

PROGRAM APPROVAL PROCESS
(Revised January 28, 2015)

Highlights of the Program Approval Process:

- The Regent universities shall submit an annual program planning list to the Board Office in the spring of each year, which includes the name and educational level of proposed programs that have already undergone an initial institutional review, are currently undergoing an in-depth institutional review, and are likely to be submitted for program approval by the Board of Regents within the year. The proposed program must reside on the program planning list for at least six months prior to submitting a program proposal to allow sufficient time for discussion within the three Regent universities.
- The Board Office and the Council of Provosts shall review the annual program planning list at each Council of Provosts meeting.
- During the year, the universities shall complete their in-depth review of the proposed programs and submit their proposals to the Board Office using a program approval format developed by the Board Office (Form A). The form incorporates the key characteristics of a proposed program critical for Board decision-making – immediate and long-term need/demand for the program, cost to implement and operate the program, link to the institution's and Board's strategic plans, and potential for unnecessary duplication. Workforce data must include recent projections.
- Letters of support must be included with the program proposal. The staff member requesting the letters of support from the other two universities must send a copy of the request to the provosts at the other universities.
- A review by the Iowa Coordinating Council for Post-High School Education (ICCPHSE) shall also occur prior to being submitted for Board approval. A program with unresolved concerns by the ICCPHSE should be so noted.
- The program proposals shall be reviewed in-depth by the Council of Provosts and the Board Office.
- With the recommendation for approval by the Board Office and the Council of Provosts, the program proposal shall be submitted to the Board of Regents Education and Student Affairs Committee and Board of Regents for discussion and action.
- Substantial expenditures for the proposed program or advertising/marketing of the proposed program shall not occur until after the program is approved by the Board of Regents. This means that the institutions shall not hire any new faculty, secure facilities, develop curriculum, or advertise the program until it has been approved by the Board of Regents.

FORM A
Board of Regents, State of Iowa

**REQUEST TO IMPLEMENT A NEW BACCALAUREATE,
MASTERS, DOCTORAL, OR FIRST PROFESSIONAL DEGREE
PROGRAM**

January 28, 2015

Editing color coding:

Yellow: Items to be completed by Provost Office

Gray: Items are draft text to use/edit as appropriate. Please remove highlighting of gray areas once edited.

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for a Regent university to demonstrate need and demand as well as the university's ability to offer a quality program that is not unnecessarily duplicative of other similar programs offered by colleges and universities in Iowa.

Institution: _____ Iowa _____ State

University _____ CIP Discipline Specialty Title: _____

CIP Discipline Specialty Number (six digits): _____

NOTE: If department has recommendation – please feel free to enter – otherwise, provost office will fill these out

Level: B _____ M X _____ D _____ FP _____

Title of Proposed Program: Master of Community

Development _____ Degree Abbreviation (e.g., B.S., B.A., M.A., Ph.D.): _____

MCD

Approximate date to establish degree: Month August Year 2021

NOTE: If department has recommendation – please feel free to enter – otherwise, provost office will fill these out based on anticipated meeting date when Board would approve the program.

Contact person: (name, telephone, and e-mail) Francis Owusu; (515) 294-7769; fowusu@iastate.edu

College that will administer new program: College of Design

Please provide the following information (use additional pages as needed). Do not use acronyms without defining them.

1. Describe the proposed new degree program, including the following:
 - a. A brief description of the program. If this is currently being offered as a track, provide justification for a standalone program.

The proposed Master of Community Development (MCD) converts an existing online Interdisciplinary Graduate Studies Program (IGS) degree associated with the Great Plains Interactive Distance Education Alliance (GPIDEA). That program is currently offered online, by Iowa State in conjunction with Kansas State University, University Nebraska – Lincoln, South Dakota State University, and North Dakota State University.

Approximately 25 Iowa State University graduate students are enrolled in the existing GPIDEA/IGS program. It is proposed that by the start date of August 2021, a new online Master of Community Development degree independent of the GPIDEA and the IGS program be established within the College of Design and the Department of Community and Regional Planning. The proposed program moves the existing degree out of the GPIDEA and offers it entirely within Iowa State University. It will utilize much of the existing curriculum of the MS CDEV that is contained in the current Iowa State University Course Catalog. All ISU students currently enrolled in the C DEV/GPIDEA program will be enrolled in the new program, and be allowed to apply their earned credits toward their degree.

The proposed program offers several advantages. These include: 1) bringing the program inhouse provides significant new revenue streams to the University, the College, and the Department; 2) simplifying the administration of the program, including reducing the layers of oversight; 3) creating a more streamlined curriculum, that will allow a shorter time to completion and higher completion rates; 4) allowing full control of recruitment and admission of new students into the degree program.

The MCD degree provides students with graduate training in community development theory, community data analysis, community engagement, community development methods, program development, and evaluation. The program is a coursework-only degree. It is geared toward working professionals seeking graduate training, most of who are currently employed in the public service sectors. The program is structured to include 30 credit hours of cohort-based learning delivered over 24 months as online courses. The curriculum includes five core courses and five electives chosen from the approved list below. The curriculum takes advantage of existing coursework already found in the current ISU catalog and current experimental courses slated to be included in the catalog by August 2021. Only the required practicum course will need to be developed.

Core courses will be taught over a two-year sequence with the ten electives offered through the Department of Community and Regional Planning also on a 2-year rotation. Summer offerings are planned as part of this rotation. With this annual seven-course offering, and assuming a relatively even distribution, the program could be sustained with as few as 240 student credit hours annually (or, 20 students taking 4 courses annually). A 30-hour degree offered at Iowa State University would cost students \$5,400 less than the 36-hour program offered through GPIDEA.

Utilizing existing courses within the ISU catalog, or experimental courses that are due to appear in future catalogs, an ISU Community Development degree can be developed with little additional course development. Table 1 provides a listing of

both the core and elective courses. All elective courses listed, but not taught by the Department of Community and Regional Planning, are already taught and available online.

The proposed curriculum for an ISU MCD degree is included below. Thirty credit hours total are required—five required courses and five electives from the list below.

A. Required Courses

Table 1: Required Courses

Course	Title	Type	Credits
C DEV 503	Principles and Strategies of Community Change	online	3 Cr
C DEV 504	Community Analysis: Introduction to Methods	online	3 Cr
C DEV 505	Organizing for Community Change	online	3 Cr
C DEV 506	Community and Regional Economic Analysis	online	3 Cr
C DEV 530	Practicum	online	3 Cr
			15 Cr total

B. Elective Courses

Table 2: Elective Courses (Select Five).

