

New Course Proposal Form

Submitted on 01/31/2023 by Krista Evans (KristaEvans@MissouriState.edu).

***All fields require input**

- New COURSE
- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

PLN

Course Number: ([Check Availability](#))

370

Course Title:

Fundamentals of Planning

Will this course become part of a program? No Yes (A corresponding program change form must be submitted)

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

None

Catalog Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course provides an introduction to planning and a critical analysis of past and present planning concepts in terms of social, economic, political, and urban design aspects. It analyzes the development of urban form in different eras, and assesses its success and failure to meet the needs of diverse users. It examines the history and forces behind the development of the planning profession in the United States. This course also aims to introduce students to the theories of city and regional planning. Specifically, it examines the need for theory in planning and overviews the evolution of planning paradigms from the beginning of the 20th century to the present. The following issues are investigated: why plan; how to planners plan; how can planning be achieved in a pluralistic society; what are the values and ethics of planners? A major aim of this course is for students to appreciate the link between planning history, theory and praxis.

953/30000 character limit.

Credit Hours:

3 ▾

Lecture Contact Hours:

3 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall
 Fall (even-numbered years only)
 Fall (odd-numbered years only)
- Spring
 Spring (even-numbered years only)
 Spring (odd-numbered years only)
- Summer
 On Demand only

Complete Catalog Description:

PLN 370 Fundamentals of Planning

Prerequisite: None

This course provides an introduction to planning and a critical analysis of past and present planning concepts in terms of social, economic, political, and urban design aspects. It analyzes the development of urban form in different eras, and assesses its success and failure to meet the needs of diverse users. It examines the history and forces behind the development of the planning profession in the United States. This course also aims to introduce students to the theories of city and regional planning. Specifically, it examines the need for theory in planning and overviews the evolution of planning paradigms from the beginning of the 20th century to the present. The following issues are investigated: why plan; how to planners plan; how can planning be achieved in a pluralistic society; what are the values and ethics of planners? A major aim of this course is for students to appreciate the link between planning history, theory and praxis.

Credit hours: 3 Lecture contact hours: 3 Lab contact hours: 0

Typically offered: Fall

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

0/30000 character limit.

Attached [View Attachment](#)

Purpose of Course

Fundamentals of Planning will replace two courses in the Planning program, essentially rolling two courses into one. The courses it aims to replace are: PLN 371 , History and Introduction to Planning, and PLN 372, Planning Theory and Ethics. The new proposed course will include planning history, theory and ethics. The reason for this change are two-fold. First, our comprehensive planning degree requires more credits than many other programs on campus, and by dropping 3 credits, we will be more competitive with other programs. Secondly, a recent retirement requires current Planning faculty (two persons) to cover more courses in terms of teaching. Rolling two courses into one will allow those faculty to still cover other program requirements.

756/30000 character limit.

Relationship to Other Departments

The course has no prerequisite and therefore may be attractive to students studying closely related fields such as Geography, Geoscience, and Public Administration.

166/30000 character limit.

Is there a graduate/undergraduate parallel course to this one? No Yes

Enter parallel course number

nullnull null

How do these classes differ?

[Empty text area for describing differences between classes]

0/30000 character limit.

New Course Resource Information

Anticipated Average Enrollment per section:

Maximum Enrollment Limit per section:

Anticipated Average Enrollment per semester:

Maximum Enrollment Limit per semester:

Anticipated Average Enrollment per year:

Maximum Enrollment Limit per year:

Faculty Load Assignment (equated hours):

Is another course being deleted? No Yes

Select course number and title being deleted.

What will this course require in the way of:

Additional library Holdings

none

4/30000 character limit.

Additional computer resources

none

4/30000 character limit.

Additional or remodeled facilities

none

4/30000 character limit.

Additional equipment or supplies

none

4/30000 character limit.

Additional travel funds

none

4/30000 character limit.

Additional faculty; general vs specialized

none; course will be taught by current faculty

46/30000 character limit.

Additional faculty; regular vs per-course

none

4/30000 character limit.

Other additional expenses

none

4/30000 character limit.

If additional faculty are not required, how will faculty be made available to teach this course?

By rolling 371 AND 372 into the newly proposed 370, current faculty will be able to teach this course among other teaching requirements.

136/30000 character limit.

List names of current faculty qualified and available to teach this course

Krista Evans, PhD, Assistant Professor

38/30000 character limit.

What is the anticipated source of students for this course?

Students who are in the comprehensive Community & Regional Planning major.

74/30000 character limit.

If from within the department, will students be taking this course in addition to or in place of other courses?

Students will take 370 in place of the formerly offered PLN 371 and PLN 372.

78/30000 character limit.

If from outside the department, which courses in other departments would most likely be affected?)

none

4/30000 character limit.

Other comments:

none

4/30000 character limit.

What is the date that this new course was approved by departmental or program faculty?
(MM/DD/YYYY)

01/30/2023

Current Status:

College Council Review

Proposal Progress:

02/14/2023 - Submitted by Department Head (Toby Dogwiler)

Review Comments:

02/14/2023 - Department Head Review - Toby Dogwiler - PLN 370 is merging the content, and replacing, PLN 371 and 372, which are being deleted.

No review notes have been added.

Copy As New Proposal



PLN 370: Fundamentals of Planning

Dept. of Geography, Geology and Planning
Credit hours: 3
Fall 2023

Instructor: Dr. Krista Evans
Office: Temple Hall 368
KristaEvans@MissouriState.edu
417-836-5688
Office hours: M 10AM-noon & 1-2PM; W 10AM-noon, and by
appointment

During the semester, I check and respond to e-mails typically twice per day; in the morning and midafternoon (excluding weekends and holiday breaks). Therefore, please plan accordingly for questions on assignments and tests.

Student Success:

At Missouri State University we are committed to student success. A key element to your success and responsibility as a student is to *engage in all course activities and to communicate with your instructor*. If you anticipate or experience academic barriers during the course, contact your instructor right away so you can discuss options.

Catalogue Description: This course provides an introduction to planning and a critical analysis of past and present planning concepts in terms of social, economic, political, and urban design aspects. It analyzes the development of urban form in different eras, and assesses its success and failure to meet the needs of diverse users. It examines the history and forces behind the development of the planning profession in the United States. This course also aims to introduce students to the theories of city and regional planning. Specifically, it examines the need for theory in planning and overviews the evolution of planning paradigms from the beginning of the 20th century to the present. The following issues are investigated: why plan; how to planners plan; how can planning be achieved in a pluralistic society; what are the values and ethics of planners? A major aim of this course is for students to appreciate the link between planning history, theory and praxis.

Course Objectives:

- 1- To introduce the field of planning- its modern history, ideals and challenges.
- 2- Analyze different theoretical perspectives on participation, power, and knowledge in planning
- 3- Articulate the use and purpose of theory for planning practitioners

- 4- Strengthen core competencies in planning such as problem analysis, effective teamwork and communication skills.
- 5- Illustrate the ways in which planning has both addressed and failed to address issues related to race, diversity, and social equity
- 6- Identify critical questions related to values and planning ethics

Class Organization:

The format of this course is based primarily on readings, writing, discussion and lectures. Participation and attendance is critical to success. Each week is dedicated to a specific module. Students are responsible for staying on task as we transition through the modules.

REQUIRED COURSE MATERIALS:

Textbook:

Brooks, Michael P. 2002. *Planning Theory for Practitioners*. New York: Routledge.

Additional readings on Blackboard as assigned.

Technology:

The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer’s capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website.

Respondus Lockdown Browser & Monitor: This course requires the use of Respondus LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. The link to download the lockdown browser, instructions on how to use Respondus are available under the “Start Here” section on the main course menu.

?????????

COURSE ASSIGNMENT DESCRIPTIONS: ??????????????????????

Free-writing readiness assessments: (5 pts each) Each module will involve a free-writing readiness assessment assignment. These writings are not graded on grammar etc. Instead, they evaluate whether students have read the assigned material, are in

attendance, and encourage critical thinking. Generally, there is no “right or wrong” answer, however, a student’s work must demonstrate an understanding of assigned readings and course material.

Weekly Module Learning Objectives Submission: (10 pts each) Each week, students will be give questions related to the module learning objectives and ample time to discuss and work out as a group. This is primarily an in-class discussion/ group related activity, but special circumstances will be made for students experiencing illness etc (can do solo in such cases). Each Friday at 5 PM, the weeks questions are due and must be submitted to the instructor via email (1 submission per group).

Written Assignments: Students in this course will complete two primary writing assignments. The coursework dates for the *Sense of Place* and *Utopia* assignments are delineated in the course outline. Additionally, students will complete several documentary reflections and an essay on the best-seller *Devil in the White City*. The guidelines and assessment information for written assignments will be provided separately. ????

Weekly Reflection Essay: Students are required to compose a weekly essay pertaining to the week’s module. Guidelines for the essay will be provided.

Quizzes: There will be a few quizzes in this course; primarily, to prepare students for success. For example, there will be one quiz on the contents of this syllabus. There will also be a quiz on LockDown Browser to ensure students know how to use the software prior to the first test.

