisor to further discuss the student’s performance.

Target #3: 80% of students will meet or exceed standards. For the first five years of the program, this assessment will include all students.

Competency Related to Critical Thinking

Program Goal #4: Students will be able to apply logical frameworks to urban concepts and use information to substantiate policy alternatives.

Student Learning Outcome #4: Provide evidence to aid in decision-making, and rely on such evidence to draw and justify conclusions.

Curricular Activity #4: Students are expected to begin utilizing basic critical thinking skills – such as distinguishing between fact and opinion – at the onset of their program of study. Logical problem solving, reasoning, and policy analysis skills will be introduced to students within the discipline-specific foundational courses – URBS 301, URBS 302, URBS 305, and URBS 328 – taken in their third year. Students will concurrently be enrolled in two methods courses – URBS 504 and URBS 518 – that will provide them with the empirical knowledge within which decision-making in the foundational courses is described. As they begin their fourth year of study, students will enroll in courses within their chosen concentration. The use of evidence and evidence-based reasoning will be heavily emphasized within the concentration courses, allowing students to further develop their decision-making skills. Students are expected to be proficient in this competency by the time they complete the Community Engagement – CUE course (URBS 404). This course will require a research paper that will serve as evaluative evidence of this competency.

Measure #4: Students will complete a research paper as a requirement of URBS 404, Community Engagement – CUE course. The paper topic will be related to the field or organization within which the student’s community engagement is occurring, and will be chosen in coordination with the instructor of record for the course (likely the Program Director). This research paper will highlight an existing issue or question within the field, which the student will be expected to describe, analyze, and provide suggested resolution(s) grounded in evidence.

Evaluation Criteria #4: A student *exceeds standards* when the CUE research paper presents a logical and compelling narrative that draws from concepts in multiple urban disciplines. The paper contains no instances of fallacious reasoning, unsupported facts or arguments, or inappropriate normative statements, and displays negligible bias or conjecture. There is clear evidence of the influence of multiple perspectives within the research paper, it maintains a logical internal consistency, and it provides a well-supported conclusion. A student *meets standards* when the CUE research paper continues to draw from multiple disciplines, but is less well structured. There may be infrequent instances of fallacious reasoning, unsupported facts or arguments, or inappropriate normative statements. The paper may display minimal bias or conjecture. There is evidence of influence of the CUE research paper on the CUE reflection paper, but there may exist limited inconsistencies between the two. A student *fails to meet standards* when the CUE research paper presents an illogical narrative or does not draw from multiple disciplines. There are frequent instances of fallacious reasoning, unsupported facts or arguments, and/or normative statements. The paper displays bias, conjecture, or one-sidedness. There is no evidence of influence of the CUE research paper on the CUE reflection paper or there are notable inconsistencies between the two papers.

Target #4: 80% of students will meet or exceed expectations. For the first five years of the program, this assessment will include all students.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The core of the proposed BS in Urban Studies achieves the goals detailed above through the following curricular progression:

Curricular Activity which Builds Upon the Cardinal Core Competency: The coursework in the Cardinal Core provides students with general skills necessary throughout the remainder of their degree, and introduces students to three broad areas of liberal arts. The first courses in the Urban Studies program – *The Making of Urban Places* and *Discover Louisville* – expand primarily upon one of these three areas – that of the social and behavioral sciences. In these required courses, students will come to understand how seemingly disparate concepts or disciplines within the social sciences are integrally related. Students will interact (figuratively and literally) with urban communities that may be outside of their current frame of knowledge. Additional upper-level courses within the Urban Studies program will advance the verbal and written work of students – through the preparation of class papers and presentations – and group-work (e.g., the urban scavenger hunt in *Discover Louisville*) will strengthen their interpersonal skills.

Curricular Activity Related to the Urban Studies Major Competency: This competency will develop primarily in the student's 3rd year, during which six foundational courses will be taken. Discipline-specific theories and methods will be acquired in the introductory courses to each of the four concentrations within the degree (Urban Administration, Urban Geography, Urban Planning, and Urban Sociology). Two methods courses will familiarize students with common quantitative and qualitative techniques in urban-related studies, building upon the Quantitative Reasoning course taken as part of the Cardinal Core. Additional program-specific competency will be introduced within the Urban Studies concentration courses taken in the 3rd and 4th years.

Curricular Activity Related to the Critical Thinking Competency: Students are expected to begin utilizing basic critical thinking skills – such as distinguishing between fact and opinion – at the onset of their program of study. Logical problem solving, reasoning, and policy analysis skills will be introduced to students during their methods requirements in the 3rd year of the program. Concentration courses – which will generally be taken by students in the 4th year – will provide continued training and reliance on critical thinking skills and abilities.

Curricular Activity Related to the Culminating Undergraduate Experience Competency: Although the knowledge to be applied will derive from the courses in the Urban Studies core, the application of this knowledge will occur in the *Community Engagement – Culminating Undergraduate Experience (CUE)* course.

The program director would work with students to help them identify career goals, select concentration and appropriate electives, and achieve the optimum course sequence during undergraduate studies.

3. Highlight any distinctive qualities of this proposed program.

- Will this be a 100% distance learning program? If yes, describe. NO
- Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? If yes, describe.

YES--DISTANCE LEARNING

YES—ACCELERATED COURSES

- Are new or additional faculty needed? If yes, describe. NO
- If yes, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.
- If yes, please note whether they will be part-time or full-time.

The most distinctive quality of the proposed BS in Urban Studies is that the program is the only one of its kind offered within the Commonwealth of Kentucky. Although there are related majors and degrees (e.g., political science, sociology, geography) offered at many of Kentucky's public universities, none offer the varied programmatic inputs and focus on the urban phenomenon as does the proposed degree. The Kentucky programs with the closest nature are the concentration in Urban Analysis in the Geography Department at the University of Louisville, University of Kentucky's minor in American Studies, and Western Kentucky University's major in Social Studies (offered through the History department).

Being the only program of its kind in Kentucky, the proposed degree is expected to draw existing Kentucky high school graduates who are presently leaving the state to earn a Bachelor's degree in urban studies. The program would also draw students from bordering states, particularly those with which the University of Louisville offers tuition reciprocity.

The proposed BS in Urban Studies will also give students direct access to potential future employers through its community engagement requirement. The community engagement position will expose students to actual employment situations which they might otherwise not experience prior to graduation, thus preparing them for these future positions. Because of the broad transdisciplinary nature of the program – in which connections between academic learning and non-academic agencies and institutions are developed and explored – we expect our interns and graduates to be highly sought.

The BS in Urban Studies degree is being proposed within UPA, a department with an existing tradition of successfully educating graduate students. The development of an undergraduate degree within an existing predominantly graduate department is a more unusual occurrence than the development of a graduate degree within an existing undergraduate-only department. Our faculty already have demonstrable expertise in the subjects to be taught, our graduate students are well-positioned to provide program and job market guidance to incoming undergraduate students, and the department has existing professional networks that can be utilized as additional pedagogical or employment resources.

Finally, upon approval of this program, UPA will seek authorization for an accelerated degree program for U of L undergraduates. This degree program would provide outstanding undergraduates the opportunity to earn their Bachelor's degree and a Master's degree in Urban Planning or Public Administration – both of which are currently offered through UPA – in an abbreviated period of time. The Departments of Geography and Sociology also offer graduate degrees – the MS in Applied Geography for the former and the MA in Sociology and PhD in Applied Sociology for the latter – which are likewise expected to benefit from increased undergraduate enrollments. The proposed BS in Urban Studies will be a natural conduit to an advanced degree for those students that are interested in obtaining these terminal degrees. We anticipate that the accelerated degree program will itself be a draw for potential Urban Studies undergraduates.

The accelerated degree program, once approved, will allow undergraduate students to take nine credit hours of graduate courses within their undergraduate program, and have these credit hours count towards a Masters degree in Urban Planning or Public Administration. Students would then be required to complete the remaining 33 credit hours in either program while enrolled as a graduate student at U of L. Students wishing to enter the accelerated degree program will be required to apply to the appropriate graduate program through the graduate school by the end of their junior (3rd) year. A minimum undergraduate GPA of 3.0 will be required for admission to the program. The nine credit hours earned towards the graduate degree do not exempt the student from fulfilling all of the remaining requirements for the graduate degree. These nine credit hours may only be used to fulfill the necessary requirements for a graduate degree in Urban Planning or Public Administration at U of L.

4. How will the program support or be supported by other programs within the institution?

- 1. Will this program replace or enhance any existing programs or tracks within an existing program?**

5. If yes, please specify. Include the projected faculty/student in major ratio.

The proposed program will not replace any existing program within the University or the state. At U of L, the Geography Department presently offers a BS in Applied Geography with a concentration in Urban Analysis. Although there is limited overlap between the proposed program and this concentration, our

expectation is that the BS in Applied Geography will continue to draw students with career interests more narrowly focused on the technical/analytical aspects of geography. Students with broader interests in the field of geography will opt for other tracks within the BS in Applied Geography, while those students with career goals in which geographical knowledge is only one component may choose the Urban Geography concentration within the proposed program.

In addition, the BS in Urban Studies will provide enhanced course opportunities for undergraduate students in related departments, including Criminal Justice, Pan-African Studies, and Political Science. We also plan to seek inclusion in the Cardinal Core curriculum (Social & Behavioral Sciences) for several of the newly designed courses in the program.

At the end of the first 5 years of the program, assuming 15 new students each year (cohort), the projected student to faculty ratio would be 5.4.

6. Is there a specialized accrediting agency related to this program? If yes, identify the agency, indicate whether you plan to seek accreditation, and explain your plans for accreditation.

No, there is no accrediting agency that covers the area of urban studies.

7. Attach the SACS Faculty Roster form. Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of the faculty will support the objectives and curriculums of the proposed program.

The department of Urban and Public Affairs presently has faculty that can teach the bulk of the core curriculum and associated electives. UPA currently offers a number of urban studies-related courses, including three of the nine proposed core courses. The department will adjust teaching loads and create courses as described in this proposal.

Participating faculty in UPA will include:

Name	Rank	Specialty(ies)
Dr. Lisa Bjorkman	Assistant Professor	Urban Development
Dr. Daniel DeCaro	Assistant Professor	Psychology/Sustainability
Dr. Lindsey Evans	Assistant Professor	Public Policy
Dr. Frank Goetzke	Professor	Economics
Dr. John Gilderbloom	Professor, Director/SUN	Housing and Development
Dr. David Imbroscio	Professor, Director/PHD Program	Political Science
Dr. Janet Kelly	Professor, Director/MPA Program & USI	Public Finance
Dr. Kelly Kinahan	Assistant Professor	Urban Planning
Dr. Steve Koven	Professor	Economic Development
Dr. Aaron Rollins	Assistant Professor	Public Administration
Dr. Matt Ruther	Assistant Professor, Director/KSDC	Demography, Methods
Dr. David Simpson	Professor, Chair, Director/MUP Program & CHR	Urban Planning
Dr. Tamara Sluss	Director, Interdisciplinary MA/MS Sustainability	Sustainability
Dr. Sumei Zhang	Associate Professor	Urban Planning

Participating faculty in GEOG will include:

Name	Rank	Specialty(ies)
Dr. Carrie Mott	Assistant Professor	Political Geography
Dr. Wei Song	Professor, Director/Undergraduate Studies	Quantitative Methods, GIS
Dr. Margath Walker	Associate Professor, Director/Graduate Studies	Urban Geography
Dr. Charlie Zhang	Associate Professor	Spatial Demography

Participating faculty in SOC will include:

Name	Rank	Specialty(ies)
Dr. Mark Austin	Professor	Urban Sociology
Dr. Melanie Gast	Assistant Professor	Urban Education
Dr. Lauren Heberle	Associate Professor	Environmental Sociology
Dr. Cynthia Negrey	Professor	Political Economy
Dr. Deborah Potter	Associate Professor	Social Policy
Dr. Jonetta Weber	Director/Academic Services	Sociology of Sport

8. Access to qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. Physical facilities and instructional equipment must be adequate to support a high-quality program. The proposal must address the availability of classroom, laboratory, and office space, as well as any equipment needs.

a. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

We have attached a letter from Dean of Libraries Robert Fox which states that the library's collection of monographs, journals, and electronic resources are adequate to support the proposed program. Of the top 20 urban studies journals (as ranked in the 2017 *Journal Citation Reports* published by Clarivate Analytics), the University currently subscribes to all but one. In addition, the presence of UPA indicates that current support for urban-related research exists.

Name (Top 20 Journals 2017 JCR for Urban Studies)	ISSN	Available at the University of Louisville
<i>Landscape and Urban Planning</i>	0169-2046	Yes
<i>Journal of Urban Technology</i>	1063-0732	Yes
<i>Journal of Planning Literature</i>	0885-4122	Yes
<i>Habitat International</i>	0197-3975	Yes
<i>Urban Forestry & Urban Greening</i>	1618-8667	No
<i>Cities</i>	0264-2751	Yes
<i>Urban Studies</i>	0042-0980	Yes
<i>Journal of Planning Education and Research</i>	0739-456X	Yes
<i>Urban Geography</i>	0272-3638	Yes

<i>Journal of Urban Economics</i>	0094-1190	Yes
<i>European Urban and Regional Studies</i>	0969-7764	Yes
<i>Environment and Urbanization</i>	0956-2478	Yes
<i>Intl Journal of Urban and Regional Research</i>	0309-1317	Yes
<i>Urban Education</i>	0042-0859	Yes
<i>Environment and Planning B</i>	2399-8083	Yes
<i>Journal of the American Planning Association</i>	0194-4363	Yes
<i>Urban Affairs Review</i>	1078-0874	Yes
<i>European Planning Studies</i>	0965-4313	Yes
<i>International Regional Science Review</i>	0160-0176	Yes
<i>Housing Studies</i>	0267-3037	Yes
Other relevant journals available at the University of Louisville: <i>Journal of Urban Affairs</i> (0735-2166), <i>Journal of Urban Health</i> (1099-3460), <i>Journal of Urban Development and Planning</i> (0733-9488), <i>City and Community</i> (1535-6841)		

b. Describe the physical facilities and instructional equipment available to support this program.

No new physical facilities will be required to implement the proposed program. Faculty and staff are already accommodated through existing office space in the Department of Urban and Public Affairs at 426 West Bloom Street. UPA currently has mostly evening classes scheduled, so classroom space is available for daytime classes. Larger classes (40+ students) would have to be programmed within existing space on Belknap campus. We anticipate that existing space in the UPA's current building will be able to accommodate program courses for the first several years. Assuming that the program grows to meet our projections, larger classrooms outside of UPA may be required.

UPA also presently has instructional equipment to support the program, including laptops and projectors, whiteboards, multiple printers, a copier room, and a computer lab with eight workstations.

9. Clearly state the admission, retention, and completion standards designed to encourage high quality.

Admission

There are no additional criteria for admission or transfer beyond existing University and College of Arts and Sciences admission requirements. These include an application form, application fee, high school transcript or GED, and ACT or SAT scores. Although the University does not publish a minimal required GPA or test score, in 2017 the mean GPA of incoming freshman was 3.6 and the mean ACT score was 25.3. The U of L freshman acceptance rate in 2017 was 76%. Transfer student admission requires a minimum undergraduate GPA of 2.0.

Students can declare the Urban Studies major at any time, but it is suggested that students declare the major by the end of the sophomore year. It is expected that the number of students advancing through the system will remain at the overall university average rate. It is also anticipated that full time students will be engaged in the program for four years and part-time for six years. At the end of the first 5 years of the program, assuming 15 new students each year (cohort), the projected student to faculty ratio would be 5.4.

Retention

Existing advising services will be used to empower students to remain invested in their educational goals and to encourage student retention. College of Arts and Sciences advising is mandatory for all incoming students and continuing students with fewer than 30 credit hours earned. Upon selection of the major, students will be required to meet each semester with Dr. Matthew H Ruther, who will serve as the Department advisor for the BS in Urban Studies.

The University maintains an existing program – REACH, Resources for Academic Achievement – to assist in retention of students. REACH provides academic support services and retention programs, including intervention courses, REACHout celebrations, student success seminars, finals blitz, and academic mentoring. The university’s freshman retention rate in 2017 was 80.3%, which is above average for Kentucky’s public universities.

Degree Completion

In order to graduate with the BS in Urban Studies a student must (1) complete all general education and program course requirements, (2) complete a minimum of 121 credit hours, of which at least 60 must be at an accredited 4-year institution, at least 30 must be at the University of Louisville, and at least 50 must be within courses numbered 300 or higher, and (3) maintain a GPA of 2.00 or higher.

a. Indicate the expected faculty to student ratio.

At the end of the first 5 years of the program, assuming 15 new students each year (cohort), the projected student to faculty ratio would be 5.4. There are no additional criteria for admission or transfer beyond existing University standards for undergraduate admission to the College of Arts and Sciences. At some point in the future it may be necessary to limit the program admission to upper-level undergraduates, but only if resources are stretched beyond capacity. It is expected that the number of students advancing through the system will remain at the overall university average rate. It is also anticipated that full time students will be engaged in the program for four years and part-time for six years.

Students can declare the major at any time, but it is suggested that students declare the Urban Studies major by the end of the sophomore year.

10. Clearly state the degree completion requirements for the program.

As described in the proposal, degree completion will require students complete 121 credit hours, which include the General Education requirements, core courses, concentration courses, and required electives. This number includes a five credit hour community engagement position to be carried out at an organization of the student’s choosing. The community engagement course also serves as a Culminating Undergraduate Experience (CUE) to be completed during or after the junior year of study.

10. Provide the following information for the program and for each concentration (some categories may not apply to all programs).

9. Provide the following information for the program and for each concentration (some categories may not apply to all programs):					
Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in track	Number of hours in guided electives	Number of hours in free electives
Urban Administration	121	29	15	21	56

Urban Geography	121	29	15	21	56
Urban Planning	121	29	15	21	56
Urban Sociology	121	29	15	21	56

a. Total number of hours required for degree.

Students would be required to complete 121 credit hours of coursework to earn the BS in Urban Studies. This includes 29 hours of Urban Studies core courses, 15 hours of Urban Studies concentration courses, 21 hours of supporting social science courses, 31 hours of General Education requirements, 13 hours of College of Arts and Sciences requirements, and 12 additional electives.

b. Number of hours in degree program core.

Core Urban Studies courses (29 credit hours)

- URBS 201: The Making of Urban Places (3)
- URBS 202: Discover Louisville (3)
- URBS 301: Principles of Urban Planning (3)
- URBS 302: Foundations of Urban Administration (3)
- URBS 504: Urban Data Analysis (3)
- URBS 305: Urban Sociology (3)
- URBS 518: Urban Demography and GIS (3)
- URBS 328: Urban Geography (3)
- URBS 404: Community Engagement - CUE (5)

Core Urban Studies Course Descriptions

URBS 201: The Making of Urban Places

This course serves as the foundation for the major, introducing students to the study of cities using an interdisciplinary approach that includes economics, history, planning, public administration, and sociology. Discusses the social, economic, and political structures that operate within cities at the national and global scales. Identifies issues, problems, and policies related to urban settlement, including land-use patterns, population change and migration, location theory, infrastructure, and economic development.

URBS 202: Discover Louisville

This course reviews Louisville’s sociological, economic, and political history from past to present, describing Louisville’s role within the nation, within the state, and within the local area. Discusses how large-scale economic changes (e.g., deindustrialization) might affect cities through comparisons of Louisville to other cities in the Rust Belt and the Sun Belt. Familiarizes students with concepts of neighborhood and community development, including the principal agents and entities responsible for development, through an exploration of Louisville’s neighborhoods. Identifies potential strategies for the city and the region moving forward.

URBS 301: Principles of Urban Planning

This course covers the development of contemporary urban planning concepts and principles, detailing the nature, purpose, and scope of planning decisions and initiatives. Students will (1) develop an understanding of the historical rationale for urban planning, with a focus on the evolving rationale for planning in the U.S., (2) discuss the relationships between physical, social, and economic planning, (3)

gain knowledge about contemporary planning practice and current issues faced by planners, and (4) engage firsthand with urban planning issues and phenomena in the Louisville context.

URBS 302: Foundations of Urban Administration

This course examines the theories and processes of urban administration in a variety of settings within developed and developing countries. Primary topics include types of administrative structures, the history of urban administration theory, the interaction between local, state, and federal government systems, urban financial systems and budgeting, the role of government in the management of public policies, and policy analysis.

URBS 504: Urban Data Analysis

This course introduces urban research decision-making processes and procedures. Students will develop an understanding of procedures for obtaining empirical knowledge about urban issues and ways to extract the meaning of urban data. Additionally, this course will expose students to relevant primary sources, methods, and applications for analyzing and processing different types of urban data.

URBS 305: Urban Sociology

This course will introduce students to the sociology of urban areas, including: the study of how humans organize their lives in cities; analysis of the form and development of population groups within cities; and review of theories and research that aid understanding these phenomena. It is the initial course in the concentration in Urban Sociology.

URBS 518: Urban Demography and GIS

This course will introduce students to geographic information systems (GIS) as an analytical tool with which to study urban demographic issues. The material will be geared towards students in the urban planning, public administration, and urban studies programs, with a focus on demographic data and issues frequently encountered by planners, policymakers, and policy analysts. Topics that will be covered include migration, housing and neighborhood development, segregation, and land use.

URBS 328: Urban Geography

This course examines the association of activities in urban areas as they are expressed in patterns of land use and occupancy features. Students will acquire an understanding of historical and contemporary spatial growth patterns in cities, and learn how the geographic features of a city affect its evolution. The material will cover the U.S. case, as well as examples from around the globe.

