

A TWO YEAR EDUCATIONAL CURRICULUM  
FOR PARA-PROFESSIONAL PLANNING TECHNICIANS

by

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A MASTER'S NON-THESIS PROJECT

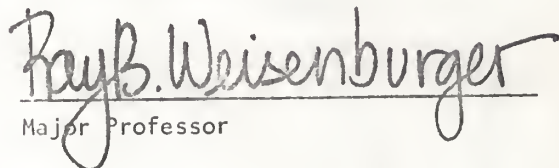
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## INTRODUCTION

The understanding and control of the rapid growth of urban and rural regions in Kansas, and the threat of much growth in and around small cities, may well be the most crucial factor in determining the progress of this State, within the next few decades. The awareness of some social and economic forces such as; the technological revolution, the rising population, rising individual, community expectations, etc., are apparent at all levels of government. This also gives rise to a proliferation of emerging agencies, both governmental and private, whose purposes are to meet the problems of the city today, and prepare for the challenges of megalopolis of tomorrow. Many of these activities are the responsibility of the City Planner, who once was mainly concerned with land-use planning and its implementation through zoning ordinances and regulations. These emerging dimensions have required the Planner to expand his horizons to deal with social, economic, and political problems, as well as, project planning for urban renewal, data processing, community organization, social planning, etc.

Obviously, to do this job well, he must have the aid of a well trained staff; including professional colleagues, sub-professional assistants, and technicians. There is an emerging need to expose young citizens to the kinds of problems existing in our complex urban environment; for technicians to support and supplement the short supply of planning personnel and other urban development specialists. Kansas has yet to be exposed to the potential that is inherent in a two-year College curriculum to train planning assistants for employment in the community. While planning suffers from a continuing gap between the available supply of, and the increasing demand for planners, little has been done to open up the

sub-professional level of this occupation, throughout the State of Kansas. No where in the State is there a sufficient number of training programs to provide qualified persons, to carry out the para-professional tasks in the areas of planning, community development, and housing programs.

## STATEMENT OF THE PROBLEM

While planning suffers from a continuing gap between the available supply of and the increasing demand for planners, little has been done to open up the sub-professional level of this occupation. There is an emerging need to expose young citizens to the kinds of problems existing in our complex urban environment, and for technicians to support and supplement the short supply of planning personnel and other urban development specialists. It is timely and necessary, that junior colleges and programs be created within the state and respond to the need by establishing such programs.

## IMPORTANCE OF THE STUDY

The importance of this study is to find a method or program to help eliminate the manpower shortage throughout Kansas in the professional field of planning. By creating programs for paraprofessional training, we may eliminate part of the shortage of planning experts within the state.

## DEFINITIONS

### Para-Professional

Webster's New World Dictionary defines the words Para and Professional as such:

Para - by the side of, along side, parallel

Professional - having much experience and great skill in a specific role.

For this program we will define the Para-Professional as a sub-level person at the entry level of a position and is not fully qualified with education or experience to be a professional.

## Technician

Webster's New World Dictionary defines technician as a person skilled in the technicalities of some subject.

This definition is most adequate for the program being developed because of the technical knowledge that these individual will acquire during the two-year program.

Minority

Webster's New World Dictionary defines minority as the lesser part or smaller number, less than half of the total.  
Example: Women in certain jobs are considered in minority.



## PHILOSOPHY OF THE PROGRAM

Throughout Kansas, it has become recognized that there is an increasing scarcity of trained and qualified personnel in the field of Planning and Community Development. Among planning and administration occupations in the cities studied, the major vacant problems are at the entry level, and assistants. The individual working at these levels in Kansas, have no skills in the planning field. The intent of this program is to educate individuals in the planning field, to fill the entry level. Hopefully, this program will be conducted at Kansas State University.

Another area that is lacking in the planning field is the concentration of minorities, up and down the scale of the planning field. It is evident that the minorities, disadvantage ethnics, and racial groups are grossly under-represented. Many authors have pointed to this fact as a major reason why programs aimed at helping these groups, often have been unsuccessful. Minority persons should be encouraged and enabled to pursue careers in planning. By no means, is this two-year program to be a stopping point for educational achievement; although there may be some minorities who will stop after two-years of education. The two-year program will hopefully make it possible for them to get a good job while working for an advanced degree; particularly if they are located in a city. Hopefully, most of the minority students will continue their education to higher institutions of learning, so that they may educate themselves for decision making positions. The future programs that are directed toward minorities should be headed by minorities. Hopefully, this program will provide the manpower to sustain the positions.

## NEED FOR PARA-PROFESSIONALS IN PLANNING

It has been proven that there is a need for more people with planning knowledge. The Study of Manpower Needs In Community And Regional Planning Agencies, in the State of Kansas, written by A. Edwin Riemann, revealed that there were not enough qualified planners throughout Kansas, to do adequate planning for the State. This report revealed the fact that cities did not have the economic ability to hire qualified planners.

Because of the expansion of rural and urban development areas, throughout Kansas, and the lack of qualified planners, it is most necessary that Kansas educate people with some planning knowledge to help direct the future areas that are to be planned. We need planners and technicians just as much as we need architects who design and construct buildings. The planner and technician should be on hand so that the beautiful buildings will not be mistreated; so that land and other areas will not be misused by hungry people in the field of 'cement and steel.' Kansas cannot afford to fail in producing people with more knowledge in planning, because of the growth of all communities in the State.

Due to the small number of minorities in Kansas who are involved in local, state, city, and county government, we need a training program, that will help minorities become qualified and more educated throughout the state. Not for just a two-year program, but to continue on to higher levels of education for major decision making positions.

The necessity to have technicians involved in the planning efforts across the state seems to be much more important than it has been in the past years. The Federal Government requires that each state and city within, become more concerned with planning for their future, rather than solving short term emergencies. "Who will solve

the long term emergencies if there are not enough planners or people with the knowledge to plan?"

Due to unfortunate circumstances in Kansas, observation indicates that only the metropolitan counties and larger cities can afford to maintain full-time professional planners, and staffs, to carry out their planning functions. Many governmental units in Kansas appeared to be carrying out their planning functions with part-time and sub-professional employees, or contracting temporarily with private consulting firms. If Kansas will work to educate technicians, every small city in our state could have individuals with planning skills to help their communities become better planned. There should be some way to acquire adequate pay for these para-professionals, even if funds could be appropriated through revenue sharing funds.

Another area which must be disclosed is the relationship the technician will have to a board. This relationship will be determined by the professional. If the presentation of plans or other material is needed, the technician may be able to help answer questions directed to the professional. There could be adequate use of this individual in many instances of this nature.

Hopefully, this program can be implemented outside the bounds of a college. Although there may be some classes such as English, sociology, seminars that need to be taught by professional or qualified personnel. If there is enough interest in a program of this nature, city governments may elect to sponsor a program of this nature with city funds, and to train their city employees at the same time.

