

SEP 10 2010

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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Geography and Regional Planning	Phone 724-357-2250

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
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2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Catalog Description Change Program Revision
 New Minor Program Program Title Change Other
 New Track

Regional Planning-Environmental Planner Track	Geography--GIS and Cartographer
Regional Planning- Land Use Planning and Geographic Information Systems	Geography--Environmental Geographer
<u>Current</u> program names	<u>Current</u> program name, if changing

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Gail S. Sedquist</i>	9/3/10
Department Chair(s)	<i>John Benhart</i>	9/3/10
College Curriculum Committee Chair	<i>Steve Challen</i>	9/13/10
College Dean	<i>Amm</i>	9/13/10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S Sedquist</i>	11/11/10

* where applicable

Received
 NOV 11 2010
Liberal Studies

Received
 SEP 13 2010
Liberal Studies

Department of Geography and Regional Planning: Program Revision

1. Catalogue Description Change:

Catalogue Description: Old

Geography-Environmental Geographer Track Regional Planning-Environmental Planner Track

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 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. Students in planning graduate with a working knowledge of subdivision, land use, and zoning regulation. They are familiar with strategies of flood plain and wetland regulation, the management of waste and storm water, and environmental impact assessment. They understand both the theory and ethics of planning. The skills acquired in this track enable students to assess the causes, consequences, and solutions to a wide variety of environmental issues such as water pollution, acid rain, watershed planning, or deforestation.

Catalogue Description: New

Geography-Environmental Geographer Track

The Environmental Geographer Track is designed to prepare majors in geography for careers in environmental fields or graduate study that leads to a variety of environmental careers. Students who elect this track 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. They understand the definition and delineation of flood plains and wetlands; the definition, delineation, and threats to biomes. The skills acquired in this track enable students to assess the causes, consequences, and solutions to a wide variety of environmental issues such as water pollution, acid rain, watershed management, or deforestation.

Regional Planning-Environmental Planner Track

The Environmental Track is designed to prepare majors in regional planning for careers as environmental planners or further graduate studies. Students who select this track learn about aspects of the natural environment, methods to preserve and conserve resources, and how to plan communities where humans both benefit from the natural environment and have minimal impact upon it. They are knowledgeable about environmental regulation and policy. They understand community strategies for ameliorating environmental problems and have both a theoretical and working knowledge of subdivision, land use, and zoning regulation. They are familiar with the regulation and management of flood plains and wetlands, the management of waste and storm water, and environmental impact assessment. They understand both the theory and ethics of planning. Students completing this track should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of environmental issues such as waste water treatment, water pollution, acid rain, watershed planning, carbon footprints, deforestation, and natural resource extraction.

2. Catalogue Description and name:

Old Catalogue Description

Geography - Geographic Information Systems and Cartographer Track
Regional Planning- Land Use Planning and Geographic Information Systems

The Land Use Planning and Geographic Information Systems programs prepare students for employment as Land Use Analysts, County or City Planners, Geographic Information Specialists, Facilities Managers, Cartographers, and Remote Sensing Specialists. Coursework includes methods for identifying, modeling, and analyzing the spatial organization of human and environmental systems from both practical and theoretical perspectives. Students in planning graduate with a working knowledge of subdivision, land use, and zoning regulation. They are familiar with strategies of economic development and both the theory and ethics of planning. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Such skills could be and are used in coursework for the analysis of wildlife habitat, facilities management, land use planning and site design, transportation systems design, and maintenance.

Catalogue Description: New

Geography - Geographic Information Systems and Cartographer Track

The Geographic Information Systems and Cartographer Track prepares students for employment as Geographic Information Specialists, Facilities Managers, Cartographers, and Remote Sensing Specialists. Coursework includes methods for identifying, modeling, and analyzing the spatial organization of human and environmental systems from both practical and theoretical perspectives. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Such skills could be and are used in coursework for the analysis of wildlife habitat, facilities management, land use planning and site design, transportation systems design and maintenance.

Regional Planning- Land Use Planning and Geographic Information Systems

The Land Use Planning and Geographic Information Systems Track prepares students for employment as professional planners adept at applying advanced techniques to the development of livable communities. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Their coursework would also equip them for facilities planning and management, remote sensing applications in planning, and site location analysis. Coursework includes methods for identifying, modeling, and analyzing the spatial organization of community systems from both practical and theoretical perspectives. Students in planning graduate with a working knowledge of subdivision, land use and zoning regulation. They are familiar with strategies of economic development. They understand both the theory and ethics of planning. Students completing this track should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of land use, siting, and transportation problems.

II. Rationale for changes.

As part of an on-going effort at self-assessment and continuous improvement, the Regional Planning program of the Geography and Regional Planning Department during the Summer of 2010 invited an outside evaluator to assess the strengths and weaknesses of the program and concomitantly the department's chances of successfully becoming an "accredited" planning program. Accreditation of planning programs is done by the National Planning Accreditation Board. The board is composed of members of the American Institute of Certified Planners, the American Collegiate Schools of Planning, and the American Planning Association. Accreditation brings national recognition and ongoing external evaluation; it requires significant continuing education for faculty and immediately improves the employability of our graduates. At present there is only one accredited planning program in Pennsylvania: The University of Pennsylvania.

In her pre-evaluation of the Bachelor of Science, Susan Bradbury, AICP, concluded that:

"I think you have a real potential for growth. If you are accredited you have a unique market area and your specializations are very appropriate "

In spite of the generally positive evaluation Dr. Bradbury felt that a greater distinction needed to be made between the planning and geography programs. A first step in this direction is to make clear how our tracts differ. These rewrites are an effort at that clarification.

III. Implementation

1. Students already in the program or entering this year will be given the option of finishing under the present requirements. All new students new to the program in 2011-12 will be expected to follow the new curriculum.
2. Faculty resources are adequate; both new courses have been taught as RGPL 481 within the past year without needing additional resources or endangering the curriculum. No new physical resources will be required.
3. One of the strong rationales for seeking accreditation, the driving forces behind these changes, is to increase the visibility and enrollment in our planning program. At present some of our upper-level planning courses are under-enrolled. The strategy we are following mimics that of Missouri State University that doubled its planning majors after receiving accreditation. The demand for public and private sector planners both regionally and nationally is growing and accreditation gives a strong advantage to our graduates.

IV. Periodic Assessment

1. The Department of Geography and Regional Planning engages in constant quality improvement. In addition to the 5-year planning cycle mandated by the University, we hold annual retreats to review enrollment, curriculum, and external context. The curricular changes proposed here are the result of an external evaluation completed during the Summer of 2010. During the 2010-2011 school year, in preparation for an external evaluation team, we will do a program self-study. During the 2011-2012 school a team of external evaluators will do an accreditation study. Accreditation mandates ongoing internal evaluation and 5-year external reviews. Criteria are complex, but include: student interviews, an advisory board of program graduates that meets annually, consulting with professional planners, and using student learning outcomes to measure the program against national curricular and performance standards.
2. Internal evaluations are on-going with annual reports. External evaluations are every 5 years.
3. Internally the Planning Program faculty and the Planning Advisory Board made up of professional planners review the program annually; we have had two external evaluators in the past for years and are preparing for the Planning Accreditation Board review described above.