Exams: The course will involve four exams. The exam format will primarily be multiple-choice, however, there may also be true/false, matching, labeling, fill-in the blank, and short essay questions. The test material will be taken from lectures, readings, and films. Exams are not cumulative per se, however, the material presented in the course builds upon each concept presented. Therefore, concepts introduced earlier in the semester are still integral components to developing a holistic understanding of material taught later in the semester, and for doing well on the final exam. With the exception of severe and **documented** circumstances, no make-up exams will be given. **Maybe no exams??**

COURSE SPECIFIC POLICIES

Participation/Attendance.

Participation will be measured not only by your attendance but by your active involvement in the activities in this course.

If a valid reason arises for frequent or a long-term absence, inform me as soon as possible, but not later than one week in advance or one week after an emergency. This includes scheduled surgery, a major car accident, court obligations, or frequent athletic team/university commitments. In such cases, the absence must be documented and valid (aka taking a lengthy trip to the Bahamas mid-semester doesn't count!). In the case of such an excused absence, I will make arrangements for students to make up graded work that was missed as a result. The time, location, and nature of the make-up work will be at the discretion of the instructor. *This class has a zero-tolerance policy for late work that is not part of an excused absence.*

Extra Credit

Students should not expect extra credit. Generally, I offer a few opportunities for extra credit for attending guest lectures, doing book reports etc, but do not expect or rely on extra credit for your grade—and especially don't wait until the last week of the semester and expect extra credit!

Late Assignments

All work is to be handed in at the designated times. Work that is handed in late and not part of an excused absence will receive a grade of 0. In the spirit of fairness, I do not make exceptions. Plan ahead! Make-up work will only be allowed for students with excused absences or in the case of a documented emergency.

Course Grading:

Students will accumulate points through assignments, quizzes, weekly essays, and four exams. The assignments have specific grading criteria which will determine how your work will be evaluated. The overall break-down of course points is detailed below.

Grade Points:????????????????????????????????

- “I read the syllabus” assignment 10 points
- “I’ve set up Respondus Lockdown Browser” quiz 10 points
- Weekly Essay (10 points per week * 16 weeks) 160 points
- Four exams 400 points
 - Exam 1 (100 pts)
 - Exam 2 (100 pts)
 - Exam 3 (100 pts)
 - Final or 4th Exam (100 pts)
- Written Assignments 200 points
 - *Sense of Place* assignment (50 pts)
 - *Utopia* assignment (50 pts)
 - *Devil in the White City* assignment (50 pts)

- Documentary reflections (2 @ 25 pts each)

TOTAL:

760 points

Grading Scale: (your points divided by the total possible 760 points)

- A = 93-100%
- A- =90-92%
- B+=87-89%
- B =83-86%
- B- =80-82%
- C+ =77-79%
- C =73-76%
- C- =70-72%
- D+=67-69%
- D =60-66%
- F = 59% or less

Grading Criteria:

Below are the performance-based criteria for papers, tests, and presentations. The most important factor is the student's quality of work. However, effort, participation, attitude, and improvement during the course are also considered by the instructor.

A = 90-100%- Excellent or Outstanding

“A” work is of the highest quality. The work represents sustained effort. The student clearly communicates ideas and concepts and incorporates material introduced in the course. Often, the student's improvement and contributions to the class are also excellent. The student's performance and learning are outstanding.

B = 80-89%- Good

“B” work is above average quality. Such work suggests a holistic understanding of course material and addresses the major components of the assignment. However, effort, communication, improvement, and contributions are not outstanding. The student's performance and learning is good.

C = 70-79%- Fair

“C” work is of average quality. Such work suggests minimal effort, with average understanding, communication, improvement, and contributions. However, students demonstrate a satisfactory grasp on course content. The student's performance and learning is satisfactory.

D = 60-69%- Deficient

“D” work is deficient in quality. The work suggests little or no understanding of course material with insufficient student effort and contribution. The student’s performance and learning is unsatisfactory.

F = 50-59%- Failure

“F” work is unacceptable. The work demonstrates no understanding of course material and/or no commitment to the learning process. The student performance and learning is unacceptable.

Course Schedule: *Subject to Modification*

WEEK 1 (Aug 22) : Industrialization and Beyond; the Emergence of Planning

Preparation (Reading to be completed prior to class)

-Hall, Peter. “The City of Dreadful Night.” In *Cities of Tomorrow*. Oxford, UK: Blackwell, (1988), pp. 28-46 ONLY

-Wright, G. (1983). “Americanization and Ethnicity in Urban Tenements.” In *Building the Dream: A Social History of Housing in America* (pp. 40–74). Cambridge, Mass.: MIT Press

T:

- Course intro, syllabus
- Lecture: what is planning? (**revisit this lecture**)

R:

- Readiness Assessment: Free write: Do we need planning? Why or why not? (first 15 minutes, worth 5 pts)
- Form teams & work on module learning objectives (submitted via e-mail by 5 PM Friday, 10 pts, 30 minutes)
- Mini-lecture (30 minutes)

Learning objective questions (to be completed as team)

- What historical and intellectual changes led to modernist “rational” planning after the 18th century, according to **Hall**?
- According to **Hall**, in what key ways has the approach to the ills of urbanization been addressed in Europe and the United States?
- The fields of planning and sociology emerged at the same time. Reflecting on both the **Wright and Hall** piece, what types of inequities do we see emerge in the Industrial city? You should provide several examples.

- **Wright** details the efforts of early planners and sociologists (reformers) in the housing realm. Does she see these efforts as a success or disaster? Somewhere in between? Explain.

WEEK 2 (Aug 29) : Utopian Planning

Preparation (Reading to be completed prior to class)

-Wilson, William. H. "The City Beautiful Movement." JHU Press. (1994), pp.72 - 86
 -Fishman, R. (2015). "Urban Utopias in the Twentieth Century" in *Readings in Planning Theory*, pp. 27-51.

T:

- Readiness Assessment: Free write: Why do you think historic utopian planning is covered in all Planning History courses? (**revisit**) (first 15 minutes, worth 5 pts)
- Form teams & work on module learning objectives (submitted via e-mail by 5 PM Friday, 10 pts, 30 minutes)
- Mini-lecture, the City Beautiful Movement (30 minutes)

R:

- Lecture: Utopian Planning
- Jacque Fresco video

Learning objective questions (to be completed as team)

- Proponents of the City Beautiful movement aspired to remodel US cities in the fashion of European cities like Paris and used the aesthetic principles of the Beaux-Arts school to inspire a more cohesive and unitary vision for the cities inhabitants. The **Wilson reading** maps over a period of time the main objections to this idea. What were the reasons why these aspirations could not be fully implemented and were severely critiqued?
- **Howard** sought out to build the ideal city. He defines the 'town-country' magnet as the main source of attraction for his vision. What kind of an environment does he propose to create this vision?
- North American culture values 'individualism' as a sign of strength. **Frank Lloyd Wright** incorporates this value in his vision for Broadacre City. How does he promote and sustain this value in his design principles?
- **Corbusier** envisioned a city that was based on scientific principles and rational thinking, a leading example of the 'modernist' planning approach. What were the main motivations behind this thinking? How did he propose to overcome some of the problems that he identified in the cities that he observed?

WEEK 3 (Sept 5) : Should We Plan and Do We Need Theory to Do So? (revisit this!!)

Preparation (Reading to be completed prior to class)

- Friedmann, John. 2008. The Uses of Planning Theory. *Journal of Planning Education and Research*, 28 (247-257)

-Brooks, M. (2002). "Chapter 1: Planning Practice and Power" and "Chapter 2: Planning Practice and Planning Theory," In *Planning Theory for Practitioners*. Chicago: Planners Press. pp. 9-32.

-Fainstein, S. S., & DeFilippis, J. (2016). Introduction: The structure and debates of planning theory. In *Readings in Planning Theory: Fourth Edition*. Wiley. pp. 1-14. (note this is not the whole chapter) (waiting on)

T:

- Readiness Assessment: Free write: What is the purpose of theory? (first 15 minutes, worth 5 pts)
- Form teams & work on module learning objectives (submitted via e-mail by 5 PM Friday, 10 pts, 30 minutes)
- Mini-lecture, Intro to Planning Theory (30 minutes)

R:

- **Revisit this day!! Could do guest speaker too...**
- Intro to Group Assignment (write this up separately in future if I use)
 - Each group pick different "wicked problem"
 - At end of semester you will be explaining your "wicked problem" and how you, as professional planners could address the problem
 - Today: figure out problem (no two groups to have same issue) and identify as many stakeholders as possible and try to articulate their perspectives on the problem
- dfsdf

Learning objective questions (to be completed as team)

1. Explain the split between planning theory and planning practice and explain how planning theory is useful.
2. (course level objective: Articulate the use and purpose of theory for planning practitioners)

3. Identify six debates within the field of planning theory and some of the theorists associated with those debates

De Fillipis and Fainstein point to the fact that planning practice and theory are two separate fields of inquiry. What are the reasons for this duality? How can planning benefit from 'doing theory'?