Course	Title	Type	Credits
C DEV 526	Immigration and Community Inclusion	online	3 Cr
C DEV 513	Economic Development Strategies and Programs	online	3 Cr
C DEV 523	Grant writing for Community Development Professionals	online	3 Cr
C DEV 521	Housing and Development	online	3 Cr
C DEV 512/ CRP 584	Sustainable Communities	online	3 Cr
C DEV 590	Special Topics	online	3 Cr
CRP 521	Historic Preservation Planning: Theory and Practice	online	3 Cr
CRP 529	Planning in Developing Countries	online	3 Cr
CRP 535	Planning in Small Towns	online	3 Cr
CRP 549	Geodesign	online	3 Cr
CRP 551	Intro to Geographic Information Systems	online	3 Cr
CRP 560	Social Justice and Planning	online	3 Cr
CRP 579	Applied Public Finance and Planning	online	3 Cr
STAT 587	Statistical Methods for Research Workers	online	3 Cr
POLS 574	Policy and Program Evaluation	online	3 Cr
POLS 575	Management in Public Sector	online	3 Cr
GERON 563	Environments for the Aging	online	3 Cr
JL MC 477	Diversity in the Media	online	3 Cr
AGEDS 524	Program Development and Evaluation in Agriculture and Extension Education	online	3 Cr
			15 Cr total

Appendix A provides the MCD course descriptions currently in the ISU catalog. Again, the only course that would need to be developed and added to the listings is C DEV 530 Practicum. Appendix B provides CRP course descriptions and those of other departments that are proposed electives. Appendix C provides a sample syllabus for C DEV 503 and C DEV 530.

b. A statement of academic objectives.

For the purposes of this degree program, we will utilize the definition of community development adopted by the International Association of Community Development (IACD), the Community Development Society (CDS), and the National Association of Extension Community Development Professionals (NACDEP). This definition reads as follows:

Community development is a practice-based profession and an academic discipline that promotes participative democracy, sustainable development, rights, equality, economic opportunity and social justice, through the organization, education and

empowerment of people within their communities, whether these be of locality, identity or interest, in urban and rural settings.

Within the context of this definition, following learning outcomes are expected.

- Acquire practical and theoretical knowledge of community development program design, implementation, and evaluation
- Demonstrate the ability to implement community development strategies within both urban and rural settings;
- Demonstrate the ability to identify and utilize theoretical and analytical constructs of community;
- Demonstrate a working knowledge of community analytics including demographic analysis, community power structures, community organization, community economic analysis, and regional context;
- Develop competencies for leadership, negotiation and successful verbal and written communication;
- Demonstrate the ability to design and implement a community engagement plan involving an inclusive community process; and
- Develop professional networks with others in the profession through program facilitated interactions, practicums, and membership in professional organizations.
- Demonstrate knowledge and the ability to apply the *Principles of Good Practice* as articulated by the Community Development Society.

c. What the need for the program is and how the need for the program was determined.

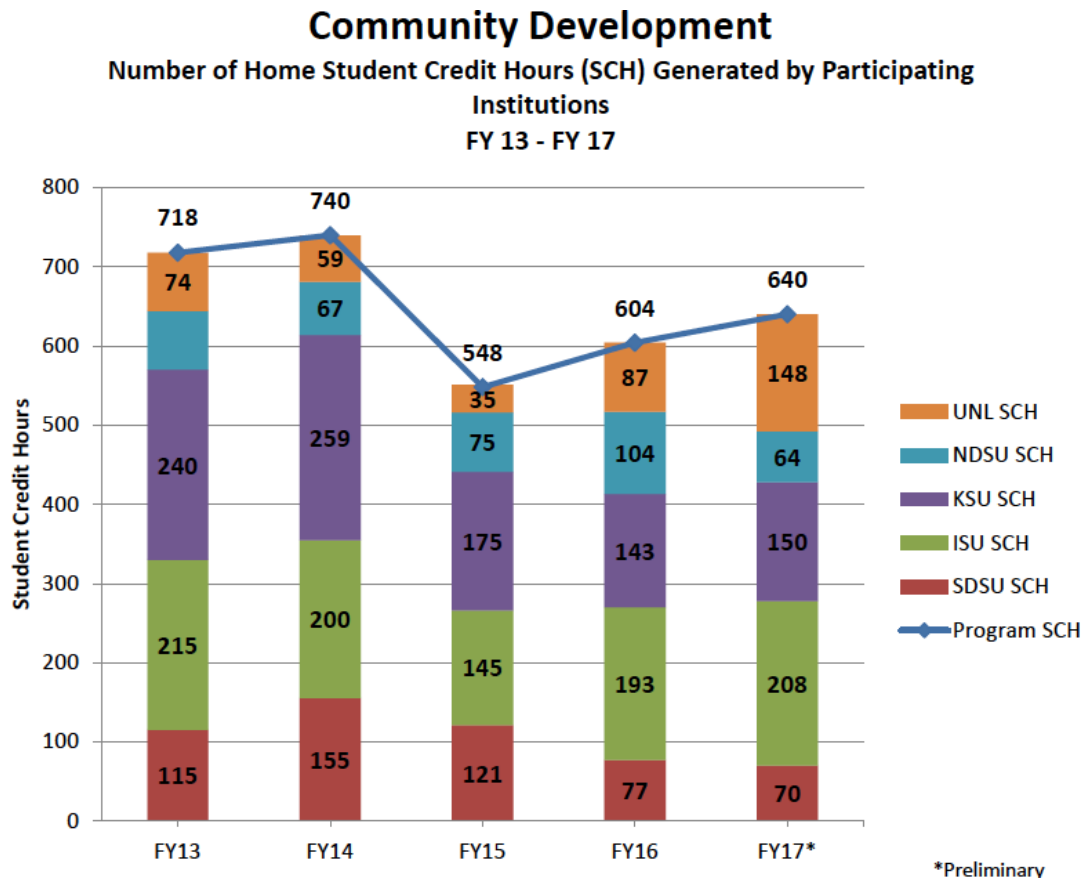
The market or need for the ISU Community Development program is well documented. The GPIDEA Community Development online program was initiated in 1996 with a grant from the USDA to Iowa State University and the North Central Regional Center for Rural Development. Students are registered with one of the five participating universities, thus creating over 21 years of documentation as to need and demand.

The portion of the ISU program's registration is such that even with separation from the GPIDEA, and with a degree that requires fewer credits and entails a lower tuition cost, the program is financially sustainable. Current completion rate is 64% with the mean time for completion at 3.5 years. We believe that the new in-house program would lower transaction costs associated with program for both students and faculty and therefore increase graduation rates among this pool of distance students.

Historically, among the GPIDEA-partnering universities within the Community Development master's degree, Iowa State University constitutes almost one-third of the total student credit hours and enrolled students (see Figure 1). Nine new

students were accepted into the program as ISU students during the 2019 calendar year.

