Proposal for:

__X___ NEW INSTRUCTIONAL PROGRAM
_____ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
_____ COOPERATIVE DEGREE PROGRAM
__X___ WITHIN EXISTING RESOURCES

Morgan State University
Institution Submitting Proposal

Fall 2016
Projected Implementation Date

Post-Baccalaureate Certificate   Sustainable Urban Communities
Award to be offered   Title of Proposed Program

0204.00   04.0601
Suggested HEGIS Code   Suggested CIP Code

Graduate Built Environment Studies   Mr. Paul Voos
Department of Proposed Program   Name of Department Head

Dr. Mary Anne Akers   Maryanne.akers@morgan.edu   443-885-3225
Contact Name   Contact email   Contact Phone Number

_____   President/Chief Executive Approval
Signature and Date

Date   Date Endorsed/Approved by Governing Board

     August 4, 2015

A. Centrality of the proposed Program to the mission of the institution

Morgan State University is a Historically Black institution that offers a comprehensive range of academic programs at the undergraduate and graduate levels and provides quality teaching, research and service for the citizens of the state. As Maryland's designated Public Urban University, Morgan State has a mission to address the needs and issues associated with the urban community. With its highly credentialed faculty resources, the University is committed to educating the workforce of Baltimore City and Maryland in professions essential to the health, economic, political, educational, social, and cultural well-being of the city, state and nation. This includes the continuing education of those professionals who influence, create, or provide the policies, services, designs, and structure for healthy, vibrant and sustainable urban communities. The school seeks to develop in its students an understanding of and appreciation for the human condition, as well as, a sense of social and environmental responsibility for improving the quality of life for all.

The proposed online certificate program for Sustainable Urban Communities contributes to Morgan State University's overarching vision and mission by educating and training students who will study topics and "carry out research that that gives significant priority to solving difficult real-world problems faced by society" directed toward the needs of urban and underserved communities. The proposed program will develop students who:
- Understand the complexity of sustainability in cities and urban communities;
- Comprehend the interrelationships between public policy, social and cultural aspects of community, natural environment and systems, infrastructure, public health, and economics in sustainable urban communities;
- Recognize the place of individual communities within the context of the larger urban environment or city as a key component to regional ecological sustainability; and
- Are competent in the application of the acquired knowledge in solving complex urban problems.

The Program will directly address goals as stated in the Morgan State University Strategic Plan (2008-2012).

- **Strategic Goals**
  - *"Provide students with a variety of options and a reasonable degree of flexibility in their academic programs."* – This Program will provide flexible scheduling, online opportunity, an interdisciplinary course of study, and strong connections to the professional and alumni communities. The courses will be structured to offer elective credit toward an existing degree or the earning of the certificate in conjunction with a degree. Course credit will be exclusively applied to either the degree or certificate, but not both. One of the primary purposes of the program is to educate students who have continuing education or professional development needs or desires. It is anticipated that the program will be a catalyst to attract students to a graduate degree program within the University.
  - *"Differentiate the University's mission from that of other campuses in terms of academic offerings, research priorities, service emphasis, and the quality of programs and services offered to students."* – This Program is not duplicative of

programs at other institutions in the University of Maryland system or other institutions in the region. Its interdisciplinary urban and comprehensive community focus provides significant differentiation of subject matter.

- o *"Where desirable and feasible, organize degree offerings, research, and service programs around interdisciplinary and problem☐oriented themes."* — This Program will be interdisciplinary, drawing from existing courses and areas of research within the University. A collaborative approach to solving real-world problems within the urban community will be a primary aspect of the program. All courses will be structured utilizing case studies, scenario based immersion and/or targeted application of the material.
- o *"Serve as a catalyst for the improvement of the surrounding community and of the City of Baltimore."* – This Program will use the areas surrounding the University and the City of Baltimore as the primary laboratory for study. Students studying from a distance can choose similar sites, issues and problems from their nearby urban communities to support their coursework. The program will provide leadership to and educate leaders in Baltimore and other urban communities. Courses will encourage creative thought to solving issues of Sustainable Urban Communities.

The Landscape Architecture Program currently offers an accredited Master of Landscape Architecture. The Landscape Architecture Accreditation Board (LAAB) granted the program full re-accreditation in 2015, in support of its urban sustainability mission. The graduate program is nested in the School of Architecture and Planning, which also offers degrees in Architecture and City and Regional Planning. The proposed Program is offered for students who desire to enhance their knowledge of the crucial issues associated with urban sustainability in a multidisciplinary and comprehensive fashion.

B. Curriculum design and delivery

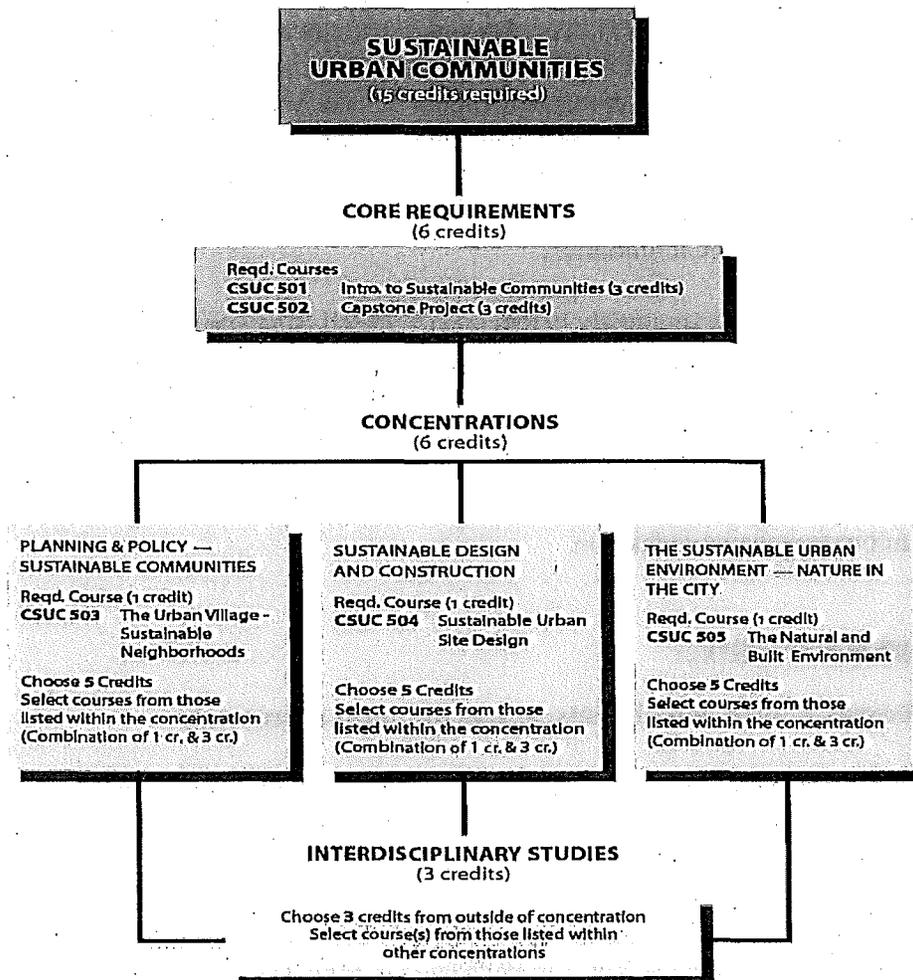### B.1 List of courses, course descriptions, and program requirements

The Program has a 15 credit requirement consisting of core introductory and synthesis courses (6 credits), courses within one of three areas of concentration (6 credits), and courses selected from offerings in areas other than the student's particular concentration (3 credits).

The core requirements provide for the introduction of concepts, issues, terminology, and definitions; historical context and precedent; the multifaceted aspects and complexities of urban sustainability; sustainable design principles and best practices; and the application of skills and knowledge through a project. The core requirements also provide the student with the opportunity to explore the various aspects of sustainable urban communities in order to select an area of concentration.

Areas of concentration focus on a particular aspect of urban sustainability (community, design and construction, or the natural systems in urban areas), allowing the student to develop deeper knowledge in an area of interest. The concentration area will also inform the basis for the Capstone Project.

The courses selected from other areas of concentration (crossover) ensure that students are obtaining a multidisciplinary examination of sustainable urban communities. This will provide opportunities for discussion of topics among students and faculty with various interests and backgrounds. It will also enhance the practicality and comprehensiveness that students will bring to problem solving (which will be applied and demonstrated in the Capstone Project).

The curriculum consists of new 1 credit courses, which will be presented in an online format, and existing 3 credit catalog courses, which will also be converted to an online format.

SUSTAINABLE URBAN COMMUNITIES
(15 credits required)

CORE REQUIREMENTS
(6 credits)

Reqd. Courses
CSUC 501   Intro. to Sustainable Communities (3 credits)
CSUC 502   Capstone Project (3 credits)

CONCENTRATIONS
(6 credits)

PLANNING & POLICY —
SUSTAINABLE COMMUNITIES

Reqd. Course (1 credit)
CSUC 503   The Urban Village -
             Sustainable
             Neighborhoods

Choose 5 Credits
Select courses from those
listed within the concentration
(Combination of 1 cr. & 3 cr.)

SUSTAINABLE DESIGN
AND CONSTRUCTION

Reqd. Course (1 credit)
CSUC 504   Sustainable Urban
             Site Design

Choose 5 Credits
Select courses from those
listed within the concentration
(Combination of 1 cr. & 3 cr.)

THE SUSTAINABLE URBAN
ENVIRONMENT — NATURE IN
THE CITY

Reqd. Course (1 credit)
CSUC 505   The Natural and
             Built Environment

Choose 5 Credits
Select courses from those
listed within the concentration
(Combination of 1 cr. & 3 cr.)