WEEK 4 (Sept 12) : The Professional Planner: Reflective, Specialist, Generalist, Comprehensive, Incremental

Preparation (Reading to be completed prior to class)

- Brooks, M. (2002) *Planning Theory for Practitioners*.

-“section 3 Introduction,”

-“Chapter 6: Centralized rationality: The planner as applied scientist,”

-“Chapter 7: Centralized non-rationality: The planner confronts politics,” and -

“Chapter 8: Decentralized rationality: The planner as political activist,” pp.

80 – 118.

-**Chapt 9: add this!!!**

Bates, L. K. (2020). Equity Planning When the Rubber Meets the Road: Adopting Inclusionary Housing

Policies in Portland, Oregon. In *Reflective Planning Practice* (pp. 152-173). Routledge.

T:

- Readiness Assessment: Free write: What is the relationship between planning and politics? (first 15 minutes, worth 5 pts)
- Form teams & work on module learning objectives (submitted via e-mail by 5 PM Friday, 10 pts, 30 minutes)
- Mini-lecture, Intro to Planning Theory (30 minutes)

R:

- **Revisit this day!! Could do guest speaker too...**
- **Intro to Group Assignment (write this up separately in future if I use)**

Learning objective questions (to be completed as team)

1. What is the relationship between Planning and politics?
2. What is the role of expertise in Planning?

| Module/ Week | Activities and Due Dates |
|---|--|
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| | |
| 4. The Professional Planner: Reflective, Specialist, Generalist, Comprehensive, Incremental | |
| 5. Planning as Design: Density, Zoning & Development Controls ???? | <p>Jacobs, Jane. "Introductory chapter from The Death and Life of Great American Cities". In <i>Readings in Planning Theory</i>, edited by Scott Campbell and Susan Fainstein. Malden, MA: Blackwell, (1961) (2003)</p> <p>* Mukhija, M. (2014). "Chapter 2: Outlaw In-Laws: Informal Second Units and the Stealth Reinvention of Single-Family Housing," in Mukhija, V. & Loukaitou-Sideris, A. eds. <i>The Informal American City: From Taco Trucks to Day Labor</i>. 39-57. MIT Press.</p> <p>* Barnett, J. (2003) "Shaping Cities through Development Regulations." In <i>The Urban and Regional Planning Reader</i> (1 edition). 216–225. London; New York: Routledge.</p> <p>* Soja, E. W. (2010). <i>Seeking Spatial Justice</i> (Vol. 16). 31-66. U of Minnesota Press</p> |
| 6. The Modernist City, the Right to the City | <p>Fainstein, S. S. (2010). "Chapter 2: Justice and Urban Transformation: Planning in Context." In <i>The Just City</i> (pp. 57–86). Ithaca, N.Y.: Cornell University Press.</p> <p>Fainstein, S. (2009). Spatial justice and planning. <i>Justice Spatiale/Spatial Justice, 1</i>, 1-13.</p> <p>Dadashpoor, H., & Alvandipour, N. (2020). A genealogy of the five schools of justice in planning thought. <i>Habitat International, 101</i>, 102189</p> <p>Harvey, D. (2014). "The Right to the City" and "The Creation of the Urban Commons." In <i>Rebel Cities: From the Right to the City to the Urban Revolution</i>. 3–25; 67–88. New York: Verso Books.</p> |

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| 7. Planning in the Face of Power | <p>-Davidoff, Paul. Advocacy and pluralism in planning. <i>Journal of the American Institute of Planners</i>, vol.31, no.4, (1965), pp.331-338.</p> <p>-Forester, John. Planning in the Face of Power. Berkeley: University of California Press, (1989). Chapter 3 ONLY Brooks Chapt 3?</p> <p>-Hoch, C. J. (1992). The Paradox of Power in Planning Practice. <i>Journal of Planning Education and Research</i>, 11(3), 206–215. https://doi.org/10.1177/0739456X9201100305</p> |
| 8. Planning in the Public Interest | <p>Brooks, M. (2002). “Chapter 4: Rationales for Public Planning.” In <i>Planning Theory for Practitioners</i>. Chicago: Planners Press. pp. 50-61.”</p> <p>Grant, J. (2005). Rethinking the public interest as a planning concept. <i>Plan Canada</i>, 45(Summer), 48–50. https://www.cip-icu.ca/Files/Awards/Plan-Canada/Rethinking-the-Public-Interest-as-a-PlanningConce.aspx</p> <p>Tait, Malcom. (2016). Planning and the public interest: Still a relevant concept for planners? <i>Planning Theory</i>, 15 (4): 335-343.</p> <p>Maidment, C. (2016). In the public interest? Planning in the Peak District National Park. <i>Planning Theory</i>, 15 (4): 366-385.</p> |
| 9. Planning as Citizen Participation | <p>Arnstein, Sherry R. “A Ladder of Citizen Participation,” <i>Journal of the American Institute of Planners</i> vol.35, no.4 (1969), pp.216- 224</p> <p>Lyles, W. and White, SS. (2019). Who Cares? Arnstein’s Ladder, the Emotional Paradox of Public Engagement, and (Re)imagining Planning as Caring. <i>Journal of the American Planning Association</i>. pp. 1–22.</p> |

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| | <p>Bratt, R. G., & Reardon, K. M. (2013). "Beyond the Ladder: New Ideas About Resident Roles in Contemporary Community Development." <i>Policy, Planning, and People: Promoting Justice in Urban Development</i>, 356-381.</p> <p>What if the poor were part of city planning? Smruti Jukur Johari https://youtu.be/sBQv41YbdCk (video, 13.27 minutes)</p> |
| <p>10. Planning From Above vs. Planning from Below</p> | <p>-Roy, Arundathi. <i>The Greater Common Good</i> (1999) (altenative link to article)</p> <p>-Sanyal, Bishwapriya. "The Myth of Development from Below." <i>Annual Meeting of the Association of Collegiate Schools of Planning</i>. Pasadena, CA, (1998)</p> <p>-Ingham, Barbara. "The meaning of development: Interactions between "new" and "old" ideas." <i>World development</i> 21, no. 11 (1993): 1803-1821.</p> |
| <p>11. Planning & Social Diversity/ Equity</p> | <p>-Fainstein, Susan S. "Cities and Diversity: Should we want it? Can we plan for it?" <i>Urban Affairs Review</i> vol. 41, no.1 (2005), pp.3-19 .</p> <p>-Sandercock, Leonie. "When strangers become neighbors: Managing cities of difference," <i>Planning Theory & Practice</i> vol.1, no.1 (2000), pp.13-30</p> <p>-Fincher, Ruth, et al. "Planning in the multicultural city: Celebrating diversity or reinforcing difference?." <i>Progress in Planning</i> vol.92, (2014), p.1-55</p> <p>Hudson, C., & Rönnblom, M. (2020). Is an 'other' city possible? Using feminist utopias in creating a more inclusive vision of the future city. <i>Futures</i>, 121, 102583.</p> <p>Beebeejaun, Y. (2017). Gender, urban space, and the right to everyday life. <i>Journal of Urban</i></p> |

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| | <p><i>Affairs</i>, 39(3), 323-334.</p> |
| <p>12. Planning in a Globalized World</p> | <p>- Sanyal, B. (2002). "Globalization, Ethical Compromise and Planning Theory." <i>Planning Theory</i>, 1(2), 116–123.</p> <p>-Sanyal, Bish. "Hybrid Planning Cultures: The Search for the Global Cultural Commons," In <i>Comparative Planning Cultures</i>, edited by B. - Sanyal. New York: Routledge, (2005), pp.3-13</p> <p>-Sassen, Saskia, The Global City: Strategic Site/New Frontier, <i>American studies</i> vol.41, no.2/3 (2000), pp.79-95. <i>Tuğba Sert, Nurdan İşbilir</i></p> <p>-Watson, Vanessa. "Seeing from the South: Refocusing urban planning on the globe's central urban issues." <i>Urban Studies</i>, vol.46, no.11 (2009), pp.2259-2275. <i>HOUYEM SNENE, Ayşenur Yılmaz, Gamze Nur Tekeli</i></p> |
| <p>13. Planning Ethics (maybe two weeks)</p> | <p>American Planning Association – Ethics (AICP Code of Ethics and Professional Conduct and APA Ethical Principals in Planning)</p> <p>Brooks, M (2002) "Chapter 5: The Critical Role of Values and Ethics," In <i>Planning Theory for Practitioners</i>. Chicago: Planners Press. pp. 62-77.</p> <p>Wachs, M. Ch 23. The Past, Present, and Future of Professional Ethics in Planning, <i>Readings in Planning Theory</i>. Pp 464-479.</p> <p>Loh, Carolyn G. and Rodney L. Arroyo. (2017). Special Ethical Considerations for Planners in Private Practice. <i>Journal of the American Planning Association</i>, 83 (2): 168-179.</p> |