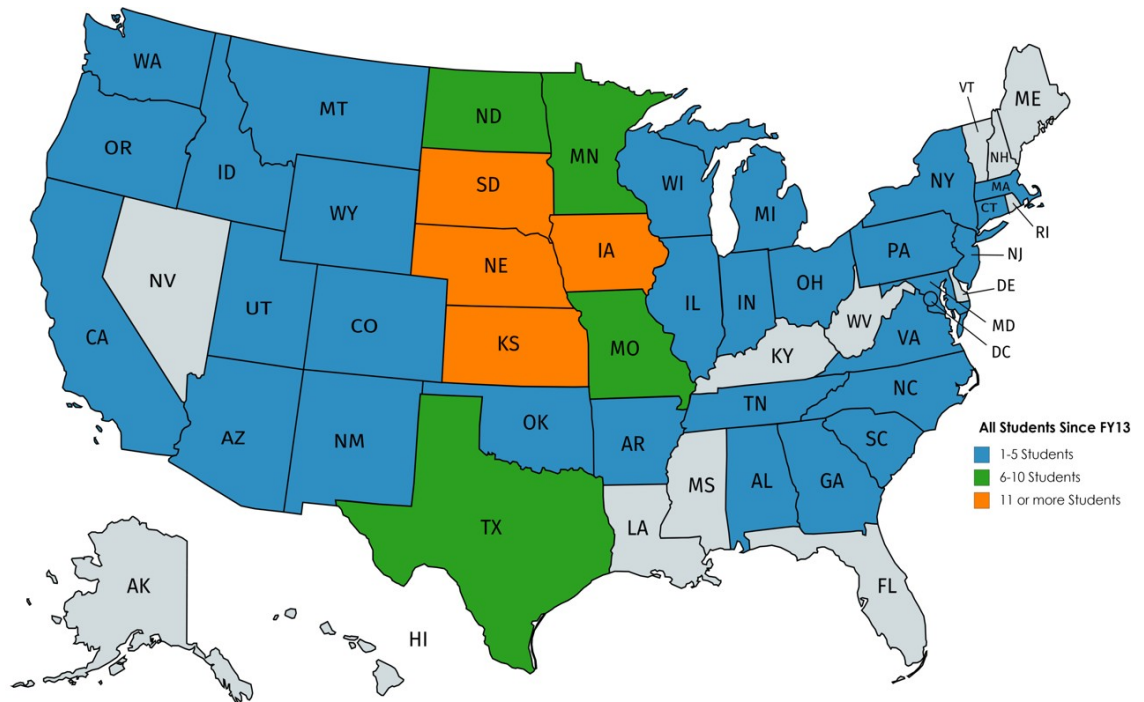
Figure 1: Annual Student Credit Hours by University



Source: GPIDEA Community Development Data Packet, 2017

Data from the existing program indicate a relatively stable base of students. Most students are enrolled in the program are from the Upper Midwest (see figure 2). However, registration within the past three years to the ISU program include residents from Chile and the Marianas Islands.

Figure 2: Distribution of students in C DEV program by place of residence in 2013.



Created with mapchart.net ©

Source: GPIDEA Community Development Data Packet, 2017

d. The relationship of the proposed new program to the institutional mission and how the program fits into the institution’s, college’s, and department/program’s strategic plan.

The proposed program will contribute to the educational mission and reputation of Iowa State University as an innovative land grant institution. The University Strategic Plan established the goal of increasing the number and elevating the overall quality of graduate and professional students and “provide exceptional undergraduate, graduate, professional, and outreach programs that prepare students and citizens for leadership and success.” Furthermore, developing and expanding an ISU C DEV Masters Program is consistent with University Strategic Plan sub goal to “grow the impact and scope of our graduate programs.”

Two of the goals of the COD Strategic Plan are to: “Increase the college’s enrollment to 2,100” and to “increase operating revenues sufficient to sustain high quality, competitive programs.” Shifting the C DEV program to the college would be a step toward each of these of the goals. (The current program is one of only degrees offered online that involve the COD, the other being the Master of Real

Estate Development (MRED) program recently established in collaboration with ISU's Ivy College of Business.) This would move the degree to the COD and the CRP Department. It would represent the first degree offered at a distance by the COD.

This plan is also consistent with the Department of Community and Regional Planning's strategic plan that calls to "Increase our online/distance education course offerings" and to "increase the number of students who take planning courses as electives."

e. The relationship of the proposed new program to other existing programs at the institution; describe how the proposed program will enhance other programs at the university.

The proposed change would incorporate a number of existing online courses offered at Iowa State University. It should help supplement enrollment in these courses. The proposed transition also utilizes existing cataloged courses in the Community and Regional Planning Program in such a fashion as to enhance enrollment in those courses as well.

The GPIDEA program will likely continue with the four remaining universities without Iowa State University participation. The proposed ISU curriculum would allow use of some of these online courses and additional online ISU courses as appropriate electives and agreed to as part of each student's POSC.

The existing degree is housed within the Interdisciplinary Graduate Study (IGS) program within the ISU Graduate College. Yet, the degree has its own courses in the catalog, has a set curriculum, and is based within one department on campus. None of these requirements follow IGS guidelines. It is in many ways administratively an orphan program within our current system.

Transition to a program at Iowa State University would 1) provide clarity for program marketing and the application process for prospective students, 2) allow students more opportunity to finish the program, 3) allow for more flexibility in the program for course development, and 4) allow better coordination with other programs at ISU and 5) better utilization of existing courses offered at ISU both within and outside the Department of Community and Regional Planning.

f. The relationship of the proposed new program to existing programs at other colleges and universities in Iowa, including how the proposed program is different or has a different emphasis than the existing programs.

None of the public universities in Iowa offers graduate or undergraduate programs in the field of community development. The University of Iowa School of Urban and Regional Planning does offer a Master's Degree in Urban and Regional Planning with 1 of 5 concentrations in the area of housing and community development. The University of Iowa's accredited planning program is not offered

at a distance. As is the case with the existing GPIDEA degree, there would be very little overlap or competition for students between the two programs. None of Iowa's private colleges offers bachelor's or master's degrees in community development.

g. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

This proposal is to create the degree out of an existing program. The base of students and courses are already in place.

h. Are the university's personnel, facilities, and equipment adequate to establish and maintain a high quality program?

All courses offered by this program will be delivered online. Faculty within the CRP department have been involved in the delivery of the GPIDEA program since 1996. The CALS Brenton Center has provided the staff for delivery of the existing program online for a percentage of the tuition proceeds. This relationship would continue to exist with the transition to the proposed model of

an ISU C DEV program. A small amount of additional funds will be requested from the College of Design for revamping the program web site and to provide marketing and advertising funds to alert potential students. The current web site can be found at:

<http://www.agonline.iastate.edu/programs/community-development-ms>

A combination of existing CRP faculty supplemented with lecturers will be utilized to teach the revised curriculum. On average, 7 C DEV or CRP courses will be taught and made available online through the department. Over half the CRP faculty have already served on graduate committees related to the current GPIDEA program. Courses taught by CRP faculty will be taught as part of their normal teaching load or during the summer.

i. How does student demand for the proposed program justify its development?

As noted above, the program already has history dating back to 1996 with a track record of student enrollment at Iowa State University. This proposal would simply create a degree that would remove the program from Interdisciplinary Studies and the GPIDEA. Marketing in Iowa and other Midwest states would be expanded to allow perspective students information on the ISU program.

2. Describe the state and/or national workforce need and/or demand for graduates of the proposed program currently and in the foreseeable future (provide documentation about the current sources of data used to estimate need and demand).

Demand has remained strong for the 5-university GPIDEA community development program since its inception since 1996. The program has averaged over 100 students annually with ISU enrolling on average over 30% of those students. By offering the C DEV degree online through the COD and CRP, the demand for the degree with adequate marketing should increase because: 1) the curriculum proposed would be able to be completed more quickly, 2) the program will be easier to navigate for nontraditional, distance-education students, and 3) the cost for students will be approximately \$5,400 less than the current program.

