

**New Program Proposal
 Bachelor of Arts in Urban and Regional Studies
 University of South Carolina Upstate**

Summary

The University of South Carolina Upstate requests approval to offer a program leading to the Bachelor of Arts in Urban and Regional Studies to be implemented in Fall 2017. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal; the Advisory Committee on Academic Programs (ACAP) and the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	7/1/16	Not Applicable
Program Proposal Withdrawn	9/15/16	USC Upstate withdrew the proposal upon discussion with Academic Affairs staff about content.
Comments and suggestions from CHE staff sent to the institution	9/16/16	Staff recommended revisions to or requested additional information about the following: the need for the program; expected employment opportunities; state and/or local employment data, including projected growth; teaching assignments and faculty courseload; the faculty recruitment timeline; the new course development timeline; clarity about course titles and other designations; library resources; student support services; tuition funding calculations; program assessment and criteria; scholarship enhancement eligibility; and clarity about the reference to the paucity of urban and regional programming.
Revised Program Proposal Received	10/3/16	Not Applicable
ACAP Consideration	11/17/16	<p>The USC Upstate representative explained the need for the proposed program and described the offering as both mission-driven and forward-looking. In response to a question about how the tuition funding was calculated, the representative stated the proposal uses in-state tuition only for calculations. In response to a question about employment data specific to the state, the USC Upstate representative noted the difficulty of finding data.</p> <p>ACAP members also discussed matriculation into related graduate programs for new degree completers. In response to a question about enrollment, the USC Upstate representative stated that some of its existing political science majors would transfer into the proposed program without adversely impacting that program. ACAP members also questioned why the program was proposed as</p>

Stages of Consideration	Date	Comments
		<p>a B.A. instead of a B.S. given its curriculum. The USC Upstate representative explained that the proposed program was being offered as a B.A. to complement the strengths of the faculty and because the program will be offered with a social science perspective.</p> <p>Upon remaining discussion, ACAP voted to approve the program proposal.</p>
Comments and suggestions from CHE staff sent to the institution	12/6/16	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> • Include the rationale for offering the program as a B.A. instead of a B.S. as discussed at ACAP; • Define “urban” and “urbanization” as used in the proposal; • Provide survey data, if available, to support student interest in the proposed program; • Describe the methodology used to calculate the projected enrollment and explain why the projected enrollment shows no anticipated attrition; • Provide employment data specific to South Carolina, if available, and for the employment positions listed, identify those which require the proposed degree; • Include in the list of similar programs the possible post-baccalaureate programs for potential matriculation, as discussed at ACAP; • Explain the need to reduce the burden on political science instruction; • Revise the response about equipment and facilities, and explain whether the facility identified in Greenville is shared with other programs offered by USC Upstate or other institutions; • Clarify whether the reviewer mentioned in the evaluation section will be an in-state or out-of-state reviewer; and • Explain whether the fieldwork projects and presentations in URBN 500 allow for external assessment.
Revised Program Proposal Received	12/12/16	<p>The revised proposal satisfactorily addressed most of the requested revisions, but needs to explain whether fieldwork projects and presentations (e.g. URBN 500) allow for external assessment to determine program efficacy.</p>
CAAL Consideration	1/12/17	<p>The University representative explained the need for the program, describing local business support and population growth in the Upstate. The Committee asked about student survey assessment; effects on other programs such as Political Science; projected enrollment; the estimated budget; and program name and designation as a B.A. instead of a B.S. The representative</p>

Stages of Consideration	Date	Comments
		<p>responded that program need developed organically from community articulation of need, and that the curriculum could be facilitated already by large enrollments in related current courses. Political Science projected only a small decline as a result of implementing the proposed program.</p> <p>In addition, projected enrollment resulted from research by the consulting firm retained to help develop the proposal, and a similar program at the College of Charleston had a different focus and recruitment demographic. A College of Charleston representative agreed and affirmed the two programs' complementary nature.</p> <p>Low costs are a function of the nature of the program, given its reliance on existing courses and the need to hire only one new faculty member. The University would, however, revise the budget for library costs.</p> <p>The University representative explained that the designation as a Bachelor of Arts degree was best because of the interdisciplinary nature of the program, and research of similar programs, and that the program's title includes "Regional" to convey focus on rural development and redevelopment in addition to urban areas.</p>
Revised Program Proposal Received	1/19/17	The revised proposal corrected the budget as CAAL requested and addressed the question about URBN 500 facilitating external assessment.