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| | <p>Harper, Thomas L. and Stanley Stein. "The Centrality of Normative Ethical Theory to Contemporary Planning Theory." <i>Journal of Planning Education and Research</i> vol.11 (1992), pp. 105-116</p> <p>-Marcuse, Peter. "Professional ethics and beyond: values in planning." <i>Journal of the American Institute of Planners</i> vol.42, no.3, (1976), pp.264-274.</p> <p>-Klosterman, Richard E. "Foundations for normative planning." <i>Journal of the American Institute of Planners</i> vol.44, no.1, (1978), pp.37-46</p> |
| <p>14. Planning for Smart & Sustainable Cities</p> | <p>-Mattern, Shannon. A City Is Not a Computer. https://placesjournal.org/article/a-city-is-not-a-computer/?cn-reloaded=1</p> <p><i>Places Journal</i>.(2017). Özlemnur Öztürk, Semiha Al</p> <p>-Batty, Michael, et al. "Smart cities of the future." <i>The European Physical Journal Special Topics</i> 214.1 (2012): 481-518. Buse Gönül Bostancı, Arian Javadi, Rabia Pınar Koç</p> <p>-Campbell, Scott. "Green Cities, Growing Cities? Ecology, Economics and the Contradictions of Urban Planning," <i>Journal of the American Planning Association</i>, vol.62, no.3 (1996), pp.296-312. İremnur Öztürk, Zeynep Kıvılcım Aslan</p> <p>* Daniels, T. L. (2009). "A Trail Across Time: American Environmental Planning from City Beautiful to Sustainability." <i>Journal of the American Planning Association</i>, 75(2), 178-192.</p> <p>In the City Reader...</p> <p>-Lawrence Vale, "Resilient Cities: Clarifying Concept or Catch-all Cliché?" (p. 492)</p> <p>-Michael Batty, "The Smart City" (p. 503)</p> |

| | |
|--|---|
| <p>15. Group project week? (need to develop the project)- maybe they pick a topic from weeks 9-12 to present, OR they make a poster on the topic for the room!</p> | <p>* Massey, D. S. (1993). “The Perpetuation of the Underclass.” In American Apartheid: Segregation and the Making of the Underclass. 148–185. Cambridge, Mass.: Harvard University Press</p> <p>●</p> <p>Isserman, A. (2014). “Dare to Plan: An Essay on the Role of the Future in Planning Practice and Education.” <i>Town Planning Review</i>, 85(1), 9–18.</p> |
|--|---|

Module Discussion Questions/ Essays

5. **Jacobs** offers a sweeping critique of utopian modernism. I want you to comment on two classic dilemmas: 1. The roles of professional vs. indigenous knowledge; and 2. The power and limits of physical design solutions vs. social policy or other strategies.

6. What does justice mean to me?

7. The political and cultural context for **Davidoff’s** (1965) essay, like that of Arnstein’s on the “ladder of citizen participation,” was the U.S. in the turbulent late 1960s. Davidoff’s article is one of the purer expressions of discontent toward the rational planning model—discontent that Sanyal, Healey, and others outlined in their histories of planning. Davidoff urges planners to be advocates for client interest groups (as attorneys are), not just technicians, and to engage in the “contentious work” of developing policy. He also proposes that there be multiple plans (“plural plans”), including “community” plans, rather than a “unitary” public plan. What are the strengths of his argument? That is, what does advocacy, as an orientation, do to help remedy the limits of the rational planning model? What problems with his proposal does Davidoff himself identify, and what others do you see, if any?

Forester is one of the major thinkers in the communicative school of thought. In *Planning in the Face of Power*, start on page 4 with the paragraph that begins “The vocation of planning ...” and stop on the next page, toward the bottom, where the paragraphs ends “... a substantively democratic planning process.” Then read the three core chapters, the last of which is the synthesis of Forester’s arguments about how planners should think about their practice. Why is listening so vital for effective planning practice, according to Forester, and what defines “critical” listening, in particular? Does he convince you that the model of design as a “search process” is inadequate? Why or why not? What required planning skills or competencies are implied by the alternative model Forester offers: design-as-sensemaking?

8. What does public interest mean to me? What is an example of a planning decision that represents my interests well?

4. Articulate an understanding of the term “the public interest” and the challenges involved in operationalizing the idea of the public interest (hmmm maybe next section)

9. Why is public participation important in planning?

In **Arnstein**'s model, how is “citizen power” distinguished from the lower rungs of the ladder, and what justifies the pursuit of participation at that level, according to Arnstein? What limits of the model does she identify, and can you think of others?

10.

11. Planning as problem or solution: **Sandercock** draws a distinction between the planning system itself being grounded in, or biased to suit, a dominant culture and the planning system being used by one group to control the behavior of another group. What's the difference between those two? And what seem to be the strengths and weaknesses of the “therapeutic” approach to planning that she recommends and develops in the case examples?

Multiculturalism has become a dominant feature of diversity studies. **Fincher** and her colleagues provide an overview of multiculturalism in contemporary cities, touching upon the demographic shifts they are experiencing as well as the various responses by local authorities. Define what 'multiculturalism' means in urban life. What are the main difficulties in incorporating multiculturalism in daily urban life and some are some of the local solutions that have been developed?

Fainstein traces the general theories in planning through a historic perspective and describes the quest for diversity as a reaction to the destruction of the historic fabric of the cities and the displacement of undesirable communities from planned areas. However she is not convinced that a good definition of diversity exists. How does she define diversity among various disciplines (urban design, planning, sociology etc.)? Fainstein advocates considering diversity not as an end in itself but as an element of the 'just city'. How does diversity contribute to a 'just city'? And what are some of the cautions that Fainstein proposes in promoting diversity?

12. **Sanyal**'s concise and comparative planning history looks at the fortunes of the rational or “modernist” planning model, the importance of political shifts that challenge that model etc. How does Sanyal suggest that we think or not think about “planning cultures”? In Sanyal what important influences have shaped planning in most parts of the world, and what kinds of changes seem more specific to particular regions or political systems?

Globalization is a powerful concept that links both processes and places across the world. **Sassen** points out that globalization is supported by processes of 'localization'. What are the main actors of this localization? How does the localization process affect cities? **Watson** challenges the planning framework of the 'North' as applied to largely informal cities in the 'South'. She focuses on the two key types of rationality that are critical in understanding power relationships in the growing cities of the South, 'between the logic of governing and the logic of survival'. What are the stated purposes of the 'governing' rationality? How does Watson view the effects of the 'governing' rationality when is applied through processes of formalization (ie master plans)?

13. Why are ethics important for planners?

According to **Harper and Stein** normative ethical theories underlie many of the discussions on planning approaches. They contend that by focusing on the normative theories and working through them it would be possible to better evaluate the discussions in planning. What normative framework do they envision for North American planners? Do you think this framework would provide the basis for a global conversation on planning?

Marcuse's paper was a turning point in planning. He challenged planners by questioning the role of ethics within the planning profession. How does Marcuse view the role of the planning profession within the system that it is functioning in? What do you think would change within the profession if planners were to challenge the existing norms?

Klosterman proposes a way of bridging the divide between planning dominated by 'rational or 'political' paradigms. Explain how he justifies the incorporation of selective ethical approaches in planning practice.

14. **Scott** views three important aspects of planning; sustainability, economic development and social justice as conflicting priorities that need to be reconciled in order to achieve a balanced view of planning. According to **Scott** what are the main obstacles for achieving this balance? He states that the expansion of socio-spatial equity to include future generations 'creates the possibility for contradictions among the different calls for 'fairness''. Define how the 'incremental, iterative' approach he proposes would resolve this

15.

UNIVERSITY POLICIES

Academic Integrity

Cheating, plagiarism, and/or any other act of academic dishonesty will NOT be tolerated. Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, Student Academic Integrity Policies and Procedures:

https://www.missouristate.edu/assets/policy/Op3_01_Academic-Integrity-Policies-and-Procedures-07-28-2014.pdf

Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Dropping the Class

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. Relevant drop deadlines may be found via MSU's Academic Calendar: www.missouristate.edu/registrar/acad_cal.html

Chosen Name Policy:

A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student's legal name. Refer to the [Chosen Name policy](#) for more information. Students can provide their chosen first and middle names in the *Profile* tab of [My Missouri State](#).

Disability Accommodation Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), or <http://www.missouristate.edu/disability>. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, <http://psychology.missouristate.edu/lcd>

Mental Health & Stress Management:

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or

stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Learn Visit the [Missouri State University Counseling Center website](#) to learn more about free and confidential services available to assist you.

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All faculty are required to report to the Title IX Office any concerns or allegations of sex discrimination or sexual harassment involving members of the University community (i.e., faculty, staff, and students) of which they become aware.

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Syllabus Disclaimer

This syllabus is to serve as a guide only. The instructor reserves the right to modify and update this syllabus (policy statement) as necessary. Any updates will be announced and an updated syllabus will be found on Blackboard. The most recent version of the syllabus will be on Blackboard and serves as the current policy for the class.

Delete Course Proposal Form

Submitted on 02/13/2023 by Krista Evans (KristaEvans@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

PLN371 History and Introduction to Planning

Is this course a requirement or course choice within any current program, including those outside your department?