- 3. List all other public and private institutions of higher education in Iowa currently operating programs similar to the proposed new degree program. (For comparison purposes, use a broad definitional framework, e.g., such identification should not be limited to programs with the same title, the same degree designation, having the same curriculum emphasis, or purporting to meet exactly the same needs as the proposed program.)**

As noted above, in question 1(f), there are no other public or private institutions in Iowa offering graduate degrees in community development.

See response to 1f above. (No other existing program in Iowa.)

If the same or similar program exists at another public or private institution of higher education in Iowa, respond to the following questions:

- a. Could the other institution reasonably accommodate the need for the new program through expansion? Describe collaboration efforts with other institutions.
- b. With what representatives of these programs has there been consultation in developing the program proposal? Provide a summary of the response of each institution consulted.
- c. Has the possibility of an inter-institutional program or other cooperative effort been explored? What are the results of this study? (Consider not only the possibility of a formally established inter-institutional program, but also how special resources at other institutions might be used on a cooperative basis in implementing the proposed program solely at the requesting institution.)
- d. Do other colleges in Iowa offer programs similar to the proposed program at comparable quality and cost?
- e. Are letters of support included with the program proposal?

Letters of support are included from the Deans of the appropriate colleges at the University of Iowa and the University of Northern Iowa. Additional support letters are provided from within Iowa State University and Iowa State University Extension and Outreach.

4. **Estimate the number of majors and non-majors students that are projected to be enrolled in the program during the first seven years of the program.**
 - a. Undergraduate (NA)
 - b. Graduate

Table 3: Estimates of Majors and Non-Majors.

Graduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Majors	25	25	30	35	35	35	35
Non-Majors	5	5	5	5	5	5	5

- c. What are the anticipated sources of these students?

Iowa and the Midwest have demonstrated to be a good market for these students. Only the GPIDEA degree and Penn State University have similar online degrees. We estimate that with transition that the level of participation will remain stable for the first 2 years and then begin to grow. We estimate an initial cohort of 25 or more students based on: (1) The current ISU/GPIDEA enrollment, (2) higher graduation rates of ISU-GPIDEA students transferring into the new program due to the lower credit total needed, (3) growth will be seen with the larger cohorts in the third year and beyond as the new program becomes stable. Non-major estimates are based upon past enrollment rates of non-majors in the GPIDEA C DEV program from Iowa State University.

5. **If there are plans to offer the program away from the campus, briefly describe these plans, including potential sites and possible methods of delivery instruction. Will off-campus delivery require additional HLC accreditation?**

Program will be offered off-campus online using such tools as Canvas and Zoom. Thus, combinations of synchronous and asynchronous methods will be utilized. No physical sites off campus will be required. Iowa State University is approved by HLC to offer distance education courses and programs. The University is also approved for the 'notification process' for any additional locations. No additional approval is required for HLC.

6. **Has the proposed program been reviewed and approved by the appropriate campus committees and authorities?**

The program will be approved by the appropriate the Department of Community and Regional Planning Faculty, the College and Faculty Senate Curriculum Committees, the Faculty Senate, the Provost and the President.

7. **List date the program proposal was submitted to the Iowa Coordinating Council for Post High School Education (ICCPHSE) and results of listserv review.**

Note: will be completed by the Provost Office.

8. **Will the proposed program apply for programmatic accreditation? When?**

No.

9. **Will articulation agreements be developed for the proposed program? With whom?**

No.

10. Will there be opportunities for student internships?

No. However, a practicum will be required. Assistance will be given students to help secure host organizations for this part of the curriculum.

11. Describe the faculty, facilities, and equipment that will be required for the proposed program.

See response to 1h above.

12. From where will the financial resources for the proposed program come (list all that apply, e.g., department reallocation, college reallocation, grants, new to the university)?

Iowa State University utilizes a decentralized financial management model for the development of its annual operating budgets. The Resource Management Model (RMM), is a responsibility-centered and incentive-driven approach to financial planning and management. The model supports departments and colleges in making budgetary decisions that enhance student success (e.g., retention), innovate by meeting market demands from students and employers for degree programs of the future, and discontinue legacy curricula which are either not aligned with industry/employer needs or for which student demand is low. Through the RMM, 25% of net tuition revenue is allocated to academic colleges based on a student's choice of major, and 75% is allocated to academic colleges based on teaching (as measured by student credit hours). Through the infrastructure of Iowa State's budget model, then, financial resources follow students and are allocated based on majors and teaching that is conducted. Tuition revenue will include both base tuition and applicable differential rates. The proposed degree program will be funded through this existing, proven financial model, and is expected to be fully self-sustaining over time. In addition to the budget model as described, financial resources may also come from internal reallocations made within the college during the program's startup phase. The level of reallocation will depend, in part, on the numbers of new students attracted to the proposed program, and the number of existing students who choose the proposed program over another program, based on standard and differential tuition rates. The proposed program will not be dependent on grants, contracts, gifts, central university resources, or reallocations between academic colleges.

13. Estimate the total costs/total new costs (incremental increases in expenditures) that will be necessary for the next seven years as a result of the new program. Be as specific as possible.

The department has the necessary faculty in place to begin offering the program. Through the budget model described below, tuition revenue associated with student credit hour production will support the cost of teaching classes for this program and any marginal costs for equipment or marketing. This program will not require investments in fixed expenses such as facility renovations, information technology software, or licenses.

Annual expenses are based upon current expenditures in the CRP budget based upon FY17 expenditures per faculty FTE. Faculty salary and fringe expenditures per faculty FTE average \$81,000. Supplies and Services are also based upon the average rate per faculty FTE. Brenton Center staff support is to help staff student support, IT services, and marketing. Summer salary is included for course teaching and development. Future expense projections include a 3% inflation rate. In FY22, an additional .25 faculty are

added to accommodate the projected growth in student enrollment.

Annual Budget*

Faculty (1.25 FTEs) Salary and Fringe (@27.5%)	\$138,000
Brenton Center (CALs) support	\$26,000
Professional Development and Summer Salary	\$23,000
Supplies and Services	\$3,000
TOTAL ANNUAL BUDGET	\$190,000

*Based upon FY17 departmental expenditures for 10 FTEs to teach current CRP curriculum and assuming 1.25 FTEs will be needed to teach 7 courses annually.

Table 4: Expense Projections.

FY	# Faculty	Projected Expenses
2021	1.25	\$190,000
2022	1.25	\$195,000
2023	1.25	\$201,000
2024	1.50	\$240,000
2025	1.50	\$247,000
2026	1.50	\$254,000

14. Describe the marketing plan developed to communicate the new program and recruit students.

The Office of Admissions and Graduate College will incorporate this new program into the overall marketing strategy for graduate student recruitment. The program will be included in print materials, websites, and other marketing strategies to attract students from within the state, from across the country and globally. The program will also be included in the appropriate college and departmental recruiting materials, websites, and outreach programs.