URBS 404: Community Engagement - CUE

The community engagement course is a guided work experience designed to give students a realistic exposure to employment in the urban studies field, and to expose students to the myriad demands that face public service administrators, managers, and planners. This work experience offers the student the opportunity to integrate and test the skills and knowledge accumulated during the academic program of study. The community engagement course includes work in an administrative, planning, or research position in a local government, non-profit, or other appropriate organization. The community engagement position is carried out under the direction of both an agency mentor and the program director or other faculty member in the department, and must include a minimum of 120 and a maximum of 180 hours over one full academic semester. The student is required to keep a journal and submit a final reflections paper at the completion of the community engagement period. Assessment of the student's success in the Community Engagement – CUE course will occur through these two items, as well as a completed evaluation report from the student's agency mentor.

The community engagement course is designed to offer the student practical work experience through a **part-time** assignment which, depending on the student's chosen assignment, may or may not be compensated. Although the program director will assist and advise students in obtaining these positions, the student may thus have an incentive to work independently to secure a paid position.

Although other culminating undergraduate experience (CUE) courses may be taken throughout the student's academic program, the Community Engagement – CUE course is the required CUE for the Urban Studies degree.

c. Number of hours in concentration/track.

Students must choose one of the following four tracks within which to specialize. For either concentration, students must complete 15 credit hours from the courses listed. Courses not on this list may also be available with the consent of the program director. Given that students will also complete 21 credit hours in guided electives which may be drawn from these same courses, it is possible that a student may choose to have two concentrations. Students wishing to concentrate in two areas should meet with the program director early in their course of study to ensure that all course requirements will be met.

Urban Administration concentration

The Urban Administration concentration is for those students with interests in management, human resources, budgeting, and governance. This concentration will prepare students for careers in a variety of governmental organizations, as well as leadership positions in non-profits and private firms. Students with a goal of ultimately obtaining an MPA may decide to choose this concentration.

PADM 403: Urban Economics

PADM 417: Housing and Community Development

PADM 440: Urban Policy and Development

PADM 453: Policy Analysis and Program Evaluation

PADM 454: Public Budgeting and Finance

PADM 455: Public Management

PADM 459: Nonprofit Management

PADM 461: Nonprofit Financial Management

PADM 463: Social Equity and the Public Sector

PADM 470: Sustainable Development and Planning

PADM 474: Ethics in Public Administration

PADM 475: Organizational Behavior

PADM 480: Urban Ethnography

PADM 492: Human Resources Management

PADM 495: Economic Development

PADM 498: Mediation and Dispute Resolution

Urban Geography concentration

The Urban Geography concentration is for those students with interests in place dynamics, human-spatial interactions, and GIS. This concentration will prepare students for regional planning, spatial analytical, or GIS technician positions.

GEOG 300: Globalization and Diversity

GEOG 308: Geography of China
GEOG 320: Geopolitics
GEOG 324: Race and Place
GEOG 327: Economic Geography
GEOG 331: Population Geography
GEOG 340: Environmental Policy
GEOG 356: Introduction to Spatial Statistics
GEOG 510: Urbanism in the Global South: Cities and Space
GEOG 522: GIS and Public Health
GEOG 524: Food and Race
GEOG 535: GIS and Retail Site Analysis

Urban Planning concentration

The Urban Planning concentration is for those students with interests in land development and related topics, such as housing, design, and real estate. The concentration will prepare students for careers in planning and design organizations, real estate development firms, and government, as well as for advanced study in a graduate urban planning program.

PLAN 401: Planning Theory and History
PLAN 403: Urban Economics
PLAN 405: Land Use and Planning Law
PLAN 406: Professional Practice
PLAN 407: Land Use Planning
PLAN 414: Real Estate Market Analysis
PLAN 415: Spatial Statistics
PLAN 417: Housing and Community Development
PLAN 425: Historic Preservation
PLAN 435: Comparative Urban Development
PLAN 436: Site Planning
PLAN 470: Sustainable Development and Planning
PLAN 480: Urban Ethnography

Urban Sociology concentration

The Urban Sociology concentration is for those students with interests in human and group interactions within an urban or metropolitan context. This concentration will prepare students for careers as research or policy analysts, demographers, or applied sociologists.

SOC 315: Environmental Sociology
SOC 323: Diversity and Inequality
SOC 327: Sociology of Gender
SOC 334: Sociology of Deviant Behavior
SOC 336: Criminology
SOC 392: Faces of Global Poverty
SOC 453: Social Change
SOC 454: Social Stratification
SOC 455: Occupations and Organizations
SOC 464: Race and Ethnicity
SOC 470: Political Sociology

SOC 472: *Sociology of Education*

d. Number of hours in supporting social science courses.

Students must complete 21 credit hours in supporting social science courses, at least 12 of which must be completed in courses 300-level or higher. These courses may include those available in other tracks within UPA, GEOG, or SOC, or within other social science departments on campus. A non-exhaustive listing of potential courses is attached; additional courses may be taken with the approval of the program director. A student may choose some of all of their guided electives from the concentration courses listed above in order to satisfy the requirements for a second concentration.

ANTH 310: Race, Culture, Identity
ANTH 330: Urban and Historic Archaeology
ANTH 332: Ecology, Politics, and Culture
ANTH 339: Anthropology of Space and Place
COMM 313: Organizational Communication
COMM 328: Intro to Urban Communication
CJ 354: Crime and the Media
CJ 356: Crime Prevention
CJ 370: Police Administration
ECON 312: Urban Economics
ECON 331: Labor Economics
ECON 341: Public Finance
ECON 342: State and Local Government Finance
ECON 355: Health Economics
ECON 360: Environmental Economics
ECON 380: Intro to Econometrics
HIST 302: Modern Political Thought
HIST 310: History of Gender in 20th Cent US
HIST 319: African American History I
PAS 313: Urban Ritual Violence
PAS 327: Politics of the Black Community
PAS 338: Race and Economics
PEAC 325: Peace Justice and Conflict
PEAC 350: Basic Mediation and Conflict Training
PHIL 319: Philosophy Race and Racism
PHIL 350: Philosophy of Law
POLS 302: Urban Political Economy
POLS 305: Urban Politics
POLS 326: Public Policy
PHEH 301: Public Health and Our Environment
PHPH 301: Global Public Health
SCHG 302: Topics in Social Change
WGS 391: Topics in Women's and Gender Studies

e. Number of hours in free electives

Students must complete 12 credit hours of free electives. These may be any course at the University.

Suggested 8 semester academic plan

Semester 1	
A&S-Orientation	1.0
A&S-Language	3.0
CC-WC-Written Communication	3.0
CC-B-Natural Sciences	3.0
CC-AH-Arts and Humanities	3.0
Elective	3.0
Total Credit Hours:	16.0

Semester 2	
A&S-Language	3.0
CC-WC-Written Communication	3.0
CC-S-Natural Sciences	3.0
CC-SL-Natural Sciences Lab	1.0
CC-AH-Arts and Humanities	3.0
Elective	3.0
Total Credit Hours:	16.0

Semester 3	
URBS 201: The Making of Urban Places	3.0
CC-SB-Social and Behavioral Sciences	3.0
CC-OC-Oral Communication	3.0
Supporting Social Science	3.0
Elective	3.0
Total Credit Hours:	15.0

Semester 4	
URBS 202: Discover Louisville	3.0
CC-QR-Quantitative Reasoning	3.0
CC-SBH-Historical Perspectives	3.0
Supporting Social Science	3.0
Elective	3.0
Total Credit Hours:	15.0

Semester 5	
URBS 301: Principles of Urban Planning	3.0
URBS 504: Urban Data Analysis	3.0
URBS 305: Urban Sociology	3.0
Supporting Social Science	3.0
A&S-Natural Science/Humanities 300+	3.0
Total Credit Hours:	15.0

Semester 6	
URBS 302: Foundations of Urban Adm	3.0
URBS 518: Urban Demography and GIS	3.0
URBS 328: Urban Geography	3.0
Supporting Social Science	3.0
A&S-Natural Science/Humanities 300+	3.0
Total Credit Hours:	15.0

Semester 7	
URBS: Concentration	3.0
URBS: Concentration	3.0
Supporting Social Science	3.0
URBS 404: Community Engage-CUE	5.0
Total Credit Hours:	14.0

Semester 8	
URBS: Concentration	3.0
URBS: Concentration	3.0
URBS: Concentration	3.0
Supporting Social Science	3.0
Supporting Social Science	3.0
Total Credit Hours:	15.0

Notes: The Community Engagement-CUE course may also be taken in semester 8. Urban Studies concentration courses may include additional required courses as determined by the individual departments. The supporting social science courses should be chosen from the list included in this proposal. Additional courses may be substituted for these at the discretion of the program director.

12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

U of L will cooperate with other departments and institutions offering content related to the proposed program. Because there is currently no undergraduate urban studies program within the state, we

expect the BS in Urban Studies to complement existing related programs at U of L and at other state-supported institutions.

Given the lack of a similar major at other institutions in the state, no specific arrangements have been made with regard to student transfers. The Urban Studies degree will encourage applications from the existing transfer agreement between the University of Louisville and the Kentucky Community and Technical College system, through meetings with associated KCTCS faculty.

13. List courses under the appropriate curricular headings.

See the Course Template Form.

14. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize success for both traditional and non-traditional students.

The Urban Studies program will offer at least three of the core courses in a hybrid (offered simultaneously in the classroom and online) format and made available to the Kentucky Virtual University System. The three courses that will be offered in a hybrid format are URBS 102, URBS 304, and URBS 318. Other hybrid and distance education courses will be considered for development as the program becomes more established.

As detailed above, we intend to incorporate the Urban Studies undergraduate major into accelerated degree programs with the Masters of Urban Planning and Masters of Public Administration degrees. These graduate programs are extant and in the same Department as the proposed BS in Urban Studies.

Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

If yes, please check all that apply.

- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audioconferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- Technology-enhanced instruction (Distance learning)
- Evening/weekend/early morning classes
- Accelerated courses
- Instruction at nontraditional locations, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with "rolling" entrance and completion times, based on self-pacing
- Modularized courses

C. PROGRAM DEMAND/UNNECESSARY DUPLICATION: PROPOSED PROGRAMS MUST RESPOND TO THE NEEDS OF THE ACADEMY AND TO LARGER ECONOMIC AND SOCIAL ENVIRONMENTS. THUS, THE INSTITUTION MUST DEMONSTRATE DEMAND FOR THE PROPOSED PROGRAM. ALL PROPOSED PROGRAMS MUST ADDRESS STUDENT DEMAND. PROGRAMS MUST ALSO ADDRESS EITHER EMPLOYER DEMAND OR ACADEMIC DISCIPLINARY NEEDS.

1. Student demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable..

a. Provide evidence of student demand at the regional, state, and national levels.

Although the University of Louisville does not currently offer an undergraduate degree in urban studies, related programs within the university have healthy enrollments. These programs – with the average number of degrees awarded per year, 2015-2017, shown in parentheses – include African American Studies (10), Geography (25), Sociology (46), Public Health (25), and Political Science (98). In addition, the existing Master of Urban Planning and Master of Public Administration programs in the UPA department annually award 14 and 13 degrees, respectively.

In *The American Freshman: National Norms Fall 2016* – their most recent survey of incoming undergraduate students – UCLA’s Higher Education Research Institute found that 1.5% of students envision a career in federal, state, or local government, and 0.5% envision a career as an urban planner. This translates to nearly 2,750 incoming undergraduates reporting an anticipated career path that aligns well with the topics and methods covered in the proposed BS in Urban Studies. Although this may not initially appear to be a large number, it’s important to note that there are, relatively speaking, fewer existing undergraduate programs within this particular discipline.

According to the NCES, over the 2015-2017 period, 281 institutions conferred undergraduate degrees in urban studies/affairs, and 134 institutions conferred undergraduate degrees in city/urban, community, or regional planning. There was a total of 3,237 urban studies degrees and 2,554 urban planning degrees conferred during this three-year period. The number of such degrees awarded has increased slightly since 2010.

Total Bachelor’s Degrees Conferred from U.S. Institutions

Major (1 st or 2 nd)	2010	2015	2016	2017
Urban Studies/Affairs	1,023	1,088	1,070	1,079
Urban Planning	852	881	798	875
Source: National Center for Education Statistics, Integrated Postsecondary Education Data System				

The university awarding the largest number of undergraduate urban planning degrees was the University of Southern California, which awarded an average of 113 degrees per year. This was followed by Arizona State University (89) and the University of California-Davis (67). Twelve separate institutions awarded more than 25 undergraduate urban planning degrees per year. The university awarding the largest number of undergraduate urban studies degrees was Cleveland State University, which awarded an average of 61 degrees per year. This was followed the University of California-Irvine (53) and the University of California-San Diego (42). Sixteen separate institutions awarded more than 25 undergraduate urban planning degrees per year. Overall, these figures suggest that the number of students interested in majoring in an urban-related field remains robust.

b. Identify the applicant pool and how they will be reached.

There are several ways in which we hope to draw applicants to the proposed program. First, applicants will be drawn from the general pool of undergraduate students who want to attend U of L, and who have a particular interest in urban studies. Because the University is looking to increase undergraduate enrollment, and because there is no similar program currently offered by the University, we expect that the new program will not cannibalize existing programs.

The issue of student diversion is certainly relevant here, and we have already taken steps to diminish the probability of the new program gaining students at the expense of other programs. Notably, the Urban Studies program is designed as a collaboration between UPA, Sociology, and Geography. Sociology and Geography are the two departments where diversion of students would most likely occur with the implementation of the new program. The integration of these departments within the Urban Studies core and within the offered tracks will minimize enrollment reductions that might arise from student diversion. If, for example, a student who would otherwise have majored in Sociology decides instead to major in Urban Studies, it is very likely that this student would choose the Urban Sociology concentration within the track. This student would therefore still enroll in a minimum of six courses – and possibly more – within the Sociology department. In addition, as detailed in the proposal, Urban Studies majors will be “divided” equally among the three collaborating departments.

Given the University’s desire to grow enrollment in an absolute sense, we see the ability of this major to be a primary engine for growth coming from the enrollment of students who would otherwise not have attended U of L. We have met with Jim Begany (UofL’s Vice Provost for Strategic Enrollment Management and Student Success) and have set up a plan for recruitment that will be implemented once the program has been approved. Mr. Begany has indicated that enrollment management will work with us to help identify potential recruitment targets. Our plan for recruitment is detailed below.

Upon approval of the program, the Urban Studies program director will meet with Mr. Begany and Jenny Sawyer, Director of Admissions, to explain the new degree and detail keywords that may signify target candidates within their purchased prospective student lists. The Enrollment Management office may thus curate annotated lists of prospective students for the program. U of L presently employs regional recruiters in Cincinnati, Nashville, Chicago, and St. Louis, and we will share with these individuals program details and contact information. These cities are among the most attractive candidates for recruiting, as detailed in part (4) below. We are particularly interested in identifying students from Kentucky who may opt for an urban studies program at a school in a neighboring state because of a lack of a corresponding program in Kentucky. We are also interested in students from neighboring states that may choose the urban studies program at U of L over a similar program within their state due to the desire to relocate to Louisville.

More detailed recruiting efforts will also be undertaken:

General Recruitment:

- Attend college fairs sponsored by the National Association for College Admissions Counseling (NACAC). Fairs were held or will be held in 2018 in several of our targeted recruitment cities, including Cleveland, Columbus, Detroit, and St. Louis. We’ll use traditional recruiting means (promotional posters, tables) at these events.
- Promote the program at on-campus recruiting events, including Accolade and Cardinal Preview Day.

- Attend the Fall Majors Fair at JCTC. As an urban-situated community college, JCTC is likely to enroll many students who have an interest in urban issues and topics. Existing programs at JCTC, including African American Studies, Global Studies, and the Associates of Arts, will provide prospective students with their general education requirements, and the prospective students will be recruited to U of L via the ULtra (Future U of L) program.
- Work with KCTCS (and, particularly, Gateway CTC in Northern Kentucky) to disseminate information about the program to prospective transfer students.
- Add the Urban Studies program to those programs on the “Standing Departmental Visits Schedule” for visiting prospective students.
- Become involved in international recruiting efforts that are being established at U of L.

Specific Recruitment:

- Reach out to our alumni groups to broadcast the introduction of the new degree program.
- Solicit our existing local networks to share information about the degree program with high school groups with whom they interact. Some local organizations with whom we have worked with in the past include Metro Council, the Center for Neighborhoods, Louisville Metro Parks, and the Urban League. These organizations will benefit from our recruitment efforts through the community engagement activities of our graduates and the intangible effects of a more engaged citizenry.
- Promote the program at local events that draw large numbers of young people, both from inside and outside of the state (e.g., Forecastle Festival, Derby Festival, Kentucky State Fair).
- Engage local and regional high school students with urban planning and history workshops and field trips organized by the faculty.
- Market the program through existing social media channels and on websites frequented by individuals with established urban interest (e.g., Citylab, The NewGeography, Planetizen, Streetsblog).

In all cases, prospective students exhibiting an interest in the program will be pursued via more informal emails from relevant individual faculty members in the department(s).

As noted above, the University has an existing partnership with JCTC and KCTCS – called ULtra – to encourage the transfer of students from schools in these systems to U of L for undergraduate degree completion. The idea is to create a seamless transition that meets the needs of students, many of whom come from underserved populations, and also provide them with robust opportunities to continue their education. This program would provide a pool of students that might potentially be interested in a major in urban studies.

Primary beneficiaries of the well-rounded, civic minded students the proposed undergraduate program would produce are state and local governments. As such, we intend to enlist these entities to promote the BS in Urban Studies, to the extent possible. The nature of the urban studies degree, which encourages local participation and community-based learning, means it is one that these state and municipal agencies are very likely to support.

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

It is anticipated that 15-20 new students per year will be attracted to the proposed degree. Approximately 20% of students enrolled at U of L are part-time, a number that is unlikely to be different for this particular program. Working from the low end of the projection, this implies that at the end of the first five years the program would have 60 full-time majors and 15 part-time majors. The first full four-year cohort would graduate 15 students. It’s expected that the proposed program may draw some students from existing programs during its first 1-2 years, as existing students may switch majors to urban studies if they find it more suitable to their career goals. However, in the long-term we feel that the program will draw uniquely new students to the University, attracted to U of L specifically seeking an undergraduate degree in urban studies. The applicant pool, recruitment process, and primary feeder plans described above suggest that considerable effort will be made to ensure that existing programs do not suffer from the implementation of the new program, and most attention will be focused on prospective students who would otherwise not come to U of L.

We also believe that the total number of course enrollees (whether majors or not) is a valid indicator of the enrollment success of the program. Some of our proposed courses – such as “The Making of Urban Places” and “Discover Louisville” – are expected to attract a significant number of non-majors. To that end, we’ve included total number of course enrollees as an additional enrollment target.

f. Project estimated student demand for the first five years of the program.

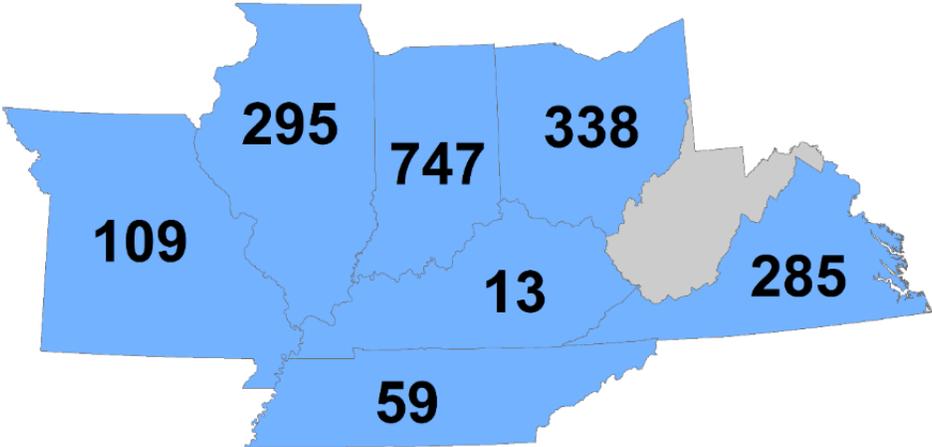
AY	Degrees Conferred	Majors Declared – Fall Semester	Total Course Enrollees
2019-2020	0	15	60
2020-2021	0	30	120
2021-2022	5	45	180
2022-2023	10	60	240
2023-2024	15	75	300

Student Demand

Please note the expected enrollment over the first five years of the program.

Year 1	Year 2	Year 3	Year 4	Year 5
15	30	45	60	75

Bachelor's Degrees Awarded in Urban Studies-Related Fields in 2017



Note: These totals include five fields: (1) City/Urban, Community, and Regional Planning, (2) Community Organization and Advocacy, (3) Housing and Human Environments, (4) Public Administration and Policy Analysis, and (5) Urban Studies/Affairs.
 Source: National Center for Education Statistics.

Although our goals are admittedly high, we believe that there is unmet demand for urban studies-related degrees in the state of Kentucky. Relative to neighboring states, Kentucky confers very few undergraduate degrees in urban studies-related fields, which include Urban Studies/Affairs, City, Community, and Regional Planning, and Public Administration and Policy Analysis. While all of these states have larger undergraduate student populations than does Kentucky, the difference in population size does not account for this vast disparity. Although it's possible that Kentucky students are overall less interested in these urban-related fields or are majoring in more tangential subjects, we believe that there is a non-negligible number of Kentucky students that are majoring in urban-related fields in neighboring states.

Several of our regional peer institutions conferred similar or larger numbers of degrees in the five urban studies-related fields in 2017: University of Cincinnati (32), University of Pittsburgh (38), University of Illinois at Chicago (27), Virginia Commonwealth University (36), Wayne State University (50). Cleveland State University, while not an official peer institution of the University of Louisville, conferred 88 degrees in 2017.

2. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduate of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job at the regional, state, and national levels.

General Trends

Graduates of the BS in Urban Studies program will be versed in urban economics, urban sociology, governance, research methods and, depending on the choice of concentration, urban planning or public administration theory. Based on information gleaned from existing programs across the country, this broad range of knowledge is fitting for a number of industries and occupations in the public, private, and nonprofit sectors. Most notably, urban studies graduates work in local or regional governments, and these jobs are broadly-based. Within the United States there are 3,304 county governments, 19,431 municipal (e.g., city) governments, 16,056 township governments, and 35,356 “special district” governments, and our graduates will be well-positioned for employment in most of these organizations. Urban studies graduates may also work in state and federal government, community development, housing and real estate, and human services agencies. In addition, students with particular interests may seek out employment in public health, education, or environmental advocacy. Within these different industries, graduates might hold various occupational positions, such as urban planner, land assessor, GIS technician, policy, budget, or financial analyst, manager, or administrator.

The thing that underlies these different industries and occupations is the comprehensive collection of social science knowledge and skills. The proposed program will produce professional students who can evaluate urban issues from a variety of sociopolitical, economic, and demographic angles, and also understand concepts of land use and physical space. In the sections that follow, labor market forecasts are shown for five occupations – spanning multiple industries – which graduates in urban studies might hold. These industries are: (1) Urban and regional planners; (2) General social scientists and related workers; (3) Community and social service specialists; (4) Appraisers and assessors of real estates; and (5) Social science research assistants. While this list is far from exhaustive, it nevertheless shows the promise of occupational growth for students graduating with the BS in Urban Studies.

Career Opportunities - Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job at the regional, state, and national levels.

If the program is being proposed to meet employer demand, provide evidence of this within your rea of geographic responsibility as well as the state and national levels. The following are links to helpful resources on employer demand statistics.

- o [Kentucky Center for Statistics](#)
- o [Bureau of Labor Statistics: Employment Projections](#)
- o [Bureau of Labor Statistics: Occupational Outlook Handbook](#)

Employer Demand:

If the program is designed for students to enter the workforce immediately, please complete the following table.

	Regional¹ 2014	Regional Growth Projections	State² 2014	State Growth Projections	National³ 2016-17	National Growth Projections

				2024		2026
Type of Job Urban and Regional Planners	54	60	548	626	36,000	40,600
Average Wage	\$51,578		\$50,115		\$71,490	
# of Openings	2		18		3,500	
Type of Job General Social Scientists and Related Workers	48	52	666	690	42,100	44,900
Average Wage	\$73,203		\$60,236		\$79,370	
# of Openings	1		10		4,200	
Type of Job Community and social service specialists	94	106	1,014	1,188	100,300	113,500
Average Wage	\$39,488		\$39,605		\$41,570	
# of Openings			37		14,100	
Type of Job Appraisers and assessors of real estate	190	230	1450	1690	80,800	92,400
Average Wage	\$69,888		\$57,116		\$54,010	
# of Openings	7		47		6,700	
Type of Job Social Science Research Assistant	N/A	N/A	60	68	34,000	35,500
Average Wage	N/A		\$37,148		\$46,000	

# of Openings	N/A		3		4100	
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¹Source: Kentucky Cabinet for Education and Workforce Development, Office of Employment and Training. The Louisville Local Workforce Area includes Bullitt, Henry, Jefferson, Oldham, Shelby, Spencer, and Trimble Counties in Kentucky.

²Source: Kentucky Cabinet for Education and Workforce Development, Office of Employment and Training.

³Source: U.S. Bureau of Labor Statistics, Occupational Employment Forecasts

In the table above, regional and state growth projections are for the period 2014-2024 and national growth projections are for the period 2016-2026. Additional sources for information on future industrial and occupational growth include:

[Georgetown University Center on Education and the Workforce](#)

[Bureau of Labor Statistics' Occupational Outlook Handbook](#)

[Kentucky Center for Statistics](#)

KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018

<https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>

Kentucky, Bridging the Talent Gap

Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>

Interactive website: <https://bridgingthetalentgap.org/dashboards/>

Academic Demand

If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

There are few current indicators showing transitions from undergraduate degree completion to graduate school enrollment, and – to the best of our knowledge – there are no discipline specific indicators of this transition. The *Baccalaureate and Beyond Longitudinal Study* conducted by the National Center for Education Statistics shows that 39% of Bachelor's degree recipients in 2007-2008 had enrolled in a graduate program by 2012. This study also shows that 60% of social science Bachelor's degree recipients in 2007-2008 were enrolled in an advanced degree program by 2012, which indicates that subsequent graduate school enrollment is especially high for social science undergraduates.

Although urban studies-specific rates of transition to graduate school are unavailable, information from similar undergraduate degree programs may offer some insight. Among schools similar to the University of Louisville, between 12% and 31% of 2017 Bachelor's degree holders in urban planning enrolled in a graduate program in the *first year* following their graduation. These include the University of Missouri-Kansas City (12%), University of Cincinnati (13%), Iowa State University (21%), and Michigan State University (31%).

Graduates from the B.S. in Urban Studies who go on to advanced studies are expected to enroll primarily in professional degree programs in urban planning (MUP) and public administration (MPA). A smaller number of these graduates will go on to obtain doctoral degrees. Those students who pursue subsequent higher education are expected to hold similar jobs to those who enter the workforce immediately, although they will enter at higher levels of responsibility. Professional degree programs in urban planning will also offer enrollees a quicker path to industry certification through the American Institute of Certified Planners.

The skills that future enrollees in graduate education will gain from the undergraduate program in urban studies are highlighted in the program goals and include:

- the verbal and written skills necessary to convey knowledge gained in the program to others
- the ability to self-reflect and identify how life experiences can bias or impede knowledge
- the application of logical frameworks to urban problems
- an understanding of the intersecting disciplines which comprise the realm of urban studies
- the use of analytical and research tools specific to these disciplines.
- the application of classroom skills to practical urban problems and solutions

National Forecasts

United States

	2016 Employment	2026 Forecast	% Change	Annual Openings	Median Earnings 2017
Urban and regional planners	36,000	40,600	12.8	3,500	\$71,490
General social scientists and related workers	42,100	44,900	6.5	4,200	\$79,370
Community and social service specialists	100,300	113,500	13.2	14,100	\$41,570
Appraisers and assessors of real estate	80,800	92,400	14.4	6,700	\$54,010
Social science research assistants	34,000	35,500	4.3	4,100	\$46,000

Source: U.S. Bureau of Labor Statistics, Occupational Employment Forecasts

The Bureau of Labor Statistics forecasts robust growth in employer demand for the five urban studies-related occupations shown above, with three of the occupations growing by double digit percentages over the next decade. Important to note is that the U.S. “working age” population – defined here as persons between the ages of 15 and 69 – is expected to grow by only 4.1% during this same period. By 2026, the total number of jobs across these occupations is forecast to be more than 325,000, with an average of 32,600 positions opening up each year due to growth in demand, separations, and retirements.

There is wide variation in the median earnings of the occupations within this group. General social scientists have the highest median earnings – nearly \$80,000 per year – while community and social service specialists have the lowest at \$41,570 per year. According to the U.S. Census Bureau, the median earnings of all full-time U.S. workers age 25 or more with a college degree was \$60,996 in 2017,

and the median earnings of workers with a high school diploma was \$37,024. Thus, some of the positions that urban studies graduates are likely to take will pay less than the national college-educated median, while others will pay more than the national college-educated median. However, all of the positions earn significantly more than the national high school-educated median.

State Forecasts

Kentucky

	2014 Employment	2024 Forecast	% Change	Annual Openings	Mean Earnings 2015
Urban and regional planners	548	626	14.2	18	\$50,115
General social scientists and related workers	666	690	3.6	10	\$60,236
Community and social service specialists	1,014	1,188	17.2	37	\$39,605
Appraisers and assessors of real estate	1,450	1,690	16.6	47	\$57,116
Social science research assistants	60	68	13.3	3	\$37,148

Source: Kentucky Cabinet for Education and Workforce Development, Office of Employment and Training

The Office of Employment and Training (OET) in the Kentucky Education and Workforce Development Cabinet predicts similarly large growth in employer demand for the urban studies-related occupations. With the exception of general social scientists, all listed occupational groups are expected to grow faster within the state than in the nation as a whole. This is particularly notable because the Kentucky State Data Center at the University of Louisville projects that Kentucky’s working age population (15-69) will grow by only 1% during this same period. This suggests that workers with these skills will be highly sought.

According to the U.S. Census Bureau, the mean annual earnings for all workers in Kentucky in 2015 was \$46,831, with college-educated workers earning an average \$60,913 and high school-educated workers earning an average \$35,892. Mean earnings for the majority of projected employees in those occupations most closely associated with the BS in Urban Studies are in line with this college-educated figure. Mean earnings for community and social service specialists are notably lower than for college-educated workers in Kentucky as a whole, but remain significantly higher than for those workers with only a high school diploma.

Local Forecasts

Louisville Local Workforce Area

	2014 Employment	2024 Forecast	% Change	Annual Openings	Mean Earnings 2015
Urban and regional planners	54	60	11.1	2	\$51,578
General social scientists and related workers	48	52	8.3	1	\$73,203
Community and social service specialists	94	106	12.8	3	\$39,488
Appraisers and assessors of real estate	190	230	21.1	7	\$69,888
Social science research assistants	N/A	N/A	N/A	N/A	N/A

Note: The Louisville Local Workforce Area includes Bullitt, Henry, Jefferson, Oldham, Shelby, Spencer, and Trimble Counties in Kentucky.

Source: Kentucky Cabinet for Education and Workforce Development, Office of Employment and Training

The Office of Employment and Training (OET) forecasts similarly large employment gains within the Louisville local workforce area. The seven counties in this region are expected to see more rapid working age population growth – approximately 3.7% – relative to the rest of the state. However, all of the listed urban studies-related occupations are predicted to grow faster than the potential labor force itself, again indicating that workers in these occupations will be highly sought. Although the average number of annual openings seems small, it’s important to remember that (1) the proposed BS in Urban Studies will be the sole degree of this type in the state and (2) these occupations represent only a sample of those jobs in which graduates of the program might find employment.

According to the U.S. Census Bureau, the mean annual earnings for all workers in the Louisville metropolitan area in 2015 was \$51,272, with college-educated workers earning an average \$61,499 and high school-educated workers earning an average \$37,253. At the local level, some urban studies-related occupations have earnings greater than the area median, while others have earnings less than the area median. Again, however, all of the urban-related occupations have greater earnings than does the average high school graduate.

Academic Sector

A significant number of undergraduate students majoring in urban studies may elect to continue their education by pursuing a Master’s degree or PhD in the field or in a related discipline. Although urban studies graduates are well-situated to seek advanced degrees in a number of fields – including law, business, or environmental studies – it would seem that a Master’s degree or PhD in an urban-focused field is more likely. In the table below, we highlight five academic programs from the Classification of Instructional Programs (CIP) which might be attractive to a college senior graduating with a BS in Urban Studies: (1) Urban studies/urban affairs; (2) Public administration; (3) Public policy analysis; (4) Urban/regional/community planning; (5) General social sciences. The table shows the degrees awarded in each program from the most recent reporting period, from five years prior, and from 15 years prior.

	Master’s Degree Programs				PhD Degree Programs			
	2002	2012	2017	% Change 2002-17	2002	2012	2017	% Change 2002-17
Urban Studies/Urban Affairs	306	453	509	3.4%	43	56	66	2.9%
Public Administration	7,484	11,959	16,359	5.2%	178	207	350	4.5%

Public Policy Analysis	938	2,581	3,522	8.8%	112	202	289	6.3%
Urban/Regional Planning	1,273	2,378	2,881	5.4%	72	79	137	4.3%
General Social Sciences	1,167	1,374	1,859	3.1%	168	60	88	-4.3%

Note: Completions are the mean number of completions during the year shown and the preceding two years. Growth rates are annualized.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System

3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.

As the U.S. higher education system continues to mature, it’s become evident that “single discipline” thinking is not adequate for solving many pressing social issues. Solutions to problems ranging from segregation to housing shortages to job-worker geographical mismatches are not the province of any single department, but rather will require input from many disciplines. The notion of the university as an academic fortress organized into departmental silos is falling by the wayside as universities and colleges continue to engage in more interdisciplinary and transdisciplinary research. Urban studies is a theme which inherently lends itself to such cross-discipline research, as implicit in its foundation are elements of multiple existing disciplines. Increasingly, funding organizations, such as the National Science Foundation, are establishing programs to foster multi- and transdisciplinary research and soliciting proposals in these areas. The proposed undergraduate program will function as a catalyst to increase education and conduct research on urban issues, and will increase our competitiveness in writing successful proposals for multi- and transdisciplinary research in urban and public affairs.

Another benefit of the proposed BS in Urban Studies is that it aligns with the continued shift in academia beyond exclusively classroom-based learning. A recent CareerBuilder survey indicates that employers believe that academic institutions are failing students in having too much emphasis on classroom-type learning (44% of employers) and not focusing enough attention on internships (17% of employers). The proposed program, with its focus on community-based experiences and community engagement requirement, will help to bridge these gaps.

4. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

Not applicable. The proposed program is an undergraduate program.

4. Similar Programs: A new program may serve the same potential student population. The proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.

- a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation? (yes/no). If yes, please identify similar programs in SREB states (<https://www.sreb.org/>) or the nation.

SREB

Georgia State
Savannah State

College of Charleston
University of Texas—Austin
University of Texas—Arlington
Virginia Commonwealth University
Virginia Polytechnic Institute and State University

National (sample)

Ohio University
Michigan State
University of Wisconsin—Milwaukee
University of Wisconsin—Green Bay
University of Michigan—Dearborn
Arizona State University
University of Central Oklahoma
University of Nebraska—Omaha
University of Missouri—Kansas City
Boston University
Wayne State University
University of Utah
University of Illinois—Chicago

b. Do similar programs exist in Kentucky?

No, there are no undergraduate degree programs in urban studies, urban planning, or urban/public administration in the Commonwealth of Kentucky.

c. Does the proposed program differ from existing programs? If yes, please explain.

Not applicable. There are no existing programs.

d. Does the proposed program serve a different student population – such as students from a different geographic area – relative to existing programs? If yes, please explain.

Not applicable. There are no existing programs.

e. Is access to existing programs limited? If yes, please explain.

Not applicable. There are no existing programs.

f. Is there excess demand for existing similar programs? If yes, please explain.

Not applicable. There are no existing programs.

g. Will there be collaboration between the proposed program and existing programs? If yes, please explain the collaborative arrangements with existing programs. If no, please explain why there is no proposed collaboration with existing programs.

Although existing programs do not exist within the state, the Department of Geography and Geosciences at the University of Louisville offers a BS in Applied Geography with a concentration in Urban Analysis. As detailed elsewhere in the proposal, UPA will collaborate with GEOG in student promotion and retention. In addition, we hope to work closely with KCTCS – and with JCTC in particular

– to ensure that their students interested in ultimately earning the proposed BS in Urban Studies are adequately prepared for it, and that the proposed program is meeting the needs of their students.

D. COST AND FUNDING OF THE PROPOSED PROGRAM: THE RESOURCE REQUIREMENTS AND PLANNED SOURCES OF FUNDING OF THE PROPOSED PROGRAM MUST BE DETAILED IN ORDER TO ASSESS THE ADEQUACY OF THE RESOURCES TO SUPPORT A QUALITY PROGRAM. THIS ASSESSMENT IS TO ENSURE THAT THE PROGRAM WILL BE EFFICIENT IN ITS RESOURCE UTILIZATION AND TO ASSESS THE IMPACT OF THIS PROPOSED PROGRAM ON THE INSTITUTION’S OVERALL NEED FOR FUNDS.

1. Will the program require additional resources? If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

The program is not presently requesting additional resources, as program delivery and objectives will be accomplished through re-allocation of existing departmental resources. Advising will occur through existing A&S advisement channels. This question will be revisited at the program’s next review.

As indicated in the description of the program, three academic departments within A&S are involved in curriculum delivery. The Department of Urban and Public Affairs will house the program, and is responsible for ensuring its continued efficacy. The Departments of Geography and Sociology have committed to the program – as indicated in the attached letters of support – and each department will offer one of the courses in the core curriculum and a concentration track. In the unlikely event that one of these two departments wishes to exit the Urban Studies degree program, the Department of Urban and Public Affairs has sufficient existing faculty resources to teach the affected core course. In such an event, the affected concentration track would be unavailable for future students.

2. Will this program impact existing programs and/or organizational units within your institution? If yes, please describe the impact.

The additional 20 students per year anticipated within the proposed program would have a marginal impact on university enrollment and on undergraduate student advising services in A&S. Given the University’s goal of increasing the number of Bachelor’s degrees conferred – as part of its 2020 plan – this is a desirable outcome.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

The Urban Studies undergraduate degree program will entail minimal new costs to the University, as it will largely rely on existing resources within UPA, GEOG, and SOC. Benefits to the University include increased enrollment, an additional program to satisfy student demand, and continued fulfillment of the University’s metropolitan mission. The proposed undergraduate degree program will also magnify the university’s role in the city and region, as our graduates are expected to comprise increasing local governmental staff over time.

Cost/Funding Explanation: Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. The total

funding and expenses in the table should be the same, or sources of additional funding for the proposed program should be explained.

Budget Table

Cost/Funding Explanation: Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. The total funding and expenses in the table should be the same, or sources of additional funding for the proposed program should be explained.

A. Funding sources, by year	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Resources available from federal sources					
New:	0	0	0	0	0
Existing:	0	0	0	0	0
Explanation/Justification:					
Resources available from other non-state sources					
New:	0	0	0	0	0
Existing:	0	0	0	0	0
Explanation/Justification:					
State resources					
New	0	0	0	0	0
Existing	0	0	0	0	0
Explanation/Justification:					
Internal Allocation	0	0	0	0	0
Internal Reallocation	42,036	42,876	43,734	44,609	45,501

Narrative Explanation/Justification:

The core curriculum for the BS in Urban Studies includes four new lecture courses, one new independent study-style course, and two existing courses in the Department of Urban and Public Affairs, as well as one existing course in each of the Departments of Geography and Sociology.

The new lecture courses in UPA will be taught by Dr. Matt Ruther (URBS 201), Dr. Kelly Kinahan (URBS 202), Dr. Frank Goetzke (URBS 301), and Dr. Lisa Bjorkman (URBS 302). These faculty are being reassigned from lower enrollment graduate elective courses. These include special topics courses (UPA 680) taught by Dr. Bjorkman (2 enrolled students in Spring 2019), Dr. Goetzke (4 enrolled students in Spring 2019), and Dr. Kinahan (17 enrolled students in Spring 2018), and a redundant statistics course taught by Dr. Ruther (7 enrolled students in Spring 2019). Due to the low enrollments and elective status of the courses previously taught by these faculty members, the removal of these courses is expected to have minimal impact on existing students or the existing graduate programs.

The new independent study-style course (URBS 404) will be coordinated/supervised by the program director of the Urban Studies program. This and other administrative responsibilities of the program director will entitle this faculty member to a one-semester course release.

The existing courses required in the Urban Studies core have sufficient seats available to accommodate the new students. These include URBS 504 (17 of 25 seats available in Spring 2019), URBS 518 (14 of 45 seats available in Spring 2019), URBS 305 (29 of 45 seats available in Fall 2019), and URBS 328 (35 of 40 seats available in Fall 2019).

Student Tuition					
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New	171,900	354,114	547,106	751,359	967,375
Existing	0	0	0	0	0

Explanation/Justification: 15 enrolled students in Year 1, 30 in Year 2, 45 in Year 3, 60 in Year 4, and 75 in Year 5. Assumes tuition of \$5,730 per semester (in-state, 2018-2019 AY), with a 3% increase in cost per year.

Total	213,936	396,990	590,840	795,968	1,012,876
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B. Breakdown of budget expenses/requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Executive, Administrative, Managerial					
New					
Existing	9,331	9,518	9,708	9,902	10,100
Other Professional Staff					
New	0	0	0	0	0
Existing	0	0	0	0	0
Faculty					
New					
Existing	32,705	33,359	34,026	34,706	35,400
Graduate Assistants					
New	0	0	0	0	0
Existing	0	0	0	0	0
Student Employees					
New	0	0	0	0	0
Existing	0	0	0	0	0

Narrative Explanation/Justification: Administrative expense is based on the cost of a one-semester course release for the Urban Studies program director. This amount is 10% of the mean UPA faculty salary in 2019 (\$93,312), which is the standard amount allotted for a single course in faculty workplans. Faculty expense is based on a 10% share of 2019 faculty salaries for Drs. Bjorkman (\$71,674), Goetzke (\$95,845), Kinahan (\$70,000), and Ruther (\$89,526). All salaries assume a 2% cost increase per year.

Equipment and Instructional Materials					
New	0	0	0	0	0
Existing	0	0	0	0	0

Explanation/Justification: Existing equipment will adequately support the proposed program. No new physical facilities will be required to implement the proposed program. Faculty and staff are already accommodated through existing office space in the Department of Urban and Public Affairs at 426 West Bloom Street. UPA's currently course schedule is almost exclusively evening courses, so ample classroom space is available for daytime classes. We anticipate that existing space in the UPA's current building will be able to accommodate program courses for at least the first five years. UPA also presently has instructional equipment to support the program, including laptops and projectors, whiteboards, multiple printers, a copier room, and a computer lab with eight workstations.

Library					
New	0	0	0	0	0
Existing	0	0	0	0	0

Explanation/Justification: Existing library resources will adequately support the proposed program. The library's collection of monographs, journals, and electronic resources are adequate to support the proposed program. Of the top 20 urban studies journals (as ranked in the 2017 Journal Citation Reports published by

Clarivate Analytics), the University currently subscribes to all but one. In addition, the existing presence of Department of Urban and Public Affairs indicates that current support for urban-related research exists.