INTERDISCIPLINARY STUDIES
(3 credits)

Choose 3 credits from outside of concentration
Select course(s) from those listed within
other concentrations

Certificate Program for
SUSTAINABLE URBAN COMMUNITIES

Sustainable Urban Communities - Core Requirements (6 credits)

The core requirements for the Program provide an introduction to definitions, principles and disciplines associated with the application of sustainability in the context of the urban community. The Capstone Project provides the student the opportunity to apply the knowledge and skills acquired to a design project, research paper or internship with a subsequent paper. All Capstone Projects will be presented to faculty and a jury of practicing professionals.

Required Courses

CSUC 501: Sustainable Urban Communities [currently offered as ENST738]
Three Hours: 3 Credits
This course is an introduction to the subject of Sustainable Urban Communities. The student will be presented with the environmental, social, cultural, economic, planning, design, construction, and policy aspects of sustainability in an urban context. Course topics include concepts, issues, terminology and definitions; historical context and precedent; the multifaceted aspects and complexities of urban sustainability; and sustainable design principles and best practices.

CSUC 502: Capstone Project
Three Hours: 3 Credits
This course is the culmination of the Program. This is accomplished through the preparation and presentation of a Capstone Project in the student's area of concentration. Projects are expected to be comprehensive and demonstrate the student's ability to synthesize the multidisciplinary aspects of Sustainable Urban Communities and apply them through a design project or written report addressing an urban sustainability issue or problem. The Capstone Project must adhere to the Guidelines established by the department. Capstone Projects will be presented to faculty and a jury of practicing professionals. Prerequisites: The submission of a well-organized, focused, operational project proposal and permission of the Department Chair or designated faculty advisor.

Planning and Policy - Sustainable Communities (concentration) (6 credits)

This area of concentration looks at the sustainable urban community as an urban village. Courses address the social, public health, infrastructure, economic, and planning aspects of urban communities, as well as, the public policies that support their implementation in a sustainable fashion. Courses will also address the family and residential scale including green home building and renovation, sustainable landscapes, sustainable urban lifestyles and family dynamics, and urban agriculture. The student may focus on the sources, production and distribution of food as the core components of a sustainable urban community.

Required Course

CSUC 503: The Urban Village – Sustainable Neighborhoods [New course to be offered]
Two Hours: 1 Credit
This course is an introduction to the components and structure of sustainable urban communities. The historic village is presented as a foundation for interpreting a

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sustainable community from the perspective of providing the primary resources and amenities required by members of the community. Topics covered include: community structure, mixed use zoning, public open spaces, town planning process, policy and management, infrastructure planning, community institutions, interactions within the community, public transit, pedestrian oriented communities, social welfare and public health, and public safety.

Choose 5 credits from the following

CSUC 507: Social Justice as a Framework for a Sustainable Urban Community
[New course to be offered]
Two Hours: 1 Credit
This course addresses the issue of social justice as a core value essential to sustainable urban communities. Topics covered include: defining social justice in the context of the urban community; the history of social justice; social justice in relation to sustainability concepts; environmental quality, access to healthy living and health care options, affordable housing, transportation access, quality education, and employment opportunity as necessities of sustainable communities.

CSUC 509: Healthy Urban Communities [New course to be offered]
Two Hours: 1 Credit
This course is an introduction to public health and social policy as a cornerstone for sustainable urban communities. Topics covered include: the history of public health; public policy and public health; human service and community-based organizations; health disparities; healthcare agencies at the federal, state and local levels; ideologies by which public health services are delivered; and community health education, health promotion and disease prevention.

Existing Courses

ARCH 601 Historic and Cultural Preservation
Three Hours: 3 Credits
This course provides a broad overview of the history, theory and practice of historic preservation. Topics covered will include a history of preservation at the local, national and international level; local, state and federal laws and regulations; public policies and cultural attitudes shape how we preserve or do not preserve the built and natural environment; the roles of private and non-profit preservationists; and the various occupational opportunities for preservationists. Prerequisite: None.

CREP 501: Principles and Practices of City & Regional Planning
Three Hours: 3 Credits
This is a core introductory planning course designed to expose students to the principles, practices, and theory of City and Regional Planning. Continuously evolving theory and practice are examined through historic, economic and public policy perspectives. The course guides the graduate professional students in developing the ability to operate in the politically charged world of public and nonprofit sector planning, and helps them to build their understanding of and adherence to principles of ethical professional practice

and social justice. Organized in a lecture/seminar format, student assessment products include research and analysis of planning problems in the Baltimore Region.

CREP 506: Urban Land Use for Planners
Three Hours: 3 Credits
This course introduces students to the patterns, processes and strategies of urban land use planning in the United States and abroad. It surveys a number of topics, including metropolitan spatial structure and growth, land use and natural systems, land economics, inner city planning tools and regulation, revitalization strategies, sustainable practices, and the ethics of land use planning. Students are asked to reflect upon all of these topics within the context of course literature, lectures, discussions, guest speaker presentations, field trips, and projects.

CREP 534: Public Policy Analysis
Three Hours: 3 Credits
This course focuses on building the practitioner's understanding of public policy, the issues and techniques of policy analysis, and relationships to city and regional planning. The objective of the course is to assist in building policy skills for job performance. Topics covered include: understanding the role of the policy analyst in informing legislative and investment decisions; the types of information and sources useful to good policy assessments; techniques of policy, program and project monitoring and evaluation; and understanding the complexity of objectives and actors in the policy formulation arena.

CREP 538: Neighborhood and Community Development
Three Hours: 3 Credits
This course will provide an overview of the field of urban planning and neighborhood and community development. It will introduce students to methods and tools used to study the urban experience and provide a comprehensive, yet basic understanding of the urban experience and its relationships to human society. This course will help students profit from the urban experience and become better participants in their civic and professional lives by encouraging them to wrestle with the most pressing urban issues of the 21st Century.

CREP 539: Housing and Land Development
Three Hours: 3 Credits
This course will expose students to the policy, economic and implementation issues of housing development. The first part of the course discusses the difference between housing need and housing demand; U.S. housing policy; the structure of the US housing market; and key issues of how housing development is financed and barriers to affordable housing development. The second half of the course focuses on technical issues affecting decision-making and design in housing development. While the major focus is on the US housing market, where appropriate, international examples will be provided, and students are encouraged to do their research on international topics.

ENST 738 Seminars in Built Environment Studies
Three Hours: 3 Credits
This course is designed to examine, in greater depth, particular subject areas of the built environment, (i.e., Theories of Architecture, Behavior and the Built Environment, Ecology and Design, Design Theory and Criticism, Culture and Design, Open Space Planning and Design, Photography of the Built Environment). Prerequisites: Permission of the Instructor and the respective Department Chair.

ENST 739: Design & Human Behavior
Three Hours: 3 Credits
This course is an introduction to a range of urban space development theories, space organizing concepts, and public, private and semi-public/private characteristics of space layout related to human use and comfort. Cultural, social, and psychological factors will be considered through selected readings and urban site visits. Various theories and methods will be utilized to document human movement in space, location and analysis of site furnishings, relationships of architecture to landscapes, and the environmental assessment of climate and other factors that impact human comfort in urban spaces. This course takes an interdisciplinary approach (architecture, landscape architecture, planning, psychology, engineering) to the study of human engagement with the physical environment of the city. Prerequisites: None.

HIST 520: A History of American Urbanization
Three Hours: 3 Credits
This course will be a study of American urban history. Beginning with the colonial town, the course will trace the growth of the city to the present. Urban migration, way of life, industrialization, minority groups, and the growth of urban social institutions will be emphasized.

SOCI 545: Identities and Interaction
Three Hours: 3 Credits
This course involves a comparative analysis of the functioning of enculturation in the establishment and maintenance of group identities. It examines (1) how older generations induce younger generations to adopt group identities; (2) the limitation of enculturation as a means of assuming the maintenance of group identity; and (3) the psychological, cultural, and social relativity of group identity.

SOCI 566: Sociology of Baltimore
Three Hours: 3 Credits
This course provides students with an opportunity to use theories and principles associated with urban sociology for the systematic and diachronic study of the Baltimore metropolitan area as an urban system. A particular focus of the course is the treatment of culture, social organization, and social problems within the research context of a case study. Students may undertake, within a supervised context, the analysis of demography, ecology, crime, criminal justice, education, transportation, work, racial and ethnic relations, housing, zoning, commerce, and neighborhood organization as they pertain to the Baltimore metropolitan area.

PUBH 613: Public Health Nutrition and Family Health Issues in Urban Communities
Three Hours: 3 Credits
The course focuses on the relationship between diet and health with the goal of providing a foundation for informed dietary decisions as well as an appreciation of the strengths and limitations of the present knowledge of nutritional science. The nutritional needs of different populations will be studied and the way in which public policy programs affect these needs will be explored.

SOWK 506: Urban Organizations, Neighborhoods and Communities (HBSE II)
Three Hours: 3 Credits
This course emphasizes several aspects of macro practice within an ecological perspective. Students learn how to assess characteristics, dynamics, strengths, and problems of human service and community-based organizations, service delivery systems, and urban communities. An ecological systems framework, together with a developmental approach, is used to provide an interactional understanding of human behavior.

SOWK 507: Social Welfare and Urban Economics
Three Hours: 3 Credits
This course explores historical dynamics of class, race, and other oppressions impacting U.S. social welfare policy. It analyzes groups' struggles for empowerment directing community action toward urban injustices. Students become familiar with political strategies, organizational tools and social work values effectuating social change.

Sustainable Design and Construction (concentration) (6 credits)

This area of concentration focuses on the design and construction of sustainable places, spaces and systems in urban communities. Courses address sustainable design approaches and process, materials, construction methodologies, and best practices.

Required Course

CSUC 504: Sustainable Urban Site Design [New course to be offered]
Two Hours: 1 Credit
This course is an introduction to the design and construction of sustainable places, spaces and systems in urban communities. Topics include sustainability issues associated with urban sites, laws and regulations, site assessment, sustainable design approaches and process, materials, construction methodologies, and best practices.

Choose 5 credits from the following:

CSUC 521: Sustainable Construction – Practice & Management [New course to be offered]
Two Hours: 1 Credit
This course is an introduction to the management of the construction process for green buildings and sustainable sites, effectively managing a green building project, identifying

and incorporating sustainability goals, creating and implementing green building management plans and procedures, best practices for site sustainability during construction, construction activities required to comply with LEED, construction activity pollution prevention management strategies for a job site, demolition and construction waste technologies and strategies, and LEED documentation requirements.