Review

Proposal consideration focused on the need for the program, employment opportunities, projected enrollment and estimated budget, and the program's title, and baccalaureate designation. College representatives responded satisfactorily, addressing the need and local community support for the program, explaining the enrollment projections and estimated budget, and discussing the rationale for the program title and designation as a Bachelor of Arts degree.

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Bachelor of Arts in Urban and Regional Studies to be implemented in Fall 2017.

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The Department of History, Political Science, Philosophy, and American Studies (HPPA) at the University of South Carolina Upstate is proposing the creation of a Bachelor of Arts degree in Urban and Regional Studies. **Because the course-work is well-rounded and interdisciplinary, and gives students a broader perspective, it was determined that the BA, rather than a BS was the more appropriate choice. In examining other institutions with this degree, it was offered significantly more often as a BA.** The major will be housed in HPPA. The academic program is designed to prepare students to capitalize on the opportunities and confront the issues that accompany the current and continued growth of the Upstate region. The program will also serve as a forum for community engagement and create long-term structural relationships that allow students and faculty at USC Upstate to partner with public, private, and non-profit leaders who address critical aspects of regional growth including economic development, environmental planning and sustainability, transportation planning, downtown revitalization, and quality of life. A common thread throughout the major's curriculum will be to expose students to the serious issues and exciting opportunities facing the Upstate region and prepare them to serve as regional leaders.

The University of South Carolina Upstate is a senior comprehensive public institution whose primary responsibility is to offer baccalaureate education to citizens of the Upstate of South Carolina. Founded in 1967, Upstate offers over 40 majors for 6,000 undergraduates on its Spartanburg campus and the University Center Greenville. Currently, over 70% of student body is from the ten counties that collectively make up the Upstate region. Over 90% of students are from the state of South Carolina. The University has adopted a "metropolitan mission." Institutions supporting a metropolitan mission seek to "use the power of their campuses in education, research, and service to enhance the communities in which they serve." Creating an Urban and Regional Studies major complements this vitally important mission.

List the program objectives. (2000 characters)

A recent report commissioned by the United Nations finds that the worldwide population living in urban places grew from about 750 million to just shy of four billion from 1950 to 2014. It is predicted that two out of three people across the globe will live in urbanized areas by 2050. This trend is particularly relevant in the Piedmont Atlantic megaregion extending from Raleigh, North Carolina to Birmingham, Alabama, where a 78% population growth rate is predicted from 2010 – 2050. About two thirds of South Carolinians live in urbanized areas, a figure that has almost doubled since 1950. These trends are not without consequence. A burgeoning line of research finds that the way cities are built and designed has a dramatic effect on the citizenry. Urbanization is directly tied to quality of life, social capital, health and well-being, local and personal economics, and environmental sustainability. This highlights the importance of the urban and regional studies major, which will:

- Prepare students to think critically about urbanized communities and understand the direct connection between decision-making, economic vitality, and quality of life.
- Provide students with skills and knowledge necessary to effectively participate in the community decision – making process, and make decisions that have a positive impact on urbanized regions.
- Prepare students to collaborate with a wide-range of residents and leaders from the public, private and non-profit sectors.
- Prepare students for jobs that impact the economic vitality and quality of life in urbanized communities

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The Upstate of South Carolina has experienced dynamic growth over the past several decades. In 2010, the population of the ten county region was 1.36 million people—an astounding 28% increase since 1990. Although most counties in the Upstate region experienced modest growth, significant population increases have occurred in the counties of Spartanburg (population 284,307), Greenville (population 451,225) and Anderson (population 187,126); respectively, population totals for these counties represent growth rates of about 29%, 41%, and 25% since 1990. Population projections forecast that the growth will continue for decades. By 2030, predictions are that Spartanburg will have 331,200 residents (a 16% increase from 2010), Greenville will have 542,300 residents (a 20% increase from 2010), and Anderson will have 218,500 residents (a 17% increase from 2010).

Coupled with this growth have been changes to the demographic composition of the Upstate. Because of the population increases, the percentage of native South Carolinians living in the Upstate has declined. In the 30 years between 1980 and 2010, the percentage of native-born South Carolinians shrank from 80% to 69% in Anderson County, from 69% to 53% in Greenville County, and from 76% to 53% in Spartanburg County. The Hispanic community has especially dramatic increases: doubling in 10 years from almost 37,000 people in 2000 to nearly 75,000 people in 2010. During the same ten years, the white population—while still the majority—had lower growth rates than the African-American, American Indian, and Asian communities.