- No
- Yes (A corresponding program change course form must be submitted to remove the deleted course from the program requirements. You should also notify other departments using this course of your plans to delete the course.)

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Online catalog description.

This course provides an introduction to planning and a critical analysis of past and present planning concepts in terms of social, economic, political, and urban design aspects. It analyzes the development of urban form in different eras, and assesses its success and failure to meet the needs of diverse users. It also examines the history and forces behind the development of the planning profession in the United States. 3(3-0) F

Reason for proposed Deletion

The corresponding course change form states we will be creating a new class (PLN 370) that combines the content of PLN 371 and PLN 372.

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information
- Other (be specific):

What is the date that this course change was approved by departmental or program faculty?

02/07/2023

Current Status:

College Council Review

Proposal Progress:

02/14/2023 - Submitted by Department Head (Toby Dogwiler)

Review Comments:

No comments have been added to this proposal.

No review notes have been added.

[Copy As New Proposal](#)

MAKE YOUR COURSE CHANGE DECISION.

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Last Updated: 02/14/2023 22:16 [Contact Information](#)

Delete Course Proposal Form

Submitted on 02/14/2023 by Toby Dogwiler (TDogwiler@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

PLN372 Planning Theory and Ethics

Is this course a requirement or course choice within any current program, including those outside your department?

- No
- Yes (A corresponding program change course form must be submitted to remove the deleted course from the program requirements. You should also notify other departments using this course of your plans to delete the course.)

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Online catalog description.

This course aims to introduce students to the theories of city and regional planning. Specifically, it examines the need for theory in planning and overviews the evolution of planning paradigms from the beginning of the 20th century to the present. Additionally, the following issues are investigated: why plan; how to planners plan; how can planning be achieved in a pluralistic society; what are the values and ethics of planners? Finally, a major aim is for students to appreciate the link between theory and praxis. Field trip required. 3(3-0) S

Reason for proposed Deletion

The corresponding change course proposal states that a new class will be created, PLN 370, Fundamentals of Planning, that will combine the content of PLN 371 (also being deleted) and 372 into one course.

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information
- Other (be specific):

Empty text box for specifying other reasons.

What is the date that this course change was approved by departmental or program faculty?

02/07/2023

Current Status:

College Council Review

Proposal Progress:

02/14/2023 - Submitted by Department Head (Toby Dogwiler)

Review Comments:

02/14/2023 - Department Head Review - Toby Dogwiler - Note: This proposal was initially submitted by Dr. Krista Evans, Planning Program Director. Upon my initial Dept. Head review I noted that "This course will be reviewed by CGEIP" was erroneously checked. For expediency, I withdrew the proposal, fixed the error, and resubmitted under my name.

No review notes have been added.

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MAKE YOUR MENT.

Change Program Proposal Form

**Submitted on 02/14/2023 by Toby
Dogwiler (TDogwiler@MissouriState.edu).**

Department:

Geography, Geology, & Planning

Type of Program**Choose One:**

- | | |
|--|-----------------------------------|
| <input type="radio"/> Non-Comprehensive Undergraduate Major | <input type="radio"/> Option |
| <input checked="" type="radio"/> Comprehensive Undergraduate Major | <input type="radio"/> Minor |
| <input type="radio"/> Graduate Program | <input type="radio"/> Certificate |

Does this program include any new courses?

- No Yes (A corresponding new course form must be submitted to create each new course.)

Title of Program Affected:

Geospatial Sciences-BS

Current Catalog Description: *(Either cut and paste present description from online catalog **OR** provide as an attachment below)*

Geospatial Sciences (Comprehensive)



Bachelor of Science

Major requirements (52-53 hours):

1. One course from: GEO 200(3), GLG 110(4), GLG 171(3), GRY 100(3), GRY 108(3), GRY 135(3), GRY 142(3), PLN 100(3).
2. GRY 301(3) or 353(3) or 470(3).
3. GEO 360(3), GEO 363(4), PLN 367(3).
4. GEO 551(3), 561(3), 562(3), 566(3), 568(3), 572(3).
5. CSC 130(3).
6. One statistic course from: AGR 330(3), MTH 340(3), PSY 200(3), QBA 237(3), REC 328(3), SOC 302(3).
7. Three additional hours with GEO course code.
8. Nine additional hours from following: GEO or GRY courses numbered 275 or higher; TCM 110(3); MTH 138(5); MTH 261(5) or 287(3); MTH 280(5) or 288(3); CSC 131(4), CSC 335(3).
9. Public Affairs Capstone Experience will be fulfilled by completion of either GRY 301(3) or 353(3) or 470(3).

Not Attached

Complete New Catalog Description: *(Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] OR provide as an attachment below)*

| | |
|--|--------------------------------|
|   | B <i>I</i> S |
| <p>Geospatial Sciences (Comprehensive) Bachelor of Science Major requirements (52-53 hours):</p> <ol style="list-style-type: none"> 1. One course from: GEO 200(3), GLG 110(4), GLG 171(3), GRY 100(3), GRY 108(3), GRY 135(3), GRY 142(3), PLN 100(3). 2. Field experience from: GRY 301(3) or 353(3) or 470(3) or another pre-approved course such as an internship, directed study, or similar field-based experience. 3. GEO 360(3), GEO 363(4), PLN 367(3). 4. GEO 551(3), 561(3), 562(3), 566(3), 568(3), 572(3). 5. CSC 130(3). 6. One statistics course from: AGR 330(3), MTH 340(3), PSY 200(3), QBA 237(3), REC 328(3), SOC 302(3). 7. Three additional hours with GEO course code. 8. Nine additional hours from following: GEO or GRY courses numbered 275 or higher; TCM 110(3); MTH 136(3) or higher 138(5); MTH 261(5) or 287(3); MTH 280(5) or 288(3); CSC 131(4), CSC 335(3). 9. Public Affairs Capstone Experience will be fulfilled by completion of either GRY 301(3) or 353(3) or 470(3) the field experience requirement. | |
| <small>POWERED BY TINYMCE</small> | |

Not Attached

Total Hours:

What is changing? Check all boxes that apply:

Title change

- Adding option to an existing program (major)
- Deleting option from an existing program (major)
- Adding existing course(s) totaling credits
- Adding newly created course(s) totaling credits

(Note: A new course proposal must be submitted for each new course)

- Deleting courses from the program (major)

(Note: A Delete Course Proposal form must be submitted if deleting course from catalog.)

- Changing admission requirements
- Other

1) we are expanding the options for the field experience requirement to include additional options on a pre-approval basis.

2) Currently we accept MTH 138 and calculus courses. This change allows the MTH 136 and MTH 137 Precalculus courses to also count for the major (and any higher MTH they take).

Reason for Proposed Change:

1) Post-Covid there are fewer study away options offered and students are having trouble finding options (GRY 301, 353, and 470 are study away courses). Also, many of our students complete paid internships and this will allow them to count earn credit for these experiences and count them toward this requirement. This is financially advantageous for our students because it flips the financial burden of study away into an opportunity to earn money during an internship. Finally, this brings the Geospatial Major requirement in line with the recently revised field experience requirement in the Geography major (double majors are common between these programs).

2) The change in allowed MTH courses incorporates the MTH 136/137 Precalculus options and allows students more flexibility in choosing higher math courses. This will be especially advantageous for students double majoring or minoring in a related field that has high-level math requirements.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

02/08/2023

Current Status:

College Council Review

Proposal Progress:

02/14/2023 - Submitted by Department Head (Toby Dogwiler)

Review Comments:

No comments have been added to this proposal.

No review notes have been added.

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Change Program Proposal Form

Submitted on 02/14/2023 by Toby Dogwiler (TDogwiler@MissouriState.edu).

Department:

Geography, Geology, & Planning

Type of Program**Choose One:**

- | | |
|--|-----------------------------------|
| <input type="radio"/> Non-Comprehensive Undergraduate Major | <input type="radio"/> Option |
| <input checked="" type="radio"/> Comprehensive Undergraduate Major | <input type="radio"/> Minor |
| <input type="radio"/> Graduate Program | <input type="radio"/> Certificate |

Does this program include any new courses?

- No Yes (A corresponding new course form must be submitted to create each new course.)

Title of Program Affected:

Community and Regional Planning-BS

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

1. One course from: PLN 100(3), GRY 100(3), GRY 108(3), GRY 142(4), GLG 110(4), GLG 171(3).
2. PLN 300(3), 367(3), 371(3), 372(3); PLN 570(3) or LAW 537(3); PLN 571(3), 572(4), 599(3); GEO 363(4); SOC 302(3).
3. Three additional hours from GRY 322(3) or 325(3) or PLN courses numbered above 300.
4. Cannot count both GRY 322(3) and PLN 100(3) toward the major requirements.
5. Public Affairs Capstone Experience will be fulfilled by completion of PLN 572(4).