CSUC 516: Introduction to Urban Stormwater Management [New course to be offered]
Two Hours: 1 Credit
This course is an introduction to regulations, principles and best practices for stormwater management in urban development/redevelopment projects. Topics covered include causes and impacts of urban stormwater runoff, federal and state stormwater regulations, Maryland's Environmental Site Design (ESD) process, and an introduction to the best management practices for resolving various site design and stormwater issues.

<u>Existing Courses</u>
CSUC 601: Environmental Site Design for Urban Landscapes [Currently being offered as ENST738]
Three Hours: 3 Credits
This course covers the application of Maryland's Environmental Site Design (ESD) regulations and process to urban development/redevelopment projects as an integral part of site design. Topics covered include: site analysis and resource mapping; design process and planning techniques and strategies; plan submittal and review requirements and process, stormwater runoff calculations and sizing criteria, soils and surface permeability; and the selection and design of ESD best management practices.

CSUC 602: Green Roofs/Green Walls [Currently being offered as ENST738]
Three Hours: 3 Credits
This course examines the functional, technical and aesthetics aspects of green roofs and green walls and their application to new and existing buildings and structures. Green roof and wall topics covered include: purpose and function, design and construction, effects on stormwater management, energy use and the heat island effect, the green roof as place, plants and planting design, habitat for urban wildlife, maintenance, and economics and life cycle cost.

LAAR 532: Technology II: Materials and Methods of Construction
Three Hours: 3 Credits
This course covers the basic materials and methods of landscape architecture site construction with an emphasis on sustainable materials and construction methodologies. Specific topics include construction details for paving, curbs, edgings, steps and ramps; construction details for freestanding walls and fences and retaining walls; deck, pergola, and bridge construction; structural loads; and ponds, pools and fountain construction details.

ENST 738 Seminars in Built Environment Studies
Three Hours: 3 Credits
This course is designed to examine, in greater depth, particular subject areas of the built environment, (i.e., Theories of Architecture, Behavior and the Built Environment, Ecology and Design, Design Theory and Criticism, Culture and Design, Open Space Planning and Design, Photography of the Built Environment). Prerequisites: Permission of the Instructor and the respective Department Chair.

The Sustainable Urban Environment - Nature in the City (concentration) (6 credits)

This area of concentration focuses on the assessment, enhancement, restoration and creation of natural systems in urban communities. Courses will address specific natural systems and their functioning in the urban environment and the necessity of their viability for sustainable urban communities.

Required Course

CSUC 005: The Natural and Built Environment [New course to be offered]
Two Hours: 1 Credit
This course is an introduction to the assessment, enhancement, restoration and creation of natural systems in urban communities. Topics include: natural systems and their functioning in the urban environment; the interrelationships between environmental processes and human needs; the connection and conflict between the built and natural systems in the city; the historical context of fundamental ecological concepts, environmental resource assessment; and the necessity for a viable and healthy natural environment for sustainable urban communities.

Choose 5 credits from the following:

CSUC 525: Urban Ecology [New course to be offered]
Two Hours: 1 Credit
This course is an introduction to the concepts and principles of urban landscape ecology and impacts of, and the relationships with, urban development and the built environment. Topics covered include: ecological concepts, the science of ecology, assessment of ecologic systems and conditions, landscape structure and patterns, biodiversity in the urban landscape, landscape dynamics, forces of landscape change, human communities within an ecological context, and metrics in landscape ecology.

CSUC 526: Urban Soils [New course to be offered]
Two Hours: 1 Credit
This course addresses the impacts of urbanization on soils and the implications to a sustainable urban environment. Topics covered include: the imperative for healthy urban soils, soil properties and structure, soil compaction, contaminated soils, urban soils and plants, soils in construction, and soil reclamation.

Existing Courses

CREP 542: Environmental Planning
Three Hours: 3 Credits

This course focuses on building the practitioner's understanding of environmental issues and how these issues impact community development and the built environment, along with planning strategies for sustainable development. Topics covered include: topography, soil structure and land-based hazards; brownfield redevelopment and site remediation; natural resource characteristics, local endowments and the reciprocal relationship they have with each other and with human settlement; environmental impacts of land use development and methods of assessment; practices of pollution mitigation and site remediation in neighborhood and community economic development; and compliance with city, state and federal legislation and policy. Students have lecture, case analysis and research exposure to these topics as they impact Baltimore, the metropolitan region, and the Chesapeake Bay and Watershed.

CREP 553: Landscape Resources for Planners
Three Hours: 3 Credits
Basic principles governing ecosystems will be studied to understand the role of natural factors as determinants of land use. Planning devices for resource protection, conservation, management and development will be examined. The aim is to develop a sense of responsibility within the student to protect our landscape resources, and to appreciate the influence physical features have on man-made environments.

HIST 529: The Environmental Crisis in Historical Perspective
Three Hours: 3 Credits
This course will consider environmental problems in light of both their historical development and current implications. Social and economic effects of environmental decline will be treated, as will proposed solutions. Special emphasis will be placed on minority communities and Third World environmental problems.

LAAR 513: Environmental Resources I
Three Hours: 3 Credits
This course introduces students to the basic tools and concepts necessary to analyze natural systems for land use suitability. The principles governing ecosystems within the urban context are also studied. Ecologically based tools such as soil types, site inventory/analysis, watershed analysis, plant zones and ecosystems, renewable and non-renewable resources, heat islands and micro- and macro-environments, wildlife corridors, and other natural and man-made systems are explored. Contemporary concepts related to 'green systems and products' are also explored relative to an understanding of how designers craft sustainable landscapes. The aim of this lecture course is to build a kit of landscape tools that construct a sense of land and environmental stewardship in the practice of landscape architecture. This course is cross-listed with CREP 542.
Prerequisites: Graduate standing or permission of the instructor.

LAAR 523: Plant Materials
Three Hours: 3 Credits
The study of plant materials is an introduction to woody plant materials (trees, shrubs, groundcovers) in terms of their botanical identification, common name, design

characteristics, urban use and special uses in the urban realm. The course is a field-oriented course that requires visiting multiple sites to review plants in different urban growing conditions. The range of sites visited includes large residences, small/large public parks, nature preserves, and arboreta. In addition, the physical structure of plant root systems, growing form/habit, leaf structure, bark conditions, flowers, and other identification characteristics are studied. Students are tested weekly through field plant identification tests on plants collected and studied the previous week. Prerequisites: Admission in the program, permission of instructor or Department Chair.

LAAR 533: Environmental Resources II
Three Hours: 3 Credits
The content of this course includes the study of plants from a morphologic and physiologic adaptability standpoint. The soil structure, nutrient chemistry and contaminant loading conditions within the city are explored relative to the best practices for introducing and sustaining plants in harsh urban environments. The course also builds upon the tools learned in Environmental Resources I and uses case studies to test these tools in varying urban conditions. Students study ecological needs and planting practices as well as the design benefits of plants in the urban environment. The class looks at typical urban street conditions, urban wetlands, brown-fields, and city parks as areas with unique plant requirements. Baltimore offers great opportunities to also study environmental systems that bisect the city such as the Herring Run watershed. The assessment of knowledge learned in this class is based on written papers, tests, and special projects. Prerequisites: LAAR 513, LAAR 523, LAAR 520 or permission of the instructor or Department Chair.

LAAR 562 Urban Stream Restoration
Three Hours: 3 Credits
This course introduces students to stream restoration techniques. Topics covered include: river mechanics, stream classification systems, stream morphology, and hydraulic geometry relationships. Students learn how to use stream measurement techniques, develop and construct stream protection and restoration strategies, and conduct post-construction monitoring. Prerequisites: LAAR 522, or permission of the Department Chair.

LAAR 572 Urban Hydrology
Three Hours: 3 Credits
This is an advanced course for students wanting to become proficient in hydrologic applications, particularly those used in urbanized areas. Topics covered include Maryland's stormwater Management Regulations, stormwater runoff calculations, storm drain design, and state-of-the-art best management practices. Prerequisites: LAAR.522, or permission of the Department Chair.

ENST 738 Seminars in Built Environment Studies
Three Hours: 3 Credits
This course is designed to examine, in greater depth, particular subject areas of the built environment, (i.e., Theories of Architecture, Behavior and the Built Environment, Ecology and

Design, Design Theory and Criticism, Culture and Design, Open Space Planning and Design, Photography of the Built Environment). Prerequisites: Permission of the Instructor and the respective Department Chair.

B.2 Educational objectives and intended student learning outcomes

The purpose of the proposed Program is to offer a diverse program of study that prepares students for careers or positions of influence in public policy development, planning, and community design relating to urban sustainability. As a post-baccalaureate program, students will dig deep into content geared toward a graduate level experience and education. The major educational objectives are the following:

1. Provide students with the skills and knowledge associated with the complex and varied aspects of urban sustainability based upon a combination of theory, science and practical application;
2. Utilize an interdisciplinary approach in teaching to provide students with a broad perspective of sustainable urban community issues;
3. Challenge students with a learning environment where professionals and faculty with diverse backgrounds and interests work in a collaborative and participatory decision-making and design process to address urban community issues in a sustainable fashion;
4. Develop professionals and community leaders who will be capable of solving multifaceted problems in a comprehensive manner that focus on the interrelationships between public policy, social and cultural aspects of community, the natural environment and systems, infrastructure, public health, and economics in sustainable urban communities; and
5. Provide students with an opportunity to pursue topics of interest in depth, begin a research agenda, gain practical work experience, and develop a site design application through a faculty supervised capstone project.