The marketing program would be done primarily in conjunction with the Brenton Center within the College of Agriculture and Life Sciences (CALs). The center currently maintains the web site for the current IGS degree. Expanded marketing within Iowa, Illinois, Wisconsin, and Missouri would target non-profit organizations, community development offices in local government, regional planning agencies, university Extension systems, and university offices of engagement.

Marketing would build upon the current student cohort within the IGS/GPIDEA program and recent graduates.

15. Describe the program evaluation plan to determine if the program is meeting the intended objectives, if the expected student enrollment has occurred, funding for the program, and any other components that affect the effective operation of the program.

This program will be incorporated into the university’s normal academic review process. That review

process assesses whether the program is achieving its mission, providing high-quality academic experiences, and fulfilling the enrollment and success metrics identified for the program. In addition to the academic program review, as a part of the college budgeting process the program will be monitored annually for achievement of enrollment goals.

16. Include any additional information that justifies the development of this program.

None included.

Appendix A. C DEV Courses in Current ISU Catalog

Community Development (C DEV) 1

COMMUNITY DEVELOPMENT(C DEV)

Courses primarily for graduate students, open to qualified undergraduates:

C DEV 502: Community and Natural Resource Management

(3-0) Cr. 3.

Detailed introduction to community resource management. Theoretical frameworks, methodological investigation, applied practices. Enhancement of ability of community development professionals to work with communities to plan, develop and monitor conservation and development of natural resources with multiple functions.

C DEV 503: Community Development I: Principles and Strategies of Community Change

(3-0) Cr. 3.

Analysis of principles and practices of community change and development. Use of case studies to relate community development approaches to conceptual models from diverse disciplines. Exploration of professional practice principles, and student construction of their personal framework for practicing community development.

C DEV 504: Community Analysis: Introduction to Methods

(3-0) Cr. 3.

Introduction to research methods relevant to community development. Formulate and begin a research effort, methods of data collection and how conceptual frameworks are used to develop the questions and analyze data. Emphasis on strategies for reporting findings and applying findings in community action and methods of evaluating the entire research process. Significant attention paid to issues of research ethics and inclusiveness.

C DEV 505: Community Development II: Organizing for Community Change

(3-0) Cr. 3.

Examines role of civil society in community planning efforts. Comparative approach to planning theories and approaches. Focus on change within communities and the roles of government, planners, and citizens in reacting to or shaping change. Dimensions of social capital and the context of change covered.

C DEV 506: Community and Regional Economic Analysis I

(3-0) Cr. 3.

Introduction to concepts of communities and regions, theories of economic growth, drivers of economic growth, the economic base of a community, sources of growth or decline in the community, roles of local government and institutions, and analytical tools. Strategies for local economic development will also be explored.

C DEV 507: Introduction to Native Communities

(3-0) Cr. 3.

A base knowledge courses. For students currently working within, in partnership with, or considering working with Native communities. Basic understanding within the context of community development of the diversity of the tribal structures and cultures and the unique history and jurisdictional considerations of these nations. Working with tribes, Federal and Indian relations, and governance and cultural issues.

C DEV 508: Ecological Economics

(3-0) Cr. 3.

Approaches economy and community by looking at the inherent interdependence, jointness, and potential complementarity between ecology and economy (utility) of a place.

C DEV 509: Building Native Community and Economic Capacity

(3-0) Cr. 3.

Focus on non-western approaches to helping Native communities build their capacity. Students will learn to take a participatory, culture-centered, and strength-based approach to development.

C DEV 510: Indian Country Agriculture and Natural Resources

(3-0) Cr. 3.

Introduction to the historical and contemporary issues related to natural resource management on Native American lands. Philosophical and economic arguments concerning natural resource conservation, preservation and extraction will be explored.

C DEV 512: Sustainable Communities

(3-0) Cr. 3.

Students will learn the conceptual relationships among Community and Sustainable Development and Sustainable Communities and examine the social, environmental, and economic aspects of sustainable communities. The course includes analysis of public policy impacts on community sustainability, practical actions for enhancing sustainability, and changing power dynamics and reward structures involved in incorporating sustainability into Community Development.

C DEV 513: Economic Development Strategies and Programs

(3-0) Cr. 3.

Course explores theories of local economic development and addresses the development issues faced by communities in the 21st century. Students will understand and apply concepts from economic development planning, economic analysis, business development, human resource development, community-based development, and high-technology development. *2 Community Development (C DEV)*

C DEV 520: Orientation in Community Development

(2-0) Cr. 2.

Introduction to the Community Development program. Focus on on-line delivery methods, graduate level research and writing, technology skills.

C DEV 521: Housing and Development

Cr. 3. S.

Prereq: None. Review and evaluation of historical and current housing issues, production, and financial systems, including consideration of racial, ethnic, income, and gender issues as they relate to the role of housing developments and programs in community development.

C DEV 522: Community Leadership and Capacity Building

(3-0) Cr. 3.

Defining leadership and applying it to the workplace. Understanding of potential link between leadership and community capacity. Identifying strategies for leadership development in communities.

C DEV 523: Grant writing for Community Development Professionals

(3-0) Cr. 3.

Basic Grant Development and Management will introduce students to the grant-getting process and provide an overview of what happens after a project is funded. The following topics will be covered: researching funding sources, generating cutting edge ideas, assessing needs, planning a project, establishing credibility, formulating a sustainable budget, designing an evaluation plan, managing the funded project, and disseminating project results.

C DEV 524: Non-Profit Management in Community Development

(3-0) Cr. 3.

Understanding of how non-profit organizations are run in order that they may participate more fully in community development efforts. Learning skills necessary to assist organizations to manage community development projects and programs, such as, budgeting, planning, personnel, facilities, volunteer management, and fundraising.

C DEV 525: Role of Tribal Colleges in Economic Development

(3-0) Cr. 3.

Focus on role of tribally-chartered colleges and universities in economic development within Native communities. Social capital analytic framework to examine and evaluate tribal college model of economic development.

C DEV 526: Immigration and Community Inclusion

(3-0) Cr. 3.

Mechanisms for community inclusion and exclusion in relation to immigration will be examined. Aspects of ethnicity, religion, occupation and transnationalism are addressed in terms of community mechanism for incorporating immigrants as community assets.

C DEV 527: Public and Non-Profit Budgeting

Cr. 3. SS.

Introduction to the fundamental theories and practices of budgeting in the public and non-profit sectors. Topics covered include overview of budgeting and budget reform, taxation, expenditures, budget preparation and adoption, budget implementation, and performance budgeting.

C DEV 528: Evaluation of Organizations and Programs

(3-0) Cr. 3.

Prereq: C DEV 504 with grade of C or better Introduction to the philosophy, techniques, and methodologies of organizational and program evaluation. Overview of program evaluation and theory, techniques to evaluate program processes and performance, evaluation designs, assessing program efficiency, models to diagnose organizations, and methods to assess organizational performance.

C DEV 531: Toward Ethical Engagement

(3-0) Cr. 3.

Understanding what ethics are and identify ethical dimensions of a problem. Ability to employ ethical analysis and engagement strategies in public problem-solving.

C DEV 532: Community and Regional Economic Analysis II

(3-0) Cr. 3.