Not Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to

submission] **OR** provide as an attachment below)

↶ ↷ **B** *I* ~~S~~

1. One course from: PLN 100(3), GRY 100(3), GRY 108(3), GRY 142(4), GLG 110(4), GLG 171(3).
2. PLN 300(3), 367(3), **370(3)**, ~~371(3)~~, ~~372(3)~~; PLN 570(3) or LAW 537(3); PLN 571(3), 572(4), 599(3); GEO 363(4); SOC 302(3) ; **PLS 351(3)**.
3. Three additional hours from GRY 322(3) or 325(3) or PLN courses numbered above 300.
4. Cannot count both GRY 322(3) and PLN 100(3) toward the major requirements.
5. Public Affairs Capstone Experience will be fulfilled by completion of PLN 572(4).

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Not Attached

Total Hours:

What is changing? Check all boxes that apply:

- Title change
- Adding option to an existing program (major)
- Deleting option from an existing program (major)
- Adding existing course(s) totaling credits
- Adding newly created course(s) totaling credits

(Note: A new course proposal must be submitted for each new course)

- Deleting courses from the program (major)

(Note: A Delete Course Proposal form must be submitted if deleting course from catalog.)

- Changing admission requirements
- Other

Reason for Proposed Change:

Fundamentals of Planning will replace two courses in the Planning program, essentially rolling two courses into one. The courses it aims to replace are: PLN 371 , History and Introduction to Planning, and PLN 372, Planning Theory and Ethics. The new proposed course will include planning history, theory and ethics. The reason for this change are two-fold. First, a recent retirement requires current Planning faculty (two persons) to cover more courses in terms of teaching. Rolling two courses into one will allow those faculty to still cover other program requirements. Secondly, by covering this material in 3 credits rather than 6, we can add another needed course to the program, PLS 351, without changing overall credit requirements.

So, the second proposed change, PLS 351, is the addition of Municipal Government and Administration. An important aspect of public planning professionals is to understand how local government works. This course will give students that knowledge.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

01/30/2023

Current Status:

College Council Review

Proposal Progress:

02/14/2023 - Submitted by Department Head (Toby Dogwiler)

Review Comments:

02/14/2023 - Department Head Review - Toby Dogwiler - This proposal was written and submitted by Dr. Krista Evans, Director of Planning Program. During my Department Head review I withdrew the proposal to uncheck the erroneously checked "This program will be reviewed by CGEIP" box. I then resubmitted with no other changes.

No review notes have been added.

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Last Updated: 02/14/2023 22:16 [Contact Information](#)

Change Program Proposal Form

Submitted on 02/17/2023 by Toby Dogwiler (TDogwiler@MissouriState.edu).

Department:

Geography, Geology, & Planning

Type of Program

Choose One:

- Non-Comprehensive Undergraduate Major
- Comprehensive Undergraduate Major
- Graduate Program
- Option
- Minor
- Certificate

Choose All That Apply:

- Bachelor of Arts
- Bachelor of Applied Science
- Bachelor of Fine Arts
- Bachelor of Music Education
- Bachelor of Music
- Bachelor of Science
- Bach of Science in Education
- Bachelor of Science in Nursing
- Bachelor of Social Work

Does this program include any new courses?

- No
- Yes (A corresponding new course form must be submitted to create each new course.)

Title of Program Affected:

Sustainable Tourism Developmnt

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Sustainable Tourism Development
 Bachelor of Arts
 Bachelor of Science

1. GRY 108(3), 310(3), 429(3), 510(3); HSP 340(3).
 2. One course from: ANT 314(3), 514(3), 516(3), 550(3); GRY 318(3), 321(3), 322(3), 325(3); MKT 350(3), 474(3);
 PLN 371(3); PLS 573(3); REC 302(3); SOC 319(3).

Not Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

↩ ↪ **B** *I* ~~S~~

Sustainable Tourism Development
 Bachelor of Arts
 Bachelor of Science

1. GRY 108(3), 310(3), 429(3), 510(3); HSP 340(3).
 2. One course from: ANT 314(3), 514(3), 516(3), 550(3); GRY 318(3), 321(3), 322(3), 325(3); MKT 350(3), 474(3); **PLN 370(3)** ~~PLN 371(3)~~; PLS 573(3); REC 302(3); SOC 319(3).

POWERED BY TINYMCE

Not Attached

Total Hours: 18

What is changing? Check all boxes that apply:

- Title change
- Adding option to an existing program (major)
- Deleting option from an existing program (major)
- Adding existing course(s) totaling 0 credits
- Adding newly created course(s) totaling 3 credits

(Note: A new course proposal must be submitted for each new course)

- Deleting courses from the program (major)

(Note: A Delete Course Proposal form must be submitted if deleting course from catalog.)

- Changing admission requirements
- Other

Reason for Proposed Change:

In parallel curricular proposals we are deleting PLN 371 (and PLN 372, which is not part of this minor) and merging those courses into a new course PLN 370 Fundamentals of Planning.

This program change removes PLN 371, which is being deleted, and replaces it with PLN 370.

This results in NO change to the number of hours required for the minor.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

02/17/2023

Current Status:

College Council Review

Proposal Progress:

02/17/2023 - Submitted by Department Head (Toby Dogwiler)

Review Comments:

02/17/2023 - Department Head Review - Toby Dogwiler - This proposal switches a proposed new course for a course being deleted. There is no net change in the number of credits required for the program.

No review notes have been added.

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Change Program Proposal Form

Submitted on 02/17/2023 by Toby Dogwiler (TDogwiler@MissouriState.edu).

Department:

Geography, Geology, & Planning

Type of Program

Choose One:

- Non-Comprehensive Undergraduate Major
- Comprehensive Undergraduate Major
- Graduate Program
- Option
- Minor
- Certificate

Does this program include any new courses?

- No
- Yes (A corresponding new course form must be submitted to create each new course.)

Title of Program Affected:

Geography and Sustainability/Sustainable Development-BS

Current Catalog Description: *(Either cut and paste present description from online catalog **OR** provide as an attachment below)*

Attached [View Attachment](#)

Complete New Catalog Description: *(Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)*

↶ ↷ **B** *I* S

Attached [View Attachment](#)

What is changing? Check all boxes that apply:

- Title change
- Adding option to an existing program (major)
- Deleting option from an existing program (major)
- Adding existing course(s) totaling credits
- Adding newly created course(s) totaling credits

(Note: A new course proposal must be submitted for each new course)

- Deleting courses from the program (major)

(Note: A Delete Course Proposal form must be submitted if deleting course from catalog.)

- Changing admission requirements
- Other

Reason for Proposed Change:

In parallel curricular proposals we are deleting PLN 372 (and PLN 371, which is not part of this major) and merging those courses into a new course PLN 370 Fundamentals of Planning.

This program change removes PLN 372, which is being deleted, and replaces it with PLN 370.

This results in NO change to the number of hours required for the major or option.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

02/17/2023

Current Status:

College Council Review

Proposal Progress:

02/17/2023 - Submitted by Department Head (Toby Dogwiler)

Review Comments:

02/17/2023 - Department Head Review - Toby Dogwiler - this proposal switches a deleted course for a proposed new course. There is no change in the number of credits required for the program.

No review notes have been added.

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Geography and Sustainability (Comprehensive)

Bachelor of Science

Major requirements (57-61 hours):

Major core (33-34 hours):

Note: 13-14 hours may double count toward General Education requirements.

1. [BIO 101](#)(3) or [BIO 122](#)(4); [GEO 363](#)(4); [GRY 100](#)(3), [GRY 108](#)(3), [GRY 109](#)(1), [GRY 142](#)(4), [GRY 351](#)(3), [GRY 508](#)(3), [PLN 367](#)(3).
2. No more than seven hours of option requirements may be taken prior to GRY 108(3) and counted toward the major.
3. GRY 508(3) must be taken in the last two semesters prior to completion of the degree program.
4. Related statistics requirement: [AGR 330](#)(3) or [MTH 340](#)(3) or [PSY 200](#)(3) or [QBA 237](#)(3) or [REC 328](#)(3) or [SOC 302](#)(3).
5. Experience in Geosustainability from: [GRY 301](#)(3), [GRY 353](#)(3), [GRY 470](#)(3) or another pre-approved course such as an internship, directed study, or similar field-based experience. The process for pre-approval by the program coordinator is described on the program website and must be completed in advance of the experience.
6. Public Affairs Capstone Experience will be fulfilled by completion of GRY 508(3).

Complete one of the following options:

Geography option (24 hours):

1. Six hours from: [GRY 300](#)(3), [305](#)(3), [316](#)(3), [318](#)(3), [320](#)(3), [321](#)(3), [322](#)(3), [323](#)(3), [325](#)(3).
2. 18 additional hours with any GRY, GEO, or PLN course numbered 300 or above.

Sustainable Development option (27 hours):

1. Applied Sustainability course: [GRY 510](#)(3) or [REC 302](#)(3).
2. Regional Perspectives:
 - a. One regional perspectives core course from: [GRY 300](#)(3), [305](#)(3), [322](#)(3), [325](#)(3),
 - b. Two courses within one of the following regional options:
 - i. Asia: [ANT 334](#)(3), [ECO 345](#)(3), [HST 381](#)(3), [HST 571](#)(3), [PLS 545](#)(3).
 - ii. Middle East: [HST 371](#)(3), [PLS 443](#)(3), [PLS 569](#)(3).
 - iii. Africa: [ANT 332](#)(3), [GRY 507](#)(3), [HST 323](#)(3), [HST 334](#)(3), [HST 339](#)(3), [PLS 550](#)(3).
 - iv. Latin America: [ANT 336](#)(3), [HST 362](#)(3), [HST 364](#)(3), [PLS 548](#)(3).
 - v. Other region subject to advisor approval.