Upon completion of the Program, students will have:
- Gained general knowledge of the concepts and principles of sustainability in the context of the urban community;
- Developed an understanding of the primary regulations, guidelines, best practices, current and anticipated changes effecting Sustainable Design and Construction (LEED, SSI, ESD, etc.);
- Acquired a comprehension of the diverse and complex nature of urban sustainability;
- Obtained extensive knowledge of a specific aspect of Sustainable Urban Communities (sustainable construction, urban agriculture, residential design, environmental issues, public policy development, etc.);
- Demonstrated the application of an interdisciplinary approach to addressing complex urban problems;
- Exhibited practical application of the skills and knowledge acquired through a capstone project;
- Earned credits which can be applied to a graduate degree; and
- Earned continuing education credits.

B.3 General Education requirements
Not applicable

B.4 Special accreditation of graduate certification requirements
    Not applicable

B.5 Contracting with another institution or non-collegiate organization
    Not applicable

C. Critical and compelling regional or Statewide need as identified in the State Plan:

C.1 Demand and need for the program

In 2010, the governor signed into law Smart, Green & Growing legislation (House Bill 475, 2010 session, "The Sustainable Communities Act of 2010") passed by the Maryland General Assembly to enhance the future of growth, development and sustainability in Maryland. The subject of sustainability permeates the sciences, design professions and public policy. There is an increasing demand for professionals and community leaders who are well versed in the intricacies and complexities of sustainability, especially in the context of the urban environment. Public agencies, design firms (landscape architecture, architecture and engineering), development and construction businesses, and non-profit community and environmentally focused organizations are groups in need of the skills and knowledge that will be acquired by students completing the Certificate in Sustainable Urban Communities.

As part of the Smart, Green & Growing legislation, the "Sustainable Communities" designation is in place for communities, particularly older communities in Maryland, that need reinvestment and revitalization. The need for expanding the participation of minorities and educationally disadvantaged students in the sustainability field should be emphasized. Students of color who understand urban communities and their complexities and interrelatedness are equipped to suggest innovative solutions that work.

C.2 Consistency with the Maryland State Plan for Post-Secondary Education

The Maryland State Plan for Post-Secondary Education lists the following goals:

    Quality and Effectiveness
    Access, Affordability, and Completion
    Diversity
    Innovation
    Economic Growth and Vitality
    Data Use and Distribution

These post-secondary goals also apply to post-baccalaureate programs where students with baccalaureate degrees find themselves more marketable if they continue to enhance their credentials. The proposed Program offers quality programming by well-qualified faculty who have professional experience to provide the framework needed for students to think about innovative solutions to urban problems. The program increases diversity in the sustainability field by attracting students at Morgan State University and other institutions in Maryland. The

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program offers a systematic approach to the study of urban communities, economic growth and vitality; this is an important component, which is addressed in the required introductory course and the capstone project.

D. Market Supply and Demand

D.1 Market demand and job openings

Government Regulation & Policy (federal, state and local) Demand – Environmental, storm water, green building, and sustainable development practices, regulations and policies are mandating the need for qualified design and planning professionals in these areas. Some of the regulations affecting professionals include:

    a. The Maryland Storm Water Management Act of 2007, which mandates the application of Environmental Site Design (ESD) to building and development in all jurisdictions in the State.[1]

    b. The Chesapeake Bay Protection and Restoration Presidential Executive Order, which requires States in the Chesapeake Bay watershed to address issues of water quality and ecosystem and habitat health and viability.[2]

    c. The Baltimore Sustainability Plan, which "lays out a broad, inclusive, and community-responsive sustainability agenda to complement Baltimore's existing Comprehensive Master Plan."[3]

    d. The State of Maryland, which has adopted the International Green Construction Code (IGCC), Building Codes that enable the adoption of the IGCC by all local governments across the state.[4]

Practicing Professional Demand – Current professionals have the need to acquire continuing education credits on a regular basis in order to maintain professional status and licenses. Working professionals have the desire to gain skills and knowledge for career enhancement or employment changes. Some of the professional Continuing Education Requirements (state & national) are as follows:

    a. Landscape Architects are required in 35 states to acquire continuing education credits on an annual or bi-annual basis in order to renew their professional license

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1 "Maryland Stormwater Management Act of 2007," Maryland Department of the Environment, accessed October 16, 2013,
http://mde.maryland.gov/programs/Water/StormwaterManagementProgram/Pages/programs/waterprograms/sedimentandstormwater/swm2007.aspx

2 " Chesapeake Bay Protection and Restoration Presidential Executive Order," The White House, accessed October 16, 2013, http://www.whitehouse.gov/the_press_office/Executive-Order-Chesapeake-Bay-Protection-and-Restoration

3 The Baltimore Sustainability Plan,"9, Baltimore Office of Sustainability, accessed October 16, 2013, http://www.baltimoresustainability.org/sites/baltimoresustainability.org/files/Baltimore%20Sustainability%20Plan%20FINAL.pdf

4 "Press Release - State of Maryland Passes Green Building Legislation," USGBC, accessed October 16, 2013, http://www.usgbc.org/Docs/Archive/General/Docs9283.pdf

(8-12 continuing education hours per year).[5] The number of licensed Landscape Architects in the U.S. is approximately 16,000.[6] Maryland has recently enacted legislation that will require Landscape Architects registered within the State to meet continuing education requirements.

b. Architects are required in 45 states (including Maryland) and Puerto Rico to acquire continuing education credits on an annual or bi-annual basis in order to renew their professional license (8-15 continuing education hours per year).[7] The number of registered Architects in the U.S. is 104,301 (2011 survey).[8]

c. Certified Planners who are members of the American Institute of Certified Planners (AICP) are required to earn 32 certified maintenance credits every 2 years to maintain their professional certification.[9] This is a national accreditation which applies to all states.

d. Civil Engineers are required in 36 states (including Maryland) to acquire continuing education credits on an annual or bi-annual basis in order to renew their professional license (8-15 continuing education hours per year).[10]

e. LEED (Leadership in Energy and Environmental Design) Accredited Professional credential maintenance is governed by the U.S. Green Building Council (USGBC) which requires 30 continuing education hours every 2 years.[11] This is a national accreditation which applies to all states.

Issues Demand — Community leaders and the general public have exhibited great concern and interest in sustainability and the urban environment. Community leaders need to have a knowledge base and skill set capable of addressing the complex problems faced in their cities and neighborhoods. Others are "testing the waters" of a career change and will utilize this program as an entrée into a graduate program offered by the university (landscape architecture, architecture, planning, etc.).[12]

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5 "Continuing Education Requirements by State," American Society of Landscape Architects (ASLA), accessed October 16, 2013, http://www.asla.org/edrequirements.aspx

6 "Frequently Asked Questions," American Society of Landscape Architects (ASLA), accessed October 17, 2013, http://www.asla.org/FAQAnswer.aspx?CategoryTitle=%20About%20the%20Profession&Category=3150

7 "Continuing Education Requirements by State," National Council of Architectural Registration Boards (NCARB), accessed October 16, 2013, http://www.ncarb.org/en/Continuing-Education/Continuing-Education-Requirements-by-State.aspx

8 "NCARB's 2011 Survey of Registered Architects," The National Council of Architectural Registration Boards (NCARB), accessed October 17, 2013, http://www.ncarb.org/News-and-Events/News/2011/2011-Architect-Survey.aspx .

9 "What Is Certification Maintenance?," American Planning Association (APA), accessed October 16, 2013, http://www.planning.org/cm/whatiscm.htm

10 "Continuing Education Requirements by State (Updated June 2010)," American Society of Civil Engineers (ASCE), accessed October 16, 2013, http://www.seinstitute.org/uploadedFiles/Continuing_Education_-_New/CE%20by%20state%20june%202010.pdf

11 "Maintain your LEED AP credential," U.S. Green Building Council (USGBC), accessed October 16, 2013, http://www.usgbc.org/credentials/leed-ap/maintain

Some of these issues include:

      a. Urban decline
      b. Access to healthy food choices
      c. Affordable & sustainable housing
      d. Public transit
      e. Walkable streets
      f. Chesapeake Bay
      g. Clean streams
      h. Access to health care
      i. Economic vitality and employment opportunities

Student Demand[13] - Many current graduate students have the desire to expand their course of study beyond the prescribed curriculum and may also desire to graduate with a certificate in a sustainability focus to complement their degree.

This broad mix of demands demonstrates a strong potential market for such a program. The proposed Program is structured to meet these demands in a fashion that is attractive to the targeted market. The program's structure provides the opportunity for distance learning and off-campus course offering (such as community colleges, government offices, and potential partner institutions), thus increasing the market area and size for the program beyond the traditional student population.

In November 2011, the US Department of Labor estimated there are 1,949,520 jobs in the green product and services sector with annual wages at $48,210. Architecture and Engineering alone constitute 5.4% of the total green jobs sector with an annual mean wage at $77,130. About 10 years ago, a report states that, just for renewable energy and energy efficiency technologies, there were over 8 million new jobs created and $970 billion in revenue in 2006 alone.[14] Some of the sub-sectors not included in this count are transportation, green construction, energy trading, energy and carbon capture and storage, and environmental protection.

Studies have shown that the supply of professional green jobs is low in Maryland. For example, a report claims that there is an undersupply of city and regional planners with knowledge of sustainability.[15] The proposed online certificate program meets the demand of the green industry. The MARC report also states that 58% of the professional green jobs are filled by workers with at least a Bachelor's degree and years of experience. This is a potential market for the proposed program.

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12 George Basile, "What Is the Worth of a Degree in Sustainability? (Or, "Hey, can I help fix that for you?")," *Sustainability: The Journal of Record* June 2011, 4(3): 95-97.
13 "Morgan State University – Strategic Plan 2008-2012," 30.

14 Erich C. Dierdorff, Jennifer J. Norton, Donald W. Drewes, & Christina M. Kroustalis, David Rivkin & Phil Lewis National Center for O*NET Development. Greening of the World of Work: Implications for O*Net and New and Emerging Occupations. http:www.onetcenter.org/dl_files/Green.pdf

15 Mid-Atlantic Regional Collaborative (MARC) Green Consortium. Green Data for a Growing Green Economy.

MHEC's Request for Additional Information:

F.   Relevance to Historically Black Institutions (HBIs)

i.   Relevance to HBIs. COMAR 13B.02.03.06

Area of deficiency: The proposal does not address the specific impact this program will have on HBIs. Points to consider include: do these programs exist at other HBIs; what will be the impact of this program at HBIs and the students they serve; will this program address a need that is currently not being addressed in the HBI and larger academic communities?