Prereq: C DEV 506 Substantive grounding in the theories and practice of measuring community economic dynamics; build solid foundation skills for applied community economic analysis.

C DEV 542: The Policy and Politics of Coastal Areas

(Cross-listed with POL S). (3-0) Cr. 3.

Exploration of political implications of coastal policy. Issues include: "Carrying capacity," zoning, regulation of human development activities, tradeoffs between conservation and jobs, the quality of coastal lifestyle, ways in which citizens participate in policy for coastal areas.

C DEV 590: Special Topics in Community Development

Cr. 1-3. Repeatable, maximum of 4 times. F.S.SS.

Special topics in Community Development. Independent Study must get instructor approval.

C DEV 599: Creative Component

Cr. arr.

Students work with major professor to conduct research and carry outwork on their creative component. Instructor permission required.

Courses for graduate students:

C DEV 699: Thesis Research

Cr. 1-6. F.S.SS.

Thesis Research.

Appendix B. Listed Online Electives in current ISU Catalog

Community Development (C DEV) 1 COMMUNITY DEVELOPMENT(C DEV)

B. Elective Courses (select5)

CRP 521	Historic Preservation Planning: Theory and Practice	online	3 Cr
CRP 529	Planning in Developing Countries	online	3 Cr
CRP 551	Introduction to Geographic Information Systems	online	3 Cr
CRP 579	Applied Public Finance and Planning	online	3 Cr
STAT 401	Statistical Methods for Research Workers	online	3 Cr
POLS 574	Policy and Program Evaluation	online	3 Cr
POLS 575	Management in Public Sector	online	3 Cr
GERON 563	Environment for the Aging	online	3 Cr
JL MC 477	Ethnicity, Gender, Class and Media	online	3 Cr
AGEDS 524	Program Development and Evaluation in Agriculture and Extension Education	online	3 Cr

CRP 521: Historic Preservation Planning: Theory and Practice

(3-0) Cr. 3. S.

Introduction to the history, theory, and practice of historic preservation and cultural resource management (CRM). Cases exploring preservation in US and global contexts; politics of preservation; preservation incentives; and relationship of preservation to other community issues.

C R P 529: Planning in Developing Countries

(Dual-listed with C R P 429). (3-0) Cr. 3. F.S.

Introduction to issues in planning and governance in an international setting. Problems and strategies may include population movement and change, economic globalization, urban growth, rural development, and housing.

C R P 551: Introduction to Geographic Information Systems

(2-2) Cr. 3. F.S.SS.

Introduction to geographic information systems, including discussions of GIS hardware, software, data structures, data acquisition, data conversion, data presentation, analytical techniques, and implementation procedures. Laboratory emphasizes practical applications and uses of GIS.

C R P 579: Public Finance and Planning

(Dual-listed with C R P 479). (3-0) Cr. 3. S.

Effective management of state and local government finance critical to successful community and regional planning. Economic concepts, topics in budgeting, revenue, expenditure, and financing, analytical techniques, economic impact, and case studies. Understanding of economic assessment in planning and understanding of various linkages between planning and public finance.

STAT 587: Statistical Methods for Research Workers

(3-2) Cr. 4. F.S.SS.

Prereq: An applied statistics course at the undergraduate level, such as STAT 101, 104, 105, 201, or 226. Students without an equivalent course should contact the department.

A first course in statistics for graduate students from the applied sciences. Principles of data analysis and scientific inference, including estimation, hypothesis testing, and the construction of interval estimates. Statistical concepts and models, including group comparison, blocking, and linear regression. Different sections are designed for students in various disciplines, and additional methods covered may depend on the target audience. Topics covered may include basic experimental designs and analysis of variance for those designs, analysis of categorical data, logistic and log-linear regression, likelihood-based inference, and the use of simulation. Equivalent to STAT 401 in previous catalogs. May not be used for graduate credit in the Statistics MS and PhD degree programs. Credit in STAT 401 or STAT 587, but not both, may be applied toward graduation.

POL S 574: Policy and Program Evaluation

(3-0) Cr. 3.

Prereq: Graduate classification or 6 credits of political science

Integration, application, and utilization of public administration and public policy concepts in the interpretation of results and effectiveness of public programs and the prediction of consequences for policymakers and administrators.

POL S 575: Management in the Public Sector

(Dual-listed with POL S 475). (3-0) Cr. 3.

Prereq: POL S 371

Literature and research on organizational behavior and management theory with emphasis on applied aspects of managing contemporary public-sector organizations. Distinctions between public and private organizations, leadership, productivity, employee motivation, organizational structure, and organizational change.

GERON 563: Environments for the Aging

(Dual-listed with GERON 463). (Cross-listed with ARTID, HD FS). (3-0) Cr. 3. S.

Prereq: HD FS 360 or 3 credits in housing, architecture, interior design, rehabilitation, psychology, or human development and family studies or permission of instructor

Emphasis on independent living within residential settings including specialized shelter, supportive services and housing management. Application of criteria appropriate for accessibility and functional performance of activities; universal design principles. Creative project provides service learning opportunities. (on-line course offering via Distance Education).

Meets U.S. Diversity Requirement

JL MC 477: Diversity in the Media

(3-0) Cr. 3. F.S.SS.

Prereq: Junior classification

Portrayals of ethnic groups, gender, sexual orientation and social class in the media in news, advertising, information and entertainment; the effects of mass media on social issues and population groups.

Meets U.S. Diversity Requirement

AGEDS 524: Program Development and Evaluation in Agricultural and Extension Education

(3-0) Cr. 3. F.

Prereq: Graduate classification

Theories and practice of program planning for nonformal education. Addresses use of program logic modeling and considers critical theories of planning to address power and interests in program development, needs assessment, and evaluation.

Appendix C. C DEV 503 Sample Syllabus

C DEV 503 Principles and Strategies of Community Change 3 Credits

Analysis of principles and practices of community change and development. Use of case studies to relate community development approaches to conceptual models from diverse disciplines. Exploration of professional practice principles, and student construction of their personal framework for practicing community development.

Learning Objectives:

- 1) Students will learn basic theories that provide the foundation for the practice of community development and demonstrate an ability to compare and contrast community development theories.
- 2) Students will understand how community development theory relates to community development practice.
- 3) Students will have a basic knowledge of the how community development practice has evolved over time.
- 4) Students will have knowledge and be able to apply the community development foundations of practice.
- 5) Students shall be able to construct a strategy of intervention utilizing a definition of community, community development theory or theories, the foundations of practice, and basic information of a targeted community.

Method of Delivery:

A combination of Zoom video conferencing the utilization of a Canvas website provides the primary methods of delivery. Most of the readings will be posted on Canvas. Weekly zoom sessions will allow students to interact with the instructor and each other to review readings and topics. Zoom sessions will be recorded and posted on the Canvas website to allow for asynchronous participation. A discussion board with weekly postings and questions will be developed. Grading will be based upon the two papers and class participation as recorded through Canvas.

Week #1: Welcome

A brief course orientation including the use of Zoom and Canvas technologies. Orientation includes a course review, course objectives, and course grading.

Week #2: What is a Community?