One significant problem with this para-professional program is how he will survive because of the number of professionals that are being educated today. There is not much an individual can do with two years of education. On the other hand, we must say that these individuals are going to be qualified to produce the needed

results in any agency they work for. The main idea the para-professional must keep in mind, is to stay qualified you must have adequate education and training to make his economic status improve. Because we all should know that, money is the name of the game. The courses that these students take are on the professional level. They will not be easy or padded for this program. There must be quality class work, instructors, students and results for this program to succeed. Quality education must be produced to have qualified para-professionals.

## GOALS OF THE PROGRAM

The goals of this program relate back to the study done by A. Edwin Riemann. He determined the manpower needs for Kansas Planners, and the goals are in direct relationship for helping to solve the unfulfilled, and unskilled manpower needs that would be filled by the technicians.

1. Increasing the availability of planning personnel at para-professional, and professional levels.
2. Increasing the minority and disadvantaged group members among planning personnel.
3. Encouraging the development of a career ladder approach to planning education.

If this program is going to be of any validity, there must be an adequate way for us to meet the goals of this program or to devise a new one with the same ideas for future goals.



## SKILLS AND CLASSES

At this stage, it has become necessary to determine what kind of technician program should be developed. The community college, typically offers two types of degree programs. One of these is aimed at the needs of students intending to transfer to senior institutions to complete their education. This type of community college program is usually designed with particular attention to the transfer requirements of the senior institution, and typically, consists of courses which parallel those taught in the freshman and sophomore years of four-year colleges and universities.

The other type of program falls under the category of vocational and technical education. This program has as its main emphasis, the transmission to the student of specific skills and knowledge which will be required on the job. The major skills which a planning technician must be identified with are varied among different professional planners because of the positions they hold. Several professional men indicated individually that each one had a different listing of skills which he would prefer his technician to have. Their priority for skills ranged from Sociology to data processing--business, economics to math. It also was acknowledged from interviewing these professionals, who possess a college degree in a particular field, they preferred the technician to have the same background as themselves, with concentration in one or two additional areas; these areas being approximately the same as those in the previous sentence.

After careful deliberation and thought, it would be difficult to create a program that could fit the need of each planning office, therefore, the list of skills with which a technician must be identified will have to relate directly to the area of the planner. This area would consist of report writing, information processing, design skills, conducting surveys, and training in human relations, etc.

If this program is to achieve the goal of enabling the graduates

to continue their education and improve their skills, (if they so choose) it is clear that a great deal of attention will have to be paid to ensure that their academic experience will be creditable for transfer to a higher institution.

## EXPERIENCES

To give the student insight to what happens in complex board meetings of all sorts, they will attend meetings of various "boards" in the City.

If at all possible, these students may visit different agencies throughout the semester to become more acquainted with the functions of the agencies.

The student will be required to interview professionals in various roles. Through these interviews they may get first hand knowledge of what their role as a technician may consist of. The student should be directly involved with an agency at different times during the year to enable the professional to distinguish some of the areas in which a technician may be utilized, and a technician may see some of the areas that he would be willing to gain further knowledge, throughout this two-year program. Hopefully, the student will use his visits to acquire ideas as to what areas he intends to specialize in, for the next two years of study.



## THE TECHNICIAN

After completing the two-year program, the student should have a broad overview of urban planning, particularly of past, present, emerging concepts, and trends utilized in the planning profession; be familiar with the role that the urban planning technician plays on the urban planning team, and be able to function in the role. The student should have practical knowledge of forces affecting urban areas, such as social, economic, physical, and how they interact, and have a firm foundation in the fundamentals of learning for his future growth, development, and an understanding of technical situations utilizing quantitative computer oriented methods; be able to grasp tools and methods used in planning, and understand changing technological concepts. The student should be able to function as a technician in governmental agencies, private consulting firms, private developers, and community groups. The technician will be strongly qualified in administrative regulations and office procedures, and have a strong understanding of the planning process. Some duties of the technician will be the leg work, survey, design skills, human relations, report writing, information processing, administration assistant, computer reports. He must be ready to fill the planner's shoes whenever he is absent to direct the programs that are in operation.

The student should be cognizant of knowledge and skills needed to function effectively as urban planning technician. He should know the planning process, basic planning studies, and quantitative methods used in planning, and be able to collect, process, and present data for projects. He should be able to conduct surveys, do statistical computations and prepare graphic presentation of planning proposals and understand governmental legislations and regulations related to urban planning. The following pages contain the knowledge or competencies; the acquired and provided experiences, which the para-professional must be knowledgeable of in developing his role as a para-professional.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRE THROUGH AND

EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

STATE AND LOCAL POLITICAL VIEWS:

State and local government are suffering fiscal pains that grow more acute as the years roll by. Their financial condition is particularly ominous in the older industrial areas, where millions of Americans must depend on government services. Even the newer middle income suburbs are finding it difficult to finance the quality education and social programs they would like, rely increasingly on questionable taxing methods, and live in hopes of increases in state and federal aid. The future, moreover, promises only further confrontation between student demands, for costlier social programs and diminishing local revenue resources.<sup>1</sup>

AMERICAN POLITICS

Description: An overview of the American political system including the structure function and processes of our Federal Government. Emphasis being placed on current illustrations of the continuing interplay of forces which constitute our political system. Politics is one of the most essential methods that man will be able to use to carryout the ideas of planning. Politics help determine man's rights to do adequate planning.

Footnote: <sup>1</sup> L. L. Ecker-Racz, The Politics and Economics of State Local Finance, (Prentice Hall Inc., Englewood Cliffs, New Jersey, 1970.)

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRE THROUGH AND

EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

FALLACIES ABOUT SOCIAL PROBLEMS: Although most people have a certain amount of knowledge about social problems, this knowledge is generally unorganized, frequently contradicting, and often incorrect. 2 Thru exchange of information, overlapping and duplication can be eliminated.

Social problems are more often caused by good people who are minding their own business than by bad people who are being bad. For example, when nice people move to the suburbs, the help foster slums.

There must be a realization that many of the problems that are encountered are just stemming from our ancestral past. It is time now to realize the untruth of these problems and begin to relate to one another as thinking reasonable people. We must eliminate these social problems through better planning of our lives as individuals.

SOCIAL PROBLEMS

Description: Social problems will give the insight as to why there are social problems. It will relate to facts about race and income prejudice. The impact of automation upon skilled work. Social and spacial plans of the modern city as they relate to social issues.