1. **Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

    The Proposed certificate program does not exist in other Maryland HBIs. Morgan State University is a HBI and the program is designed to strengthen the existing academic degrees within the School of Architecture and Planning (SA+P). It would offer our underrepresented students a value added education by providing interdisciplinary access to courses and content that would broaden and deepen their understanding of urban sustainability.

    The proposed certificate program is intended to provide another avenue for underrepresented students to pursue professional planning and design degrees beyond the Bachelor's level. It is envisioned to provide an introduction to the accredited professional planning and design programs represented within the School of Architecture + Planning. Students who decide not to pursue professional graduate degrees but would have completed the certificate program are likely to find employment in the government, nonprofit sector, and private industry.

2. **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

    The proposed program is intended to further define and enhance Morgan State University's School of Architecture + Planning as the only HBI in the State of Maryland and nationally to collectively offer programs in built environment studies (Architecture, City & Regional Planning, and Landscape Architecture, and Construction Management). In fact, the program will be based within the last remaining graduate, professional program in landscape architecture at an HBI in the nation. The proposed program provides existing students with the opportunity to specialize on their path to degree and provides a means for external professionals (continuing education) to connect to current practices and research. The connection of students and professionals in the context of research and best-practices is critical to the school's growing identity and mission as the nation's premier urban research university.

    Instruction of underrepresented students toward the attainment of professional degrees and offering of certificate programs to support emerging and continuing professionals are part of Morgan's mission to serve the community. The proposed program extends access to

prospective students within an online environment and a flexible program of study outline (see original proposal).

As mentioned, Morgan State University is the only HBI in the nation that offers accredited programs in the design and planning professional disciplines. The proposed certificate program enhances and strengthens our unique position as a minority-serving institution that addresses sustainability through an interdisciplinary approach and prepares underrepresented students with the knowledge and skills to solve 21st century urban challenges. It further prepares students to understand how to deal with diverse perspectives in developing long-term solutions with our urban communities.

Finally, the proposed program provides a venue for the introduction of detailed/fine-grained course content for existing students within the School of Architecture + Planning. In an era of increasing demand for technological and content specialization, the proposed program will provide existing programs within the School of Architecture + Planning a means of curricular specialization (i.e., Sustainable Planning and Policy, Sustainable Design and Construction). The proposed program will provide expanded elective offerings for students and potential for greater specialization through coursework.

G. Evidence of the Principles of Good Practice for Distance Education Programs

(An outline of the Principles of Good Practice is provided below. Within the outline, bulleted responses have been provided to address each item)

ii.   If proposing a distance education program, please provide evidence of the Principles of Good Practice, (as outlined in COMAR 13B.02.03.22C).

a.   *Area of deficiency*: The proposal did not adequately address each item in a substantial way. If the item in the "Principles of Good Practices" is addressed in another section of the proposal, referring to that section will suffice.

13B.02.03.22 C. Principles of Good Practice.
(1) This section applies to distance education and distance education programs offered by an institution of higher education operating in this State that is required to have a certificate of approval from the Commission under chapter .01 or .02 of this subtitle.

(2) An institution shall provide evidence to the Secretary of compliance with the principles of good practice in this section.

(3) Principles of Good Practice for Distance Education.
   (a) Curriculum and Instruction.
      (i) *A distance education program shall be established and overseen by qualified faculty.*
- The Program Director for the proposed certificate program will be a certified course reviewer through the Quality Matters training

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program. The Program Director will be responsible for course formation, leadership, and instructor training.
- All certificate program instructors will be required to complete Morgan State University's Teaching Online course prior to commencing instruction.

In addition, all on-line post-baccalaureate programs and courses are subject to the oversight of the Chairperson for the Department of Built Environment Studies, Morgan Online Director, and Dean of the School of Architecture + Planning

(ii) *A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.*
- The program is designed with the Quality Matters online framework and is using numerous Morgan State University courses as a base to the program. All new courses will meet both the Quality Matters criteria and the requirements of the accredited professional graduate degree programs within the School of Architecture + Planning. As a result, the program offers courses that are formed with guidelines to match and/or exceed existing rigor.

(iii) *A program shall result in learning outcomes appropriate to the rigor and breadth of the program.*
- All courses within the program will provide significant alignment between program objectives, course goals and learning objectives, learning resources and activities, and assessments. The program and courses will conform to, and be evaluated by, the Quality Matters Rubric to ensure that alignment occurs.

(iv) *A program shall provide for appropriate real-time or delayed interaction between faculty and students.*
- Blackboard and it's associated tools will be the platform used for the delivery of the program courses. All courses within the proposed program will blend synchronous and asynchronous activities as appropriate to the course content, module learning objectives, and level of interaction desired by the Instructor and Program Director. This aspect of the Quality Matters Rubric will be a critical aspect of the development and delivery of all courses.

(v) *Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.*
- The Instructor and Program Director will develop all courses within the proposed program to meet the curricular and Quality Matters requirements. Faculty members will be selected for each course based on their subject matter expertise and qualifications to teach in a distance learning environment.
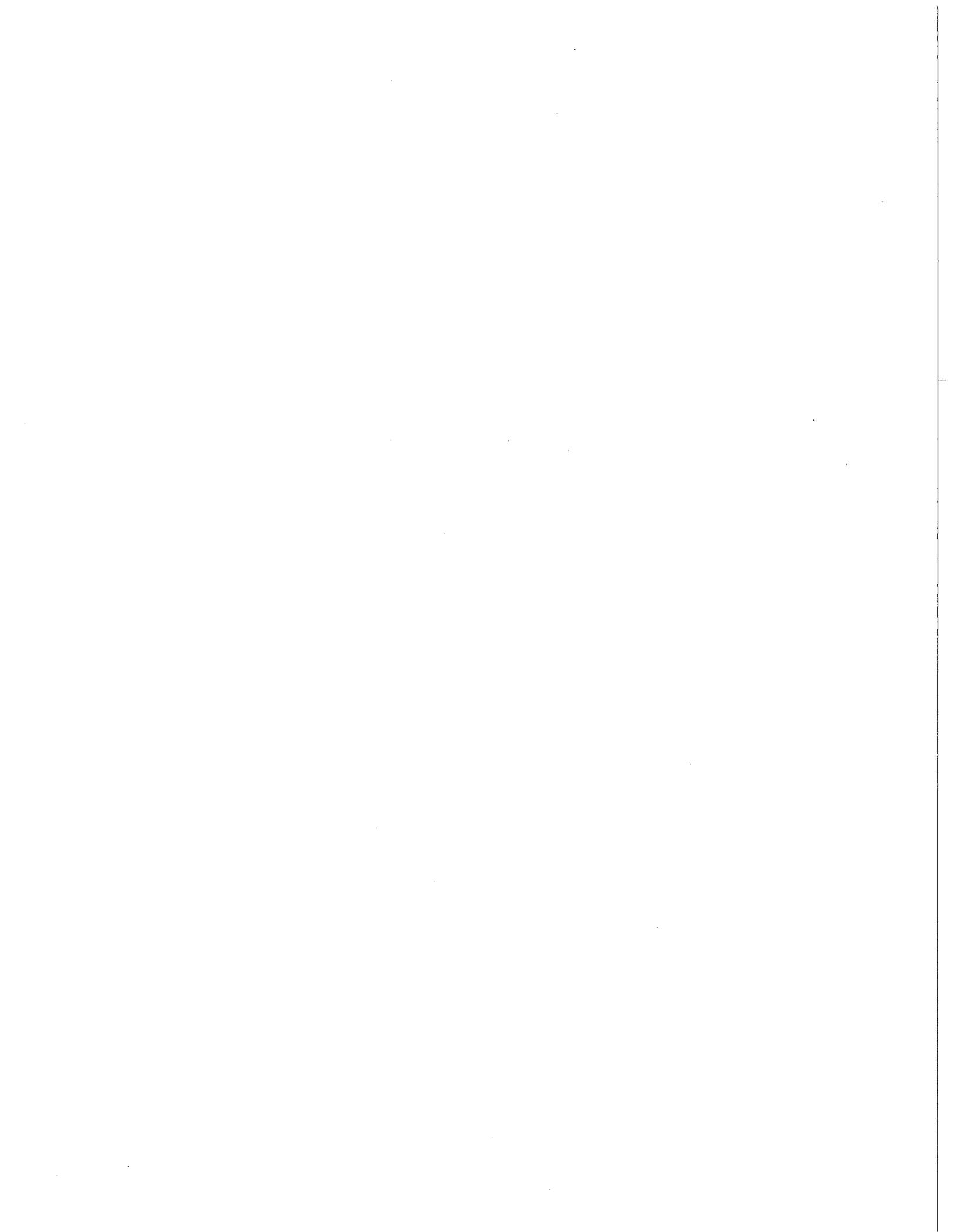
(b) Role and Mission.

    (i) *A distance education program shall be consistent with the institution's mission.*

- Morgan State University is a historically black institution that offers a comprehensive range of academic programs at the undergraduate and graduate levels and provides quality teaching, research and service for the citizens of the state. As Maryland's designated Public Urban University, Morgan State has a mission to address the needs and issues associated with the urban community. With its highly credentialed faculty resources, the University is committed to educating the workforce of Baltimore City and Maryland in professions essential to the health, economic, political, educational, social and cultural well-being of the city, state and nation. This includes the continuing education of those professionals who influence, create, or provide the policies, services, designs, and structure for healthy, vibrant and sustainable urban communities. The school seeks to develop in its students an understanding of and appreciation for the human condition and a sense of social and environmental responsibility for improving the quality of life for all.