As population growth increases in the Upstate, so too does urbanization and population density. The United State Census defines urban as “[p]laces of 2,500 or more persons incorporated as cities, villages, boroughs (except in Alaska and New York), and towns”. And, the concept of urbanization addresses the growing trend of South Carolinians living in urban places. In 2010, more than 66% of South Carolinians lived in urban areas. That percentage has almost doubled since 1950 and the trend is expected to continue. The population density of the whole state (154 people per square mile) has also doubled since 1950. Increased population growth has resulted in increased population density, prominently in the Upstate region. Greenville has the highest population density in the state at over 574 persons per square mile. Spartanburg has almost 352 persons per square mile while Anderson has almost 262 people in each square mile. Robust urbanization and population increases are predicted through the next two decades.

The dynamic growth of the region presents new opportunities. In 2013, 22 new companies accounting for almost \$302 million in capital investments migrated to the Upstate region. Since 2007, new and existing companies invested over \$9 billion, creating over 30,000 new jobs. Impressively, 13 of South Carolina’s 25 fastest-growing companies are in the Upstate. The Greenville-Spartanburg-Anderson Metropolitan Statistical Area (MSA) is currently the nation’s leader among 44 Medium-Sized MSAs in the number of “High Impact Firms” that are based in the region.

Beyond the positive economic indicators, the Upstate has built a reputation for the quality of life that its residents enjoy. It has achieved a delicate balance between maintaining a low-cost of living while offering an abundance of high-quality amenities. The region is home to 14 health care systems, among which several have been nationally recognized for their outstanding patient experiences, high quality care, and excellence in nursing. The public schools have also gained recognition, as 12 regional high schools were acknowledged by Newsweek magazine as being among the nation’s best. The region is also home to a vibrant cultural community and affords opportunities for outdoor recreation. Despite the high standard of living, housing prices are consistently below the national average. It comes as no surprise that a recent

survey found that a remarkable 75% of residents consider the Upstate of South Carolina a “very good” or “excellent” place to live.

The dynamic growth of the region, while clearly creating opportunities, also presents challenges. There have been concerns about whether increased revenues associated with population growth off-set demand for local government services. A study of two counties and two municipalities in South Carolina predicts that although projected revenue associated with population growth will be sufficient to cover operating expenses, there will be shortfalls related to capital expenditures necessary to accommodate population growth. These trade-offs leave municipal and county governments with difficult choices on how to reduce services or how to mitigate growth-related deficits.

Further, population growth means more traffic. When the regional sections of Interstate 85 were completed in 1967, there were 1.2 million licensed drivers in the state of South Carolina. By 2011, that figure almost tripled to 3.4 million. A recent analysis concludes that by 2035 “based on traffic growth, current driving habits, and current use of various transportation modes it becomes clear that the travel demand will easily exceed the capacity” of the I-85 Corridor. Issues related to traffic congestion are not lost on Upstate residents, 48% of whom have already noticed increases in traffic and 80% of whom fear that traffic will get worse in the future.

Increased land development has been a result of the Upstate’s population growth. In the 10 years from 1990-2000, the number of acres of developed land in the region increased from almost 223,000 acres to over 576,000 acres—a 150% increase. Assuming that current practices and land-use policies remain, projections suggest the amount of developed land will increase to more than 1.5 million acres by 2030—an astonishing 580% increase from 1990.

Population growth, land usage, urbanization, and economic development bring challenges and opportunities to the Upstate region. The University of South Carolina Upstate declares that its relationship to the region is its “fundamental reason for being.” The Urban and Regional Studies major will enhance USC Upstate’s ability to satisfy its mission by responding to the need to educate future leaders who will take significant roles in examining and managing the spiraling growth in Upstate South Carolina. The region’s unrelenting growth demonstrates a clear need for education in Urban and Regional Studies. City and county leaders, government administrators, real estate brokers, and many others will need the skills and knowledge that are found in the curriculum offered by this new major to successfully help Upstate South Carolina continue its path of development, while focusing on livability and sustainability issues that are critical to economic growth. Furthermore, proficiencies provided in the major are transferable to many disciplines, in part because of the interdisciplinary nature of the curriculum. With a large percentage from the region, students in the majors will have a personal stake in the future quality of life in the Upstate. The Urban and Regional Studies program will uniquely position USC Upstate to train future leaders of the region by focusing on the opportunities and issues that the region is already encountering.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

