BS-Regional Planning/Environmental Planning Track-PrgRsv-2018-03-24

- 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
*Teacher Education: Please complete the Teacher Education section of this form (below)
*Liberal Studies: Please complete the Liberal Studies section of this form (below)

Program Level:*	undergraduate-level

Rationale for Proposed Changes	
(A) Why is the program being revised? *	Program core curriculum is being streamlined to align with PAB accreditation standards. One core course: RGPL 358 Planning History and Theory has been substantially revised integrating content from two courses - RGPL 203 Planning History and RGPL 468 Planning Theory, and a new course RGPL 470 Housing and Community Development has been developed to augment track courses.

	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.	Applied field exercises
2	Apply written, oral, graphic and visual communication skills in preparation and presentation of plans and research.	Research papers
3	Describe and compare themes related to core planning knowledge areas.	Exams and project presentations
4	Integrate knowledge of issues related to community resiliency and sustainability.	Exams and project presentations
5	Demonstrate knowledge about aspects of the natural environment, methods to preserve and conserve resources and planning resilient and sustainable communities.	Applied field exercises
6	Apply community strategies for ameliorating environmental problems and working theoretical knowledge of land use regulatory tools.	Exams and project presentations

(B) Identify ALL Program Level Student

Learning Outcomes (PSLO)

Indicate any SLOs that have be changed

highlighting them in red.*

- 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

(C) Implications of the change on the program, other

 programs and the Students:*

There are no anticipated impacts on students or other programs.

Program Information

(D) Current Program Title*	BS-Regional Planning/Environmental Planner Concentration
Proposed Program Title *(if changing)*	BS-Regional Planning/Environmental Planning Track
(E) Current Narrative Catalog Description *If copying pasting from current*	UG Course Catalog: http://www.iup.edu/registrar/catalog/ Grad Course Catalog:http://www.iup.edu/graduatestudies/catalog/ 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.

catalog entry, please paste into Word or Notepad first to eliminate potential issues with formatting or special characters in the text.

Proposed Narrative Catalog Description *(if changing)*	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.
(F) Current and Proposed Program Requirements	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 Environ Plan_4.4.18_S18.docx	May 16, 2018 by Gail S. Sechrist

(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.

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Liberal Studies Section

- 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**

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
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.**	
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.**	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education 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 Teacher Education related items**
Course Designations:	
Key Assessments	
•	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** Microsoft Word Document BS Regional Planning Environ Plan_4.4.18_S18.docx May 16, 2018 by Gail S. Sechrist Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

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