The proposed new certificate program in Sustainable Urban Communities contributes to Morgan State University's overarching vision and mission by educating and training students who will study topics and "carry out research that that gives significant priority to solving difficult real world problems faced by society" directed toward the needs of urban and underserved communities. The proposed program will develop students who:
- understand the complexity of sustainability in cities and urban communities;
- comprehend the interrelationships between public policy, social and cultural aspects of community, the natural environment and systems, infrastructure, public health, and economics in sustainable urban communities;
- recognize the place of individual communities within the context of the larger urban environment or city as a key component to regional ecological sustainability; and
- are competent in the application of the acquired knowledge in the solving of these complex urban problems.

    (ii) *Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.*

- All courses within the program will be developed with, and approved by, the Program Director using the Quality Matters Rubric as the reviewing criteria. Additional Quality Matters

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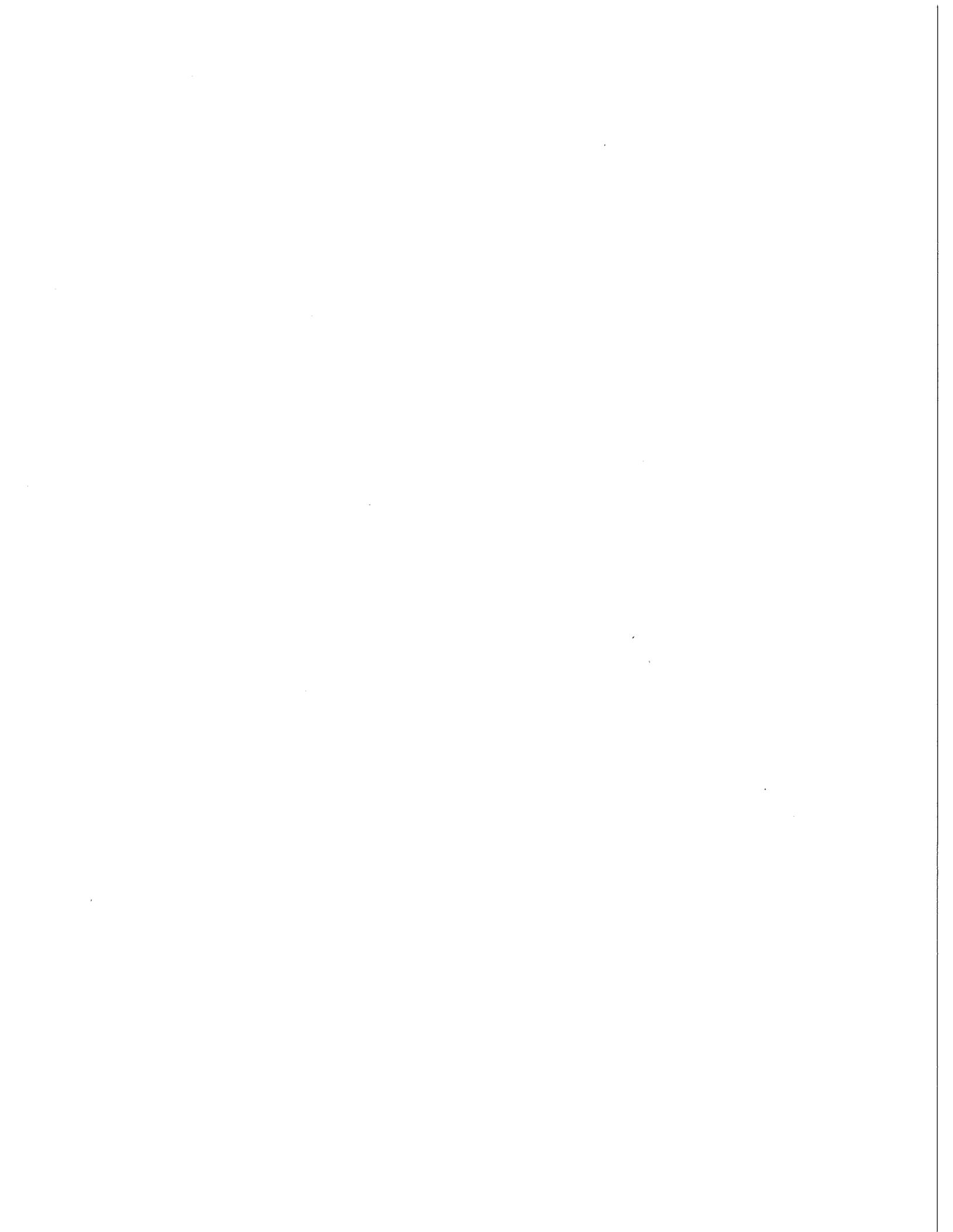
Certified Course Reviewers are available within the University to support the course review process.

- Morgan State University utilizes Blackboard as its online course delivery system. This system and users are provided with support and training from the Director of Instructional Technology in the University's Office of Information Technology.
- Additional technologies that are available and utilized through Morgan Online (with University support and training) include Panopto, Adobe Connect, Atomic Learning, NBC Learn, Smart Thinking, Safe Assign, as well as others.
- The Quality Matters Rubric Standard 6 requires requires that the "course technologies support learner's achievement of course objectives or competencies". The University's systems and supporting technologies meet this standard. All courses will be required to meet this standard and additional technologies used in a course will be reviewed for compliance.

(c) Faculty Support.

(i) *An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.*

- All faculty will be required to complete the University's Teach Online course conducted by the Director of Instructional Technology in the University's Office of Information Technology. The Teach Online course covers the use of the Blackboard learning management system in the development, delivery, assessment, and communications aspects of distance learning. This course is offered several times during the year and can also be conducted on an as needed basis.
- Quality Matters courses are utilized to train faculty in the pedagogy of distance education. This will be supported by the Program Director through continuing interaction with program faculty regarding current pedagogical trends and/or to address issues being experienced by the faculty member.
- Through the Blackboard for Faculty portal, the Director of Instructional Technology provides additional training on a regular basis associated with new technologies, technology improvements, policy changes, pedagogy, or methodologies for the most effective use of the technologies and systems. This training includes technology and pedagogical workshops, video tutorials, webinars, written instructions and links to web based resources.

(ii) *Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.*

- The Quality Matters Rubric will be the basis for course development , delivery, and assessment. All faculty members will be required to adhere to these standards of best practice and will be assessed to ensure continual conformance.

- Best practices for the proposed program will be maintained and furthered by the Program Director. The Director will ensure that faculty are properly trained and receive ongoing training, that courses meet the Quality Matters standards, and that appropriate assessment methods are in place. The Program Director will regularly work with instructions in the development, review, and modification (as necessary) of teaching practices.

(iii) An institution shall provide faculty support services specifically related to teaching through a distance education format.

- Morgan State University utilizes Blackboard as its online course delivery system. This system and users are provided with support and training from the Director of Instructional Technology in the University's Office of Information Technology.
- The proposed program, through the direction of the new Program Director, will develop an online teaching lab where instructors can prepare materials for use within courses. This facility will have direct access to all University technologies and systems and allow instructors to test equipment, software, and techniques used in the online learning environment.
- The proposed program will have dedicated staffing in the form of the Program Director. The Program Director will support instructors in the development and delivery of the courses.

(d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

- As part of the Getting Started/Introductory portion of each course, the students will be introduced to the learning resources that will be available to them (in accordance with the Quality Matters Rubric Standard 7) and provided with connections. This includes the following:
  - **Student Services and Academic Support**

   *The Division of Student Affairs (http://www.morgan.edu/administration/student affairs.html) provides learning opportunities and environments that advance the holistic development of all students. This occurs through purposeful engagement that inspires students to excel in and out of the classroom while maintaining standards of excellence in leadership and citizenship that transforms the campus and beyond.*

    Morgan provides an array of Student Academic Support Services (http://www.morgan.edu/current students/student handbook/student academic support.html) including:

    - ❏ *ACADEMIC DEVELOPMENT*
    - ❏ *ACADEMIC ENRICHMENT*
    - ❏ *BOOKSTORE*
    - ❏ *COUNSELING CENTER*

    Online Tutoring is available through Smarthinking. You will find a link to the Smarthinking Tutoring Service on your My MSU Blackboard screen.
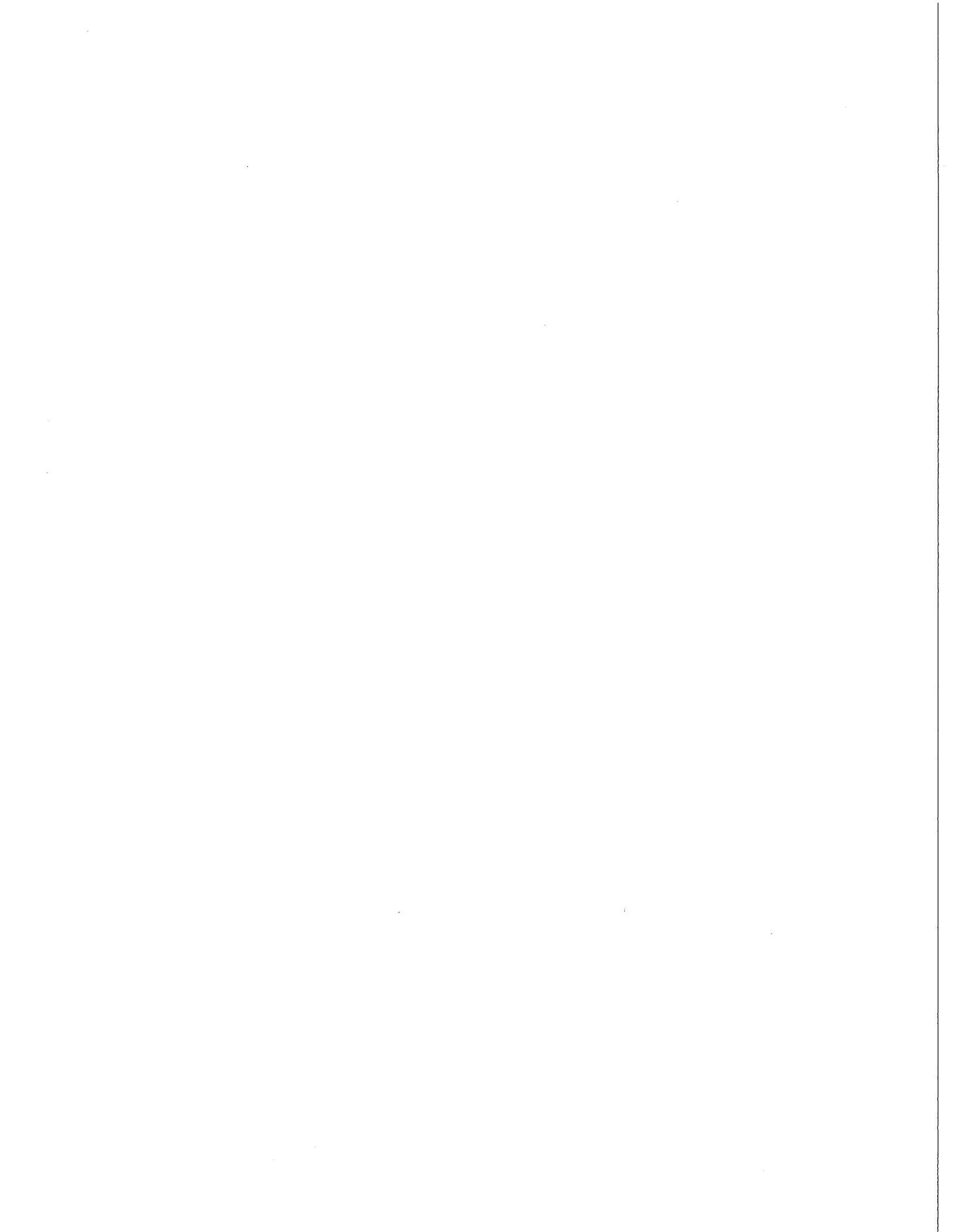
o   _**Technical Assistance**_