Contractual Services						
	New	0	0	0	0	0
	Existing	0	0	0	0	0
Explanation/Justification: No additional services are required.						
Academic and/or Student Support Services						
	New	0	0	0	0	0
	Existing	0	0	0	0	0
Explanation/Justification:						
Other Support Services						
	New	0	0	0	0	0
	Existing	0	0	0	0	0
Explanation/Justification: No additional services are required.						
Faculty Development						
	New	0	0	0	0	0
	Existing	0	0	0	0	0
Explanation/Justification: Existing faculty development resources will adequately support the proposed program.						
Assessment						
	New	0	0	0	0	0
	Existing	0	0	0	0	0
Explanation/Justification: Existing assessment instruments will adequately support the proposed program.						
Other						
	New	0	0	0	0	0
	Existing	0	0	0	0	0
Explanation/Justification:						
Total						
	New	42,036	42,877	43,734	44,608	45,500
	Existing	0	0	0	0	0
Grand Total						
Revenue minus Expenses		171,900	354,113	547,106	751,360	967,376

E. PROGRAM REVIEW AND ASSESSMENT: Describe evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection.

a. Which components will be evaluated?

Student Learning Outcomes, Core courses, electives, community engagement positions, student satisfaction, programmatic efficiency (e.g., graduation rates, student attrition, time spent earning degree), and enrollment figures.

Direct Measures

SLO #1 will be evaluated based on a quantitative mapping project completed in the core course URBS 518. **SLO #2** and **SLO #4** will be evaluated based on a reflection paper and a research paper, both completed in the culminating undergraduate experience course URBS 404. **SLO #3** will be assessed based on an external evaluation of the student's practical knowledge by her/his community engagement supervisor.

Indirect Measures

Measures of programmatic effectiveness and student success will be measured annually, including persistence rates, completion rates, and post-graduation employment rates. We will also periodically complete employer and alumni surveys to ensure that the program's goals and learning outcomes are in line with those skills sought by employers.

Curriculum Map

A curriculum matrix is included with the descriptions of the SLOs (see the file labeled "SLO Assessments"). This matrix indicates the course and progression in which students will gain the skills measured by the SLOs. Courses are categorized as those which introduce the SLO (I), those in which the SLO is further developed (D), and those in which the student is expected to attain or show mastery in the SLO (M). Note that not all courses will contribute to any particular SLO.

b. When will the components be evaluated?

Student Learning Outcomes (SLO) Reports will be completed each fall.

Annual evaluations will be carried out by the undergraduate Program Director and the UPA Department Chair. Additional evaluations will occur every five years by the University's internal review process and every ten years by the CPE review process. Student learning outcome (SLO) data will be collected upon completion of each academic semester, with annual results evaluated in early summer.

c. When will the data be collected?

Student learning outcome (SLO) data will be collected upon completion of each academic semester, with annual results evaluated in early summer.

d. How will the data be collected?

Course data will be collected through online course evaluations and community engagement data will be collected through forms submitted by the student and her/his agency mentor. Student exit surveys will be conducted during one-on-one interviews or through online surveys with graduating students. Alumni surveys will be carried out online and through social media.

e. What will be the benchmarks and/or targets to be achieved?

Within each SLO, the target is for 80% of students to meet the evaluation standard of the outcome. The evaluation criteria standards are shown in the descriptions of the SLOs.

f. What individuals or groups will be responsible for data collection?

The Urban Studies Program Director will be responsible for data collection.

g. How will the data and findings be shared with faculty?

The Urban Studies Program Director will present the data to the remaining faculty at the first faculty meeting of the next academic year. Curricular or programmatic changes can be made at this time, and are the responsibility of the Department Chair in cooperation with the Program Director.

h. How will the data be used for making programmatic improvements?

The student outcomes data will be assessed at faculty meetings, with minor adjustments, improvements, or curricular changes requiring a vote of the program faculty. Biennial reviews of the program curriculum and structure will be carried out, to ensure that the program continues to align with similar programs and with employer's expectations for graduate.

Enrollment figures will be fully assessed during the program's initial five-year review period. Remediation at the five-year point (if needed) will depend on available resources, leadership priorities at the time of review, and the desire of the faculty to maintain the degree. The department is willing to phase out the degree if it is not shown to be desirable. The department is not requesting new resources, so there is limited financial risk involved. The phasing out of the degree would involve redistribution of existing resources that can be redirected to a better performing degree/certificate.

2. What are the measures of teaching effectiveness?

The program will use teaching evaluations, student satisfaction surveys, and alumni surveys to measure teaching effectiveness. Teaching effectiveness encompasses student understanding, topical relevance, and instructor organization and accessibility.

3. What efforts to improve teaching effectiveness will be pursued based on these measures?

Instructors are expected to adjust their courses appropriately, as determined by the evaluations. In cases in which teaching effectiveness is not improved, skill seminars or course reassignment may be warranted. Instructors will also be encouraged to utilize the resources of the Delphi Center to improve teaching effectiveness.

4. What are the plans to evaluate students' post-graduate success?

Graduates from the Urban Studies undergraduate program will be included in the alumni surveys that are currently performed by the Department on a biennial basis. These surveys are carried out online and via social media channels.

13 August 2019

Dr. Goldstein:

I am writing to express support for the Urban Studies program proposed by the College of Arts & Science's Department of Urban and Public Affairs. The program received the support of the College Curriculum Committee and has been reviewed and revised as appropriate in cooperation with my office and that of Institutional Research. The collaboration among faculty in Sociology, Geography & Geosciences and Urban and Public Affairs to bring the program to fruition is exemplary.

The program has the potential to attract a diversity of students and engage them in a dynamic curriculum that aligns with the College mission to provide excellent and inclusive undergraduate academic experiences. I look forward to implementation of the program and to congratulating its first graduates.

Sincerely,



Kimberly Kempf-Leonard
Dean, College of Arts & Sciences

November 28, 2018

David Simpson, PhD
Department of Urban and Public Affairs
University of Louisville
Louisville, KY 40208

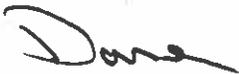
Dear Dr. Simpson:

On behalf of the Department of Geography and Geosciences, I write to express our support for your proposal to establish an undergraduate degree in Urban Studies. Geography and Geosciences is excited to be involved in this proposal and to participate in the development and implementation of the program.

Our 'urban' faculty have the expertise to contribute to the BA in Urban Studies, and our department will teach one of the core courses in the program. Geography and Geosciences will also lead one of the program concentrations, and will offer additional relevant electives to declared majors and other interested students. As we have agreed upon, Geography and Geosciences, Sociology, and Urban and Public Affairs will equally share credit for both credit hours produced and degrees conferred in this new program.

All faculty in Geography and Geosciences faculty have approved participation in the proposed program, and we look forward to collaborating with the other departments in the execution of this degree.

Respectfully,



David A. Howarth, PhD
Professor and Chair of Geography and Geosciences
University of Louisville

November 1, 2018

David Simpson, PhD
Department of Urban and Public Affairs
University of Louisville
Louisville, KY 40208

Dear Dr. Simpson:

On behalf of the Department of Sociology, I'm writing to express our support for your proposal to establish an undergraduate degree in Urban Studies. Sociology is pleased to be involved in this proposal and to participate in the implementation and effectuation of the program.

Our existing faculty have the expertise to contribute to the BA in Urban Studies, and our department will teach one of the core courses in the program. Sociology will also lead one of the program concentrations, and will offer additional relevant electives to declared majors and other interested students. As we've arranged, Geography and Geosciences, Sociology, and Urban and Public Affairs will equally share credit for degrees conferred to Urban Studies majors.

Sociology faculty have approved participation in the proposed program, and we look forward to collaborating with the other departments in the execution of this degree.

Respectfully,



Ryan Schroeder, PhD
Professor and Chair of Sociology
University of Louisville

Course Title (CIP)

Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)

Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/ pre-professional (P)	Credit Hours	Existing (E) or New (N) Course
URBS	201	The Making of Urban Places	This course serves as the foundation for the major, introducing students to the study of cities using an interdisciplinary approach that includes economics, history, planning, public administration, and sociology. Discusses the social, economic, and political structures that operate within cities at the national and global scales. Identifies issues, problems, and policies related to urban settlement, including land-use patterns, population change and migration, location theory, infrastructure, and economic development.	C	3	N
URBS	202	Discover Louisville	This course reviews Louisville's sociological, economic, and political history from past to present, describing Louisville's role within the nation, within the state, and within the local area. Discusses how large-scale economic changes (e.g., deindustrialization) might affect cities through comparisons of Louisville to other cities in the Rust Belt and the Sun Belt. Familiarizes students with concepts of neighborhood and community development, including the principal agents and entities responsible for development, through an exploration of Louisville's neighborhoods. Identifies potential strategies for the city and the region moving forward.	C	3	N
URBS	301	Principles of Urban Planning	This course covers the development of contemporary urban planning concepts and principles, detailing the nature, purpose, and scope of planning decisions and initiatives. Students will (1) develop an understanding of the historical rationale for urban planning, with a focus on the evolving rationale for planning in the U.S., (2) discuss the relationships between physical, social, and economic planning, (3) gain knowledge about contemporary planning practice and current issues faced by planners, and (4) engage firsthand with urban planning issues and phenomena in the Louisville context.	C	3	N
URBS	302	Foundations of Urban Administration	This course examines the theories and processes of urban administration in a variety of settings within developed and developing countries. Primary topics include types of administrative structures, the history of urban administration theory, the interaction between local, state, and federal government systems, urban financial systems and budgeting, the role of government in the management of public policies, and policy analysis.	C	3	N
URBS	504	Urban Data Analysis	This course introduces urban research decision-making processes and procedures. Students will develop an understanding of procedures for obtaining empirical knowledge about urban issues and ways to extract the meaning of urban data. Additionally, this course will expose students to relevant primary sources, methods, and applications for analyzing and processing different types of urban data.	C	3	E
URBS	305	Urban Sociology	This course will introduce students to the sociology of urban areas, including: the study of how humans organize their lives in cities; analysis of the form and development of population groups within cities; and review of theories and research that aid understanding these phenomena.	C	3	E
URBS	518	Urban Demography and GIS	This course will introduce students to geographic information systems (GIS) as an analytical tool with which to study urban demographic issues. The material will be geared towards students in the urban planning, public administration, and urban studies programs, with a focus on demographic data and issues frequently encountered by planners, policymakers, and policy analysts. Topics that will be covered include migration, housing and neighborhood development, segregation, and land use.	C	3	E
URBS	328	Urban Geography	This course examines the association of activities in urban areas as they are expressed in patterns of land use and occupancy features. Students will acquire an understanding of historical and contemporary spatial growth patterns in cities, and learn how the geographic features of a city affect its evolution. The material will cover the U.S. case, as well as examples from around the globe.	C	3	E
URBS	404	Community Engagement - CUE	The community engagement course is a guided work experience designed to give students a realistic exposure to employment in the urban studies field, and to expose students to the myriad demands that face public service administrators, managers, and planners. This work experience offers the student the opportunity to integrate and test the skills and knowledge accumulated during the academic program of study. The community engagement course includes work in an administrative, planning, or research position in a local government, non-profit, or other appropriate organization. The community engagement position is carried out under the direction of both an agency mentor and the program director or other faculty member in the department, and must include a minimum of 90 hours over one full academic semester. The student is required to keep a journal and submit a final reflections paper at the completion of the community engagement period.	C	5	N

Total Credit hours Required for Program Core (i.e., # of hours in degree program core)				Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table		29	NA
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Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course
Varies	Varies	Students may choose one of the following four concentrations within which to specialize. For either concentration, students must complete 15 credit hours from the courses listed. Courses not on this list may also be available with the consent of the program director.	Varies	T	15	E

Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)				Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table		15	NA
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GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
Varies	Varies	Students must complete 21 credit hours in supporting social science courses, at least 12 of which must be completed in courses 300-level or higher. These courses may include those available in other concentrations within UPA, GEOG, or SOC, or within other social science departments on campus.	Varies	P	21	E

of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required)
Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table

FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
Varies	Varies	Students must complete 12 credit hours of free electives. These may be any course at the University.	Varies	P	12	E
Varies	Varies	Students must complete 31 credit hours of general education coursework	Varies	P	31	E
Varies	Varies	Students must complete 13 credit hours of Arts & Sciences coursework	Varies	P	13	E

Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable) **Note: number** **56** **NA**

Summary of Total Program Hours			
	Required Core Hours (i.e., # of hours in degree program core)	29	NA
	Required Program Options - Track/Concentration/Specialty Hours (if applicable)	15	NA
	Guided Elective Hours (e.g., focused or track/concentration/speciality area specific electives) (if applicable)	21	NA
	Free Elective Hours (i.e., general program electives) (if applicable)	56	NA
	Total # of credit hours required for Program	121	NA
Information to be completed by PIE Office			
	# of new courses	5	NA
	Total # of Courses (includes new and existing)	40	NA
	Percentage of new courses (more than 25% may require SACS Substantive Change)	13%	NA

Core Course Proposals

1. URBS 201: The Making of Urban Places
2. URBS 202: Discover Louisville
3. URBS 301: Principles of Urban Planning
4. URBS 302: Foundations of Urban Administration
5. URBS 504: Urban Data Analysis
6. URBS 305: Urban Sociology
7. URBS 518: Urban Demography and GIS
8. URBS 328: Urban Geography
9. URBS 404: Community Engagement - CUE

Additional Course Proposals

1. URBS 401: Independent Study in Urban Studies

Course Proposal: URBS 201	
Degree Program:	Bachelor of Science in Urban Studies
Department:	Urban and Public Affairs
Course Title:	The Making of Urban Places
Credit Hours:	3.0
Suggested Instructor:	Lisa Bjorkman
Prerequisites:	None
Note:	UPA will seek Cardinal Core – Social & Behavioral Sciences designation through a future approval process.

Course Overview:

This course provides an interdisciplinary introduction to the study of cities and urban life. Cities are socially and politically contested spaces, and observers of urban life have sought for more than a century to understand the process of urbanization and the consequences of living in cities. Some argue that cities represent the crowning achievement of modernity; others suggest that cities are isolating and alienating, fostering anomie, rather than social cohesion. The course integrates work by urban planners, architects, political scientists, geographers and sociologists to provide a comprehensive set of tools to understand and analyze modern urban life.

The course is divided into four sections, each of which loosely corresponds to one of the books assigned for the course. The first section on the rise of the modern city begins with an analysis of the dynamics of capitalist urbanization and examines socio-spatial changes in the urban landscape during the early twentieth century. In the second section, which focuses on the decline of the American city and the growth of the suburbs, the course investigates the process of economic restructuring that led to the transformation of cities. It considers the massive expansion of post-War suburbs and the corresponding concentration of poverty in the city. The third section, which references the city rediscovered, investigates processes of gentrification and contested public spaces in the city. It examines social interactions and conflict in contemporary cities. In the final section, the course investigates the impact of globalization on cities, especially in the Global South. This analysis includes the growth of slums and the emergence of new mega-cities on a scale unprecedented in urban history. The course concludes by asking about the potential for creating more just, equitable and sustainable cities.

Student Learning Outcomes:

The goal of this course is to assist students in developing the tools to critically understand, evaluate and analyze twenty-first century cities. By the end of the semester, students should be able to:

- Explain the importance of cities to the growth of a capitalist economy, and evaluate the process of urbanization under capitalism;
- Evaluate the promise of cities to strengthen community life or contribute to processes of atomization;
- Consider the city as both a social and a spatial process, and understand the way social processes are manifested in the physical spaces of the city;

- Identify the impact of globalization on twenty-first century cities, including new patterns of inequality and mobility across and within cities;
- Point to key ideas, thinkers and concepts in the interdisciplinary study of cities and urban life.

Pedagogical Evaluation:

Students are expected to attend every class during the semester. Students will be required to complete a one-page reaction paper most weeks, as listed on the syllabus. Students will write two essays during the semester and complete a final exam for the course.

1. *Attendance and Participation*

Students are expected to attend every lecture and participate actively during classroom discussions. Students who arrive after attendance has been taken will be marked as absent. After the first absence, one point will be deducted for each additional absence. Students are expected to participate actively, and the instructor will regularly call on students to encourage critical thinking and active participation. Attendance and class participation are worth 20 points.

2. *Assignments*

Students are required to complete three homework assignments over the course of the semester. These are due at the beginning of class on the date listed on the syllabus. Students will not be permitted to submit these assignments late, as they are meant to be completed before class. Each assignment is worth ten points (for a total of 30 points).

3. *Analytical Essay*

Students will be required to complete a research/analytical essay during the course of the semester. This paper has three components. First, students must complete an introduction and detailed outline to be workshopped with their classmates. After the workshop, students will submit three copies of their paper. The papers should be no more than 4-5 pages. Finally, students are required to submit grades (via the rubric provided by the instructor) for two of their classmates' papers. Late papers will not be accepted except under extraordinary circumstances. The paper, including the outline and evaluation, is worth 20 points.

4. *Final Exam*

The three course exams, which covers material from the prior section, will take place on the dates noted in the attached schedule. Each of these exams is worth 10 points (for a total of 30 points).

Texts/Readings:

There is no textbook required for this course. Course readings will be available on Blackboard and should be completed prior to coming to class on the days listed.

Title IX/Clery Act Notification:

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus

visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Week 1

- *Introduction to the course and syllabus discussion*
No readings.
- *Conceptualizing the Urban*
M. Gottdiener. 2016. "The City" and "The City and Beyond" in Key Concepts in Urban Studies. 3-14.
M. Gottdiener. 2016. "Urbanization and Urbanism" in Key Concepts in Urban Studies. 162-65.

Week 2

- *Studying the Urban*
R. Pattison. 2001. "Studying Cities" in Handbook of Urban Studies. 1-9.
- *History of Urbanization*
M. Pacione. 2009. "Chapter 3" in Urban Geography: A Global Perspective. 37-51.

Week 3

- *Urbanization in the U.S. and Urban Places*
M. Pacione. 2009. "Chapter 3" in Urban Geography: A Global Perspective. 56-66.
Census Bureau of United States: Glossary: <https://www.census.gov/glossary/>
 - *Urban Process in the Global South*
M. Pacione. 2009. "Chapter 21" in Urban Geography: A Global Perspective. 449-464.

Submit Assignment #1

Week 4

- *Urban Morphology*
M. Pacione. 2009. "Chapter 7" in Urban Geography: A Global Perspective. 137-143.
S. Parker. 2015. Selected pages from "Chapter 3" in Urban Theory and Urban Experience. 39-47.
M. Hutter. 2016. "Chicago School: Urbanism and Urban Ecology" in Experiencing Cities. 88-102.
- *Urban Design*
K. Lynch. 2016. "The City Image and its Elements" in The City Reader 576-586.

Week 5

- *Neighborhood and Community*
J. Flint. 2009. "Neighborhoods and Community" in International Encyclopedia of Human Geography. 354-58.
J. Kenny. 2009. "Neighborhood Change" in International Encyclopedia of Human Geography. 343-48.
- *Public Space*
A. Latham et al. 2009. "Public Space" in Key Concepts in Urban Geography. 177-185.

Week 6

- *Architecture*
A. Latham et al. 2009. "Architecture" in Key Concepts in Urban Geography. 78-87.
- **Exam #1**

Week 7

- *Urban Planning TBA.*
- *Urban Economy*
M. Pacione. 2009. "Chapter 14" in Urban Geography: A Global Perspective. 283-300.

Week 8

- *Urban Economic Regeneration*
M. Pacione. 2009. "Chapter 16" in Urban Geography: A Global Perspective. 334-348.
- *Urban Political Economy*
M. Gottdiener. 2016. "Urban and Suburban Politics" in Key Concepts in Urban Studies. 151-157.

Submit Assignment #2

Week 9

- *Segregation*
A. Latham et al. 2009. "Segregation" in Key Concepts in Urban Geography. 132-140.
- *Gentrification*
D. Hammel. 2009. "Gentrification" in International Encyclopedia of Human Geography 360-367.

Week 10

- *Urban Underclass: Inequality, Poverty, and Ghetto*
M. Gottdiener. 2016. "Inequality and Poverty" in Key Concepts in Urban Studies. 70-79.
S. Parker. 2015. Selected pages from "Chapter 5" in Urban Theory and Urban Experience. 85-92.
W. Wilson. 2010. "The Truly Disadvantaged" in The Blackwell City Reader 186-192.
- **Exam #2**

Week 11

- *Research Consultation Class with Linda Kopecky, UWM Library.*
- *City Analysis Paper research work day. No Class.*

City Analysis Paper Due by 11:59 PM

Week 12

- *Housing*

M. Gottdiener. 2016. "Housing" in Key Concepts in Urban Studies. 57-65.

Joint Center for Housing Studies, Harvard University. 2017. "The State of the Nation's Housing 2015." pp 1-18.

- *Suburbanization*

A. Mace. 2009. "Suburbanization" in International Encyclopedia of Human Geography. 77-81.

Week 13

- *Sustainable City*

Chen et al. 2013. "Urban Environments and Sustainability" in Introduction to Cities. 296-320.