- Yes
 No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Urban and Regional Planner	There are currently 38,000.	6% growth (2014 – 2024)	Bureau of Labor Statistics
Landscape Architect	There are currently 22,500	5% growth (2014 – 2024)	Bureau of Labor Statistics
Real Estate Broker	There are currently 421,300	3% growth (2014 – 2024)	Bureau of Labor Statistics
Architecture	There are currently 112,600	7% growth (2014 – 2024)	Bureau of Labor Statistics
Administrative Service Manager	There are currently 287,000	8% growth (2014 – 2024)	Bureau of Labor Statistics
Social and Community Service Manager	There are currently 138,500	10% growth (2014 – 2014)	Bureau of Labor Statistics

The Bureau of Labor Statistics has determined that the above listed careers are associated with graduates in Urban and Regional Studies. While none of these careers specifically require a degree in Urban and Regional Studies, graduates with that degree would be well-positioned for these occupations. Graduates in Urban and Regional studies, however, are found in a broad array of careers such as urban planning, city and county management, non-profit management, and real estate development.

Given the uniqueness of the degree, specific South Carolina data are hard to find. However, according to SC Works, all of the above positions will experience steady growth from 2014 to 2024. SC Works predicts that urban planning and landscape architect occupations will grow annually at a .6% rate. Architecture, administrative service manager, and social and community service manager positions are predicted to grow at an annual rate of .8%. Meanwhile, real estate broker posts will increase at an annual rate of .3%. In all occupations, SC Works predicts a .8% annual growth rate.

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

A degree in Urban and Regional Studies, based on a curriculum dedicated to interdisciplinary training and real world experiences, provides graduates with numerous career options. Graduates can be found in public policy, real estate development, non-profit management, urban planning, economic development, transportation design, city planning, historic preservation, and other public-related careers. We examined the recent study by CHE, "Occupational Outlook for Various Programs of Studies: Completion Trends in SC Higher Education 2009/10–2013/14", and found general data on the category and not specific information. The table for occupations, did however, predict a moderate growth rate (10-20%) for the category "political science and government, general". In other words, there is a predicted job growth rate in this general category of 17.3% from 2012-2022.

National data are more on point. In 2010, the United States Bureau of Labor Statistics predicted a 16% job growth in urban and regional studies for the next decade. The Bureau also reported the current median pay for an employee in this field was \$63,040. While the predictions are national and subject to variation depending upon graduate education and experience, they demonstrate that communities will need the skills that Urban and Regional Studies graduates possess. Fundamentally, the major will prepare students with the knowledge, skills, and connections necessary to be competitive for jobs related to the growth and development of the Upstate region and the entire state of South Carolina given the dearth in urban and regional programming found at institutions around the state. Only Furman and the College of Charleston offer undergraduate programming in the discipline and both programs are not reflective of Upstate's proposed major. The major will also put students in position to further their education through graduate programs in fields such as public administration, city and regional planning, landscape architecture, public policy, political science, or sociology.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

The program director currently teaches two upper-division political science courses per semester. The course-load will change to one upper-division political science course and one course in urban and regional studies per semester following implementation of the major. The political science courses can be taught in an on-line format if needed.

We do predict a small decline in Political Science majors due to the interest in Urban and Regional Studies. This decline will be alleviated through recruitment efforts for Urban and Regional Studies and Political Science. The significant community engagement aspect of the program far outweighs any temporary declines. Expanding academic programs into downtown Greenville will significantly enhance USC Upstate's visibility in a new and growing market. This provides potential for overall institutional enrollment to grow as a result, regardless of whether new students are interested in the Urban and Regional Studies major.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Urban Studies	College of Charleston (34 degrees conferred from 2009 – 2013)	<ul style="list-style-type: none"> • Draws from courses in other several disciplines • Existence of Community Advisory Board • Undergraduate degree 	<ul style="list-style-type: none"> • Entire program is focused on Charleston area. • Very few courses in “Urban Studies”. Courses are chiefly drawn from other disciplines. • Lack of focus on regional issues or small towns. • No faculty member beyond the director is primarily dedicated to the discipline.
Urban Studies	Furman University (12 degrees conferred from 2009 – 2013)	<ul style="list-style-type: none"> • There are no similarities 	<ul style="list-style-type: none"> • No courses are specifically dedicated to the discipline. Courses are solely drawn from other disciplines. • No faculty members are dedicated to the discipline. • No advisory board. • No explicit focus on regional issues.