If you need to learn how to use Blackboard -- click the "Student Tech Support" tab at the top of your Bb screen. Or Click on BB Help from the course menu.

If you need technical assistance at any time during the course....

*• **Visit the** Morgan Online Technical Assistance **page**
• Review Blackboard Tutorials
• Visit the Student Technology FAQ page*

Text or call 443.267.8885 for problems with your Morgan Network Account or with Blackboard.

o   _**Course Accessibility and ADA Policy - Disability Services**_

Attached Files:
*   *Disabled Students Policy.doc (21 KB)*
*   *Disabled Students Policy.pdf (10.374 KB)*
    *For students needing **Closed Captioning** when watching videos, **YouTube** has an option for turning on closed captioning for those videos where it is available. Instructions for using this option can be found on the YouTube website (https://support.google.com/youtube/answer/100078?hl=en).*

Students who need accomodations should be sure to contact the Counseling Center in Carter Grant Wilson, or at 443.885.3130. Please visit the Disability Support Services web site at http://www.morgan.edu/Administration/Academic_Affairs/Offi ce_of_Student_Success_and_Retention/Disability_Support_ Services.html

*   Distance learning students will have full access to University Library resources (http://www.morgan.edu/library). This includes traditional and digital library resources such as catalog materials, research portals, collections, and librarian support.

(e) Students and Student Services.
(i)   *A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.*
*   Refer to section G.3. (d) above for academic support services.
*   Degree requirements and curriculum will be listed on the Program's web page (to be developed), provided to students upon inquiry and enrollment, and during regular student advisement with the Program Director. These will also be listed within the current graduate catalog at the time of matriculation.

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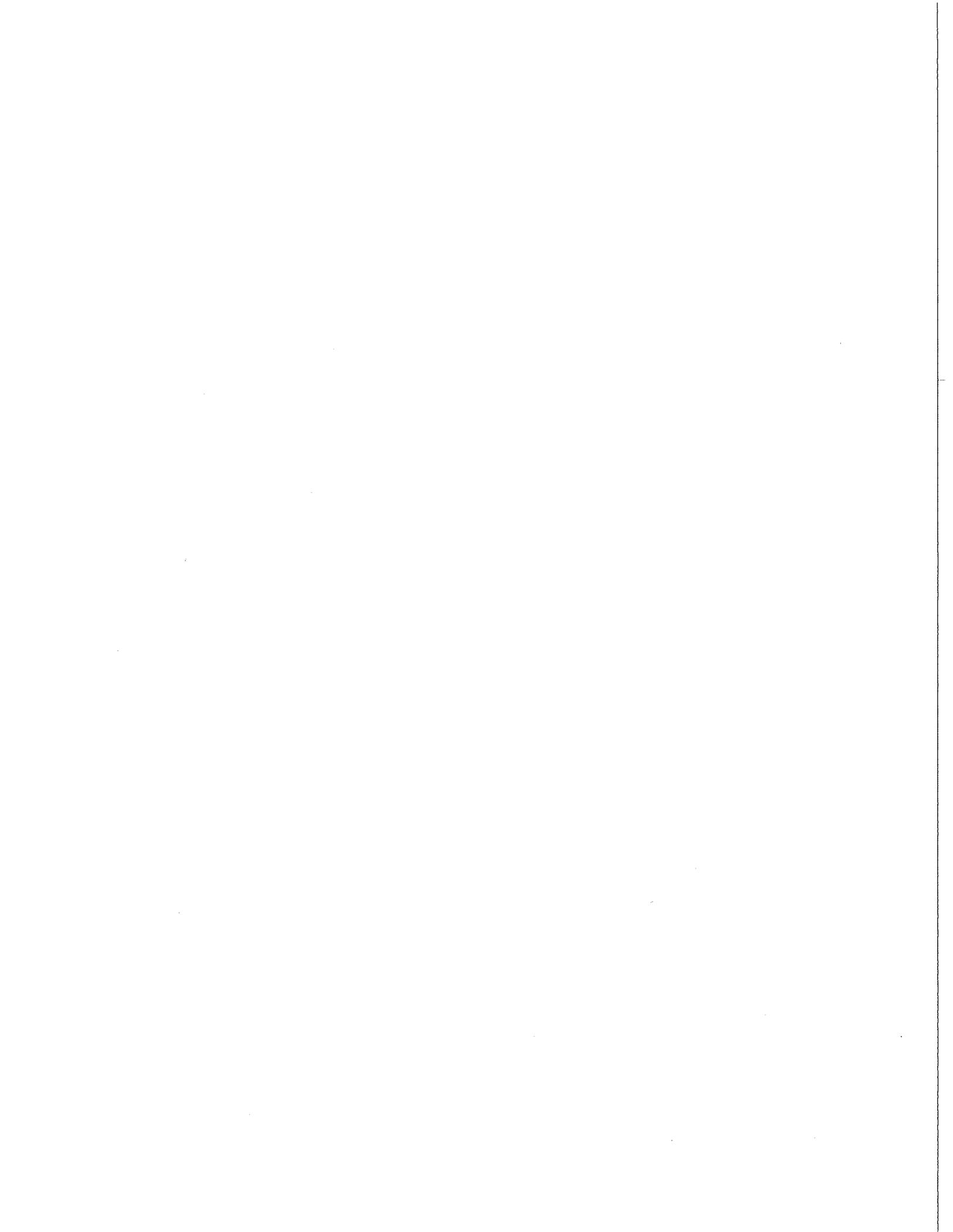
- Course requirements (objectives, technical competencies & requirements, grading policies, etc.) will be outlined in the course syllabus.
- Students of the program will be enrolled in the University's student management system (WEBSIS). This system outlines each student's registration, cost, and payment history as well as provides the student with access to an academic transcript.
- As Non-Degree students within the School of Graduate Studies, policies pertaining to payment and financial aid resources are outlined within the current graduate catalog at time of matriculation. The most current version of the graduate catalog can be accessed through the following link: http://www.morgan.edu/academics/academic_catalogs.html [1]

(ii) *Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.*
- Refer to section G.3. (d) above.

(iii) *Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.*
- Students admitted to the proposed program will be vetted through the School of Graduate Studies admissions process for Non-Degree Seeking Students. This process includes the following:
  - Qualification of undergraduate transcripts
  - Letter of Recommendation for admission to the program
  - Completion of Statement of Intent/Purpose
- After prospective applicants are pre-qualified by the school of Graduate Studies, the Program Director will evaluate each prospective student application for fit and ability to successfully complete the online program.

(iv) *Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.*
- Materials for the proposed program, yet to be developed, will clearly and accurately represent the program as presented within the original proposal and this addendum.

(f) Commitment to Support.
(i) *Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.*
- Distance learning is a strategic goal of the University and School. As such, faculty are encouraged to develop distance education courses/materials to bolster new programs as presented herein or to enhance/diversify current curricula.