- *Crime and City*

M. Gottdiener. 2016. "Urban Violence and Crime" in Key Concepts in Urban Studies. 157-62.

Submit Assignment #3

Week 14

- *Urban Culture*

R. Hutchison. 2010. "Urban Culture" in Encyclopedia of Urban Studies. 856-59.

- *The Others in the City*

P. Knox. 2010. "Chapter 11" in Urban Social Geography. 234- 251.

Week 15

- *Cities and Symbols*

P. Nas. 2011. "Introduction" in Cities full of Symbols. 7-20.

T. Griffin. The Just City Essays. 6-14, 25-28.

- *Exam #3*

Course Proposal: URBS 202	
Degree Program:	Bachelor of Science in Urban Studies
Department:	Urban and Public Affairs
Course Title:	Discover Louisville
Credit Hours:	3.0
Suggested Instructor:	Kelly Kinahan
Prerequisites:	None
Note:	UPA will seek Cardinal Core – Social & Behavioral Sciences designation through a future approval process. In addition, UPA will seek designation of this course as a Community-Based Learning course through a future approval process.

Course Overview:

This course will introduce students to the urban environment of Louisville, KY and explore the city’s past, present, and future from a transdisciplinary perspective. In this course, students will study moments in Louisville’s history to understand the intertwining forces of politics, economics, social struggles, and cultural heritage, and to understand how these forces shaped the current spatial forms we see in the city today. Using Louisville as an urban laboratory, students will examine current political, social, and economic processes and connect these processes to the existing built environment. Students will learn about the legacies of industrialization, immigration, planning interventions, and the struggle for rights by marginalized groups in Louisville.

Course Objectives:

- Develop a basic understanding of social, economic, and political theories that inform urban development processes with a specific focus on the Louisville urban environment
- Identify and critically discuss various forces that have shaped Louisville’ urban spatial structure
- Apply key concepts from urban studies to understand cities and neighborhoods

Student Learning Outcomes:

Social and Behavioral Sciences are concerned with understanding human behavior, human interactions, human environment, and the related social structures and forms. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Apply knowledge and theories and analyze evidence via qualitative and/or quantitative research methods that are utilized in the field.
2. Identify how different fields of inquiry conceptualize diversity and the dynamics of social inequalities.
3. Represent and critically respond to multiple points of view on cultural issues as expressed in different historical, social, and cultural contexts.
4. Use critical thinking and reasoning skills such as making inferences, evaluating assumptions, and assessing limitations of knowledge claims.
5. Communicate effectively in speech and writing, while respecting others’ contributions, through proper citation appropriate to the discipline.

Pedagogical Evaluation:

- Attendance/Participation/Preparation- 20%
- Weekly Writing Responses- 20%
- Mid-term Exam- 20%
- Urban Scavenger Hunt- 20%
- Final Exam- 20%

Texts/Readings:

Selected excerpts from the following sources will be used to create a course reading packet:

- Bower, S. (2016). *Kentucky Countryside in Transition: A Streetcar Suburb and the Origins of Middle-Class Louisville, 1850-1910*. University of Tennessee Press.
- Cummings, S., & Price, M. (1990). *Race relations in Louisville: Southern racial traditions and northern class dynamics*. University of Louisville, College of Urban and Public Affairs, Urban Research Institute.
- Cummings, S., & Price, M. (1997). Race relations and public policy in Louisville: Historical development of an urban underclass. *Journal of Black Studies*, 27(5), 615-649.
- Hudson, J. B. (2004). Race, Residence and Environmental Injustice in Louisville, Kentucky. *Contributing Editors, 1804*, 4.
- J. Blaine Hudson. (1999). "Slavery in Early Louisville and Jefferson County, Kentucky, 1780-1812", *The Filson History Quarterly*, 73, 3: 249-283.
- Johnson, Edward R., "A social and economic history of Louisville, 1860-1865." (1938). Electronic Theses and Dissertations. Paper 1808. <https://doi.org/10.18297/etd/1808>
- Kerns, J. H. (1948). A Survey of the Economic and Cultural Conditions of The Negro Population of Louisville, Kentucky.
- Kleber, J. E. (2001). *The encyclopedia of Louisville*. University Press of Kentucky.
- K'Meyer, T. (2009). *Civil Rights in the Gateway to the south: Louisville, Kentucky, 1945-1980*. University Press of Kentucky.
- Louisville Metro Human Relations Commission (Louisville, Ky.). (2013). *Making Louisville Home for Us All: A 20 Year Action Plan for Fair Housing*. The commission.
- Rockenbach, S. I. (2003). A Border City at War: Louisville and the 1862 Confederate Invasion of Kentucky. *Ohio Valley History*, 3(4), 35-52.
- Sullivan, D. A. (1989). *The growth of sport in a Southern city: a study of the organizational evolution of baseball in Louisville, Kentucky, as an urban phenomenon, 1860-1900* (Doctoral dissertation, George Mason University).
- Ullom, J. (2008). *The Humana Festival: The History of New Plays at Actors Theatre of Louisville*. SIU Press.
- Wade, R. C. (1959). *The urban frontier: pioneer life in early Pittsburgh, Cincinnati, Lexington, Louisville, and St. Louis*. University of Chicago Press.
- Wright, G. C. (2004). *Life Behind a Veil: Blacks in Louisville, Kentucky, 1865--1930*. LSU Press.
- Yater, G. H. (1979). *Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County*. Heritage Corp.
- Klotter, J. (2010). *A concise history of Kentucky*. University Press of Kentucky.
- Bush, B. S. (2008). *Louisville and the Civil War: A History & Guide*. Arcadia Publishing.

Title IX/Clery Act Notification:

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For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

General Course Schedule:

Week 1- Introduction

Week 2- Native American History

Weeks 3 & 4- Geography and Environment: Falls of the Ohio and the Founding of the City

Weeks 5 & 6- Louisville's Industrial Past; Current Economic Trends; Future Economic Opportunities

Week 7 & 8- Political Forces: Louisville's role in the Civil War

Week 6 & 7- Social Forces: Race Relations, Civil Rights

Week 8 & 9: Immigrant Populations in Louisville: Past, Present, Future

Weeks 10 & 11: Louisville's Urban Neighborhoods; History of Housing in Louisville

Weeks 12 & 13: Culture: What makes Louisville, Louisville? A Survey of Key Cultural Trends: Slugger, Derby, Bourbon, Muhammed Ali

Weeks 14 & 15: Critical Issues Facing Louisville Today and Visioning Louisville's Future

Course Proposal: URBS 301	
Degree Program:	Bachelor of Science in Urban Studies
Department:	Urban and Public Affairs
Course Title:	Principles of Urban Planning
Credit Hours:	3.0
Suggested Instructor:	Dave Simpson
Prerequisites:	URBS 201 – The Making of Urban Places
	URBS 202 – Discover Louisville
Note:	UPA will seek Cardinal Core – Social & Behavioral Sciences designation through a future approval process.

Course Overview:

Principles of Urban Planning is an introductory course in the discipline of urban planning. The course draws on the required textbook, articles from peer-reviewed journals, videos, films, and site visits to introduce students to the eclectic field of planning. This field spans multiple aspects of urban living and quality of life considerations; as such, it is impossible to delve into each of these aspects with much detail in this introductory course. Rather, the course is designed to provide students with the foundations necessary for future study in the field.

Course Objectives:

This course is intended to help students understand what urban planning activity is, who does it and to offer insight into why and how it is done in the United States. Primary objective of the planning profession is to improve the welfare of people and their communities by creating more convenient, equitable, healthful, efficient, and attractive places for present and future generations. The coursework is designed to help students develop skills in critical inquiry and writing.

Student Learning Outcomes:

The primary goal of this course is to provide you the basic background of planning, and introduce you to the various aspects of urban planning. Specifically, by the end of this course, students are expected to:

1. Become familiar with the planning profession in the U.S, and to its various aspects of practice
2. Understand the various approaches to planning analysis and practice
3. Recognize the various challenges faced by planners in promoting sustainable development

Pedagogical Evaluation:

Quizzes – there will be three quizzes during the term. Each quiz will count for 10% of your grade.
 Zoning Assignment – see below. This assignment accounts for 25% of your grade.
 Planning Commission Observation – see below. This assignment accounts for 20% of your grade.
 Journal of Planning Articles – see below. This assignment accounts for 25% of your grade.

For all written assignments, I’ll be evaluating your work as follows: (1) content (e.g., did you do the assignment as asked, covering all the required points) (20%), (2) analysis (e.g., breadth, depth,

soundness, and originality of your thinking) (60%), and (3) quality of written composition (20%). In written composition, usage and punctuation count.

Planning Commission Observation: The work of planning at the local level is often overseen by a Planning Commission. Commissioners are appointed by the City Council, according to rules found in the City Code, and are asked to provide guidance to elected decision-makers. Final decisions are made by the Council, but the Commission creates a record for the decision, a recommendation, and in cases where the Commission decides land use cases, a final order in a case.

Your task will be to attend a planning commission meeting, take notes, and then provide a brief, two-four-page summary of what was on the agenda, what you found to be the most important issue of the meeting, the outcome, and what you thought about the proceedings and their impact on planning in the city. Please attach a copy of the agenda to your written observations. If you live outside of Louisville and would rather attend a meeting of your local planning commission, that will work for this assignment.

Zoning Assignment: The purpose of this assignment is to familiarize you with land use regulations. You are to find out specific zoning information about the house or building that you live in and compare it to what is actually there. The intent is to understand how new and old work together and to see how use might change over time. For Louisville residents, find the information about the property where you live using the PVA website. If you live outside of the city or if the zoning for your property is too complex for you to understand, you can select another residential address in the city.

The final product for this assignment should have three parts:

1. A chart that compares the zoning requirements and the existing conditions. Please limit this information to one page and use the format provided.
2. A diagram, map, and/or aerial photo of the parcel showing the placement of all structures. Photos are also helpful.
3. A one-page analysis comparing the existing use of the parcel to what the zoning code allows. Can the site be used more intensively? Are there concerns in the code not addressed by the current use of the site?

Journal of Planning Articles: The journal assignment involves reading local newspapers and websites and clipping at least 20 articles about a planning issue or theme associated with this course, and organizing them into a notebook or binder along with a short (1-2 page) written analysis of the articles in your journal. This is not a written analysis of each article, but a written analysis of the group of articles that you've collected. Reflect on the articles:

- What issues are important? Why?
- Do you know something that was not reflected in them?
- Were you surprised by anything?
- How do the articles relate to the readings and lectures from class?
- What are the implications for the future?

Texts/Readings:

Levy, John. 2016. *Contemporary Urban Planning*. New York: Routledge

Calthorpe, Peter. 2011. *Urbanism in the Age of Climate Change*. Washington, DC: Island Press

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Week	Topic	Readings/Activities
1	Introduction	Levy – Chapter 1: Overview
1	Why We Plan What is an Urban Space?	Levy – Chapter 2: Urbanization of America
2	A Brief History of	Levy – Chapter 3: History of Planning Part I
2	Planning in the Modern	APA (2000) <i>A Timeline of Planning History</i>
3	City	Swan (1920) <i>Logic of Zoning</i>
3	Contemporary Planning	Levy – Chapter 4: History of Planning Part II
4	How We Plan: The Legal	Levy – Chapter 5: The Legal Basis for Planning
4	Framework, Rational	Jacobs (1999) <i>Fighting Over Land</i>
5	Planning, and the	Stiffel (2000) <i>Planning Theory</i>
5	Comprehensive Plan	Levy – Chapter 8: The Comprehensive Plan <i>Louisville Metro Comprehensive Plan 2020</i> (preliminary)
6	How We Plan: Tools of	Levy – Chapter 9: Tools of Land Use Zoning <i>Louisville Metro Zoning Maps</i>
6	Planning: Zoning and	Levin – Chapter 10: Urban Design
6	Urban Design	Satija (2016) <i>Boomtown, Flood Town</i>
7	Group Project: Zoning Workshop	
7	Group Project Discussion: Zoning Workshop	
8	Who Makes the Plan:	Levy – Chapter 6: Planning and Politics Arnstein (1969) <i>Ladder of Citizen Participation</i>
8	Politics and Participation in Planning	Levy – Chapter 7: The Social Issues Sutton (2012) <i>What We Don't Understand About Gentrification</i> (video)
9	Who is the Plan For:	Levy – Chapter 11: Urban Renewal and Community Based Developed
9	Urban Renewal, Community and Economic Development	Levy – Chapter 13: Economic Development Planning <i>Louisville Forward</i> website
10	Planning for the	Levy – Chapter 16: Planning for Metropolitan Regions Seltzer (2004) <i>Not an Experiment</i>
10	Metropolitan Region	Kentuckiana Regional Planning and Development Agency
11	Moving People:	Levy – Chapter 12: Transportation Planning Downs (2004) <i>Congestion: Here to Stay</i>
11	Transportation Planning	Speck (2013) <i>Walkable City</i>
12	Who is the Plan For:	Harwood (2005) <i>Land use Decision in Multicultural Communities</i> Wood (2008) <i>Segregation</i>
12	Inclusivity	Waldinger and Lee (2001) <i>Strangers at the Gates</i>
13	Planning for the Region:	Levy – Chapter 14: Growth Management, Smart Growth, and Sustainable Development
13	Smart Grown and Sustainable Development	Calthorpe (2011) <i>Urban in the Age of Climate Change</i>
14	Sustainable Planning:	Levy – Chapter 15: Environmental and Energy Planning
14	Environmental and Energy Planning	Climate Action Report (2009) 2011 Multihazard Mitigation Plan
Final Exam: Date/Time TBA		

This syllabus is subject to change during the semester!

Course Proposal: URBS 302	
Degree Program:	Bachelor of Science in Urban Studies
Department:	Urban and Public Affairs
Course Title:	Foundations of Urban Administration
Credit Hours:	3.0
Suggested Instructor:	Janet Kelly
Prerequisites:	URBS 201 – The Making of Urban Places URBS 202 – Discover Louisville
Note:	UPA will seek Cardinal Core – Social & Behavioral Sciences designation through a future approval process.

Course Overview:

This course is as an introduction to urban administration. It involves the political, legal, and managerial principles that drive the development and implementation of public policy in American cities. Scholarly writing and news coverage of current events will guide our examination of the actors, institutions, and complex relationships that define the subject. As many of these concepts are illuminated by local events, where possible we will focus on Louisville.

Course Objectives:

Students should understand the challenges, politics, and practice of urban management—including managing conflict through politics, adapting to demographic and social changes, balancing budgets, and delivering a myriad of goods and services to citizens in an efficient, equitable, and responsive manner. Special topics for consideration include direct democracy; redistricting; race, class, and ethnicity; suburbanization and sprawl; regional governance; policing and public safety; education; and economic development and growth.

Student Learning Outcomes:

Upon completion of the course, students will understand and analyze:

- The complex legal, political, and organizational institutions that shape urban administration
- The theoretical principles that shape academic and practical inquiries into issues of urban administration
- How politics, race and income influence urban governance
- Current issues critical to urban administration America and in Louisville.

Pedagogical Evaluation:

Assignments are intended to give students a broad background in urban management, urban policy analysis, and to facilitate critical thinking about assumptions and approaches public policies. Assignments are also intended to strengthen oral and written communication skills.

ASSIGNMENT: Individual contributions to all students' learning (20 points)

Participate through attendance, group work and class discussion throughout the semester

- a) Attendance is required.
- b) Class discussions will center on readings and presentations.

- c) There will be four unannounced in-class quizzes on the assigned reading for the day; each quiz will be worth 5 points. If you are not present on the quiz day, no makeup quiz will be available. The quizzes will be in short essay format delivered in the timed testing utility in Blackboard.

ASSIGNMENT: Urban policy issue in the news (20 points)

On two different dates that you request, present a current Louisville urban policy issue in the news. Post a brief synopsis of the news items and a link to the story on the class blog (on Blackboard). Orally, present the key points, provide necessary context, and discuss how it relates to topics that we have discussed in class. Due dates throughout the term.

ASSIGNMENT: Topic presentation (20 points)

In the second week of class, I will assign each student a presentation topic corresponding to the assigned reading for each class session. The presentation is worth 20% of your final grade, and therefore it is expected that each student will put considerable effort into his/her presentation. Specific guidance on presentation length and a grading rubric is available on the Blackboard website.

ASSIGNMENT: Urban issue research paper (40 points)

This paper, about 10-12 pages in length, allows you to consider your readings, class discussions and presentations along with current events in a novel way. Educators call this “synthesis” learning. Your paper should follow this progression:

Define the urban problem, provide a national context (largely from your readings) and a local context (largely from current issues presentations). **10 points**

Present five relevant goals. This is what might be achieved if a satisfactory policy response was implemented. Take care that your goals are not in conflict with each other or with existing legal, structural or financial systems. This is not as easy as it sounds. **10 points**

Propose three policy options and demonstrate how they are related to the goals in the previous section. **5 points**

Analyze the **major** strengths and weakness of each of the three policy options. Every option may have dozens on strengths and weaknesses. Focus on the ones that matter most. If you can't decide, think about which aspects of the policy are likely to become part of the public debate. **10 points**

Make a policy recommendation based on the previous sections. Conclude with an evaluation plan for assessing the policy's success. **5 points**

Texts/Readings:

There is one required text:

Robert E. England, John P. Pelissero, and Morgan, David R., Managing Urban America, 8th Ed., Washington, D.C.: CQ Press

Other readings will be made available on the Blackboard website.

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Abbreviated Course Schedule:

Week 1 – Introduction, Expectations, and Overview of the Course

Week 2 – The Power of Government/Governmental Regulation and Administrative Law

Week 3 – The Discipline of Public Administration in an Urban Context

Week 4 – Municipal Bureaucracy

Week 5 – Intergovernmental Relations

Week 6 – Organizational Theory I

Week 7 – Organizational Theory II

Week 8 – Human Resources Management

Week 9 – Public Management I

Week 10 – Public Management II/Regional Governance

Week 11 – Public Policy & Decision-Making

Week 12 – Implementation and Performance Management

Week 13 – Politics and Race/Diversity

Week 14 – Ethics

Course Proposal: URBS 504	
Degree Program:	Bachelor of Science in Urban Studies
Department:	Urban and Public Affairs
Course Title:	Urban Data Analysis
Credit Hours:	3.0
Suggested Instructor:	Sumei Zhang
Prerequisites:	URBS 201 – The Making of Urban Places URBS 202 – Discover Louisville Minimum 60 Credit Hours Completed
Note:	Course will be cross-listed with PLAN 604 and PADM 623

Course Overview:

This course is designed to provide students with the basic analytic tools that are commonly used by professional planners and public administrators in their daily practice, with a special emphasis on techniques for population and economic analysis. The course will instruct students in foundational statistical methods and techniques, as well as additional analytical tools, including the assumptions underlying the tools and methods and strengths and weaknesses of the tools and methods. The overall goal is to foster an awareness of the use of data and methodologies, with an emphasis on translating results into policy implications understandable by the non-technical reader.

Course Objectives:

1. To increase awareness of contemporary issues in the study of urban systems.
2. To familiarize with the use of common statistical and analytical tools and techniques.
3. To develop the ability to integrate objectives (1) and (2).

Student Learning Outcomes:

After completing the course, students are expected:

1. To carry out and interpret population projections and economic analyses.
2. To know common sources of data to be used in these analyses.
3. To identify data shortcomings and problems of comparability.
4. To appropriately convey results in narrative and visual forms to the non-technical public.

Pedagogical Evaluation:

The evaluation is based on two midterms, two project assignments, two lab reports, and homework. Grades will be calculated with the following weights:

	Undergraduate (URBS 504)	Graduate (PLAN 604/PADM 623)
5 Homework Assignments	20 Points	16 Points
2 Lab Reports	10 Points	8 Points
2 Project Assignments	30 Points	24 Points
Midterm 1	20 Points	16 Points
Midterm 2	20 Points	16 Points

Data Analysis Paper	--	20 Points
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Homework

Five homework assignments will be distributed in class.

Lab Assignments

Students are expected to finish two lab reports that will involve extensive use of the analytical tools covered in class. Detailed instructions will be distributed in class, and hands-on help will be provided.

Project Assignments

There are two class projects required for this course. Because of the amount of work involved – and because employers tell us that people need this skill – you will work in groups for the projects. Each group will choose a Kentucky county as the study area for the final project. Each county may be selected by only one group and I will assign them on a first come first serve basis. Group projects should be more detailed and more carefully thought out than if they were done by only one student. This does not necessarily mean that they will be longer. Your projects must be clearly and demonstrably original to your group members (see the departmental handout on academic misconduct). Academic misconduct is a serious offense and will be treated as such.

Project 1 focuses on population projection. You need to (1) describe the county you are studying; (2) compare your county's demographic features to those of the State of Kentucky; (3) collect historical information on county-level population size and do an extrapolation projection to the year 2020; and (4) using 2005 as the base year, do a cohort-component projection to the year 2020.

Project 2 focuses on economic development. You need to (1) use the shift-share methodology to compute the historical components of employment changes in your county over the period 2000-2005; and (2) use the results to prepare forecasts of employment for each sector for the year 2015, using the 2005 employment data as the base.

Mid-term Exams

There are two mid-term exams. Mid-term 1 focuses on population projection and Mid-term 2 focuses on economic analysis.

Class Attendance and Participation

Please note that there are significant penalties for late assignments or non-attendance, and that the instructor has the right to apply these penalties to the final grade. Students are encouraged to discuss any circumstances that might affect the student's performance before they have the chance to affect the course grade, including physical or intellectual challenges, illness, or any events of which the instructor should be aware. Specific needs will be addressed on a case-by-case basis between the student and the instructor.

Data Analysis Paper (PLAN 604 / PADM 623 ONLY):

Each graduate student is responsible for completing a final data analysis paper, to be due at the time/date of the final exam. The data analysis paper will rely on a data set of the student's choosing (with the approval of the instructor), and should synthesize the statistical skills learned in class. These papers will be approximately 4-6 pages long (not including graphs and tables), and should focus only on the data and analytical methods (i.e., no background or literature review). The final data analysis paper will constitute 20% of the graduate student's final grade.

Texts/Readings:

Wang, Xinhao and Rainer vom Hofe. 2007. *Research Methods in Urban and Regional Planning*. Springer Berlin Heidelberg New York and Tsinghua University Press, Beijing.