Note: Clemson University offers a Master in City and Regional Planning. Clemson faculty teaching in this program are very excited about this new undergraduate major which would serve as a feeder for their graduate program.

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017 – 18	15	225	15	225		
2018 – 19	30	450	30	450		
2019 – 20	45	675	45	675		
2020 – 21	60	900	60	900		
2021 – 21	75	1125	75	1125		

Note. These projected figures are the result of an analysis of the proposed program conducted by Stamats, a third-party consultant that specializes in academic programming. Using degree completion data from IPEDS surveys from 2009-2013, and looking at comparator programs, Stamats determined that:

- *The percentage increase from 2009 to 2013 for 45.1201 (CIP code for this degree category) was larger than the increase for all bachelor’s degrees conferred over the same period—indicating increased demand for Urban Studies/Affairs relative to other programs*
- *Sixty percent of colleges and universities reporting some degrees in 45.1201 have a positive trend line (reflecting that a majority of institutions are sharing in that growth trend)*
- *USC Upstate’s theory/plan of building the program in Greenville is likely to increase the success of the program. While Greenville is categorized as a small city, the “city” location has a greater chance of attracting students than the main campus suburban setting*
- *That said, growth rate for degrees conferred in CIP code 45.1201 at institutions in a suburban setting (mostly large) is well above the overall growth rate of bachelor’s degrees in general (3.9%)*
- *Based on market saturation, USC Upstate has the estimated potential to enroll a new enrolling class size of nine from the university’s primary market and six from the secondary market. These figures, carried over an approximately four or five-year time frame, could equate to a total of as many as 60-75 students enrolled in the program at a given time.*

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Curriculum

General Education Curriculum	43-44
Major: Required Courses	
URBN U101 Introduction to Urban and Regional Studies	3
URBN U320 Civic Engagement	3
URBN U380 Urban and Regional Economic Development	3
URBN U390 Urban Planning and Policy	3
URBN U500 Senior Seminar	3
Four Additional Upper Division Courses from the Following	
URBN 310 Sustainable Communities	3
URBN 330 Community Leadership	3
URBN 350 Urban Transportation	3
URBN 360 Land-use Planning	3
URBN 370 Downtown Revitalization	3
URBN 499 Urban and Regional Studies Internship	3
Four Additional Upper Division Courses from the Following	
BIOL U270 Environmental Science	3
CRJU U333 Community-Based Corrections	3
ENGL U371 Grant Writing	3
HIST U323 Our Past: Upstate History	3
NPAD U301 The Nonprofit Sector in the United States	3
POLI U364 State and Local Government	3
POLI U370 Introduction to Public Administration	3
PSYC U307 Social Psychology	3
SOCY U323 Urban Sociology	3
SOCY U327 Population Dynamics	3
Supporting Courses	9
Minor or Cognate	12-21
Electives	7-17
Total	120

