


BS-Regional Planning-Community Planning and Development Track-PrgRsv-2018-03-25

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on “EDIT CONTENTS” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

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Proposing Department/Unit*	Geography and Regional Planning	Contact Phone*	7-2250

Program Revision Options (Check all that apply)	
Liberal-Studies Program Revision Program Title Change <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>	

Program Level:*	undergraduate-level
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Rationale for Proposed Changes	
(A) Why is the program being revised?*	The program core curriculum is being streamlined to align with PAB accreditation requirements and the need to augment track knowledge and skill depth in line with the program strategic plan. This necessitates a revision of core courses and development of new course(s).

<p>(B) Identify ALL Program Level Student</p> <p>Learning Outcomes (PSLO)</p> <p>Indicate any SLOs that have been changed highlighting them in red.*</p> <ul style="list-style-type: none"> • Outcomes must be measurable • 4-6 outcomes recommended for degree programs • Tracks, concentrations, certificates must have at least one outcome that is unique from a related degree program • Minors and majors may share outcomes • PLSLOs will be evaluated as part of the program's assessment plan 	Students will be able to:		
	#	Outcome	How outcome measured
	1	Identify the development impacts of human settlements as they relate to planning at various scales.	Research papers
	2	Apply written, oral, graphic and visual communication skills in preparation and presentation of plans and research.	Applied community assessment projects
	3	Describe and compare themes related to core planning knowledge areas.	Exams
	4	Integrate knowledge of issues related to community resiliency and sustainability.	Applied community assessment projects
	5	Assess the significance of the concept of community development to include housing, neighborhoods, and transportation.	Applied community assessment projects
	6	Develop methods for identifying, modeling, and analyzing the spatial organization of community systems from both practical and theoretical perspectives.	Exam questions
7	Examine basic forces underlying the behavior of the different players in the housing and housing finance markets.	Exam questions	
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	There are no anticipated implications to students or other programs.		

Program Information	
<p>(D) C u r r e n t P r o g r a m T i t l e*</p>	<p>BS-Regional Planning/Land Use Planning and Geographic Information Systems Concentration</p>

Proposed Program Title

BS-Regional Planning/Community Planning and Development Track

(if changed)

(E) Current Narrative

UG Course Catalog: <http://www.iup.edu/registrar/catalog/>

Grad Course Catalog: <http://www.iup.edu/graduatestudies/catalog/>

Current Narrative

Employment opportunities for planners are excellent. This program has prepared students to work in planning agencies at the federal, state, regional, county, and local levels as well as in the private sector with planning consulting and engineering firms. As planners, they have been trained to work with the public to guide growth and change in metropolitan regions across the country. The two concentrations—Environmental Planning and GIS/Land Use Planning—are designed to focus on the knowledge, techniques and strengths of the faculty members, as well as provide students maximum opportunity to be competitive in the planning job market. As part of their course of study, students address and solve real-world problems through class projects and intern with practicing planners who deal with these issues in a professional environment. Planners work with communities to improve the quality of life for people who live there. They take a comprehensive view of issues, listen to all citizen perspectives, endeavor to reconcile controversy, and propose alternatives that can guide community decision making in allocating finite resources to create better places to live.

Regional Planning—Land Use Planning and Geographic Information Systems Concentration

The Land Use Planning and Geographic Information Systems Concentration 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. Course work also equips students for facilities planning and management, remote sensing applications in planning, and site location analysis. Course work 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 concentration 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.

If completed

Regional Planning—Environmental Planner Concentration

The Environmental Planner Concentration is designed to prepare majors in regional planning for careers as environmental planners or further graduate studies. Students who select this concentration 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 on 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 concentration should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of environmental issues such as wastewater treatment, water pollution, acid rain, watershed planning, carbon footprints, deforestation, and natural resource extraction.

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Employment opportunities for planners are excellent. This program has prepared students to work in planning agencies at the federal, state, regional, county, and local levels as well as in the private sector with planning consulting and engineering firms. As planners, they have been trained to work with the public to guide growth and change in metropolitan regions across the country. The two **tracks**—**Environmental Planning** and **Community Planning and Development**—are designed to focus on the knowledge, techniques and strengths of the faculty members, as well as provide students maximum opportunity to be competitive in the planning job market. As part of their course of study, students address and solve real-world problems through class projects and intern with practicing planners who deal with these issues in a professional environment. Planners work with communities to improve the quality of life for people who live there. They take a comprehensive view of issues, listen to all citizen perspectives, endeavor to reconcile controversy, and propose alternatives that can guide community decision making in allocating finite resources to create better places to live.

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Regional Planning—Community Planning and Development Track

The Community Planning and Development Track prepares students for employment as professional planners adept at identifying and assessing community development challenges, and applying advanced techniques to the development of livable communities. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Course work also equips students with a conceptual grounding on community development and housing markets theories, spatial data analysis in planning, and site location analysis. Course work includes methods for identifying, modeling, and analyzing the spatial organization of community systems from both practical and theoretical perspectives. Students in regional planning graduate with a working knowledge of land use regulations, and housing need assessment analysis techniques. They are familiar with strategies of economic development and housing markets. 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 community development challenges and how transportation planning impacts land use issues.

Regional Planning—Environmental Planning Track

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The **Environmental Planning 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 on 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 concentration should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of environmental issues such as wastewater treatment, water pollution, acid rain, watershed planning, carbon footprints, deforestation, and natural resource extraction.

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Attach a Word document showing a side-by-side comparison of the current and proposed program requirements.

Please clearly label the attachment as Program Requirements.

File

Modified

Microsoft Word Document BS Regional Planning Community Plan and Dev_ 4 15 18.docx Apr 15, 2018 by Gail S. Sechrist

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(G) Supporting Documents*

Are you making a major change?

NO

If making a major change, please attach a document with a summary of any/all changes.

Please clearly label the attachment as Supporting Documentation.

File

Modified

Microsoft Word Document BS Regional Planning Community Plan and Dev_ 4 15 18.docx

Apr 15, 2018 by Gail S. Sechrist

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.	
Please answer the following questions.	
Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	

<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	
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Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>				
<p>Course Designations:</p>					
<p>Key Assessments</p>					
<p>Narrative Description of the Required Content</p>	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">File</th> <th style="text-align: left; padding: 5px;">Modified</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Microsoft Word Document BS Regional Planning Community Plan and Dev_ 4 15 18.docx</td> <td style="padding: 5px;">Apr 15, 2018 by Gail S. Sechrist</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 	File	Modified	Microsoft Word Document BS Regional Planning Community Plan and Dev_ 4 15 18.docx	Apr 15, 2018 by Gail S. Sechrist
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Microsoft Word Document BS Regional Planning Community Plan and Dev_ 4 15 18.docx	Apr 15, 2018 by Gail S. Sechrist				
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>				

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>