3. One Planning course: [PLN 372\(3\)](#) or [PLN 571\(3\)](#).
4. Two Economics Understanding courses from: [ECO 155\(3\)](#), [346\(3\)](#), [450\(3\)](#), [456\(3\)](#), [565\(3\)](#); [GRY 321\(3\)](#).
5. Two Policy related courses from: [AGN 115\(3\)](#), [ANT 314\(3\)](#), [ANT 370\(3\)](#), [ANT 514\(3\)](#), [AGR 100\(3\)](#), [BIO 502\(3\)](#), [GRY 320\(3\)](#), [LAW 537\(3\)](#), [PLN 505\(3\)](#), [PLS 232\(3\)](#), [PLS 535\(3\)](#), [PLS 546\(3\)](#), [SOC 319\(3\)](#), [SOC 420\(3\)](#), [SOC 430\(3\)](#), [SOC 450\(3\)](#), [SOC 456\(3\)](#).

Sustainable Watershed Management option (24-26 hours):

1. [GRY 545\(3\)](#), [GRY 549\(3\)](#), [GRY 550\(3\)](#); [GLG 547\(3\)](#) or [BIO 547\(3\)](#).
2. Two Water Systems courses from: [BIO 485\(3\)](#), [BIO 509\(4\)](#), [BIO 532\(3\)](#), [BIO 533\(4\)](#), [BIO 562\(4\)](#), [GEO 569\(3\)](#), [GLG 350\(3\)](#), [GLG 580\(3\)](#), [GRY 135\(4\)](#).
3. One Planning Framework course from: [ECO 540\(3\)](#), [LAW 537\(3\)](#), [PLN 571\(3\)](#).
4. One Terrestrial Systems course from: [AGN 215\(3\)](#), [AGN 335\(3\)](#), [ANT 355\(3\)](#), [AGP 333\(3\)](#), [GLG 573\(3\)](#).

University level requirements:

1. [General Education Program and Requirements](#)
2. [General Baccalaureate Degree Requirements](#)

Note: the proposed change is in requirement #3 within the Sustainable Development option. PLN 372 is struckthrough and PLN 370 is added in bold.

Geography and Sustainability (Comprehensive)

Bachelor of Science

Major requirements (57-61 hours):

Major core (33-34 hours):

Note: 13-14 hours may double count toward General Education requirements.

1. [BIO 101\(3\)](#) or [BIO 122\(4\)](#); [GEO 363\(4\)](#); [GRY 100\(3\)](#), [GRY 108\(3\)](#), [GRY 109\(1\)](#), [GRY 142\(4\)](#), [GRY 351\(3\)](#), [GRY 508\(3\)](#), [PLN 367\(3\)](#).
2. No more than seven hours of option requirements may be taken prior to GRY 108(3) and counted toward the major.
3. GRY 508(3) must be taken in the last two semesters prior to completion of the degree program.
4. Related statistics requirement: [AGR 330\(3\)](#) or [MTH 340\(3\)](#) or [PSY 200\(3\)](#) or [QBA 237\(3\)](#) or [REC 328\(3\)](#) or [SOC 302\(3\)](#).
5. Experience in Geosustainability from: [GRY 301\(3\)](#), [GRY 353\(3\)](#), [GRY 470\(3\)](#) or another pre-approved course such as an internship, directed study, or similar field-based experience. The process for pre-approval by the program coordinator is described on the program website and must be completed in advance of the experience.
6. Public Affairs Capstone Experience will be fulfilled by completion of GRY 508(3).

Complete one of the following options:

Geography option (24 hours):

1. Six hours from: [GRY 300\(3\)](#), [305\(3\)](#), [316\(3\)](#), [318\(3\)](#), [320\(3\)](#), [321\(3\)](#), [322\(3\)](#), [323\(3\)](#), [325\(3\)](#).
2. 18 additional hours with any GRY, GEO, or PLN course numbered 300 or above.

Sustainable Development option (27 hours):

1. Applied Sustainability course: [GRY 510\(3\)](#) or [REC 302\(3\)](#).
2. Regional Perspectives:
 - a. One regional perspectives core course from: [GRY 300\(3\)](#), [305\(3\)](#), [322\(3\)](#), [325\(3\)](#),
 - b. Two courses within one of the following regional options:
 - i. Asia: [ANT 334\(3\)](#), [ECO 345\(3\)](#), [HST 381\(3\)](#), [HST 571\(3\)](#), [PLS 545\(3\)](#).
 - ii. Middle East: [HST 371\(3\)](#), [PLS 443\(3\)](#), [PLS 569\(3\)](#).

- iii. Africa: [ANT 332\(3\)](#), [GRY 507\(3\)](#), [HST 323\(3\)](#), [HST 334\(3\)](#), [HST 339\(3\)](#), [PLS 550\(3\)](#).
 - iv. Latin America: [ANT 336\(3\)](#), [HST 362\(3\)](#), [HST 364\(3\)](#), [PLS 548\(3\)](#).
 - v. Other region subject to advisor approval.
3. One Planning course: ~~[PLN 372\(3\)](#)~~ **PLN 370(3)** or [PLN 571\(3\)](#).
 4. Two Economics Understanding courses from: [ECO 155\(3\)](#), [346\(3\)](#), [450\(3\)](#), [456\(3\)](#), [565\(3\)](#); [GRY 321\(3\)](#).
 5. Two Policy related courses from: [AGN 115\(3\)](#), [ANT 314\(3\)](#), [ANT 370\(3\)](#), [ANT 514\(3\)](#), [AGR 100\(3\)](#), [BIO 502\(3\)](#), [GRY 320\(3\)](#), [LAW 537\(3\)](#), [PLN 505\(3\)](#), [PLS 232\(3\)](#), [PLS 535\(3\)](#), [PLS 546\(3\)](#), [SOC 319\(3\)](#), [SOC 420\(3\)](#), [SOC 430\(3\)](#), [SOC 450\(3\)](#), [SOC 456\(3\)](#).

Sustainable Watershed Management option (24-26 hours):

1. [GRY 545\(3\)](#), [GRY 549\(3\)](#), [GRY 550\(3\)](#); [GLG 547\(3\)](#) or [BIO 547\(3\)](#).
2. Two Water Systems courses from: [BIO 485\(3\)](#), [BIO 509\(4\)](#), [BIO 532\(3\)](#), [BIO 533\(4\)](#), [BIO 562\(4\)](#), [GEO 569\(3\)](#), [GLG 350\(3\)](#), [GLG 580\(3\)](#), [GRY 135\(4\)](#).
3. One Planning Framework course from: [ECO 540\(3\)](#), [LAW 537\(3\)](#), [PLN 571\(3\)](#).
4. One Terrestrial Systems course from: [AGN 215\(3\)](#), [AGN 335\(3\)](#), [ANT 355\(3\)](#), [AGP 333\(3\)](#), [GLG 573\(3\)](#).

University level requirements:

1. [General Education Program and Requirements](#)
2. [General Baccalaureate Degree Requirements](#)

Change Program Proposal Form

Submitted on 02/17/2023 by Toby Dogwiler (TDogwiler@MissouriState.edu).

Department:

Geography, Geology, & Planning

Type of Program**Choose One:**

- | | |
|---|--|
| <input type="radio"/> Non-Comprehensive Undergraduate Major | <input type="radio"/> Option |
| <input type="radio"/> Comprehensive Undergraduate Major | <input type="radio"/> Minor |
| <input type="radio"/> Graduate Program | <input checked="" type="radio"/> Certificate |

Does this program include any new courses?

- No Yes (A corresponding new course form must be submitted to create each new course.)

Title of Program Affected:

Small Town Planning and Developmnt-Undergraduate Certificate

Current Catalog Description: *(Either cut and paste present description from online catalog **OR** provide as an attachment below)*

Small Town Planning and Development

This certificate provides a program for city employees (including city administrators), planning commissioners, council members, developers, and other practitioners who wish to familiarize themselves with the basics of the planning profession. Students interested in obtaining this certificate are welcome to enroll.

Program requirements (12-14 hours)

1. Four courses from: PLN 300(3), 367(3), 371(3), 372(3), 505(3), 572(4), 573(3), 574(3), 576(4), 597(3), 599(3); GRY 322(3), GRY 325(3), LAW 537(3).

2. All candidates must satisfy the General University Certificate Requirements.

Not Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

↶ ↷ **B** *I* ~~S~~

Small Town Planning and Development

This certificate provides a program for city employees (including city administrators), planning commissioners, council members, developers, and other practitioners who wish to familiarize themselves with the basics of the planning profession. Students interested in obtaining this certificate are welcome to enroll.

