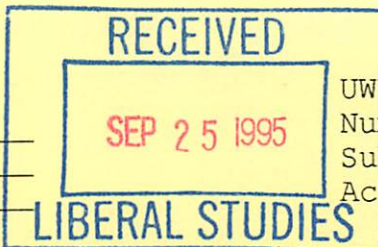


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CURRICULUM PROPOSAL COVER SHEET

University-Wide Undergraduate Curriculum Committee

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

 X PROGRAM: Major Minor X Track

 X New Program* B.S. in Regional Planning/Economic Developer 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

Susan Fisher 9-11-95
Department Chair

[Signature]
College Curriculum Committee

[Signature] 9/25/95
College Dean

+Director of Liberal Studies (where applicable)

[Signature] 12/1/95
*Provost (where applicable)

Part II. Description of Curriculum Change

1) Catalog description.

The Economic Track provides a broad framework of ideas and theories in addition to a task-oriented approach to location analysis. Site planners articulate the needs of the community for economic space, the demands for convenient transport, the role of private enterprise, and the management of growth. This inter-related group of courses is useful to students because economic geographers and developers are expected to analyze the interactions of concepts and variables. Market analysis for the location of new shopping centers, for example, requires understanding of economic principles, population characteristics, and the local political milieu all in a spatial context.

2) Detailed description.

a) Rationale/Justification:

Students who complete the Economic Developer Track will have a broad base of knowledge in one of the main sub-fields of human geography. They will be ready for on-the-job training in private enterprise activities such as market analysis and site selection, civil service employment in agencies dealing with economic development at all levels of government, and graduate programs in economic geography or planning.

b) Credit Requirements:

Students will complete the Economic Developer Track by taking four of the following courses (12 credits).

GE 331	Population Geography	3 sh
RP 332	Urban Geography	3 sh
RP 333	Trade and Transportation	3 sh
GE 334	Political Geography	3 sh
RP 464	Land Use Policy	3 sh

The Economic Developer 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 five courses on the list are in the catalog and actively offered in regular schedule rotation. All are within the topical expertise of faculty currently in the department.

Part III. Implementation

1) Effect on students in the existing program.

The Economic Developer Track will not adversely effect 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.

The Economic Developer Track will not effect teaching loads because all of the courses are already active and offered at regular intervals.

3) Effect on resources.

The Economic Developer Track will place no new demands on the resources of the department except to increase the number of ditto copies that are made in courses that have larger numbers of students.

4) Effect on enrollments.

Modest enrollment increases are expected in the five track courses; we expect 0-5 students in the Economic Developer Track. Identification of this track will make career opportunities in economic planning more visible to students, and this incentive should draw a larger number to the major. The department will benefit in a structural sense. These courses are offered because they are necessary for an academically credible geography and regional planning program. Enrollment increases resulting from the new track will make use of existing capacity in the five track courses.