Footnote: 2 Paul B. Horton and Gerald R. Leslie, The Sociology of Social Problems, (Appleton Century Crafts, 1965) Page 6

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

KNOWLEDGE OR COMPETENCIES ACQUIRE THROUGH AND EXPERIENCE PROVIDED THROUGH

GROUP DISCUSSION BEHAVIOR: Ordinarily the members of groups are not as constrained in communicating with one another as in the experimental settings we have described. In fact, perhaps the single most notable characteristic of a group is the diversity of verbal interaction that takes place.<sup>3</sup>

SOCIAL PSYCHOLOGY

Description: The study of social psychology is based on the explanation of social behavior, using the scientific method. It is concerned with the connection between group experience and the psychology of the individual. The course will also aid the student in understanding the influence of the group on individual behavior, and personality. The course will emphasize the study of social roles, the emergence of personality in social interaction, the analysis of attitudes, the investigation of small groups, and the study of group structure and process.

Footnote: <sup>3</sup> Social Behavior, Elliott McGinnies, 1970

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

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EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

**SPECIFIC ASPECTS OF URBANIZATION:** The growth of cities has had a profound effect on occupational systems, both rural and urban. The application of modern technology has destroyed some occupations while strengthening others, or even creating new ones.<sup>4</sup> Another device which can have the effect of diluting the black vote is the consolidation of counties having black voting majorities with counties having white voting majorities.<sup>5</sup>

**URBAN PROBLEMS**

**Description:** Urban problems will be a general survey and seminar course, relating to problems of the urbanization process. Emphasis will be placed upon political problems, social economics, and other problems that urban America is faced with. This course is designed to develop an understanding of the various elements of the urban system. Because of the mobility of people to different areas of a city and the need for new housing and shopping centers, urban problems must and will arise because of the migration of people and businesses, also in the inner city slums will be created by the people with the economic status moving to other areas of the urban community. Lectures and discussions concerning the legal framework, organization and

Footnotes: <sup>4</sup> Gist and Fava, Urban Society, (Thomas Crowell Company, 1964)

<sup>5</sup> A report of the United States Commission on Civil Rights - 1968



ACQUIRED THROUGH AND  
EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

URBAN PROBLEMS (cont'd)

administration of planning at the local governmental level. One portion of this course will be devoted to the governmental and legal aspects of planning and local development covering the principal tools for the effectuating public policy and the comprehensive plan. Secondly, planning exercised by the various forms of local government varying from municipalities, counties, special districts and metropolitan agencies will be analyzed and explained. In this regard, attention will be devoted towards major problems, issues and emergency development which confront local government today.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND

EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

SIGNIFICANT LENDING: The general conclusion is that discrimination strongly influences personnel practices in virtually every sector of the United States economy. With very few exceptions, minority group workers are found primarily in the lower paying occupations, and they are underrepresented in the higher paying occupations.<sup>6</sup>

SEMINAR IN MINORITIES

Description: This course will give the student insight to black oriented problems. This course is to help students realize the problems and areas in planning that tend to discriminate against Americans. Emphasis will be placed on individuals learning and knowing minority leaders throughout America, as well as other leading people, such as: (a) The minority legislators currently in Congress, (b) What is the minority population of the U.S.?, and (c) What are the concerns of the minority American in the U.S.?

Footnote: <sup>6</sup> Alfred W. Blumrosen, Black Employment and the Law, 1971, Page 105.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND

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LAND USE

FORECASTING SPACE REQUIREMENTS: There are no universal standards or multipliers for determining the amounts of land needed in the future for each class of use or activity located within the planning area. Reasonable estimates can be made, however, of the future "space requirements" for each class of use in a community, and these estimates can be employed in the preparation of the land development plan.

CITY PLANNING I (a)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:

Population studies, General Cohort survival method, Economic base techniques, and transportation. Forecasting space requirements, welding the land use plan, Urban transportation, Programming and open space action, Gathering information, City design and appearance, Social Welfare, and Comprehensive Planning.

Each of the above areas will be taught a month, or however long it takes the Lecturer to get his subject thoroughly presented to the Class.



KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

KNOWLEDGE OR COMPETENCIES ACQUIRED THROUGH AND EXPERIENCE PROVIDED THROUGH

LAND USE

WELDING THE LAND USE PLAN: The allocation of space for future land use and reuse must be reviewed in relation to a meaningful open space system and an efficient transportation network. The basic questions to be asked and answered, are: "Do the various elements of the plan fit together?" "Is there a logical organization of land use activities, open spaces, and transportation movements?" In terms of the community's goals, does the plan really succeed in tackling basic problems and issues?"

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TRANSPORTATION PLANNING

TRAVEL IN URBAN AREAS: An understanding of the nature and characteristics of travel in urban areas is desirable as a basis for the design of transportation systems. Travel is to the transportation system what current is to an electrical network or fluid to a hydraulic network. The design of the system must be based not only on the characteristics and functions of the conductor, but also on the properties of that which passes through the conductor.

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TRANSPORTATION PLANNING

THE URBAN TRANSPORTATION SYSTEM: The transportation system is the circulatory system of a city. It brings people and goods into the community and provides the means by which they can move freely from one activity to another. Since circulation involves the vehicular movement of people and good throughout the city, the transportation system can be considered as three basic inter-related subsystems.

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OPEN SPACE, RECREATION, AND CONSERVATION

PROGRAMMING OPEN SPACE ACTION: Depending on local conditions, it is possible to incorporate open space into urban areas by taking steps to reserve natural drainage channels, wet lands, and flood plains against undesirable development; encourage cluster development in residential areas; acquire scenic or other special easements; adopt special zoning districts; and acquire land outright in the traditional manner.

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EXPERIENCE PROVIDED THROUGH

CITY DESIGN AND CITY APPEARANCE

WHAT IS GOOD APPEARANCE? Our first question is whether the appearance of an environment is of any importance to its inhabitants, and how we can derive criteria by judging better or worse. Sensations which crowd the limits of our biological abilities---too much heat, cold, or noise-- are obvious sources of discomfort, and some of these may have long-term, cumulative effects of which we are not fully aware.<sup>7</sup> The visible form of major landmarks and the location from which they can be seen - skylines, land forms, and building masses.

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Footnote: <sup>7</sup> Rene Dubos, Man Adapting, (New Haven: Yale University Press, 1965)



KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND

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EXPERIENCE PROVIDED THROUGH

CITY DESIGN AND CITY APPEARANCE

GATHERING INFORMATION: Data on the appearance of the environment must be gathered in order to prepare designs and take action. Professional uncertainty as to what is relevant at the city scale, and how it may best be organized for analysis and manipulation, has made it difficult to include visual considerations in city designs. The nature of the data, and the language in which it is recorded, always have a profound impact on the nature of proposals.