Program requirements (12-14 hours)

1. Four courses from: PLN 300(3), 367(3), **370(3)** ~~371(3), 372(3)~~, 505(3), 572(4), 573(3), 574(3), 576(4), 597(3), 599(3); GRY 322(3), GRY 325(3), LAW 537(3).

2. All candidates must satisfy the General University Certificate Requirements.

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Not Attached

Total Hours:

What is changing? Check all boxes that apply:

- Title change
- Adding option to an existing program (major)
- Deleting option from an existing program (major)
- Adding existing course(s) totaling credits
- Adding newly created course(s) totaling credits

(Note: A new course proposal must be submitted for each new course)

- Deleting courses from the program (major)

(Note: A Delete Course Proposal form must be submitted if deleting course from catalog.)

- Changing admission requirements

Other

Reason for Proposed Change:

In parallel curricular proposals we are deleting PLN 371 and 372 and merging their content into a new PLN 370 Fundamentals of Planning. Accordingly, we are removing PLN 371 and 372 from the program requirements for this certificate and adding PLN 370.

This results in NO change to the total required credits. Students will still choose four courses from among the listed courses.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

02/03/2023

Current Status:

College Council Review

Proposal Progress:

02/17/2023 - Submitted by Department Head (Toby Dogwiler)

Review Comments:

02/17/2023 - Department Head Review - Toby Dogwiler - This proposal switches a proposed new course for two courses being deleted. There is no net change in the number of credits required for the program.

No review notes have been added.

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Change Course Proposal Form

Submitted on 02/02/2023 by Melanie Carden-Jessen (MCardenJessen@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

SCI404 Teaching of Middle School Natural Science

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Is there a graduate/undergraduate parallel course to this one? No Yes

Current online catalog description:

SCI 404 Teaching of Middle School Natural Science

Prerequisite: BIO 205 and CHM 116 and 117 and PHY 101 and GRY 240; EDC 350 or concurrent enrollment; and admission to Teacher Education. Recommended Prerequisite: LTC 318 and MID 421. Integration of current science learning theories and standards into practical classroom experiences for students of diverse backgrounds and abilities. Students will learn to design and teach science through various inquiry pedagogical approaches. A 15 hour practicum is required. Field trips are required. Portfolio checkpoint 2 is partially addressed through assignments in this course. Credited only on BSEd degree. A grade of "C" or better is required in this course in order to take MID 493 or MID 494. Cannot be taken Pass/Not Pass. 3(2-2) S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → **B** *I* ~~S~~

SCI 404 Teaching of Middle School Natural Science

Prerequisite: ~~BIO 205~~ **BIO 100** and CHM 116 and 117 and PHY 101 and GRY 240; EDC 350 or concurrent enrollment; and admission to Teacher Education. Recommended Prerequisite: LTC 318 and MID 421. Integration of current science learning theories and standards into practical classroom experiences for students of diverse backgrounds and abilities. Students will learn to design and teach science through various inquiry pedagogical approaches. A 15 hour practicum is required. Field trips are required. Portfolio checkpoint 2 is partially addressed through assignments in this course. Credited only on BSEd degree. A grade of "C" or better is required in this course in order to take MID 493 or MID 494. Cannot be taken Pass/Not Pass. 3(2-2) S

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What is changing? Check all boxes that apply.

- Course Code
- Course Number (Check Availability)
- Title
- Prerequisite
- Credit Hours/Contact Hours
- Periodicity
- Description

Reason for proposed change

BIO 205 is no longer offered. Additional options for the middle school science program have been added and are listed below. None are prerequisites.
One course from: GRY 135 (4), GLG 110 (4), AST 115 (4), BIO 122 (4).

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

Explain.

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty?
(MM/DD/YYYY)

10/21/22

Current Status:

College Council Review

Proposal Progress:

02/02/2023 - Submitted by Department Head (Tamera Jahnke)

Review Comments:

No comments have been added to this proposal.

No review notes have been added.

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MAKE YOUR COURSE CHANGE STATEMENT.

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New Interdisciplinary Program Proposal Form

Submitted on 02/14/2023 by Toby Dogwiler (TDogwiler@MissouriState.edu).

This special form is to be used for internal Missouri State approval of a new Interdisciplinary program involving two or more academic departments/schools including graduate programs, undergraduate majors (comprehensive or non-comprehensive), minors, graduate certificates, undergraduate certificates.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Only select departments with at least 9 hours or at least 30% of total program hours.

Sponsoring Department (1): (responsible for administration and budget)

Geography, Geology, & Planning

Sponsoring Department (2):

Computer Science

Sponsoring Department (3): (if applicable)

Sponsoring Department (4): (if applicable)

Proposed Program Title:

Undergraduate Certificate in Geospatial Analytics and Computing

Choose One:

- Major (Non-Comprehensive/Graduate Program)
- Minor
- Graduate Certificate

Comprehensive Major

Undergraduate Certificate

Master's Degree

Select Degree Type (or Select Graduate Certificate or Undergraduate Certificate):

UGCT - Undergraduate Certificate

General Education Courses Required:

None

Total Hours: 0

General Education Courses Recommended:

None

Total Hours: 0

Requirements (including Admission) and Limitations for Specific Degree/Program:

Admission Requirements

None

Course Requirements (17 credit hours)

- GEO 363(4) Introduction to Geographic Information Systems
- GEO 360(3) Interpretation of Aerial Photography OR GEO 561(3) Applied Geographic Information Science
- CSC 130(3) The World of Computer Science
- CSC 131(4) Computational Thinking
- CSC 330(3) Introduction to Data Science

Total Hours: 17

Prerequisites for Required Courses:

CSC 131 has a prerequisite of ""C" or better in CSC 130; and MTH 137 or MTH 138 or concurrent enrollment."

Geospatial Science majors are not required to take Precalculus, but may count precalculus toward the major requirements. Thus, any GEO student doing the certificate could count precalculus (136/137 or 138) and CSC 131 toward the major by selecting those as electives within the major.

CS majors are required to take CSC 130, 131 and math beyond precalculus. Thus, there are no "hidden" prerequisites for them.

Non-GEO and Non-CS majors would need to take MTH 137 or MTH 138 prior to enrolling in CSC 131.

Recommended Electives:

None

Total Hours: 0

Limitations on Electives:

None

Please attach the following documents: (only one file may be attached for each requirement; accepts file types of PDF, DOC or DOCX)

1. Statement of Rationale: *Attached* [View Attachment](#)
2. Estimated costs for first five years: *Attached* [View Attachment](#)
3. Complete catalog description (including new courses and course changes pending approval): *Attached* [View Attachment](#)
4. Complete a new program application for the Missouri Department of Higher Education and Workforce Development (MDHEWD).

(NOTE: New Minors do not require this form. Certificates with 18 hours or less do not require this form. Originators may skip this step entirely for these types of new programs.)

- A. Use the templates to complete an MDHEWD application.
[New Undergraduate Major \(or certificate with more than 18 hours\)](#) | [New Graduate Program \(Master's Specialist, or certificate with more than 18 hours\)](#) For new Doctoral Program contact Associate Provost Julie Masterson for MDHEWD forms and process.

- B. Upload and attach the completed MDHEWD application. *Not Attached*

* Contact Associate Provost Julie Masterson for assistance completing MDHEWD forms.

** The Office of Institutional Research (IR) will submit these application forms to the state after the new program has been fully approved through the curricular process.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

05/13/2022

Current Status:

College Council Review

Proposal Progress:

02/14/2023 - Submitted by Department Head (Toby Dogwiler)

02/14/2023 - Submitted by Department Head (Ajay Katangur)

Review Comments:

02/14/2023 - Department Head Review - Toby Dogwiler - This program does NOT need to be reviewed by CGEIP. However, I am not getting the option to uncheck that box prior to submitting the proposed program form.

No review notes have been added.

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Interdisciplinary Undergraduate Certificate Geospatial Analytics and Computing

Statement of Rationale

The Department of Computer Science and the Department of Geography, Geology and Planning are offering a joint undergraduate certificate in Geospatial Analytics and Computing. The program draws upon faculty expertise in both departments, providing interdisciplinary training in spatial data analysis and computation, both of which characterize Geographic Information Systems (GIS) in most career paths. Computational geospatial skills are in high demand in local, regional, and national job markets such as government agencies, industry or consulting careers, and graduate school.

**Interdisciplinary Undergraduate Certificate
Geospatial Analytics and Computing**

Estimated Cost for First Five Years

None

Interdisciplinary Undergraduate Certificate Geospatial Analytics and Computing

Complete Catalog Description

The Geospatial Analytics and Computing undergraduate certificate is a 17-credit hour program designed to teach students to identify, analyze and understand spatial patterns, with an emphasis on computation and analytical problem solving

Admission Requirements

None

Course Requirements (17 credit hours)

- GEO 363(4) Introduction to Geographic Information Systems
- GEO 360(3) Interpretation of Aerial Photography OR GEO 561(3) Applied Geographic Information Science
- CSC 130(3) The World of Computer Science
- CSC 131(4) Computational Thinking
- CSC 330(3) Introduction to Data Science