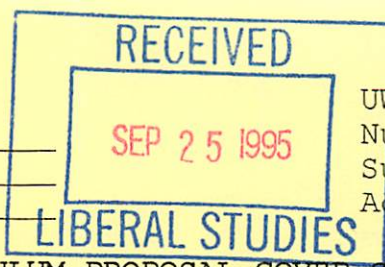


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**CURRICULUM PROPOSAL COVER SHEET**

University-Wide Undergraduate Curriculum Committee

App-12/12/95  
Sen APP-2/6/96

**I. CONTACT**

Contact Person Gail S. Sechrist/Whit Watts Phone 357-2250

Department Department of Geography and Regional Planning--Planning

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

\_\_\_\_\_ **COURSE** \_\_\_\_\_  
Suggested 20 character title

\_\_\_ **New Course\*** \_\_\_\_\_  
Course Number and Full Title

\_\_\_ **Course Revision** \_\_\_\_\_  
Course Number and Full Title

\_\_\_ **Liberal Studies Approval+** \_\_\_\_\_  
for new or existing course Course Number and Full Title

\_\_\_ **Course Deletion** \_\_\_\_\_  
Course Number and Full Title

\_\_\_ **Number and/or Title Change** \_\_\_\_\_  
Old Number and/or Full Old Title  
New Number and/or Full New Title

\_\_\_ **Course or Catalog Description Change** \_\_\_\_\_  
Course Number and Full Title

**PROGRAM:** \_\_\_\_\_ Major \_\_\_\_\_ Minor  Track

**New Program\*** B.S. in Regional Planning/Environmental Planner Track  
Program Name

\_\_\_ **Program Revision\*** \_\_\_\_\_  
Program Name

\_\_\_ **Program Deletion\*** \_\_\_\_\_  
Program Name

\_\_\_ **Title Change** \_\_\_\_\_  
Old Program Name  
New Program Name

**III. Approvals (signatures and date)**

Gail S Sechrist 9/11/95  
Department Curriculum Committee

Sum Tuber 9-11-95  
Department Chair

[Signature]  
College Curriculum Committee

[Signature] 9/25/95  
College Dean

+Director of Liberal Studies (where applicable)

\*Provost (where applicable)

**Part II. Description of Curriculum Change**

1) Catalog description.

The Environmental Track is designed to prepare majors in geography or regional planning for careers in environmental fields or graduate study that leads to a variety of environmental positions. Students who elect this track will acquire knowledge of the physical and human processes that shape the environment, strategies for analyzing environmental issues, and concepts that underlie strategies for ameliorating environmental problems. The skills acquired in this track will enable students to assess the causes, consequences, and solutions to a wide variety of environmental issues such as water pollution, acid rain, or tropical deforestation.

2) Detailed description.

a) Rationale/Justification:

In general, the development of tracks for the regional planning major is designed to help students identify subdisciplines and applied areas of the field. The Environmental Planner Track responds to existing and expected growth of career opportunities, especially in the public policy and private sectors.

b) Credit Requirements:

Students will complete the Environmental Planner Track by taking four courses (12 credits) from the following list:

RP 314 Map and Photo Interpretation	3 sh
GE 340 Fresh Water Resources	3 sh
GE 341 Climatology	3 sh
GE 342 Physiography	3 sh
RP 415 Remote Sensing	3 sh
GE 440 Conservation: Environmental Analysis	3 sh

The Environmental Planner Track does *not* change the total number of courses or credits required for the Bachelor of Science in Regional Planning major. The track will substitute for the previous combination of controlled electives.

c) Sequencing:

The courses in the track may be taken in any sequence or concurrently; none have prerequisites. All six courses on the list are in the catalog and actively offered on a regular basis. All are within the topical expertise of faculty currently in the department.



### Part III. Implementation

1) Effect on students in the existing program.

The Environmental Planner Track identifies course options for students who wish to concentrate in the study of the environment. It will not adversely affect students in the existing program because it does not change their requirements or the sequence of course offerings in any way.

2) Effect on teaching loads.

Since the courses identified for the Environmental Planner Track are already offered on a regular basis, faculty teaching loads will not be affected. No additional faculty will be needed to implement this track.

3) Effect on resources.

Current resources are adequate to implement this track at a basic level, but additional equipment and supplies for student field and classroom study in climatology, remote sensing, and conservation will enhance the utility of this program. For example, additional satellite imagery of western Pennsylvania would provide the opportunity to analyze environmental problems both in the classroom and on site as well. Funds for enhancing equipment and supplies for these courses are already available from current sources. Physical space within the Geography and Regional Planning Department is adequate for this program.

4) Effect on enrollments.

The implementation of this track is likely to increase the number of regional planning majors because of growing attention to environmental issues at local, regional and global geographic scales. There has already been an increased interest in the department because of their exposure to our current environmental offerings (e.g., GE 101, GE 440, etc.). Creating and publicizing a structured Environmental Planner Track will attract students who have never taken a geography or planning course, but who have an interest in an environmental career. We anticipate 5-10 students will be in the Environmental Planner Track.