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CITY DESIGN AND CITY APPEARANCE

DESIGNING THE SENSUOUS FORM: In two special cases, we may speak of "sensuous design." In the first case, the design may be dealing with a predominantly visual system, in which other factors are of lesser importance, or can easily be dealt with by solving their requirements in any reasonable manner. In the second case, a designer making a more comprehensive plan may deal with major factors one at a time until he has a better feel for the whole problem. He may concentrate on certain criteria (low cost, for example) or on certain elements (the transportation system) or at certain scales (the block) and develop sketch designs which deal with that element.

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QUANTITATIVE METHODS IN URBAN PLANNING

NATURE OF QUANTITATIVE METHODS: Quantitative methods are standardized operational sequences that involve large-scale assembly and/or processing of information by manual, mechanical, or automatic means. Such methods fall into three principal classes:

1. Analytical techniques
2. Physical control mechanisms
3. Data-handling procedures

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KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND

KNOWLEDGE OR COMPETENCIES EXPERIENCE PROVIDED THROUGH

SOCIAL WELFARE PLANNING

THE PLANNER'S APPROACH: Physical and social problems are inter-related. Having realized this, city planners have begun to change their profession's approach to both physical and social problems. There has long been an acceptance, about unconscious, of the doctrine of physical environmental determinism. City planners were concerned with the physical conditions of slum dwellers. Planners who played an active role in planning new housing and eliminating slum and blight through urban renewal, sought physical means to improve social conditions.

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EXPERIENCE PROVIDED THROUGH

SOCIAL WELFARE PLANNING

PLANNING BY SOCIAL WELFARE WORKERS: The most common type of social planning in urban areas is that of social welfare planning, carried out by councils of health and social work agencies. These councils act either on behalf of their constituent agencies or as consultants to planning and anti-poverty groups.

CITY PLANNING I (a)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:

Population studies, General Cohort survival method, Economic base techniques, and transportation. Forecasting space requirements, welding the land use plan, Urban transportation, Programming and open space action, Gathering information, City design and appearance, Social Welfare, and Comprehensive Planning.

Each of the above areas will be taught a month, or however long it takes the lecturer to get his subject thoroughly presented to the class.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND

KNOWLEDGE OR COMPETENCIES

EXPERIENCE PROVIDED THROUGH

SOCIAL WELFARE PLANNING

ADJUSTMENTS IN DEALING WITH SOCIAL WELFARE PROBLEMS: Since physical and economic development and planning are merely means of achieving human and social objective, it would seem fair to limit this discussion to a definition of social objectives, even though urban planners are often preoccupied by immediate physical and economic considerations.

CITY PLANNING I (a)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:

Population studies, General Cohort survival method, Economic base techniques, and transportation. Forecasting space requirements, welding the land use plan, Urban transportation, Programming and open space action, Gathering information, City design and appearance, Social Welfare, and Comprehensive Planning.

Each of the above areas will be taught a month, or however long it takes the lecturer to get his subject thoroughly presented to the class.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND

EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

THE COMPREHENSIVE PLAN

WHAT IS A COMPREHENSIVE PLAN? A comprehensive plan is an official public document adopted by a local government as a policy guide to decisions about the physical development of the community. It indicates in a general way how the leaders of the government want the community to develop in the next 20 to 30 years. The general plan is the official statement of a municipal legislative body which sets forth its major policies concerning ; desirable future physical development.

CITY PLANNING I(a)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:

Population studies, General Cohort survival method, Economic base techniques, and transportation. Forecasting space requirements, welding the land use plan, Urban transportation, Programming and open space action, Gathering information, City design and appearance, Social Welfare, and Comprehensive Planning.

Each of the above areas will be taught a month, or however long it takes the lecturer to get his subject thoroughly presented to the class.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND

EXPERIENCE PROVED THROUGH

KNOWLEDGE OR COMPETENCIES

THE COMPREHENSIVE PLAN

THE FUNCTIONS OF THE PLAN: The functions of the comprehensive plan indicates how the plan should be used by the principal persons involved in the physical development of the community. It is from the use of the plan, and not the mere fact of its existence, that the benefits flow. Thus, the old distinction between "plan" and "process" is no longer relevant; the plan is meant to be part of a process.

CITY PLANNING I (a)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:

Population studies, General Cohort survival method, Economic base techniques, and transportation. Forecasting space requirements, welding the land use plan, Urban transportation, Programming and open space action, Gathering information, City design and appearance, Social Welfare, and Comprehensive Planning.

Each of the above areas will be taught a month, or however long it takes the lecturer to get his subject thoroughly presented to the class.



KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND

EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

THE COMPREHENSIVE PLAN

PROCEDURES FOR PREPARING AND USING THE PLAN: Local circumstances, varying state enabling acts, and the desire to experiment may justify some variation in procedures; there is no intention of being doctrinaire. There should be only one official comprehensive plan. The plan should be formally adopted by the legislative body. There should be a lengthy period of public debate prior to adoption. The plan should be available and understandable to the public. The plan should be amendable.

CITY PLANNING I(a)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:

Population studies, General Cohort survival method, Economic base techniques, and transportation. Forecasting space requirements, welding the land use plan, Urban transportation, Programming and open space action, Gathering information, City design and appearance, Social Welfare, and Comprehensive Planning.

Each of the above areas will be taught a month, or however long it takes the lecturer to get his subject thoroughly presented to the class.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

KNOWLEDGE OR COMPETENCIES ACQUIRED THROUGH AND EXPERIENCE PROVIDED THROUGH

THE COMPREHENSIVE PLAN

THE COMPREHENSIVE PLAN DOCUMENT: The comprehensive plan should be completely contained in a single, published document, which should include a large drawing showing the general physical design proposed for the entire community, written text, and whatever maps, illustrations, and tables are needed to support the text. The plan document should be self-contained, so that it will stand alone.

CITY PLANNING I(a)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:

Population studies, General Cohort survival method, Economic base techniques, and transportation. Forecasting space requirements, welding the land use plan, Urban transportation, Programming and open space action, Gathering information, City design and appearance, Social Welfare, and Comprehensive Planning.

Each of the above areas will be taught a month, or however long it takes the lecturer to get his subject thoroughly presented to the class.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND

KNOWLEDGE OR COMPETENCIES

EXPERIENCE PROVIDED THROUGH

ZONING

NATURE OF ZONING: Zoning is probably the most commonly used legal device available for implementing the land-use plan of a community. Most present-day legislation on zoning is based on the division of a municipality (or other governmental unit) into districts, and the regulation within those districts, such as height and bulk of buildings, areas occupied, required open spaces, density of population, and the use of buildings.

CITY PLANNING I(b)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as :  
Zoning, Land sub-division, Internal administration, and Record keeping.  
These areas will be covered by lectures, along with tests and other literature that may be utilized in helping the individual acquire the needed knowledge to become a qualified para-professional.



KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND  
EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

ZONING

COMMON DEFICIENCIES: Deficiencies frequently encountered in older zoning ordinances or their administration may be helpful in determining whether to undertake comprehensive revision. In general these deficiencies are, defects in the originally adopted ordinance, problems created by the administration and amendment of that ordinance, and failure of the ordinance to reflect up-to-date zoning concepts and techniques.

CITY PLANNING I(b)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:

Zoning, Land sub-division, Internal administration, and Record keeping.

These areas will be covered by lectures, along with tests and other literature that may be utilized in helping the individual acquire the needed knowledge to become a qualified para-professional.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND

KNOWLEDGE OR COMPETENCIES

EXPERIENCE PROVIDED THROUGH

ZONING

PREPARING THE ZONING ORDINANCE: Some municipal ordinances may be accomplished merely by inserting the names of the city in the appropriate place in a 'model,' or by substituting the name of the city in another city's ordinance. This method is not possible with the zoning ordinance because it deals with the patterns of land developments (past and present), that differ from city to city. Although many provisions, especially those dealing with amendments and enforcement procedures, may be standardized, the zoning ordinance as a whole must be tailored to the need of a specific city. The ordinance should be based on basic population, economic, and land use studies and on the goals desired for the planning area:

CITY PLANNING I(b)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:  
Zoning, Land sub-division, Internal administration, and Record keeping.  
These areas will be covered by lectures, along with tests and other literature that may be utilized in helping the individual acquire the needed knowledge to become a qualified para-professional.

## ZONING

## PREPARING THE ZONING ORDINANCE (cont'd)

The content of the zoning ordinance should cover the number of sets and types of districts for which provision should be made, and the format for the ordinance. Recent ordinances have become more positive in their approach, designating the specific used permitted in each district. The primary purpose of a zoning ordinance is to regulate the uses of land and buildings.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND  
EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

LAND SUBDIVISION

GENERAL NATURE OF SUBDIVISION REGULATIONS:

Subdivision regulations are locally-adopted laws governing the process of converting raw land into building sites. Subdivision regulations serve a wide range of purposes. Administrative officials are interested in design aspects and allocating of costs. Planning subdivision regulations are two distinct levels: (1) they enable him to coordinate the otherwise unrelated plans of a great many individual developers, and by the process assure that provision is made for such major elements of the land development plan as rights-of-way for major thoroughfares, parks, school sites, major water lines and sewer outfalls, etc., (2) enable him to control the internal design of each new subdivision so that its pattern of streets, lots, and other facilities will be safe, pleasant and economical to maintain.

CITY PLANNING I(b)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:

Zoning, Land subdivision, Internal administration, and Record keeping. These areas will be covered by lectures, along with tests and other literature that may be utilized in helping the individual acquire the needed knowledge to become a qualified para-professional.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND  
EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

LAND SUBDIVISION

EFFECTIVE SUBDIVISION: To be most effective, subdivision regulations and their administration must be closely coordinated with certain other local governmental policies, ordinances, and activities. Among the more important of these are the comprehensive plan, the official map, the zoning ordinance, municipal policies for the extension of utilities or pavement of streets, and health regulations. Although there are significant differences in the state enabling acts which authorize subdivision regulations, there is a surprising degree of uniformity in the regulations actually adopted by local governments.

CITY PLANNING I(b)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:

Zoning, Land subdivision, Internal administration, and Record keeping. These areas will be covered by lectures, along with tests and other literature that may be utilized in helping the individual acquire the needed knowledge to become a qualified para-professional.



KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND

KNOWLEDGE OR COMPETENCIES

EXPERIENCE PROVIDED THROUGH

LAND SUBDIVISION

**SPECIAL TYPES OF REGULATION:** Several areas of regulation are worthy of more extended discussion than has been given them up to this point. These are (1) the large-scale planned unit development, (2) land management measures, particularly those involving preservation of open space, and (3) measures intended to control the timing of development. In each case, subdivision regulations constitute only a part of a coordinated program of activities necessary to accomplish a given objective. In recent years there have been several proposals that state and local governments take a much more affirmative role in the development of land. These proposals suggest the government units acquire undeveloped property, plan for the use of that property, construct the public improvements necessary, set aside lands as appropriate for public use, and then sell or lease land to private builders for construction of residences or commercial industrial, or other structures.

CITY PLANNING I (b)

**Description:** The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:

Zoning, Land subdivision, Internal administration, and Record keeping. These areas will be covered by lectures, along with tests and other literature that may be utilized in helping the individual acquire the needed knowledge to become a qualified para-professional.



KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND  
EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

THE LOCAL PLANNING AGENCY:  
INTERNAL ADMINISTRATION

AGENCY ACTIVITIES: The ultimate responsibility of a local planning agency is to influence actions taken upon the environment. These actions are taken by the local legislative body, the chief executive, the operating departments; other levels of government; the private sector-- investors, builders, business, industry, institutions, families, etc. The list of working activities of the normal planning agency is: (1) long-range planning, requiring a look ahead, from 15 to 20 years, (2) middle-range planning; actions to be decided upon now, which will be effective in 2 to 10 years, and (3) short-range planning; shifting the base of operations from the general, broad-scale, or policy-and-program level to immediate action on the ground.

CITY PLANNING I (b)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:  
Zoning, Land subdivision, Internal administration, and Record keeping.  
These areas will be covered by lectures, along with tests and other literature that may be utilized in helping the individual acquire the needed knowledge to become a qualified para-professional.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES  
ACQUIRED THROUGH AND  
EXPERIENCE PROVIDED THROUGH

---

KNOWLEDGE OR COMPETENCIES

THE LOCAL PLANNING AGENCY:  
INTERNAL ADMINISTRATION

ORGANIZATION AND ALLOCATION OF WORK:  
A basic fact of planning-agency life is that there is never enough manpower or money to do a job that should be done when it should be done. The problem is to devise methods and structures which will accomplish not necessarily as much work as possible but rather as effective work as possible. This has its bearing on staff organization as well as on work-program priorities, and delegating responsibility to the right persons.

CITY PLANNING I(b)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:  
Zoning, land subdivision, Internal administration, and Record keeping.  
These areas will be covered by lectures, along with tests and other literature that may be utilized in helping the individual acquire the needed knowledge to become a qualified para-professional.



KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND  
EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

THE LOCAL PLANNING AGENCY:  
INTERNAL ADMINISTRATION

OFFICE PROCEDURES: A planning staff is likely to have a large proportion of professional personnel, each in a special position of expertise on planning matters. This suggests a clearly understood routine of sorting and routing the agency's work. The main routes of office procedures are, (1) correspondence, (2) informational material, (3) records, and (4) publications and maps.