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required
120

Course Descriptions for New Courses

Course Name	Description
URBN U101: Introduction to Urban and Regional Studies (3).	The impact of cities and regions in the modern era and in the future. The Upstate of South Carolina is heavily used as a case-study for learning about major issues and opportunities confronting cities and regions.
URBN U310: Sustainable Communities (3).	Social, economic, political and environmental problems impacting community viability. The full range of solutions to these problems will be explored.
URBN U320: Civic Engagement (3).	Theory and practice of active citizenship and democracy including the mechanisms individuals and groups use in attempts to influence the political process. Periodic attendance at meetings of a city or county council, planning commission, or other municipal or county board in the Upstate of South Carolina is included in the course.
URBN U330: Community Leadership (3).	Community leadership – elected, professional, or voluntary – and the skills and values which support it. Select leaders from the Upstate of South Carolina will serve as case studies for effective and responsible leadership.
URBN U350: Urban Transportation (3).	Transportation problems and solutions for large and medium-sized cities with special emphasis on reducing traffic congestion, improving management of transit system, and linking transportation and land-use planning.
URBN U360: Land-use Planning (3).	The history and current techniques of land-use planning, including the roles played by federal, state, and local governments. Students partner with regional organizations to examine specific land-use issues in the Upstate of South Carolina.
URBN U370: Downtown Revitalization (3).	The problem of central business district deterioration and the changing patterns of economic and social mobility with primary focus upon the trends of downtown revitalization currently employed by the public and private sectors. The cities of Greenville, Spartanburg, and Anderson are the basis for understanding the dynamics of revitalization.
URBN U380: Urban and Regional Economic Development (3).	Concepts, processes, tools and strategies of economic development for cities and regions focusing on large corporations serving as mechanisms for regional growth, and the efforts of municipal-level economic development departments.
URBN U390: Urban Planning and Policy (3).	Urban planning as an area of public policy. Urban sprawl and its effects on the social, psychological, environmental, physical, and financial well-being of cities and city residents are emphasized.
URBN U499: Urban and Regional Studies Internship (3).	Supervised work experience in an urban and regional studies environment. A minimum of three hours of work per week is required for each credit hour. Students are required to meet periodically with the supervising faculty member. Students are limited to a maximum of six hours from URBN U499. Prerequisites: junior or senior standing and consent of the instructor.

URBN U500: Senior Seminar (3).	Capstone course in Urban and Regional Studies. Students conduct a supervised fieldwork - based research project that addresses an issue related to the discipline. Special emphasis is placed on choosing topics that are relevant to the Upstate of South Carolina. Oral presentations are made to leaders and residents of the region. Prerequisite: 12 hours of URBN at the 300-level or above, or consent of instructor.
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With the hiring of a new tenure-track professor of Urban and Regional Studies to begin in August 2017, the major can be rapidly implemented in the fall semester of 2017. The new professor will work with Dr. Abraham Goldberg to develop the courses.

Courses will be implemented on the following timeline:
August 2017: URBN 101, URBN 310, URBN 320
January 2018: URBN 330, URBN 350, URBN 360, URBN 499
August 2018: URBN 370, URBN 380, URBN 390, URBN 500

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Associate Professor and Director	Full	URBN U320: Civic Engagement URBN U370: Downtown Revitalization URBN U390: Urban Planning and Policy URBN U500: Senior Seminar POLI U370: Introduction to Public Administration POLI U374: Introduction to Public Policy	Ph.D. from WVU	
Assistant Professor*	Full	URBN 101. Introduction to Urban and Regional Studies URBN U310: Sustainable Communities URBN U350: Urban Transportation URBN U360. Land-use Planning URBN U380: Urban and Regional Economic Development URBN U500: Senior Seminar	TBA	
Adjunct Faculty*	Part	URBN U330: Community Leadership	J.D. from USC	Mayor
Adjunct Faculty*	Part	URBN U380: Urban and Regional Economic Development	M.S. from Clemson	Planner

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	1.50	Staff	.00	Administration	.50
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Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The Urban and Regional Studies major will require two full-time, tenure-track faculty members (Dr. Abraham Goldberg and a new tenure-track full-time hire) who possess expertise in urban planning and policy, civic engagement, economic development, transportation policy, downtown revitalization, environmental planning and sustainable development, and land-use planning. Dr. Abraham Goldberg will share teaching duties between political science and urban and regional studies while also serving as director of the new program. The new tenure-track hire, scheduled to begin employment in August 2017, will work exclusively in the Urban and Regional Studies major. The administrative assistant in HPPA will assume administrative duties for the new major.

With this new program, Dr. Goldberg, who has taught courses solely in political science since 2009, will now have his teaching load split between political science and urban and regional studies. A mitigating factor to reduce the burden on the political science instruction is that the Urban Planning and Policy course will be cross-listed (POLI U390 = URBN U390). There is also potential for the Civic Engagement course (URBN U320) to be cross-listed with political science.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The USC Upstate Library is home to over 243,000 volumes and provides students access to countless additional resources through its many databases and Full Text Finder as well as the PASCAL Delivers and Interlibrary Loan services. The collection is particular strong in databases (over 250) related to political science, sociology, and history, all fields which contribute to Urban and Regional Studies. Upstate library resources at University Center Greenville are fully available for students in this major. Students may request materials from the Spartanburg campus and the library will send them to University Center Greenville Library or to the student's home address. Students have 24/7 access for reference assistance while the Spartanburg campus library is open 85.5 hours per week. Upstate students also enjoy checkout privileges at many other South Carolina academic libraries. Having ordered materials in this field over the past several years, the current library collection meets the needs of the program. The faculty will regularly consult with the assigned library liaison to develop collections as needs evolve.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