Klosterman, Richard E. 1990. *Community Analysis and Planning Techniques*. Roman and Littlefield Publishers. Savage: Maryland.

Oppenheim, Norbert 1980. *Applied Models in Urban and Regional Analysis*. Prentice-Hall, Inc. Englewood Cliffs: New Jersey.

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Content of Course (Tentative)

Week 1: Introduction

Reading: Wang and Hofe, Chapters 1, 2.1, 2.3, 2.4.

- (1) Introduction to the course;
- (2) Introduction to American Factfinder;

Exercise 1: Select a county from the State of Kentucky. Visit <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>, and obtain 2000 and 2010 population by gender and age group and finish the assignment.

Week 2: Data and Data Presentation

Reading: Wang and Hofe, Chapters 2.1, 2.3, 2.4.

- (1) Research methods and planning and public administration;
- (2) Level of data;
- (3) Data analysis;
- (4) Presentation of data;

Exercise 2: Analyze population age structure.

Weeks 3-4-5: Statistical Analysis

Reading: Wang and Hofe, Chapter 2.2.

- (1) Measures of centrality and dispersion; frequency distributions
- (2) Normal curves; z-scores
- (3) Testing differences between groups
- (4) Chi-square testing; ANOVA

Exercise 3: Analyze a dataset and report findings.

Weeks 6-7: Demographic Analysis – Extrapolation Techniques

Reading: Oppenheim, Chap 2.1—2.4, 2.6

- (1) Extrapolation techniques for large geographical areas (such as county, Metropolitan areas, Municipalities);
- (2) Analyze the spatial distribution at small geographical scale (such as census tract, block group, and traffic analysis zones).

Exercise 4 and Exercise 5: Focus on extrapolation techniques.

Week 7--Midterm 1 (Focusing on Statistical Analysis).

Weeks 8-9: Demographic Analysis – Cohort Component Model

Reading: Wang and Hofe, Chapters 3.5.

Oppenheim, Chap 2.7—2.10

Rayer, Stefan. 2008. Population Forecast Errors: A Primer for Planners. *Journal of Planning Education and Research* 27(4): 417-430. 6

- (1) Review of matrix;
- (2) Decomposition of Population growth;

- (3) Cohort Component (CC) Analysis;
- (4) Extensions;

Exercise 6 and Exercise 7: focus on cohort component analysis.

Weeks 10-11-12: Economic Analysis – Shift-Share Analysis

Reading: Wang and Hofe, Chapter 4.

- (1) Overview of Employment Forecasting;
- (2) Basic and Non-basic Activities;
- (3) Constant-Share Approach;
- (4) Shift-Share Analysis;
- (5) Discussion of the final project.

Exercise 8 and Exercise 9: focus on economic analyses.

Week 12--Midterm 2 (Focusing on Demographic and Shift-Share Analysis).

Weeks 13-14-15 – Input-Output Analysis

Reading: Wang and Hofe, Chap. 5.

- (1) Overview;
- (2) Transaction Tables;
- (3) Input-Output Coefficients;
- (4) Multiplier Analysis;
- (5) Extensions;
- (6) Discussion of the final project.

Exercise 10 and Exercise 11: focus on input-output analysis.

Final Exam – TBA

Course Proposal: URBS 305	
Degree Program:	Bachelor of Science in Urban Studies
Department:	Sociology
Course Title:	Urban Sociology
Credit Hours:	3.0
Suggested Instructor:	Lauren Heberle
Prerequisites:	URBS 201 – The Making of Urban Places URBS 202 – Discover Louisville
Note:	

Course Overview:

This course will introduce students to the sociology of urban areas. We will exam sociological theories and research about the development of cities inside and outside the United States. In particular we will look at the urban experiences of immigrants, ethnoracial groups, social classes and women.

Student Learning Outcomes:

This course meets two of the Department of Sociology’s Student Learning Outcomes:

1. “Be able to think about social issues within a sociological framework using sociological principles and concepts.” Specifically, students will:
 - a) By the end of this class students will be able to analyze how urban development is related to the political, social and economic forces in cities, regions, nations and the world.
 - b) By the end of this class students will be able to locate and analyze reliable information and empirical data on the demographic and economic structure of cities, suburbs and metropolitan areas.
2. “Be able to describe and apply some basic theories or theoretical orientations in at least one substantive area of sociology.” Specifically, students will:
 - a) Be able to use the theoretical perspectives related to urban development to explain urban growth and decline.

Additionally, students will:

- Develop the ability to communicate both verbally and in written form about the processes of urban development.
- Develop the ability to think critically about the processes of urban development.

Pedagogical Evaluation:

Exams

There are three multiple-choice exams in this class. Each exam is worth 100 points or 25 percent of your grade. Each exam will be open in Blackboard for a 36-hour period. See below for the Exam Availability Schedule. Exam #1 will cover the material in modules 1 and 2. Exam #2 will cover the material in modules 3 and 4. Exam #3 will be given after the 6th module. Each exam will cover approximately 1/3 of the material presented in the class. Make up exams are given only in instances of bona fide illness or

emergency and in instances when an exam is scheduled at a time that is in conflict with a student's observance of a religious holiday.

Quizzes

Each module will have one quiz. Quizzes should help you measure whether you understand the material in the module. Each quiz is worth 15 points. **An additional a syllabus quiz in module one is worth 5 extra credit points. This is the only extra credit in this class!**

Discussion Board Forums

You will be required to participate in discussion board forums. Each module will have a discussion board question. **Once a forum has closed you will no longer be able to post.**

Each student is required to post at least **twice** to each forum. One posting should focus on answering the forum question. A second posting must be in response to another student's posting. I like to think of the forums as points in your pocket. Students who post at least twice to each forum will receive the full points (60 points). The only way you lose any of these points is if you fail to post twice to each forum. You will not see a forum grade until the end of the semester.

Exercises

Students are required to complete five exercises during the term. Each exercise is worth 30 points. The five exercises combined are worth 25 percent of your grade. Some exercises will require you to do some research on a particular topic. Other exercises will require you to gather data from the U.S. Census or other sources. Each exercise will be fully explained within the modules. You must source all information used in these exercises. Failure to cite work or copying another student's work will not be tolerated and will result in a failing grade on the exercise. Search tips for some online exercises will be provided to you. The due dates for each exercise will be clearly marked within the activity table in the beginning of each module. **Finally, you may not submit an exercise after the due date.**

Summary of Course Requirements

ACTIVITY	POINTS	PERCENT
Exams (3 x 100 points)	300	50
Exercises (30 x 5 exercises)	150	25
Quizzes	90	15
Discussion Board	60	10
Total	600	100%

Texts/Readings:

Hutchison, Ray and Michael T. Ryan. *The New Urban Sociology 5th Edition*. New York: Routledge

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The course will follow the general agenda listed below. All non-textbook readings will be posted under the "Readings" folder on Blackboard. This schedule is subject to change during the semester.

WEEKS	TOPIC	READINGS
	URBAN SOCIOLOGICAL FOUNDATIONS	
1-2	Introduction to Urban Sociology	The New Urban Sociology, Chapter 1, pp. 1-22 and Chapter 3, pp. 49-74 Park, Robert. "Human Ecology." Wirth, Louis. "Urbanism as a Way of Life."
3	Contemporary Theoretical and Political Debates	The New Urban Sociology, Chapter 4, pp. 65-84 Fischer, Claude S. 1976. "Theories of Urbanism." Logan, John and Harvey Molotch, "The City as a Growth Machine."
	UNEVEN DEVELOPMENT & THE SHAPING OF PLACE	
4	Suburbanization and Central City Decline	The New Urban Sociology. Chapter 6. pp. 123-154 Jackson, Kenneth. 1985. Chapter 11. "Federal Subsidy and the American Dream: How Washington Changed the American Housing Market." In <i>Crabgrass Frontier</i> . New York, NY: Oxford University Press. Pp 190-218. Jackson, Kenneth. 1985. Chapter 14. "The Drive-in Culture of Contemporary America." In <i>Crabgrass Frontier</i> . New York, NY: Oxford University Press. Pp 246-271. Squires, Gregory and Chariss E. Kubrin, 2005, "Privileged Places: Race, Uneven Development and the Geography of Opportunity in Urban America."
5-6	Racial and Ethnic Segregation	The New Urban Sociology. Chapter .8 pp. 185-298 Wacquant, Loic J.D. and William Julius Wilson. 2005. "The Cost of Racial and Class Exclusion in the Inner City." Massey, Douglas S. and Nancy A. Denton. "Segregation and the Making of the Underclass." Charles, Camille. 2003 "The Dynamics of Residential Racial Segregation."
7	Downtown Development	The New Urban Sociology. Chapter 13. pp. 349-374. Fogelson, Robert. 2001. <i>Downtown: It's Rise and Fall, 1880-1950</i> . Chapter 6, "Wishful Thinking: Downtown and the Automotive Revolution." Pp. 249-316.
	URBAN ISSUES	
8-9	Work, Poverty, Homelessness, and Inequality	The New Urban Sociology. Chapter 9, pp. 209-244 Teitz, Michael B. 1998. "The Causes of Inner-City Poverty: Eight Hypotheses in Search of Reality."

WEEKS	TOPIC	READINGS
		<p>Wilson, William Julius. 2009. "The Forces Shaping Concentrated Poverty."</p> <p>Wilson, William Julius. 1998. "The American Belief System Concerning Poverty."</p> <p>Lee, Barrett, Kimberly Tyler and James Wright. 2010. "The New Homelessness Revisited."</p>
10-11	Immigration and Diversity	<p>The New Urban Sociology. Chapter 8. pp. 155-180</p> <p>James, Franklin. 1998. "The Effects of Immigration on Urban Communities."</p> <p>Portes, Alejandro and Robert D. Manning. "The Immigrant Enclave: Theory and Empirical Examples."</p>
12	Urban Culture	<p>Florida, Richard. 2003. "Cities and the Creative Class."</p> <p>Zukin, Sharon, 1995. "Whose Culture? Whose City?"</p> <p>Markusen, Ann R. "City Spatial Structure, Women's Household Work and National Urban Policy."</p>
13	Globalization	<p>The New Urban Sociology, Chapter 11, pp. 279-321</p> <p>Sassen, Saskia. "The Urban Impact of Economic Globalization."</p>
14	Virtual Communities and the Networked Society	<p>The New Urban Sociology, Chapter 13, pp. 375-396</p>

Course Proposal: URBS 518	
Degree Program:	Bachelor of Science in Urban Studies
Department:	Urban and Public Affairs
Course Title:	Urban Demography and GIS
Credit Hours:	3.0
Suggested Instructor:	Matt Ruther
Prerequisites:	URBS 201 – The Making of Urban Places URBS 202 – Discover Louisville Minimum of 60 Credit Hours Completed
Note:	Course will be cross-listed with SUST 518, PLAN 618, and PADM 621

Course Overview:

This course will introduce students to geographic information systems (GIS) as an analytical tool with which to study urban demographic issues. The material will be geared towards students in the urban planning, public administration, and urban studies programs, with a focus on demographic data and issues frequently encountered by planners, policymakers, and policy analysts. Topics that will be covered include migration, housing and neighborhood development, segregation, and land use.

Course Objectives:

1. To increase awareness of contemporary issues in the study of urban populations.
2. To familiarize with the use of geographic information systems.
3. To develop the ability to integrate objectives (1) and (2).

Student Learning Outcomes:

1. Identify sources of spatial demographic and housing data.
2. Integrate data, including spatial data and tabular data, from multiple sources.
3. Generate thematic maps of relevant demographic variables.
4. Carry out basic/intermediate geoprocessing functions in ArcGIS.
5. Perform basic spatial analyses.
6. Geocode and georeference data.
7. Critically examine population issues in the urban environment.

Pedagogical Evaluation:

Undergraduate Students (URBS 518/SUST 518)

20% - Lab Assignments and Class Participation

40% - Homework Assignments

40% - Final Paper

Graduate Students (PLAN 618/PADM 621)

17% - Lab Assignments and Class Participation

34% - Homework Assignments

34% - Final Paper

15% - Final Presentation

Homework assignments will be due at the beginning of class on the days noted in the schedule, and should be submitted via email. These assignments should be considered a professional work product, and written as such. Depending on the assignment, you may also be asked to submit the dataset that was used or other auxiliary material. Late homework assignments will not be accepted.

Each student is required to complete a research paper that serves as the final exam for this course. This paper should be 10-12 double-spaced pages (12-point font, 1" margins), not including maps, tables, charts, or references. The research paper should follow the standard IMRAD design (e.g., introduction and background, methodology and data, results, discussion and conclusion). You are required to include at least three maps – and encouraged to include additional tables or charts – to illustrate the research problem and results. Although you are free to choose a topic that is of interest to you, this topic must be relevant to urban planners, and must include a human population component and a GIS component. You are required to submit to me, by the 8th week of class, a brief proposal of your paper topic. This does not have to be substantial (a paragraph or two), but should highlight the research question that you wish to address, the data source(s) that you plan to use, and your proposed methodology.

Presentations (PLAN 618 / PADM 621 ONLY):

During the last class session, each graduate student will give a short (approximately 7-8 minute) presentation of her/his final paper. These presentations should focus on the analytical/cartographical portion of your research – if you want to discuss the background or literature review section of your paper it should be *very limited*. Each presentation will be evaluated by the other students in the class for clarity, complexity, and demonstration of the skills learned during the course.

Texts/Readings:

- Baas, Christopher and Angela Gibson. 2011. 86° 10' 54" W, 39° 46' 1" N: Using Geographic Information Systems to Document Historic Sporting Landscapes. *Journal of Sport History* 38(3)
- Law, Michael and Amy Collins. 2018. *Getting to Know ArcGIS for Desktop*.
- Ratcliffe, Jerry H. 2004. Geocoding Crime and a First Estimate of a Minimum Acceptable Hit Rate. *International Journal of Geographic Information Science* 18(1)
- Reibel, Michael. 2007. Geographic Information Systems and Spatial Data Processing in Demography: A Review. *Population Research & Policy Review* 26
- Voss, Paul. 2007. Demography as a Spatial Social Science. *Population Research & Policy Review* 26

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		Reading(s) due <i>for</i> class:
1	GIS components; introduction to ArcGIS/ArcCatalog	
2	Thematic mapping	Voss (2007) Reibel (2007)
3	Cartography and map design	Explore Color Brewer website: www.colorbrewer2.org
4	More cartography and map design	
5	Census geography; spatial data sources <u>Homework 1 Due</u>	Census Bureau (2011)
6	Working with tables; data integration	
7	Geocoding address data; creating address locators <u>Homework 2 Due</u>	Ratcliffe (2004)
8	Data aggregation <u>Paper Proposal Due</u>	
9	Geoprocessing functions <u>Homework 3 Due</u>	
10	Creating and editing shapefiles	
11	Raster data and dasymmetric mapping <u>Homework 4 Due</u>	Baas and Gibson (2011)
12	Segregation	Census Bureau (2002)
13	Identification of areal clusters; political redistricting <u>Homework 5 Due</u>	
14	Final graduate student presentations. All students are required to attend!	
FINAL PAPERS DUE – 11:59 PM (DATE TBA)		

Course Proposal: URBS 328	
Degree Program:	Bachelor of Science in Urban Studies
Department:	Geography and Geosciences
Course Title:	Urban Geography
Credit Hours:	3.0
Suggested Instructor:	Wei Song/Charlie Zhang
Prerequisites:	URBS 201 – The Making of Urban Places URBS 202 – Discover Louisville
Note:	

Course Overview:

Over 50 percent of the world's 7 billion people lives in urban areas and more than 80 percent of the U.S. population is classified as urban by the U.S. census definition. Urban geography is an important sub-discipline of human geography characterized as the scientific study of geographic patterns of urban landscape at different scales. This is an introductory level of urban geography course primarily focusing on the spatial aspects of American cities and metropolitan areas. Lecture materials are from the course textbook and from handouts or documents posted on Blackboard.

Important concepts and theories presented in this course:

- Urbanization in the U.S.
- Concept of urban areas
- Urban housing and neighborhoods
- Urban land use and internal structure
- Urban poverty and crime
- Urban economic activities
- Inner city decline and suburban sprawl
- Metropolitan governance and planning
- Racial and residential segregation
- Urban geography of European cities

Course Objectives:

This course has two objectives: first is to introduce students the basic concepts and theories about the geography of urban landscape in the United States and second is to teach students hands-on practical skills and expertise such as data analysis and mapping skills that are useful for solving real world problems. After accomplishing this class, students are expected to understand better the spatial patterns of urban society and know how to apply the concepts and theories they learn from classes to interpret and tackle real world urban issues from the perspective of geography.

Pedagogical Evaluation:

Students' final grades in this course will be determined based on 100 points. These points will be distributed throughout the semester in the following components:

Attendance	10%
Assignments	30%
Midterm exam	25%
Final exam	25%
Final Project	10%

The final letter grade will be assigned as follows:

A+: 95-100; A: 90-95; A-: 88-90; B+: 85-88; B: 80-85; B-: 78-80; C+: 75-78; C: 70-75, and so on.

Attendance is mandatory. In the case of an absence, students are responsible for acquiring the class notes they missed from another class member. Each absence will make a good grade harder to achieve. Attendance will be randomly checked throughout the semester.

Five assignments will be assigned to the class throughout the semester. These assignments are designed to enhance students' understanding of the concepts, theories, and techniques discussed in lectures and learn basic practical skills for analyzing urban geographic problems. Usually assignments are distributed on Thursdays and are not due until next one is assigned in one or two weeks. Late work (received the day after they are due) are assessed an automatic 10% reduction in credit for the first day late, 50% reduction in credit after 3 days, and 100% reduction in credit after 5 days. Note that these are **calendar** days and not class period days.

There are **two exams**—a midterm exam and a final exam. The format of exams includes multiple choices, filling blanks, true/false, map interpretations, and short essay questions. While students will be tested on the assigned readings, much of the information you are responsible for comes from lectures. No make-up exams will be provided unless a severe and unforeseeable life-changing event has befallen a student or family members.

Each student is required to write a **final research paper** to study an urban geographic issue of a student's interest. The format of the paper is as the following: double-spaced, font size 12, 5-6 pages including figures, tables, and references. It should include the following contents: introduction, data and methods, results, conclusion, and references. You can choose any topic such as urban housing, traffic congestion, poverty, crime, suburban sprawl, neighborhood demographics, and segregation as long as it is relevant to urban geography. I encourage you to find a local issue in Louisville or elsewhere. A good idea of finding an interesting topic for your research is to read local newspapers (e.g., The Courier-Journal at <http://www.courier-journal.com/news/>). It needs to be a specific, local, urban issue and you analyze the phenomenon from a geographic perspective, which differentiates this paper from those you write for other subjects (e.g., economics, sociology, or history). Additionally, each student is required to give a presentation about the results of his/her research at the end of the semester. Please feel free to talk with me about your interested idea or topic and **Start Early!**

Texts/Readings:

Required: Knox, P. L. & McCarthy, L. M. (2012) *Urbanization: An introduction to urban geography*. Third edition, Pearson Higher Ed. ISBN 978-0-321-73643-7

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Preliminary Schedule *

Week	Date	Topics	Readings
1	Tue	Syllabus and course overview	Chapter 1
	Thu	Introduction to urban geography	
2	Tue	Defining urban areas and metropolis	Chapter 2; Defining rural at the Census Bureau
	Thu		
3	Tue	Urbanization in the U.S.	Chapter 2-3
	Thu	<i>Assignment 1: Urbanization trend in the U.S.</i>	
4	Tue	Understanding suburban sprawl	Chapter 3-5; USA Today study; Measuring Sprawl
	Thu	<i>Video show: Saving Pennsylvania</i>	
5	Tue	Measuring sprawl	Nechyba (2004) Urban Sprawl
	Thu	Urban spatial structure models	
6	Tue	Urban economic geography and location theory	Chapter 5-7
	Thu		
7	Tue	Urban housing and neighborhoods	Chapter 8-9; State of metropolitan housing in Louisville
	Thu	<i>Assignment 2: Getting to know your community</i> <i>Midterm exam on Oct. 4</i>	
8	Tue	Census geography and urban demographics	US Census 2010
	Thu	<i>Assignment 3: Census data download and mapping</i>	
9	Tue	Race, discrimination and segregation	Chapter 12; Housing segregation in NY City
	Thu		
10	Tue	Race, discrimination and segregation (cont.)	Chapter 12; Housing discrimination HUD 2012 report
	Thu	<i>Assignment 4: Calculation of segregation index</i>	
11	Tue	Spatial analysis of urban crime	Neighborhood crime; Louisville health study
	Thu		
12	Tue	Political geography and urban governance	Chapter 10; Redistricting the Nation
	Thu		
13	Tue	Land use zoning and planning	Chapter 11
	Thu	<i>Assignment 5 – Calculating tax rates</i>	
14	Tue	Urban geography of the world	Chapter 5-7
	Thu	<i>Final project is due</i>	
15	Tue		
	Thu		
	Thu		

* The instructor reserves the right to make changes in the syllabus when necessary to meet learning objectives, to compensate for missed classes, or for similar reasons.

Course Proposal: URBS 404	
Degree Program:	Bachelor of Science in Urban Studies
Department:	Urban and Public Affairs
Course Title:	Community Engagement - CUE
Credit Hours:	5.0
Suggested Instructor:	BS in Urban Studies Program Director
Prerequisites:	URBS 201 – Principles of Urban Planning URBS 202 – Foundations of Urban Administration URBS 504 – Urban Data Analysis URBS 305 – Urban Sociology URBS 518 – Urban Demography and GIS URBS 328 – Urban Geography Minimum 90 Credit Hours Completed
Note:	This required course is designated as a Culminating Undergraduate Experience (CUE) for seniors and eligible juniors (see below).