CITY PLANNING I (b)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:

Zoning, Land subdivision, Internal administration, and Record keeping. These areas will be covered by lectures, along with tests and other literature that may be utilized in helping the individual acquire the needed knowledge to become a qualified para-professional.

KNOWLEDGE, COMPETENCIES, AND EXPERIENCES

ACQUIRED THROUGH AND  
EXPERIENCE PROVIDED THROUGH

KNOWLEDGE OR COMPETENCIES

THE LOCAL PLANNING AGENCY:  
INTERNAL ADMINISTRATION

AGENCY MEETINGS: The meetings of the planning board or commission are the ceremonial culmination of the work of the agency. They consist of a substantial part of the total process of influencing the community by performing an educational as well as a legal function. Meeting rules and by-laws should be set-up, plus an agenda which should reach the members prior to the meeting. One major problem is to decide whether the meetings should be open to the public, or not. In many states the law requires open meetings. On rare occasions the informal meeting is necessary to settle budget or personnel problems.

CITY PLANNING I (b)

Description: The purpose of this course is to provide the student with tools for understanding the principles and concepts of planning, such as:  
Zoning, Land subdivision, Internal administration, and Record keeping. These areas will be covered by lectures, along with tests and other literature that may be utilized in helping the individual acquire the needed knowledge to become a qualified para-professional.



## DO PLANNING TECHNICIANS NEED LICENSES?

Because of the professionalism that a planner must attain in Kansas, receiving a Master Degree, and the specialized course work, it is highly unlikely that a technician, with an associate arts degree, would need any other type of credentials to qualify him as a technician.

The technician will have numerous jobs to do in assisting the planner. His role will be a big one and most versatile. He will have to have some knowledge in the following areas, which are examples of what the technician will do:

1. Research for information (zoning laws)
2. Conducting surveys
3. Small report writing
4. Processing information
5. Drafting (if in areas)
6. General designs
7. Human relations work
8. Data Processing
9. Statistical computations
10. Presentation of Planning Proposals
11. Graphic presentations
12. Comprehensive planning
13. Capital improvements
14. Subdivision regulations
15. Computer usage
16. Administration
17. Programming and Budgeting
18. Transportation

(There will most assuredly be more areas where the technician will be utilized. The above list is some of the major areas.)



## EDUCATIONAL TRAINING OF PROGRAM

What type of classes should a para-professional take? How extensive would the course work be, and what technical knowledge and expertise should graduates in this area of specialization have? How much education does a para-professional need to become a good technician? These are the types of questions confronting such a program.

There must be quality education for people entering the program. Students should be educated so that they will be assets to a community, firm, or any organization that the students may work for in the future. With this in mind, in order to plan appropriate programs to meet the students needs, first ask what is involved in a para-professional planners role; how can he assist the City Manager, Director, and others? What knowledge does he have to offer, and what will make him an asset as a para-professional planner.

It is important that technical classes such as the ones listed be taken to help the student round off his educational career. These classes will help the individual become more aware of the concept of society that he should understand as a Planning Technician.

Several Junior College Catalogues related the number of hours of course-work it takes to receive a technician's degree. The program that needs to be created will be one so that students needs for para-professionalism, city planning I, and the utilization of its regional planning faculty and staff. The professor with expertise in a certain area will lecture on his specific area exclusively, for example: transportation, comprehensive planning, and capital improvements, zoning, subdivision regulations, planned unit development, and sign control federal programs.

Members of the total university can be called upon to teach monthly classes of economics, politics, and public administration. All of the above areas should be taught on a monthly extensive study basis. Classes in zoning and subdivision, and legal aspects, because of their detail and importance, should be conducted on a two-month basis.

The City Planning I(a and b) classes will be under the lecture authority in determining how many sessions the class should meet; these classes will give the para-professional some of the needed tools that will be necessary for him to fulfill his role as a para-professional. This time limit will be structured around the lecture because only he will know if he has given all the necessary information on the subject he is presenting.

City Planning I(a and b) are two of the most important classes within the curriculum. The student will gain insight to many areas of planning. These classes should be for three hours credit and approximately one and a half hours per session, to give the lecturer ample time per session to get into the content of the subject.

This would be around 26 class meetings, for three months. This should be ample time to give the para-professional some expertise in the tools of planning. City Planning I(a and b) will give the student the essential tools of planning, to qualify them to be para-professionals.

The coordinator of the program will make an outline of the areas to be presented to the students, present reading assignments, and administer tests over the specific areas of material. This program is not designed to burden a professor with more paper work and grading, but he will be used for his expertise only in the specific areas.

Because of the versatility of members of the faculty, it may be difficult to agree unanimously on all of the course work. The following is a "suggested" arrangement of classes that will

hopefully give the student the knowledge to help him become a para-professional. The classes are arranged in this order because of the different areas of the state and educational background, and life styles of the students. Hopefully, this program will not be one to eliminate three-fourths of the students the first semester but give them the incentive to continue.

## OBJECTIVES OF THE CURRICULUM

The course objectives are to instruct and train the student in the technical aspects of urban planning; including the rendering of charts, graphic displays for committee presentation, knowledgeable use of research information sources found within the planning office, and in general, relate to the student the responsibilities and duties of a planning technician as a subprofessional position in the modern urban planning department.

The student will explore the role of planning in the decision making processes of local, state, and national government. These courses objectives will facilitate an understanding of the principles and concepts of American city planning in relation to present urban growth trends and attendant environmental, and social problems therein.

Quality education is the goal for people entering the para-professional program. Students must be educated so that they will be assets to a community, firm, or any organization that the para-professionals might work for in the future. The curriculum must be designed to meet the needs and goals of the program it is to serve. The goals are: increasing the availability of planning personnel at professional and para-professional levels, increasing the minority and disadvantaged group members among planning personnel, and encouraging the development of a career ladder approach to planning education.

## TYPES OF COURSES

There are eight types of courses and a decision must be made as to which type to use in the program.

- |             |               |
|-------------|---------------|
| 1. Regular  | 5. Non-credit |
| 2. Remedial | 6. Laboratory |
| 3. Honors   | 7. Shop       |
| 4. Service  | 8. Seminar    |

The following are descriptive of the types of programs that were found to be most frequently used in programs of this nature because of the possibilities for continuing education.

**REGULAR COURSES:** Regular courses include the majority of the courses offered. A variety of instructional methods will be used in such courses. There is usually heavy reliance on lectures. In the main courses of this type are scheduled for three periods per week, and carry three hours of credit. If the analysis is carried further, two categories of regular courses may be observed.

**REMEDIAL COURSES:** Remedial courses are designed for students admitted to college with inadequate preparation to succeed in college work.

**SERVICE COURSES:** Service courses are regular courses with the distinction that such courses provide educational service to students whose concentration is in another field.