An examination of definitions of community often used in the field of community development. Included definitions will draw upon such divergent perspectives as Human Ecology, Social Networks and Fields, System Theory, Central Place, and Social Identity. Pluralism of place and community will also be reviewed.

Week #3: Why Community Development?

An examination of the perspectives, purposes, and benefits of Community Development. Who benefits from the intercessions of community development programs? Who sets the agenda? Who leads the effort? The roles of agencies, community developers, community leaders, and local organizations will be addressed.

Week #4: An Historical Look and the Three Themes of Community Development

Focus upon the seminal work of Christian and Robinson on the meta perspectives of Community Development and the roles of the community developer in each theme (Conflict, Self-Help, and Technical Assistance). Examples of past models will be used to help students understand variations in what is often identified under the title of community development.

Week #5: Conflict and Community Organizing

The work of Saul Alinsky and the focus on organizing underserved communities will be reviewed. Connections of this early work to current models such as Asset Based Community Development will be discussed.

Week #6: Self-Help Approaches

Students will learn the basic commonalities and differences associated with community engagement models focusing upon self-help. The community developer's role as a process facilitator will be discussed, as well as the constant and sometimes diverging foci of community development found between process and product.

Week #7: Technical Assistance and Community Development

Often there is a technical assistance role associated with community development. Sometimes this assistance is associated with a broader engagement process, and at other times technical assistance provided a community is primarily focused upon community elites. The role and limitations of technical assistance will be examined.

Paper #1: Students will identify a local, state, or federal community development program and analyze it's characteristics through the lens of the Robinson and Christianson CD themes.

Week #8: Community Development and System Theories

Students will learn how systems theories are applied to community analysis and utilized to assess community viability and progress. Traditional theory such as human ecology and structural functionalism will be reviewed and system application of more recent constructs such as community capitals will be examined. Limitations of these approaches will be reviewed especially as applied through community development processes.

Week #9: Social Networks and Community Leadership

The influence of symbolic interactionism and social identity theory on community development will be reviewed especially as it relates to a focus upon community action. Older models such as social action and adoption-diffusion will be reviewed. The concepts of community leadership, leadership structures and power will be examined. Social network analysis, leadership development, and power identification methods will be introduced.

Week #10: The Built Environment and the Development of Community as Place
Place competitiveness and central place theory will be reviewed. Programs focusing upon built environment as a means toward community development will be examined including HUD, USDA, and OEO. Current programs such as Main Street, Habitat for Humanity, and state programs highlighting place competitiveness will be reviewed as examples.

Week #11: Economic Development vs. Community Development vs. Sustainable Development

Week # 12: State Initiatives, Grant and Loan Programs; Is it a Matter of Dollars?

Week #13: International Programs

Week #14: Best Practices and Adoption-

Diffusion Week# 15: Material Review

Final Paper: Incorporating what you have learned about the theories and models of community development, design a state program that will promote community development in your state. The paper should include

- The goal of the program,
- the problem (or opportunities) that will be addressed,
- what communities would be eligible (include a definition of community),
- how the program will be introduced and marketed,
- what kind of organization locally could receive funds and conducts programs,
- any guidelines related to local beneficiaries,
- projected timeline for completion,
- and any basic evaluation process that would need to be conducted.

A Sample of Potential References and Readings

Robinson, Jerry W. Jr. and Gary Paul Green (eds.) 2010. Introduction to Community Development: Theory, Practice and Service Learning. Sage Publications Inc. ISBN: 9781412974622

Phillips, Rhonda, and Robert H. Pittman (eds.) 2009. An Introduction to Community Development. Second Edition. Routledge. New York, NY. ISBN13: 978-0-415-77384-3 (hbk)

Christenson, James A. 1989. "Themes of Community Development." Chapter 2 (pp. 26-47) in James A. Christenson and Jerry W. Robinson, Jr., eds. Community Development in Perspective. Ames: Iowa State University Press.

Bruce Balfour & Theodore R. Alter (2016) Mapping community innovation: Using social network analysis to map the interactional field, identify facilitators, and foster community development, Community Development, 47:4, 431 - 448, DOI: [10.1080/15575330.2016.1153493](https://doi.org/10.1080/15575330.2016.1153493)

Kretzman, John P. and John L. Mcknight. 1996. "Asset Based Community Development." National Civic Review 85(4):23-29.

Wilkinson, K.P., 1970, "The community as a social field." **Social Forces**, Vol. 48, pp. 54-68.

Flora, C., J. Flora, S. Fey. 2004. Rural Communities: Legacy and Change (2nd Edition). Boulder Colo: Westview Press, 2004.

Kenneth Pigg, Stephen P. Gasteyer, Kenneth E. Martin, Kari Keating & Godwin P. Apaliyah(2013) The Community Capitals Framework: an empirical examination of internal relationships, Community Development, 44:4, 492-502, DOI: [10.1080/15575330.2013.814698](https://doi.org/10.1080/15575330.2013.814698).

Hustedde, Ronald J. and Jacek Ganowicz (2002) The Basics: What's Essential About Theory for Community Development Practice? Journal of the Community Development Society. Vol. 33 No.1.

**C DEV530
PRACTICUM
INTERNSHIPS: PROFESSIONAL PRACTICE IN
COMMUNITY DEVELOPMENT
DEPARTMENT OF COMMUNITY AND REGIONAL
PLANNING
COLLEGE OF DESIGN
IOWA STATE UNIVERSITY**

In a program as Community Development, it is important to provide work experience as a supplement to the student's education. It is difficult to actually duplicate a real world experience in the academic setting, and because so much of the learning process is experiential, a structured work and community experience will provide the student with the opportunity to apply some of the skills acquired in the academic setting and at the same time be an active observer-participant in the day-to-day operation of a community development focused program or organization.

The professional practice course is designed to provide experiential learning opportunity for graduate community development students. The course is structured work on high-level projects under the close supervision of a practicing community development oriented professional. C DEV 530 will be taken as pass/fail and for 3 credit hours as part of the core curriculum.

Students may or may not receive pay for their internships; this issue should be settled between the student and the community development agency. If the student is currently employed by the agency in which s/he elects to do an internship, the students must provide proof that the internship will be an exploration of the new projects/materials, etc.

THE INTERNSHIP

1. Objectives

- 1.1. Assisting the student in the transition to practitioner by providing practical experience prior to graduation.
- 1.2. Acquainting the student with ethical, professional, and community responsibilities.
- 1.3. Acquainting the student with the scope and pace of various community development roles and to assist the student in evaluating what area of the profession to enter following graduation.
- 1.4. Enabling the student to enrich the classroom experience by relating specific experiences to classroom discussions.
- 1.5. Enabling the student to more readily understand the relationship between theory and practice.

