MPA New Course Proposal for PUBA 617 Urban Transportation: Problems and Prospects

Attached:
- Course Proposal Form
- Syllabus
- Letter of Support from MES Program Director

**Signatures Needed:** If you would assist me in signing and then sending to the next person so that we eventually get this back to me so I can forward to the curriculum committee, I would appreciate it:

1. Jerry Hale, Dean, HSS
2. Mike Auerbach, Dean, Science and Mathematics
3. Provost
4. Budget Director/Business Affairs
5. Return to Jo Ann Ewalt at ewaltjr@cofc.edu

Thanks very much!

Jo Ann
Contact Name: Jo Ann Ewalt  Email: ewaltjg@cofc.edu  Phone: 953-6697
Department Name: MPA  Graduate Program name: Master of Public Administration
Course Prefix, Number, and Title: PUBA 617  Urban Transportation: Problems and Prospects

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE  CHANGE COURSE  DELETE COURSE
(attach syllabus*)  □ Change Number (IV, VII, VIII, IX)  □ Delete Course (IV, VII, IX)
□ Change Title (IV, VII, VIII, IX)
□ Change Credits/Contact hours (II, IV, VII, IX)
□ Prerequisite Change (IV, VII, VIII, IX)
□ Edit Description (III, IV, VII, VIII, IX)

□ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Spring, 2014

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and/or other restrictions below

Students must be enrolled at the Graduate Level or receive permission of instructor.

Will this course be added to the Degree Requirements?

a) □ Yes ☒ No XX

b) If yes, explain

This course will not be added to degree requirements but will be an approved elective for students in the MPA Program, the dual MPA-MES program, and the Urban and Regional Certificate Program.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
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</thead>
<tbody>
<tr>
<td>3</td>
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</table>

B. Credit Hours

3

Is this course repeatable? □ yes ☒ no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

Foundational urban transportation concepts, theories, and policies are analyzed in applied contexts. Students explore contemporary problems, and prepare solutions to these problems. The transportation planning process is reviewed and critiqued, including the political and ethical implications surrounding this process. The role of Geographic Information Sciences in transportation planning is examined.

September 2011
IV. RATIONALE / JUSTIFICATION: If course change — please indicate the course change details. If course change or deletion — please provide reasons for change(s) to or deletion of a course. If a new course — briefly address the goals/objectives for the course and the relationship to the strategic plan.

The goal of this course is to introduce students to the complexity of urban transportation planning, and to use the City of Charleston and the broader Lowcountry as a learning laboratory where they can see the principles and issues in action right here in the region. This course addresses the following goals in the strategic plan:

- **Goal 1:** The course uses examples from the Charleston area to illustrate key concepts in action. Students experience the elements of transportation every day, and so this class is particularly well positioned to utilize experiential learning. Relevant news items and other prompts will ask students to think about their experience of transportation in Charleston.

- **Goal 2:** This course promotes graduate education in planning by taking advantage of the regional location and history (i.e., historic center, port city, regional transportation hub, recent growth).

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. **identify and define key urban transportation concepts and ideas as discussed in class and in the course texts**
   - All students are required to submit weekly formatted reading summaries each week. The students will receive feedback from me on these summaries before they post them on OAKS; over the semester, the students’ synthesis skills should improve given the repetitive nature of the assignment. Further, the students are also required to pose questions and respond to the questions posed by other students; this further encourages them to identify, define, and appropriately use key concepts.

2. **relate these concepts and ideas to contemporary problems; students will be able to prepare solutions to these problems**
   - All students are required to conduct a final poster presentation in which they select concepts relevant for
by selecting the most relevant concepts and ideas  

studying a problem of their choosing. They then must participate in a panel discussion in which they are required to relate concepts to contemporary issues in the Lowcountry.

| 3. diagram the transportation planning process, point out the political and ethical implications surrounding this process | All students will be required to take a midterm examination (face-to-face) in which they will evidence their understanding of the transportation planning process, and the political and ethical issues involved in this process. |
| 4. explain how GIS is used in the transportation planning process | The midterm examination will assess how well students can do this. |

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course supports two National Association of Schools of Public Affairs and Administration (NASPAA) competencies:

1. Participate in and contribute to the policy process

   The students learn about the transportation planning process, which directly involves existing policy and very often creates new policy. The students learn about the politics of the transportation planning process, including some of the varied demands that will be made on the planners by different segments of the community. This competency is reinforced in this class.

2. Analyze, synthesize, think critically, solve problems, and make decisions

   The reading summaries require students to synthesize material; the questions that they must pose and answer require that the students think critically. The final poster presentation and panel discussion requires that students apply concepts in a way that helps them to solve problems and make decisions. This competency is reinforced in this class.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

This course will add a relevant course of study for students in the Urban and Regional Planning Certificate Program. It is an appropriate elective course for students in the MPA Program who are interested in the local government and urban planning specialization. It is also an appropriate elective for students in the dual MPA-MES program who are interested in the environmental impacts of transportation policy.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

No new costs are anticipated. Current faculty can teach the course (and have already done so as a special topics course). The library resources are adequate for the needs of students and faculty for this course.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: ____________________________ Date: 8/19/2013

Signature of Schools' Dean: ____________________________ Date: 8/19/13

Signature of Additional Schools' Dean*:

_____________________________ Date: 8/21/13

Signature of the Provost: ____________________________ Date: 8/21/13

Signature of Budget Director/Business Affairs Office:

_____________________________ Date: ________________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing.

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:

_____________________________ Date: ________________

Signature of Chair of the Graduate Council:

_____________________________ Date: ________________

Signature of Faculty Senate Secretary:

_____________________________ Date: ________________

Date Approved by Faculty Senate: ____________________________

_____________________________ Date: ________________