**SEMINAR COURSES:** These courses resemble the regular lecture course except for the manner of the student responsibility required. While the instructor of such courses will be required as much, if not more, work outside of class than in the lecture type, the student will be doing substantially more in the preparation of the reports to be presented in the seminar.

SHOP COURSE: The shop course is much like the laboratory course. The major purpose usually are to increase the understanding of the student in the vocational field of the particular vocation for which he is preparing as well as to increase the skills essential to success in the vocational field.



## COURSE DESCRIPTION

### BASIC COMMUNICATION

This course is designed to develop basic writing skills through the study of grammar and practice in writing various types of compositions from paragraph through complete essays; critical reading and discussion will be included.

### AMERICAN POLITICS

An overview of the American political system including the structure function and processes of our Federal Government. Emphasis being placed on current illustrations of the continuing interplay of forces which constitute our political system.

### INTRODUCTORY COLLEGE MATHEMATICS

This course includes a study of the real number system; algebraic techniques, rational expressions of exponents and radicals, various polynomial, rational, and irrational equations and systems.

### INTRODUCTION TO SOCIOLOGY

A study of the principles of human interaction, association, institutions, and organizations which result in human grouping. Primary focus will be on human behavior in group situations such as society, family, religion, communities, and bureaucracies. Emphasis shall also be placed on man's interpretation of situations. This would involve the process of socialization, education, group membership, social stratification, racial and ethnic groups.

### COMPOSITION II

A continuation of basic communication, this course is designed to develop writing skills through an understanding of rhetorical forms and devices and to develop the critical skill of argumentation.

### CITY PLANNING I(a and b)

The purpose of the course is to provide the student with tools for understanding principles and concepts of planning. This purpose is achieved by (a) defining planning, (b) analyzing the basic purposes and subject matter of planning, (c) comprehensive planning, (d) capital improvement, (e) zoning, (f) subdivision, (g) transportation, and (h) codes and ordinances.

### INTRODUCTION TO PLANNING

The student will study urban planning trends and urban development. He will be exposed to a general survey of planning principles and techniques. Discussion will also include an identification and definition of the planning process, basic planning theory and principles. He will also be introduced to planning as a profession.

### SOCIAL PSYCHOLOGY

The study of social psychology is based on the explanation of social behavior using the scientific method. It is concerned with the connection between group experience and the psychology of the individual. The course will also aid the student in understanding the influence of the group on individual behavior, and personality. The course will emphasize the study of social roles, the emergence of personality in social interaction, the analysis of attitudes, the investigation of small groups, and the study of group structure and process.

### SURVEY AND RESEARCH

This course will investigate the methods used in survey research. Included will be the design of survey projects, preparation and use of questionnaires, and the gathering and the gathering and summarizing of data. Special emphasis will be placed on the relationship of these methods of planning and development.

### FUNDAMENTALS OF STATISTICS

An introduction to mathematical probability and statistics with emphasis on application.

### PLANNING GRAPHICS

Introduction to the graphics as related to community planning. Instruction and practice in the techniques and use of materials and presentation.

### URBAN PROBLEMS

Urban problems will be a general survey and seminal course relating to problems of the urbanization process. Emphasis will be placed upon political problems, social economics, and other problems that urban America is faced with. This course is designed to develop an understanding of the various elements of the urban system.

### SOCIAL PROBLEMS

Social problems will give the insight as to why there are social problems and attempt to identify the areas: (a) the United States is now 70% urban, (b) social and spatial plan of the modern city, (c) substandard housing breeds economic and social ills.

### PLANNING ADMINISTRATION

This course will give insight to the administrative role as to how the planner can help the technician learn about administrative procedure and to fulfill his role as the planning technician with the administration.

### SEMINAR IN BLACK

This course will give the student insight to black oriented problems. This course is to help students realize the problems and areas in planning that tend to discriminate against Americans. Emphasis will be placed on individuals learning and knowing Black leaders

throughout America as well as other leading people, such as:  
(a) the black legislators currently in Congress, (b) what is the  
black population of the United States?, and (c) what are the  
concerns of the Black American in the United States?

#### URBAN LAND USE PLANNING

This course will give the student insight into urban planning,  
also space requirement, location requirement, and the study of  
urban activity. This class will help the student become aware  
of the best uses for the land.

## CONCLUSION

This para-professional program, as presented, would solve many of the State of Kansas' manpower shortages in planning. This two-year course would make planning technicians available to the small cities in Kansas who cannot otherwise afford the professional. The communities may begin to improve their facilities and get good guidance for future uses of land.

If this program would supply one para-professional for each small city, it would eliminate a portion of the manpower shortage in the planning field that we have in Kansas.

There must be some plan for better community planning in Kansas for the future, if not, possibly all of our small towns in Kansas will become "ghost towns." There should be more individuals with planning knowledge available so that Kansas towns will begin to develop and maintain their own livelihoods. Small communities must survive, assuring every individual and family a place to go for retreat. We cannot afford to have everyone living in the large metropolitan areas so there must be educated people to plan our open-space development, and make plans for the population growth of our country.

We are now living with the highest inflated prices that this country has ever been burdened with; there must be planners to help bring the economy of this nation back into focus and to help the small towns build for their future growth.

With this program, we will fill the "carrier-ladder" with an equal distribution of minorities which is one of the goals that was set-forth at the beginning of the study.

There is an enormous job ahead for the future planners in all areas. Now is the time for us to prepare our students for their tomorrow.

APPENDIX I



## SURVEY

A survey was taken of thirty (30) cities in Kansas (See Table I) to find how many cities had a planning staff. Of the thirty cities questioned, eighteen returned the questionnaire (See Table II), which was 56%; a very good average.

The first question on the survey covered population and the cities who replied had a population of from three to ten thousand.

The second question was a request for the educational requirements for their planning director. Fifty percent indicated that they had no specified educational requirements for their director.

Only two cities indicated the salary of their director; nine and ten thousand.

The educational background of the staff members, ranged from two cities requiring planning degrees, one required Junior College work (not graduate), three cities stipulated other requirements, and thirteen cities indicated no degree whatsoever. There were no answers to wage rate of the staff members.

The next question was, "Do you feel that there is a need for educated planners in your city?" The results were eleven replied "Yes"; six stated "No" and one with no answer. Sixty-one percent of the cities felt that they should have educated planners on their staff. The next question was, "What educational background would you prefer your planner to have the most experience in?" These answers were distributed equally among the following courses: Sociology, architecture, and business.

The last question on the survey was, "Do you feel that a person receiving a Junior College AA degree in Planning would help your community?" of the eighteen respondents, 72% indicated that they would hire a person with an AA degree if he did qualify in other respects; the other 28% said "No", because their city was not large enough.

The questionnaire indicated that most of the respondents were in favor of utilizing para-professional planners on their staff and many city officials indicated their local government would possibly appropriate funds to hire para-professionals.