Course Overview:

During their senior year, students will be required to complete a community engagement project. This project is envisioned as a culminating learning experience for students to apply skills learned in the BS in Urban Studies in a professional environment. Students enrolled in URBS 404 are required to complete 90 hours in a community engagement position for some organization or agency in the Louisville area. Typical community engagement mentors and sites might include local government agencies, community nonprofit organizations, local business organizations, or university partnerships. Students must get prior approval from their faculty supervisor before enrolling in the community engagement course.

URBS 404 also entails a limited classroom lecture component which will address professional development skills, including networking, interviewing, and preparing reports and presentations.

Course Objectives:

1. Build critical thinking skills, apply lessons learned, and synthesize student knowledge in urban studies through an applied research project, service-learning position, or other real-world application.
2. Develop hands-on experience in an urban studies project through engagement with a local organization.
3. To reflect on differences between classroom learning in urban studies and urban studies in practice.
4. Acquisition of working skills that will facilitate employment after graduation.

Culminating Undergraduate Experience (CUE):

This course is designed as a senior-level, applied learning, capstone experience, and is understood to be the culmination of the students’ learning experiences in the BS in Urban Studies program. Students

must have completed sufficient academic preparation – at least 90 credit hours of prior course work, including all prerequisites – prior to enrolling in the course. The course will require that the student maintain a journal of their community engagement activities, indicating how time is spent and highlighting the application of knowledge and skills gained through the program. The journal – along with the agency mentor’s assessment – will be used to evaluate the student’s performance in the course.

See the *Ideas to Action (i2a)* website and CUE Curricular Toolkit for additional details on the culminating undergraduate experience.

Student Learning Outcomes:

Upon completion of the community engagement appointment, students should be able to:

1. Identify where theory and practice converge and diverge with respect to urban studies.
2. Reflect on the community engagement experience with the ability to further refine their educational and career goals.
3. Exercise strong critical thinking skills, apply lessons learned, and synthesize their knowledge of urban studies
4. Apply the skills learned in the BS in Urban Studies program to a real-world project, initiative, or policy analysis.

Pedagogical Evaluation:

Students will be evaluated on the basis of a journal and reflection paper (to be completed at the end of the project), as well as survey feedback from the community engagement mentor or organization.

Texts/Readings:

None.

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Course Proposal: URBS 401	
Degree Program:	Bachelor of Science in Urban Studies
Department:	Urban and Public Affairs
Course Title:	Independent Study in Urban Studies
Credit Hours:	1.0-6.0
Suggested Instructor:	BS in Urban Studies Program Director
Prerequisites:	Minimum 90 Credit Hours Completed
	Consent of the Urban Studies Program Director
Note:	

Course Overview:

This is an independent study course in which the student works in conjunction with the program director or another faculty member to design a project that furthers the student’s knowledge of an urban studies topic or research methodology.

Student Learning Outcomes:

The goal of this course is to assist students in developing the tools to critically understand, evaluate and analyze twenty-first century cities. By the end of the semester, students should be able to:

- Gain experience in a substantive urban-related topic as it pertains to a specific research question
- Learn methodological skills that are applicable to a wide range of topics in the social sciences
- Be able to effectively communicate and disseminate her/his findings from the project
- Have a high-quality product – the exact format of which will be determined by the specific project – which can serve as evidence of achievement for future employment opportunities

Pedagogical Evaluation:

Students will work with the program director or faculty mentor to develop their project idea. This project should require independent work of the student, advance the student’s knowledge within of an urban-related topic or methodology, and contribute to the mission of the university. Independent study students are expected to maintain a log of their work on the project, including readings completed, outputs or deliverables achieved, and time spent. Students will have weekly meetings with the faculty member to discuss their progress on the project.

At the end of the semester, students will submit their completed work product, along with any supplementary materials (e.g., maps, tables, log files) that demonstrate how the independent study contributed to their academic advancement.

Texts/Readings:

None particular text is required. Students should come into the independent study project with a self-designed reading list that will contribute to their knowledge within the course. The faculty mentor may add to this list as necessary.

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Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty

Name of Institution: **University of Louisville**

Name of Primary Department, Academic Program, or Discipline: **B.S. in Urban Studies (Department of Urban and Public Affairs)**

Academic Term(s) Included: **Fall 2020-Spring 2021**

Date Form Completed: **8/5/2019**

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Dr. Lisa Bjorkman (F)	Fall 2020, URBS 302: Foundations of Urban Administration, 3.0 CU	PhD, Politics, The New School	
Dr. Frank Goetzke (F)	Spring 2021, URBS 301: Principles of Urban Planning, 3.0 CU	PhD, Economics, West Virginia University	
Dr. Kelly Kinahan (F)	Spring 2021, URBS 202: Discover Louisville, 3.0 CU	PhD, Urban Studies and Public Affairs, Cleveland State University	
Dr. Matt Ruther (F)	Fall 2020, URBS 201: The Making of Urban Places, 3.0 CU Spring 2021, URBS 518: Urban Demography and GIS, 3.0 CU Spring 2021, URBS 404: Community Engagement – CUE, 5.0 CU	PhD, Demography, University of Pennsylvania	
Dr. Sumei Zhang (F)	Fall 2020, URBS 504: Urban Data Analysis, 3.0 CU	PhD, City and Regional Planning, Ohio State University	
Dr. Charlie Zhang (F)	Fall 2020, URBS 328: Urban Geography, 3.0 CU	PhD, Geography, University of South Carolina	
Dr. Lauren Heberle (F)	Spring 2021, URBS 305: Urban Sociology, 3.0 CU	PhD, Sociology, Rutgers University	

F, P: Full-time or Part-time;

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs.
 *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

A. Funding Sources, by year of program:	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Other Non-State Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year

Cost/Funding Explanation

State Resources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Internal Allocation					
Internal Reallocation					
Narrative Explanation/Justification: <i>The sources and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.</i>					
Funding Sources, by year of program (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Student Tuition					

Cost/Funding Explanation

~ New					
~ Existing					

Narrative Explanation/Justification: *Describe the impact of this program on enrollment, tuition, and fees.*

	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
A. TOTAL - Funding Sources (REVENUES) -	\$ -	\$ -	\$ -	\$ -	\$ -

Cost/Funding Explanation

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff:					
<u>Executive, Administrative, Managerial</u> New Existing					
<u>Other Professional</u> New Existing					
<u>Faculty</u> New Existing					
<u>Graduate Assistants</u> New Existing					
Student Employees New Existing					
<p>Narrative Explanation/Justification: <i>Includes salaries of all listed above. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.</i></p>					
Equipment and Instructional Materials New Existing					

Cost/Funding Explanation

Narrative Explanation/Justification:					
Library New Existing					
Narrative Explanation/Justification:					
Contractual Services New Existing					
Narrative Explanation/Justification					
Academic and/or Student Support Services New Existing					
Narrative Explanation/Justification					
Other Support Services New Existing					
Narrative Explanation/Justification					
Faculty Development New Existing					
Narrative Explanation/Justification					

Cost/Funding Explanation

Assessment				
New				
Existing				
Narrative Explanation/Justification				
Other				
New				
Existing				
Narrative Explanation/Justification:				
TOTAL				
New				
Existing				

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. For any existing dollar amounts and department allocation for new dollar amounts reported in the Expenses spreadsheet, also add the dollar amounts to the Funding Sources spreadsheet under Internal allocation or reallocation.

You must add an explanation/justification for any dollar amount reported in this table.

*The FundingSource Expenses-Combined spreadsheet will pre-populate from the numbers entered into the Funding Sources and Expenses spreadsheets. The total funding and expenses shown in the Combined spreadsheet should be the same (i.e., there should be enough funding to cover the proposed expenses). Provide an explanation for any excess funding beyond those needed to cover expenses.

A. Funding Sources, by year of program:	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Other Non-State Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Funding Sources

Funding Sources, by year of program (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
State Resources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Internal					
Internal Allocation					
Internal Reallocation	\$ 42,036.00	\$ 42,876.00	\$ 43,734.00	\$ 44,609.00	\$ 45,501.00
Narrative Explanation/Justification: <i>The sources and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units. Internal reallocation are those estimated dollars that will be dedicated to fund the start-up and support of the new academic program – typically defined as faculty, administrative/staff and operational expenses.</i>					

Cost/Funding Explanation

The core curriculum for the BS in Urban Studies includes four new lecture courses, one new independent study-style course, and two existing courses in the Department of Urban and Public Affairs, as well as one existing course in each of the Departments of Geography and Sociology.

The new lecture courses in UPA will be taught by Dr. Matt Ruther (URBS 201), Dr. Kelly Kinahan (URBS 202), Dr. Frank Goetzke (URBS 301), and Dr. Lisa Bjorkman (URBS 302). These faculty are being reassigned from lower enrollment graduate elective courses. These include special topics courses (UPA 680) taught by Dr. Bjorkman (2 enrolled students in Spring 2019), Dr. Goetzke (4 enrolled students in Spring 2019), and Dr. Kinahan (17 enrolled students in Spring 2018), and a redundant statistics course taught by Dr. Ruther (7 enrolled students in Spring 2019). Due to the low enrollments and elective status of the courses previously taught by these faculty members, the removal of these courses is expected to have minimal impact on existing students or the existing graduate programs.

The new independent study-style course (URBS 404) will be coordinated/supervised by the program director of the Urban Studies program. This and other administrative responsibilities of the program director will entitle this faculty member to a one-semester course release.

The existing courses required in the Urban Studies core have sufficient seats available to accommodate the new students. These include URBS 504 (17 of 25 seats available in Spring 2019), URBS 518 (14 of 45 seats available in Spring 2019), URBS 305 (29 of 45 seats available in Fall 2019), and URBS 328 (35 of 40 seats available in Fall 2019).

Funding Sources, by year of program <i>(continued)</i>	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Student Tuition					
~ New	171,900	354,114	547,106	751,359	967,375
~ Existing					

Narrative Explanation/Justification: *Describe the impact of this program on enrollment, tuition, and fees.*

Explanation/Justification: 15 enrolled students in Year 1, 30 in Year 2, 45 in Year 3, 60 in Year 4, and 75 in Year 5. Assumes tuition of \$5,730 per semester (in-state, 2018-2019 AY), with a 3% increase in cost per year.

Cost/Funding Explanation

Funding Sources

	Total					
	~ New	\$ 171,900.00	\$ 354,114.00	\$ 547,106.00	\$ 751,359.00	\$ 967,375.00
	~ Existing	\$ 42,036.00	\$ 42,876.00	\$ 43,734.00	\$ 44,609.00	\$ 45,501.00
A.	TOTAL - Funding Sources (REVENUES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
		\$ 213,936.00	\$ 396,990.00	\$ 590,840.00	\$ 795,968.00	\$ 1,012,876.00

\$	3,010,610.00	Funding Total over 5 Years (will pre-populate)		
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Cost/Funding Explanation

Complete the following expense spreadsheet for the first five years of the proposed program

Provide a detailed explanation wherever dollar amounts are reported, including how the numbers were calculated.

You should also add any existing dollar amounts and department allocation for new dollar amounts reported in this Expenses spreadsheet to the Funding Sources spreadsheet (under Internal allocation or reallocation).

*The FundingSource Expenses-Combined spreadsheet will pre-populate from the numbers entered into the Funding Sources and Expenses spreadsheets. The total funding and expenses shown in the Combined spreadsheet should be the same or show an excess in funding (provide an explanation for any excess funding).

B. Breakdown of Budget Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Staff					
<i>Executive, Administrative, Managerial</i>					
~ New	9,331	9,518	9,708	9,902	10,100
~ Existing					
<i>Other Professional</i>					
~ New					
~ Existing					
Faculty					
~ New	32,705	33,359	34,026	34,706	35,400
~ Existing					
<i>Graduate Assistants</i>					
~ New					
~ Existing					
Student Employees					
~ New					
~ Existing					
Narrative Explanation/Justification: <i>Includes salaries for all listed above and explain how they were calculated. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.</i>					

Cost/Funding Explanation

Administrative expense is based on the cost of a one-semester course release for the Urban Studies program director. This amount is 10% of the mean UPA faculty salary in 2019 (\$93,312), which is the standard amount allotted for a single course in faculty workplans. Faculty expense is based on a 10% share of 2019 faculty salaries for Drs. Bjorkman (\$71,674), Goetzke (\$95,845), Kinahan (\$70,000), and Ruther (\$89,526). All salaries assume a 2% cost increase per year.

Breakdown of Budget Expenses/Requirements (continued)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Equipment and Instructional Materials					
~ New					
~ Existing					
Narrative Explanation/Justification:					
<p>Existing equipment will adequately support the proposed program. No new physical facilities will be required to implement the proposed program. Faculty and staff are already accommodated through existing office space in the Department of Urban and Public Affairs at 426 West Bloom Street. UPA's currently course schedule is almost exclusively evening courses, currently has mostly evening classes scheduled, so ample classroom space is available for daytime classes. We anticipate that existing space in the UPA's current building will be able to accommodate program courses for at least the first five years. UPA also presently has instructional equipment to support the program, including laptops and projectors, whiteboards, multiple printers, a copier room, and a computer lab with eight workstations.</p>					

Breakdown of Budget Expenses/Requirements (continued)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Library					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Existing library resources will adequately support the proposed program. We have attached a letter from Dean of Libraries Robert Fox which states that tThe library’s collection of monographs, journals, and electronic resources are adequate to support the proposed program. Of the top 20 urban studies journals (as ranked in the 2017 Journal Citation Reports published by Clarivate Analytics), the University currently subscribes to all but one. In addition, the existing presence of Department of Urban and Public AffairsUPA indicates that current support for urban-related research exists

Breakdown of Budget Expenses/Requirements (continued)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Contractual Services					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Academic and/or Student Support Services					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

The proposed program will have a small impact on existing student support services – such as student advising – within the College of Arts and Sciences and across the University. However, given the modest number of new students expected in the program, we anticipate that these existing services will be adequate to support the new students.

Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Other Support Services					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Faculty Development					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Budget Expenses/Requirements

Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Assessment					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Student Space and Equipment (if doctorate)					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Budget Expenses/Requirements

Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Faculty Space and Equipment (if doctorate)					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Other					
~ New					
~ Existing					

Cost/Funding Explanation

Budget Expenses/Requirements

Narrative Explanation/Justification:					
Total					
~ New	\$ 42,036.00	\$ 42,877.00	\$ 43,734.00	\$ 44,608.00	\$ 45,500.00
~ Existing	\$ -	\$ -	\$ -	\$ -	\$ -
B. TOTAL - Expenses/Requirements (EXPENDITURES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
	\$ 42,036.00	\$ 42,877.00	\$ 43,734.00	\$ 44,608.00	\$ 45,500.00

\$	218,755.00	Expenses Total over 5 Years (will pre-populate)	
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	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
A. TOTAL - Funding Sources (REVENUES)	\$ 213,936.00	\$ 396,990.00	\$ 590,840.00	\$ 795,968.00	\$ 1,012,876.00
B. TOTAL - Expenses/Requirements (EXPENDITURES)	<i>(42,036.00)</i>	<i>(42,877.00)</i>	<i>(43,734.00)</i>	<i>(44,608.00)</i>	<i>(45,500.00)</i>
BALANCE - (SURPLUS/DEFICIT)	\$171,900.00	\$354,113.00	\$547,106.00	\$751,360.00	\$967,376.00

Competency Related to the Urban Studies Major

Program Goal #1: Students will demonstrate a comprehensive understanding of the intersecting disciplines that comprise Urban Studies, including the history of the disciplines within the urban context and major urban theories underlying the disciplines. Students will display proficiency with the research tools used within different disciplines.

Student Learning Outcome #1: Demonstrate proficiency in the urban research process, specifically in using spatial and analytical methods to produce, interpret, and evaluate knowledge outcomes within the urban field.

Curricular Activity #1: The first two courses that students will take – URBS 201 and URBS 202 – will discuss the interdisciplinary framework within which the field exists and introduce the research process. These two courses are survey courses that will give students a broad overview of the urban studies discipline. Although spatial and analytic methods will be described within the material covered in these courses, students will not be expected to possess these skills. Upon completion of these survey courses, students will take four discipline-specific foundational courses – URBS 301, URBS 302, URBS 305, and URBS 328 – that will more fully describe each discipline (urban administration, urban geography, urban planning, and urban sociology). Within these foundational courses the research process will be more fully developed. Students will concurrently be enrolled in two analytical/spatial methods courses – URBS 504 and URBS 518 – that will provide the bulk of the training in empirical methods. Students are expected to be proficient in this competency at the completion of URBS 518 in the end of their third year, at which time the competency will be evaluated. Students should exhibit mastery of this competency within the Urban Studies concentration courses taken in the 4th year.

Measure #1: Students will complete a quantitative mapping project in URBS 518 that highlights application of the knowledge and skills learned in the major foundational courses.

Evaluation Criteria #1: The quantitative mapping project will be evaluated according to the attached rubric, and assessed as **Excellent, Proficient, Satisfactory, or Unsatisfactory**.

Target #1: 80% of students will be assessed as Satisfactory or above. For the first five years of the program, this assessment will include all students.

Evaluation Criteria – Student Learning Outcome #1

Indicator	Excellent	Proficient	Satisfactory	Unsatisfactory
Main Map (40%)	The map image is correctly projected and scaled. The symbology is correctly chosen (e.g., increasing or diverging) and there is no jarring or unprofessional color usage. All symbols used in the map are legible. The map does not distort or mislead (e.g., avoid mapping raw counts). Overall, the map gives a clear picture of the phenomena being mapped.	The map image is correctly projected and scaled, and the symbology is correctly chosen. There may be some minor issue with legibility of some of the symbols or the colors used in the map. The map does not distort or mislead, and gives a fairly clear picture of the phenomena being mapped.	The map image is correctly projected, but there are minor issues with scale. The symbology is inappropriate for the map and/or the colors are unprofessional. Parts of the image are illegible. The map does not grossly distort or mislead, but there may be some misunderstanding of the phenomena being mapped due to the chosen symbology.	The map image is not correctly projected and/or inappropriately scaled. The chosen symbology leads to gross distortion or a misleading conclusion of the phenomena being mapped. The colors are unprofessional and aesthetically displeasing.
Legend (20%)	Legend is present, includes all symbols in map, does not include symbols not in map, and is legible. The phenomena mapped should be indicated in the legend if it is not indicated elsewhere on the page.	Legend is present, but may be missing symbols used in the map or include symbols not used in the map. The legend is legible and identifies the phenomena mapped when necessary.	Legend is present, but is missing multiple symbols used in the map. The legend is difficult to read or inadequately captures the phenomena being mapped.	There is no legend, or the included legend is illegible and uninformative.
Title/Text (10%)	The map is titled and the title is evident and definitive. Other map text – such as data source – is appropriately sized and placed.	The map is titled, but the title is missing necessary information (e.g., the location). Additional map text is present, but may be missing relevant information.	The map is titled, but the title is too vague. Additional map text may be missing or inadequately described.	The map is untitled. There is no additional text in the map.
Layout/Design (10%)	Page is properly oriented for map display. All map elements are appropriately sized and placed. Map is correctly scaled and there is no excess whitespace on page.	Page is properly oriented for map display. Most map elements are appropriately sized and placed. There may be some minor issues with the map scale or some excess whitespace on the page.	A different page orientation might be more suitable. Most map elements are misplaced or inappropriately large or small. There is ample whitespace in the page.	The page orientation is clearly inappropriate and map elements are notably out-of-scale. The ratio of whitespace to used space is greater than one.
Labeling (10%)	Labels are included (when they add either necessary data or design to the map), are informative, and are appropriately sized and placed.	Labels are included, but there may be minor issues with label placement (e.g., overlapping labels, obscured features).	Labels are included, but they are messy, illegible, too small or large, or unnecessary (e.g., they serve no purpose in the map).	Labels are not included, but are necessary for the map to properly inform the reader.
Inset Map (10%)	An inset map is included (when necessary to add either information or design to the map), is properly projected and scaled, and is indicated on the main map.	An inset map is included, but there may be minor issues with scaling. The scales of the main map and the inset map may not be great enough to warrant the inset map.	An inset map is included, but is unnecessary, improperly scaled, and/or not indicated on the main map.	An inset map is not included, but one is necessary for the map to properly inform the reader.

Competency which Builds upon the Cardinal Core

Program Goal #2: Students will possess the verbal and written skills necessary to convey knowledge gained in the program to others. Students will possess the ability to self-reflect and be able to identify how life experiences, preconceptions, and parochialism can bias or impede knowledge production.

Student Learning Outcome #2: Demonstrate proficiency in writing, specifically in the context of urban phenomena and concepts.

Curricular Activity #2: The coursework in the Cardinal Core provides students with general skills necessary throughout the remainder of their degree, such as the ability to write effectively. In the context of Urban Studies, students should be familiar with different forms of writing, including descriptive essays, grant funding proposals, and research papers. URBS 201 and URBS 202 will provide students with practice writing about urban concepts, primarily in the form of descriptive essays. The four discipline-specific courses – URBS 301, URBS 302, URBS 305, and URBS 328 – will build upon this foundation and introduce additional forms of writing. In particular, students will develop skill in writing grant proposals in URBS 302 and skill in writing research papers in URBS 301. These writing skills will be reinforced in the concentration courses that students will take in their 3rd or 4th years, with the expectation that students will display proficiency in this competency by the end of the Community Engagement – CUE course (URBS 404) taken in their fourth year. This competency will be assessed at the completion of URBS 404.