2. Student Responsibilities

- 2.1. Enroll for C DEV 530 during the semester the internship is taken.
- 2.2. Submit your work program, as described in 5.2 below, to the internship coordinator along with the "Internship Agreement" (page 3 below).
- 2.3. Establish a satisfactory schedule with the internship coordinator.
- 2.4. Respect confidences of the agency and the professionals with whom you work.
- 2.5. Satisfactorily complete the agreed upon work program established by the student and professional and return it to the internship coordinator.
- 2.6. Write a weekly reflective journal and send it to the CRP Department Internship Coordinator. A reflective journal usually requires some quiet time each week to reflect upon the activities of the week and your responses, thoughts, and feelings about them. This is a confidential document

between the intern and the Internship Coordinator. The purpose is to provide an opportunity for learning and synthesis on a systematic basis with the internship coordinator.

- 2.7. Students are required to submit a 5-10 page paper about how the work experience relates to the general theory and practice of community development.
 - 2.7.1. Organizational structure
 - 2.7.1.1. Identify and explain the organizational structure of the agency.
 - 2.7.1.2. Discuss how information flows through the agency.
 - 2.7.1.3. Discuss how decisions are made.
 - 2.7.1.4. Address how the agency operates.
 - 2.7.1.5. Select an issue or project on which you worked.
 - 2.7.1.6. Research the issues/project and include this in the paper.
 - 2.7.1.7. Relate the issue/project to other community development courses you have taken and readings that you have done.
- 2.8. Provide your supervising professional with the Supervisor's Evaluation Form. See that s/he completes it in a timely manner and returns it to the internship coordinator.
- 2.9. Complete and submit the Intern's Evaluation Form to the internship coordinator.

3. Internship Coordinator's Responsibilities

- 3.1. Working with the supervising professional and the student, develop a work program for the student.
- 3.2. Monitor the student experience and provide appropriate assistance as needed.
- 3.3. Interact with the intern on the written weekly reflective journal.
- 3.4. If the supervisor fails to return the Supervisor's Evaluation Form by the final week of the semester, the coordinator will be responsible for calling the supervisor requesting that the evaluations be returned.
- 3.5. Assigns the final grade. No grade will be assigned until all forms and reports are received.

4. Supervising Professional's Responsibilities

- 4.1. With internship coordinator and student, develop a work program for the student.
- 4.2. Explain to the student the political and professional ramifications of what occurs in the community development office.
- 4.3. Meet with the student at least once a week during the course of the internship.
- 4.4. Provide sufficiently challenging, varied and high-level work for the student.
- 4.5. Allow the student to act as "observer" in staff and other meetings.
- 4.6. Complete and submit Supervisor's Evaluation Form directly to the internship coordinator.

5. Process

- 5.1. In the semester prior to the semester of the internship, the student should contact the internship coordinator for assistance in locating an appropriate internship opportunity. The student should prepare a résumé to aid in this process.
- 5.2. The student, internship coordinator and supervising professional jointly develop a work program for the student. The work program should specify:
 - 5.2.1. the general duties of the student,
 - 5.2.2. work hours (a minimum of 40 hours during the semester)
 - 5.2.3. any papers to be completed by the student,
 - 5.2.4. how often the supervising professional will provide feedback to the intern, and,
 - 5.2.5. any other relevant items.
- 5.3. In accordance with the work plan, the internship coordinator monitors the student's work experience during the semester.
- 5.4. The internship coordinator assigns a grade based upon the evaluation forms and examination of work and papers prepared by the student.

INTERNSHIP AGREEMENT

C DEV 530

Department of Community and Regional Planning
Iowa State University

Fall Spring Summer ____year

Student

Name: _____

Address during course of internship: _____

Telephone during course of internship: _____

E-mail during course of internship: _____

I have read the department's internship packet and I understand my responsibilities associated with my internship.

Sign and Date

Supervising Professional

Name: _____

Agency or Organization:

Address: _____

Telephone: _____

E-mail: _____

I have read the department's internship packet and I understand my responsibilities associated with this internship. I have attached and signed a work program agreed upon between the internship coordinator, the student, and myself.

Sign and Date

Internship Coordinator

Name: Francis Owusu,

Address: Department of Community and Regional Community development; Iowa State University,
Ames, IA 50011 Telephone: 515-294-7769

E-mail: fowusu@iastate.edu

I have read the department's internship packet and I understand my responsibilities associated with this internship. The work program, as attached, meets the requirements of the department.

Sign and Date

SUPERVISOR'S EVALUATION FORM
 C DEV 530
 Department of Community and Regional Planning
 Iowa State University

Student's Name: _____
 Dates of Internship: _____
 Supervising Professional's Name and Title: _____
 Agency or Organization: _____

Please rate the student in terms of the following:	Excellent	Good	Fair	Poor
Responsibility / dependability				
Interpersonal relationships				
Attitude toward constructive criticism				
Desire to learn / Interest in learning experience				
Writing ability				
Speaking ability				
Production				
Understanding of community development concepts				
Ability to analyze problems				
Effectiveness in carrying out assignments				
Ability to work alone—self motivator				

What type of office and program orientation did the student receive? _____

Did the student make a contribution to the agency's work? _____

Please state your professional judgment of the student's potential in the type of work s/he did for this internship. _____

Do you have any recommendations for the development of the student or for changes in the internship program? _____

Approximately how much time did you spend in direct contact with the student per week? _____

Would you be willing to accept another intern? Yes No If no, why not? _____

 Sign and Date

INTERN'S EVALUATION FORM

C DEV 530

Department of Community and Regional Planning
Iowa State University

Student's Name: _____ Dates
of Internship: _____
Supervising Professional's Name and Title: _____
Agency or Organization: _____

Please rate how this internship position contributed to your:	Very Much	Moderately	Very Little
Knowledge and competency			
Writing ability			
Speaking ability			
Production			
Understanding of concepts			
Ability to analyze problems			
Effectiveness in carrying out assignments			
Ability to work alone			

Rate the agency's:	Excellent	Good	Fair	Poor
Orientation program				
Supervision				
Work assignments				
Interpersonal relationships				
Ability to give constructive criticism				

What type of orientation did the office provide for you? _____

List work assignments, activities, or products that you have been involved in, and/or performed. _____

How much time did the supervising professional spend with you each week? _____

Do you feel as if you made a contribution to the agency's work? Explain. _____

Do you have any recommendations for change in the internship program? _____

Would you recommend placing another student in this agency? _____

Sign and Date

Academic Program Approval Voting Record

This document is to be appended as the last page of the proposal for any new or revised academic program to record the successive votes of approval as the proposal moves through its required review and approval steps. Consult Faculty Handbook Section 10.8 or the Faculty Senate Curriculum Committee website for information regarding Committee review and voting requirements for each action.

Curricular Action: (check appropriate boxes below)

1. New Program Name Change Discontinuation Concurrent Degree for:
2. Undergraduate Major Graduate Major Undergraduate Minor Graduate Minor
 Undergraduate Certificate Graduate Certificate Other: _____
3. Name of Proposed Change: _____
4. Name of Contact Person: _____ e-mail address: _____
5. Primary College: _____ Secondary College: _____
6. Involved Department(s): _____

Voting record for this curricular action:

Voting Body	Votes			Date of Vote
	For	Against	Abstain	
Dept. or Program Committee				
College Curriculum Committee				
College Approval Vote				
Graduate Council				
Faculty Senate Curriculum Committee				
Faculty Senate Academic Affairs Council				
Faculty Senate				