TABLE I

1. Abilene	16. Emporia*
2. Arkansas City	17. Fredonia*
3. Atchison*	18. Garden City
4. Augusta*	19. Great Bend*
5. Baxter Springs	20. Herington
6. Beloit	21. Hutchinson*
7. Blue Rapids*	22. Independence*
8. Bonner Springs	23. Junction City
9. Chanute*	24. Larned*
10. Clay Center*	25. Lawrence*
11. Coffeyville*	26. Leavenworth
12. Concordia*	27. Olathe*
13. Council Grove*	28. Neodesha*
14. Dodge City	29. St. Marys
15. El Dorado*	30. Russell

\* Indicates cities that replied.

TABLE II

Name of City \_\_\_\_\_

Population \_\_\_\_\_

Number of Planning Staff \_\_\_\_\_

Required Education of Director \_\_\_\_\_

Educational Background of Staff Members \_\_\_\_\_

\_\_\_\_\_

Wage range of Director \_\_\_\_\_

Wage range of other Staff Members \_\_\_\_\_

Do you feel that there is a need for Educated Planners in your city?

\_\_\_\_\_

What educational background would you prefer your Planner have the most experience in?

Sociology \_\_\_\_\_

History \_\_\_\_\_

Architecture \_\_\_\_\_

Social Science \_\_\_\_\_

Business \_\_\_\_\_

Do you feel that a person receiving a Junior College AA Degree in Planning would help your Community?

Yes \_\_\_\_\_

No \_\_\_\_\_

APPENDIX II

WASHINGTON TECHNICAL INSTITUTE, Washington, D.C.

URBAN PLANNING TECHNICIAN

This program is a combination of both general education and technical courses. The graduate of this program will receive an Associate of Applied Science degree and may transfer to a four-year college which offers a compatible type program. The planning technician's career holds many kinds of rewards. One is in the stimulating nature of his work which typically offers much variety and challenge. Some areas in which the planning technician can work include: transportation, urban renewal, urban design, social service planners, economic and resource development planning and planning administration.

A recommended course curriculum is:

FIRST YEAR

Credits	Course Title
4	Beginning Drawing/Design
5	Freshman English I
5	College Algebra (general math)
3	Introduction to Sociology
3	Research
5	English II
3	Introduction to Urban Planning
2	Site Technology
3	Economics
3	Social Problems
3	Comprehensive Planning

INTERNSHIP AND SEMINAR

Credits	Course Title
3	Fundamentals of Speech
3	American Government and Politics I
3	Seminar in Black
2	Community Health
3	Techniques of Planning Analysis
3	Principles of Economics
3	American Government and Politics II
1	Seminar in Black



NORTH HENNEPIN STATE JUNIOR COLLEGE

URBAN PLANNING TECHNOLOGY

Recommended Curriculum

<u>Fall Quarter</u>	<u>Course</u>	<u>Credits</u>
A.T. 110	Beginning Drawing	4
English 111	Freshman English I	5
Math 115	Analysis I: College Algebra	5
Sociology 101	Introduction to Sociology	<u>3</u>
		17
 <u>Winter Quarter</u>		
A.T. 250	Technical Illustration	3
English 112	Freshman English II	5
Math 116	Analysis II: College Algebra	5
U.P. 101 (90)	Introduction to Urban Planning	<u>3</u>
		16
 <u>Spring Quarter</u>		
A.T. 150	Site Technology	2
English 190	Research Paper Writing	3
Sociology 103	Social Problems	3
U.P. 102 (94)	Comprehensive Planning	3
Elective		<u>4</u>
		15
 <u>Summer</u>		
U.P. 103 (91)	Internship and Seminar	3
 <u>Fall Quarter</u>		
Speech 102	Fundamentals of Speech	3
Political Science	American Government & Politics I	3
Physical Education	Any activity course	1
Elective	Humanities	3
Public Health 104	Community Health	2
U.P. 206	Techniques of Planning Imple- mentation	<u>3</u>
		15
 <u>Winter Quarter</u>		
Economics 106	Principles of Economics	3
Pol. Science	American Gov't & Politics II	3
Phys. Educ.	Any activity course	1
Elective	Natural or Biological Science	5
U.P. 204	Urban Problems	<u>3</u>
		15

Spring Quarter

Economics 107	Principles of Economics	3
Physical Education	Any activity course	1
Geography 101/104	Physical or Human Geography	5
U.P. 203	Techniques of Planning Analysis	3
U.P. 205	Local Gov't Planning and Administration	<u>3</u>
		15

Total Hours 96

APPENDIX III



STUDENT AFFAIRS  
OFFICE OF  
CAREER PLACEMENT  
AND FINANCIAL AFFAIRS

March 30, 1973

Mr. Tommy Starnes, Graduate Student  
Regional Community Planning  
Kansas State University  
A-4 Jardine Terrace  
Manhattan, Kansas

Dear Mr. Starnes:

This is in reply to your letter of March 15, inquiring about our Urban Planning program and requesting placement data.

The Washington Technical Institute, established in 1968, has graduated only three June/August classes. Consequently, the number of graduates of the Urban Planning program has been relatively small. However, our annual placement report shows that the graduates are employed by governmental agencies and private firms under a variety of job titles, performing support activities for professional Social Planners and Urban Planners. Generally, the graduate assists in the development of comprehensive plans and programs for utilization of land, and physical facilities of cities, counties, and metropolitan areas. The median salary of our graduates of the Urban Planning program is \$9,500 per year. Incidentally, thirty five percent of these graduates continue their education at 4-year colleges.

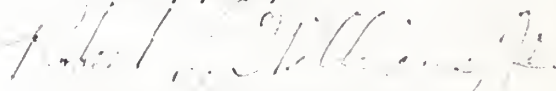
I am enclosing herewith a copy of the Urban Planning program.

Additional information may be obtained by writing to:

American Institute of Planners  
917 - 15th Street, N. W.  
Washington, D. C. 20005

American Society of Planning Officials  
1313 East 60th Street  
Chicago, Illinois 60637

Sincerely yours,

  
Robert L. Williams, Jr.  
Director, Office of Career  
Planning and Placement

Enclosure



# CITY OF OLATHE

December 29, 1972

Mr. Tommy Starnes  
A-4 Jardine Terrace  
Manhattan, Kansas

Dear Mr. Starnes:

In reference to your recent letter, the City of Olathe has not employed any of the positions you designated. At the present time, Olathe contracts for the services of a professional planning consultant. However, due to the city's rapid growth, I feel we will need a professional planner on a full-time basis within a few years.

I hope this information is of some use to you.

Sincerely,

*Mike Wildgen*  
Mike Wildgen  
Assistant to the City Manager

MW:pkm

Enclosure

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