Measure #2: Students in the URBS 404 class will complete a reflection paper as a requirement of the Community Engagement – CUE course. In this reflection paper students will be asked to: describe the functional structure of the organization in which they served; comment on the mix of people within the organization and within the population served; detail the effect that the organization has on the city it serves; identify possible issues with the ability of the organization to fulfill its mission and suggest possible solutions; illustrate the skills they bring to the organization, the skills that they may lack, and their successes and disappointments in the engagement project.

Evaluation Criteria #2: The reflection paper *exceeds standards* when it provides a compelling and objective portrait of the organization, its mission, and its results, and shows high mastery of self-reflection in the skill evaluation. There is clear evidence of a consideration of diversity and inclusion within the descriptions of co-workers, colleagues, and clients. The paper will exhibit excellent grammar, spelling, and structure. The reflection paper *meets standards* when it proficiently describes the organization, its mission, and its results and shows an adequate ability to self-reflect in the skill evaluation. There is no clear evidence of a consideration of diversity and inclusion within the descriptions in the paper. There may be minimal grammatical, spelling, or other writing errors. The reflection paper *fails to meet standards* when it only perfunctorily details the organization and its mission and/or shows little or no evidence of self-reflection in the skill evaluation. The paper shows evidence of a misunderstanding of the concepts of diversity and inclusion. Grammatical and other written errors are notable and distracting.

Target #2: 80% of students will meet or exceed standards. For the first five years of the program, this assessment will include all students.

Competency Related to the Culminating Undergraduate Experience

Program Goal #3: Students will be able to apply interdisciplinary knowledge and perspectives in the context of practical urban problems and solutions. All students are required to take URBS 404 Community Engagement – CUE, which is the only culminating undergraduate experience course.

Student Learning Outcome #3: Display practical knowledge of the sociological, geographic, economic, and political forces underpinning urban theory, and the ability to relate this knowledge to current urban problems and solutions.

Curricular Activity #3: Two overarching features of the BS in Urban Studies degree are its reliance on multiple disciplinary frameworks and the necessity of its practical application. This competency requires that students are able to demonstrate these ideas. The notion of interdisciplinarity is introduced to students in URBS 201 and URBS 202 – although discipline-specific theories and concepts are not yet discussed. These theories and concepts are developed in the discipline-specific foundational courses – URBS 301, URBS 302, URBS 305, and URBS 328 – which provide students with an overview of the multiple contributing disciplines. The introduction of these disciplines paves the way for the student's later choice of a concentration. During their third and fourth years in the program, students will enroll in guided electives within related social science disciplines, which will broaden their exposure to the field. The student is expected to be proficient in this competency by her/his enrollment in the Community Engagement – CUE course (URBS 404). The evaluation of the competency will occur at the completion of URBS 404.

Measure #3: This learning outcome will be assessed through an evaluation of the student's practical knowledge by the Community Engagement – CUE course supervisor in the external organization. The supervisor in the external organization will be presented with a 10-question skills assessment – shown on the next page – pertaining to the student's ability to perform as a constructive member of their urban organization.

Evaluation Criteria #3: External evaluation questions will be measured on a seven-point Likert-type scale. A student *exceeds standards* if the average score on the post-assignment supervisor evaluation is 5.5 or more. A student *meets standards* if the average score on the post-assignment supervisor evaluation is 4.0 or more but less than 5.5. A student *fails to meet standards* if the average score on the post-assignment supervisor evaluation is less than 4.0. In the case where a student fails to meet the quantitative standard due to the post-assignment supervisor evaluation, the program director will request a meeting with the supervisor to further discuss the student's performance.

Target #3: 80% of students will meet or exceed standards. For the first five years of the program, this assessment will include all students.

Evaluation Criteria – Student Learning Outcome #3

Student Name:	
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Supervisor Name:	
Organization/Company:	
Phone:	
Email:	

Please evaluate the student on the following skills. These answers are confidential and will be used only to evaluate the student learning outcomes of the undergraduate degree in Urban Studies. If you are unable to assess a student’s performance on any of the skills, leave that question blank. In the Comments box at the bottom, please provide any additional relevant details on the student’s performance.

Skill	Description	1	2	3	4	5	6	7
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Lowest ←————→ **Highest**

Work Quality	<i>Is the student’s work product accurate and complete, with attention to detail?</i>							
Subject Knowledge	<i>Does the student display adequate understanding of the subject matter?</i>							
Time Use	<i>Can the student prioritize their tasks? Does s/he work efficiently?</i>							
Adaptability	<i>Is the student able to adjust their focus or priorities when necessary?</i>							
Initiative	<i>Does the student demonstrate the ability to work independently?</i>							
Judgment	<i>Does the student exercise sound judgment?</i>							
Problem Solving	<i>Does the student demonstrate the ability to think critically and logically?</i>							
Interpersonal Relations	<i>Is the student able to work effectively with others or in groups?</i>							
Verbal Communication	<i>Are the student’s verbal skills adequate for the organization’s mission?</i>							
Written Communication	<i>Are the student’s written skills adequate for the organization’s mission?</i>							

Comments	
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Competency Related to Critical Thinking

Program Goal #4: Students will be able to apply logical frameworks to urban concepts and use information to substantiate policy alternatives.

Student Learning Outcome #4: Provide evidence to aid in decision-making, and rely on such evidence to draw and justify conclusions.

Curricular Activity #4: Students are expected to begin utilizing basic critical thinking skills – such as distinguishing between fact and opinion – at the onset of their program of study. Logical problem solving, reasoning, and policy analysis skills will be introduced to students within the discipline-specific foundational courses – URBS 301, URBS 302, URBS 305, and URBS 328 – taken in their third year. Students will concurrently be enrolled in two methods courses – URBS 504 and URBS 518 – that will provide them with the empirical knowledge within which decision-making in the foundational courses is described. As they begin their fourth year of study, students will enroll in courses within their chosen concentration. The use of evidence and evidence-based reasoning will be heavily emphasized within the concentration courses, allowing students to further develop their decision-making skills. Students are expected to be proficient in this competency by the time they complete the Community Engagement – CUE course (URBS 404). This course will require a research paper that will serve as evaluative evidence of this competency.

Measure #4: Students will complete a research paper as a requirement of URBS 404, Community Engagement – CUE course. The paper topic will be related to the field or organization within which the student's community engagement is occurring, and will be chosen in coordination with the instructor of record for the course (likely the Program Director). This research paper will highlight an existing issue or question within the field, which the student will be expected to describe, analyze, and provide suggested resolution(s) grounded in evidence.

Evaluation Criteria #4: A student *exceeds standards* when the CUE research paper presents a logical and compelling narrative that draws from concepts in multiple urban disciplines. The paper contains no instances of fallacious reasoning, unsupported facts or arguments, or inappropriate normative statements, and displays negligible bias or conjecture. There is clear evidence of the influence of multiple perspectives within the research paper, it maintains a logical internal consistency, and it provides a well-supported conclusion. A student *meets standards* when the CUE research paper continues to draw from multiple disciplines, but is less well structured. There may be infrequent instances of fallacious reasoning, unsupported facts or arguments, or inappropriate normative statements. The paper may display minimal bias or conjecture. There is evidence of influence of the CUE research paper on the CUE reflection paper, but there may exist limited inconsistencies between the two. A student *fails to meet standards* when the CUE research paper presents an illogical narrative or does not draw from multiple disciplines. There are frequent instances of fallacious reasoning, unsupported facts or arguments, and/or normative statements. The paper displays bias, conjecture, or one-sidedness. There is no evidence of influence of the CUE research paper on the CUE reflection paper or there are notable inconsistencies between the two papers.

Target #4: 80% of students will meet or exceed expectations. For the first five years of the program, this assessment will include all students.

Curriculum/Student Learning Outcome Map

	Curriculum										
	URBS 201: Making/Urban Places	URBS 202: Discover Louisville	URBS 301: Principles/Urban Planning	URBS 302: Foundations/Urban Admin	URBS 305: Urban Sociology	URBS 328: Urban Geography	URBS 504: Urban Data Analysis	URBS 518: Urban Demography/GIS	Concentration Courses	Guided Elective Courses	URBS 404: Community Engagement -
Program Goals #1: Students will demonstrate a comprehensive understanding of the intersecting disciplines that comprise Urban Studies, including the history of the disciplines within the urban context and major urban theories underlying the disciplines. Students will display proficiency with the research tools used within different disciplines.											
Student Learning Outcome #1: Demonstrate proficiency in the urban research process, specifically in using spatial and analytical methods to produce, interpret, and evaluate knowledge outcomes within the urban field.	I	I	D	D	D	D	D	M	M		M
Program Goals #2: Students will possess the verbal and written skills necessary to convey knowledge gained in the program to others. Students will possess the ability to self-reflect and be able to identify how life experiences, preconceptions, and parochialism can bias or impede knowledge production.											
Student Learning Outcome #2: Demonstrate proficiency in writing, specifically in the context of urban phenomena and concepts.	I	I	D	D	D	D			M	D	M
Program Goals #3: Students will be able to apply interdisciplinary knowledge and perspectives in the context of practical urban problems and solutions. All students are required to take URBS 404: Community Engagement – CUE, which is the only culminating undergraduate experience course.											
Student Learning Outcome #3: Display practical knowledge of the sociological, geographic, economic, and political forces underpinning urban theory, and the ability to relate this knowledge to current urban problems and solutions.	I	I	D	D	D	D			M	D	M
Program Goals #4: Students will be able to apply logical frameworks to urban concepts and use information to substantiate policy alternatives.											
Student Learning Outcome #4: Provide evidence to aid in decision-making, and rely on such evidence to draw and justify conclusions.			I	I	I	I	D	D	D		M

I = Introduction, D = Development, M = Mastery

November 20, 2018

Connie Shumake
Office of the Provost
University of Louisville
Louisville, KY 40292

Connie,

We have been asked to provide a letter of support for the proposed BA in Urban Studies in the College of Arts & Sciences. The University Libraries have prepared an analysis of their ability to support the new program. The review indicates that, in general, our collections are adequate in this discipline though it notes that we will attempt to add more books in this area going forward. We would welcome input from faculty on potential resources that could be added to benefit the program.

I am attaching a copy of our review report for your records. Please contact us if you have any questions or need additional information.

Sincerely,



Robert E. Fox, Jr.
Dean, University Libraries

Cc: Fannie Cox
Matt Ruther

**EVALUATION OF LIBRARY RESOURCES
ESSENTIAL TO THE SUPPORT OF:
UNDERGRADUATE DEGREE IN
URBAN STUDIES**

Fannie M. Cox
Outreach and Reference Librarian
Urban and Public Affairs Liaison

Dean Robert E. Fox, Jr.
University Libraries
November 2018

BACKGROUND

The University of Louisville (UofL) Libraries are comprised of five separate libraries: Ekstrom Library serving humanities, social sciences, life sciences, business, engineering, physical sciences, and technology; Kornhauser Health Sciences Library; Anderson Music Library; Bridwell Art Library; and the Law Library. The University Archives and Special Collections center is also part of the UofL library system. Materials relevant to Urban Studies are found primarily in Ekstrom Library.

UofL's library system supports instructional and research needs of about 22,000 full and part-time students and about 7,000 faculty and staff. UofL belongs to the Association of Research Libraries (ARL), an organization of 125 North American library systems affiliated with large, comprehensive research institutions, as well as the State-Assisted Academic Library Council of Kentucky (SAALCK), and Kentuckiana Metroversity, a consortium of Louisville area libraries.

UofL's Department of Urban and Public Affairs (UPA) new proposal is to establish an undergraduate degree in Urban Studies. Currently, the UofL's libraries support the UPA Master's programs in Urban Planning and Public Administration, as well as the PhD program in Urban and Public Affairs. Also, urban-related courses are presently being taught in other Departments across the UofL campus, including Sociology, Geography, and Anthropology.

This document summarizes current Urban Studies resources available through UofL's Ekstrom Library as well as the libraries' support of distance learning programs.

COLLECTIONS

Books

The curriculum for this program is not expected to involve library book requirements, but as funds allow, Ekstrom Library will make efforts to add updated e-books on UPA, Anthropology, Geography, and Sociology to its collection. As a Federal Depository, the UofL Libraries receive government documents that can also be of use to students and researchers.

According to WorldShare Analytics Ekstrom Library has:

	Books	E-Books
Urban and Public Affairs	19,185	3,547
Anthropology	7,892	205
Geography	15,707	1,623
Government Documents (Federal & State)	215,104	43,038
Sociology	60,863	3,548

Periodicals

UofL currently has online full-text access to the top 20 Urban Studies journals (as ranked in the 2017 Journal Citation Reports (JCR) published by Clarivate Analytics). In addition, the presence of UPA indicates that current support for urban-related research exists.

Top 20 Journals 2017 JCR for Urban Studies	ISSN	Available at the University of Louisville
<i>Landscape and Urban Planning</i>	0169-2046	Yes
<i>Journal of Urban Technology</i>	1063-0732	Yes
<i>Journal of Planning Literature</i>	0885-4122	Yes
<i>Habitat International</i>	0197-3975	Yes
<i>Urban Forestry & Urban Greening</i>	1618-8667	Yes
<i>Cities</i>	0264-2751	Yes
<i>Urban Studies</i>	0042-0980	Yes
<i>Journal of Planning Education and Research</i>	0739-456X	Yes
<i>Urban Geography</i>	0272-3638	Yes
<i>Journal of Urban Economics</i>	0094-1190	Yes
<i>European Urban and Regional Studies</i>	0969-7764	Yes
<i>Environment and Urbanization</i>	0956-2478	Yes
<i>Intl Journal of Urban and Regional Research</i>	0309-1317	Yes
<i>Urban Education</i>	0042-0859	Yes
<i>Environment and Planning B</i>	2399-8083	Yes
<i>Journal of the American Planning Association</i>	0194-4363	Yes
<i>Urban Affairs Review</i>	1078-0874	Yes
<i>European Planning Studies</i>	0965-4313	Yes
<i>International Regional Science Review</i>	0160-0176	Yes
<i>Housing Studies</i>	0267-3037	Yes
Other relevant journals available at the University of Louisville: <i>Journal of Urban Affairs</i> (0735-2166), <i>Journal of Urban Health</i> (1099-3460), <i>Journal of Urban Development and Planning</i> (0733-9488), <i>City and Community</i> (1535-6841)		

For the other urban-related courses presently being taught in the UofL Departments of Anthropology, Geography, and Sociology, the UofL Libraries currently also has online full-text to almost all of the top 20 journals to support those areas as well. However, the only exceptions are for Sociology, we do not have access to *Information Communication & Society*; and Anthropology, we do not have access to *Journal of Anthropological Sciences*.

Top 20 Journals 2017 JCR for Anthropology	ISSN	Available at the University of Louisville
<i>Evolutionary Anthropology</i>	1060-1538	Yes
<i>Journal Of Archaeological Research</i>	1573-7756 1059-0161	Yes
<i>Journal Of Human Evolution</i>	0047-2484 1095-8606	Yes
<i>Journal Of Peasant Studies</i>	1743-9361	Yes
<i>Journal Of World Prehistory</i>	1573-7802 0892-7537	Yes
<i>Annual Review Of Anthropology</i>	1545-4290 0084-6570	Yes
<i>Journal Of Archaeological Science</i>	0305-4403 1095-9238	Yes
<i>American Journal Of Physical Anthropology</i>	1096-8644 0002-9483	Yes
<i>Journal Of Anthropological Sciences</i>	2037-0644	No
<i>Cultural Anthropology</i>	1548-1360 0886-7356	Yes
<i>Social Networks</i>	1879-2111 0378-8733	Yes
<i>Archaeological And Anthropological Sciences</i>	1866-9565 1866-9557	Yes
<i>Public Culture</i>	1527-8018 0899-2363	Yes
<i>American Ethnologist</i>	1548-1425 0094-0496	Yes
<i>Current Anthropology</i>	1537-5382 0011-3204	Yes
<i>Journal Of Archaeological Method And Theory</i>	1072-5369	Yes
<i>Journal Of Social Archaeology</i>	1469-6053	Yes
<i>American Antiquity</i>	2325-5064 0002-7316	Yes
<i>Ethnos</i>	0014-1844	Yes
<i>Medical Anthropology Quarterly</i>	1548-1387 0745-5194	Yes

Top 20 Journals 2017 JCR for Geography	ISSN	Available at the University of Louisville
<i>Dialogues In Human Geography</i>	2043-8214 2043-8206	Yes
<i>Progress In Human Geography</i>	1477-0288 0309-1325	Yes
<i>Economic Geography</i>	1944-8287 0013-0095	Yes
<i>Global Environmental Change-Human And Policy Dimensions</i>	0959-3780	Yes
<i>Landscape And Urban Planning</i>	0169-2046	Yes
<i>Cambridge Journal Of Regions Economy And Society</i>	1752-1386 1752-1378	Yes
<i>Annals Of The Association Of American Geographers</i>	1467-8306 0004-5608	Yes
<i>Computers Environment And Urban Systems</i>	1873-7587 0198-9715	Yes
<i>Political Geography</i>	0962-6298	Yes
<i>Journal Of Economic Geography</i>	1468-2710 1468-2702	Yes
<i>Cultural Geographies</i>	1477-0881 1474-4740	Yes
<i>Transactions Of The Institute Of British Geographers</i>	0016-7398	Yes
<i>Regional Studies</i>	1360-0591 0034-3404	Yes
<i>Applied Geography</i>	0143-6228	Yes
<i>Antipode</i>	1467-8330 0066-4812	Yes
<i>Journal Of Transport Geography</i>	1873-1236 0966-6923	Yes
<i>Journal Of Rural Studies</i>	1873-1392 0743-0167	Yes
<i>Sociologia Ruralis</i>	1467-9523 0038-0199	Yes
<i>Geoforum</i>	1872-9398 0016-7185	Yes
<i>Geographical Journal</i>	1475-4959 0016-7398	Yes

Top 20 Journals 2017 JCR for Sociology	ISSN	Available at the University of Louisville
<i>Annual Review Of Sociology</i>	1545-2115 0360-0572	Yes
<i>Annals Of Tourism Research</i>	1873-7722 0160-7383	Yes
<i>American Sociological Review</i>	1939-8271 0003-1224	Yes
<i>American Journal Of Sociology</i>	1537-5390 0002-9602	Yes
<i>Sociological Methods & Research</i>	1552-8294 0049-1241	Yes
<i>Population And Development Review</i>	1728-4457 0098-7921	Yes
<i>Information Communication & Society</i>	1468-4462	No
<i>Socio-Economic Review</i>	1475-1461	Yes
<i>Qualitative Research</i>	1448-0980 1443-9883	Yes
<i>Body & Society</i>	1460-3632	Yes
<i>Sociology Of Education</i>	1939-8573 0038-0407	Yes
<i>Journal Of Marriage And Family</i>	1741-3737 0022-2445	Yes
<i>European Sociological Review</i>	1468-2672 0266-7215	Yes
<i>Sociologia Ruralis</i>	1467-9523 0038-0199	Yes
<i>Journal Of Health And Social Behavior</i>	2150-6000 0022-1465	Yes
<i>Agriculture And Human Values</i>	1572-8366	Yes
<i>Economy And Society</i>	0308-5147 1469-5766	Yes
<i>Sociology-The Journal Of The British Sociological Association</i>	1469-8684 0038-0385	Yes
<i>Social Networks</i>	1879-2111 0378-8733	Yes
<i>Gender & Society</i>	1552-3977 0891-2432	Yes

Bibliographic Resources

The following databases offer indexes, abstracts, and full-text access to the journals which faculty and students find Urban Studies reports and relevant articles for their studies and research. Through these same resources, the other urban-related courses presently taught in the UofL Departments of Anthropology, Geography, and Sociology, Urban Studies students can find relevant reports, demographic, and census data, to complement the study of Urban Studies. All are accessible from remote locations.

- ABI/INFORM Collection
- American FactFinder
- Business & Management Practices
- Business First Louisville
- Business Source Premier
- Catalog of U.S. Government Publications
- EBSCO Academic Search Complete
- EconLit
- GreenFILE
- Inter-University Consortium of Political & Social Research (ICPSR)
- National Bureau of Economic Research Working Papers
- PAIS Index ((originally known as, the Public Affairs Information Service)
- ProQuest Direct
- Sanborn Maps - Kentucky Collection (off-campus access)
- Social Sciences Abstracts
- Social Sciences Citation Index
- TableBase
- Urban Studies Abstracts
- Worldwide Political Science Abstracts

SERVICES

Document Delivery

Books and periodicals not held by the UofL Libraries are identified through online databases and the online union catalog, WorldCat, which includes more than 32 million records describing materials owned by libraries around the world. Materials are obtained through the traditional Interlibrary Loan (ILL) service and our Distance Education Specialist.

Research Assistance

Each library within the University of Louisville Libraries offers instructional programs designed to meet the needs of its researchers. Ekstrom Library also provides research assistance via in-person appointments, email, telephone, and online chat to help faculty and students locate specific their informational needs, and bibliographic citations.

STAFFING

Ekstrom Library has a dedicated Urban and Public Affairs Librarian and, as noted above, a Distance Education Specialist, who will be the primary contacts for students in the proposed program. Ekstrom also has a Government Documents librarian who can help students locate state, federal and international information, and there are roughly a dozen other research librarians and staff personnel who can assist with research needs.

CONCLUSION

The University of Louisville Department of Urban and Public Affairs does not anticipate needing any new library books, journals, databases, or other services to support the new proposed BA in Urban Studies. This review shows that Ekstrom Library currently provides coverage of almost all of the leading journals and most of the databases that index and abstract scholarly articles related to Urban Studies. However, UofL Libraries are somewhat weak in terms of recent monographs and e-books on the subject of Urban Studies and the other urban-related subjects taught at UofL. We will look for opportunities to strengthen the libraries' monograph and online book collections as we allocate monograph and e-book budgets in coming years.