USC Upstate provides extensive student support services. Student Affairs provides multicultural and health education programming, counseling services, health services, and disability services. There is programming to assist nontraditional students and to cultivate community engagement through service-learning. Upstate offers extensive tutoring programs as well. Students in Greenville and Spartanburg may make appointments for tutoring assistance through Academic Support. There are even enormous opportunities to participate in all aspects of student life.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

Moved below.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

The major will be taught at the River Street location in downtown Greenville, an ideal facility for teaching Urban and Regional Studies, and on the campus in Spartanburg. The Greenville site has three classrooms and a conference room as well as extensive office space, and is used for other academic, as well as non-academic (e.g., recruiting alumni events, etc.) purposes. Situated two blocks from Main Street, the River Street location provides a laboratory for students to study urban and community development issues in and out of the classroom. It is perfectly suitable to teaching Urban and Regional Studies. The instruction in Spartanburg will take place in existing classrooms with existing office space being utilized. These spaces are fully accommodating to enrollment needs.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$60,000
Faculty and Staff Salaries	\$94,000	\$94,000	\$94,000	\$94,000	\$94,000	\$470,000
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$700	\$100	\$100	\$100	\$100	\$1,100
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$2000	\$2000	\$2000	\$2000	\$2000	\$10,000
Library Resources	\$500	\$500	\$500	\$500	\$500	\$2,000
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$109,200	\$108,600	\$108,600	\$108,600	\$108,600	\$543,600
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$165,090	\$340,080	\$525,420	\$721,560	\$928,950	\$2,681,100
Program-Specific Fees	0	0	0	0	0	0
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
Total	\$165,090	\$340,080	\$525,420	\$721,560	\$928,950	\$2,681,100
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$55,890	\$231,480	\$416,820	\$612,960	\$820,350	\$2,137,500

Note. Tuition funding is based upon 15 new students per year, as projected by Statmats and a 3% annual tuition increase. Budget assumes all students will be in-state.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The final assignments in URBN 390 and URBN 500 will be assessed. These assignments consist of papers, portfolios, field-work research, and tests. Each year a faculty committee of three will examine a representative sampling of the final assignments in these courses using an established rubric. After the evaluation has been completed internally, the sampling (with the exception of the oral presentations from URBN 500) will be sent to an outside reviewer who is a professor in Urban and Regional Studies at a peer institution. This will likely be an out-of-state reviewer, given the lack of similar programs in South Carolina. This peer-review component is the gold-standard for major evaluation, in that we will be judged by a professor in the discipline at a separate institution. A final report providing the results of the assessment will be used to evaluate and improve learning opportunities in the major.

Beyond classroom evaluation, graduates of the program will be surveyed every five years to determine their satisfaction with the major as well as their career success. This will enable the program to continue to track job placement as well. The assessment outlined here is reflective and in accordance with other assessment programs approved and currently being used at USC Upstate.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Identify the evolving problems and opportunities in communities throughout the Upstate region of South Carolina.	Papers and Presentations in URBN 101 assess this Student Learning Outcome.
Acquire skills necessary to influence local decision – making.	Papers and Presentations in URBN 101 assess this Student Learning Outcome.
Identify the tools necessary to foster sustainable communities and evaluate current practices in communities within the Upstate region of South Carolina.	Research projects in URBN 310 assess this Student Learning Outcome.
Identify methods of political and community activity, and long-term civic engagement trends.	Questions in URBN 320 exams assess this Student Learning Outcome.
Identify successful practices communities employ to attract and retain small and medium-sized businesses.	Questions in URBN 380 exams assess this Student Learning Outcome.
Identify the social and economic impact of urbanization and community design.	Questions in URBN 390 exams assess this Student Learning Outcome.
Identify key technological, economic, demographic and policy changes that stimulated urbanization and suburbanization in the United States.	Questions in URBN 390 exams assess this Student Learning Outcome.
Apply knowledge of discipline to address a real-world need within a community in the Upstate region of South Carolina	Field-work projects and presentations in URBN 500 assess this Student Learning Outcome.

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.