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[1] Note: this catalog does not include the proposed certificate program and is presented as typical representation of current catalog and information therein.
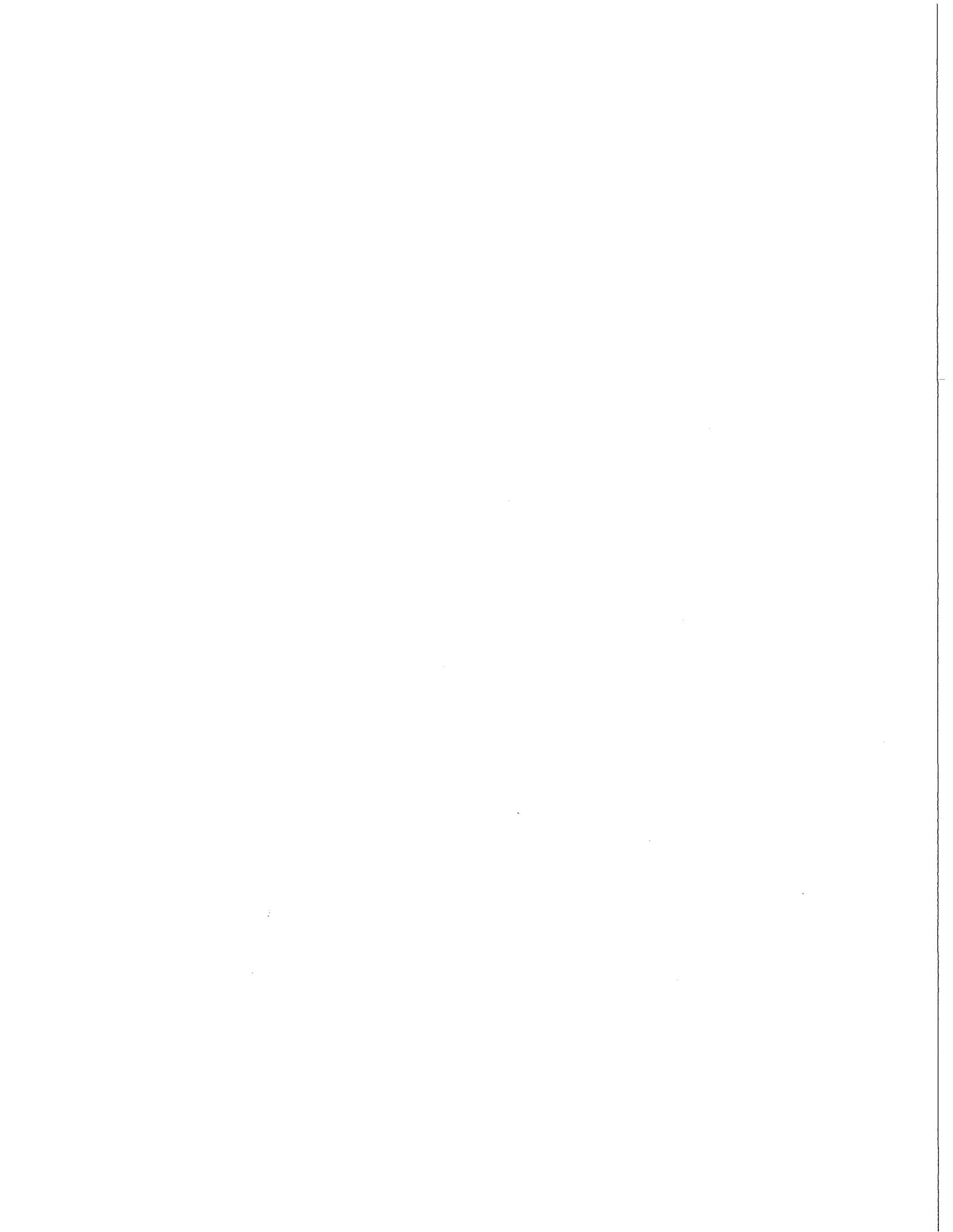
- Development of materials, courses, and/or programs for distance learning is viewed favorably in review of faculty applications for tenure and or promotion.

(ii) An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.

- Morgan State University is dedicated to the development of the proposed program as a means to provide opportunity and access to education.
- The University had funded a new, full-time position to act as Program Director and steward of the proposed program.
- In addition, the University provides significant resources through the Office of Information Technology and Morgan Online (the University's official online support, advocacy, and management mechanism).

(g) Evaluation and Assessment.

(i) An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

- The Program's educational effectiveness will be evaluated through a final Capstone Project reviewed by the Program Director and faculty.
- All courses will meet the standards of the Quality Matters Rubric. The Quality Matters Rubric Standard 3 requires that "assessments are integral to the learning process and are designed to evaluate learner progress in achieving learning objectives or mastering the competencies".
- The SA+P Dean's office and the Program Director will be responsible for student retention through tracking student progress and instituting personal contact when student performance or progress indicate the need for action.
- Student surveys are conducted at the conclusion of each course to evaluate course quality and effectiveness.
- Supervisory overview by the Program Director will include faculty reviews and evaluations that include faculty satisfaction and teaching effectiveness.

(ii) An institution shall demonstrate an evidence-based approach to best online teaching practices.

- Implementation of the Quality Matters Rubric in course development and assessment will be the basis for ensuring that the Program employs an evidence based approach to best online teaching practices. "Unique to the Rubric is the concept of alignment. This occurs when critical course components - Learning Objectives (2), Assessment and Measurement (3), Instructional Materials (4), Course Activities and Learner Interaction (5), and Course Technology (6) - work together to ensure students achieve desired learning outcomes. Specific
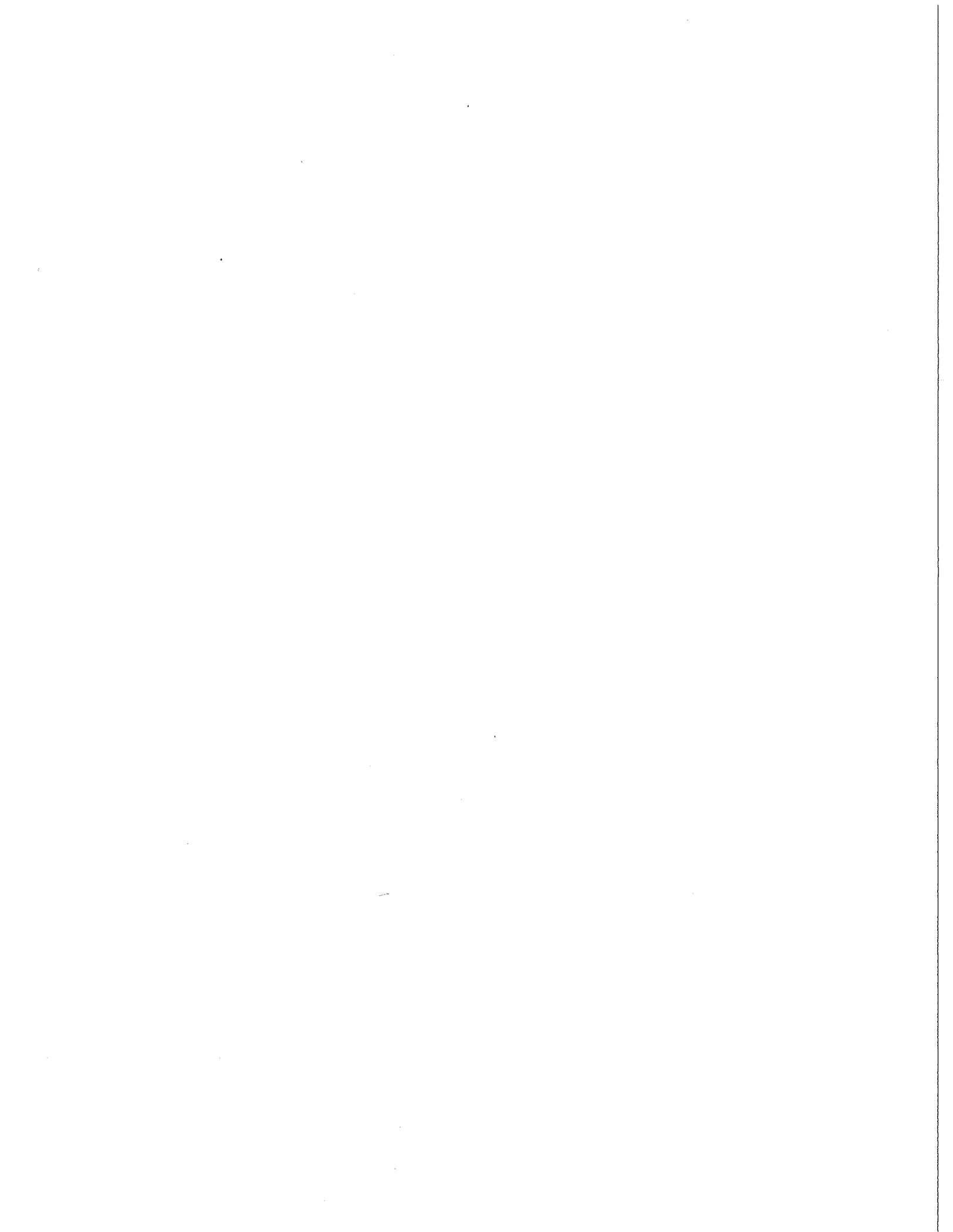
Standards included in Alignment are indicated in the Rubric Annotations."

(iii) *An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.*

- *Student assessments that are aligned with course objectives will be required and recorded per the Quality Matters Rubric Standard 3. Progress and grades for assignments will be tracked via the Blackboard Grading System. Final grades will be posted in the University's Student Management System (WEBSIS) which is accessible to all students.*

H.   Adequacy of Faculty Resources

(as outlined in COMAR 13B.02.03.11)

iii.   Adequacy of faculty resources consistent with Regulation .11.(COMAR 13B.02.03.11)

Area of deficiency: The proposal did not state the credentials and employment status (FT/PT/Adjunct) of all faculty who will be teaching in the program. In addition, please discuss how faculty will be distributed between face-to-face v. online instruction. COMAR 13B.02.03.06

Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach.

After the proposed program's approval by the Morgan State University Board of Regents, a new, full-time position was approved to run the program and will be filled by July 1, 2016 (pending final MHEC approval of the program). Instruction is planned to start at the beginning of the Fall 2016 semester.

The Program Director of the certificate program will serve as the primary academic administrator for the program and will be assigned to teach within the program at a full-time level. Other instructors of the program might include existing faculty members teaching courses at the University (teaching existing courses that serve degree-seeking programs), existing faculty members teaching in an adjunct capacity outside of normal contract periods (summer sessions, wintermester, etc.), and qualified, external professionals teaching content specific materials under the guidance and auspices of the Program Director. A search is currently being conducted for the Program Director. Qualifications for the position include the following:

Minimum qualifications
- Master of Landscape Architecture, or terminal degree in an allied discipline like Architecture and/or City planning.
- Professional interdisciplinary design, planning, & teaching experience in Landscape Architecture, Architecture, Planning and/or Engineering.
- Professional registration/certification as a Landscape Architect, Architect, and/or City Planner, preferred.
- Experience & certifications in the development, review, & delivery of online courses (Blackboard & the Quality Matters Rubric).
- Experience with LA CES, AIA CES, AICPA CEP, ASCE CE, etc.
- Demonstrated leadership, team building, business management, and marketing/program development experience.
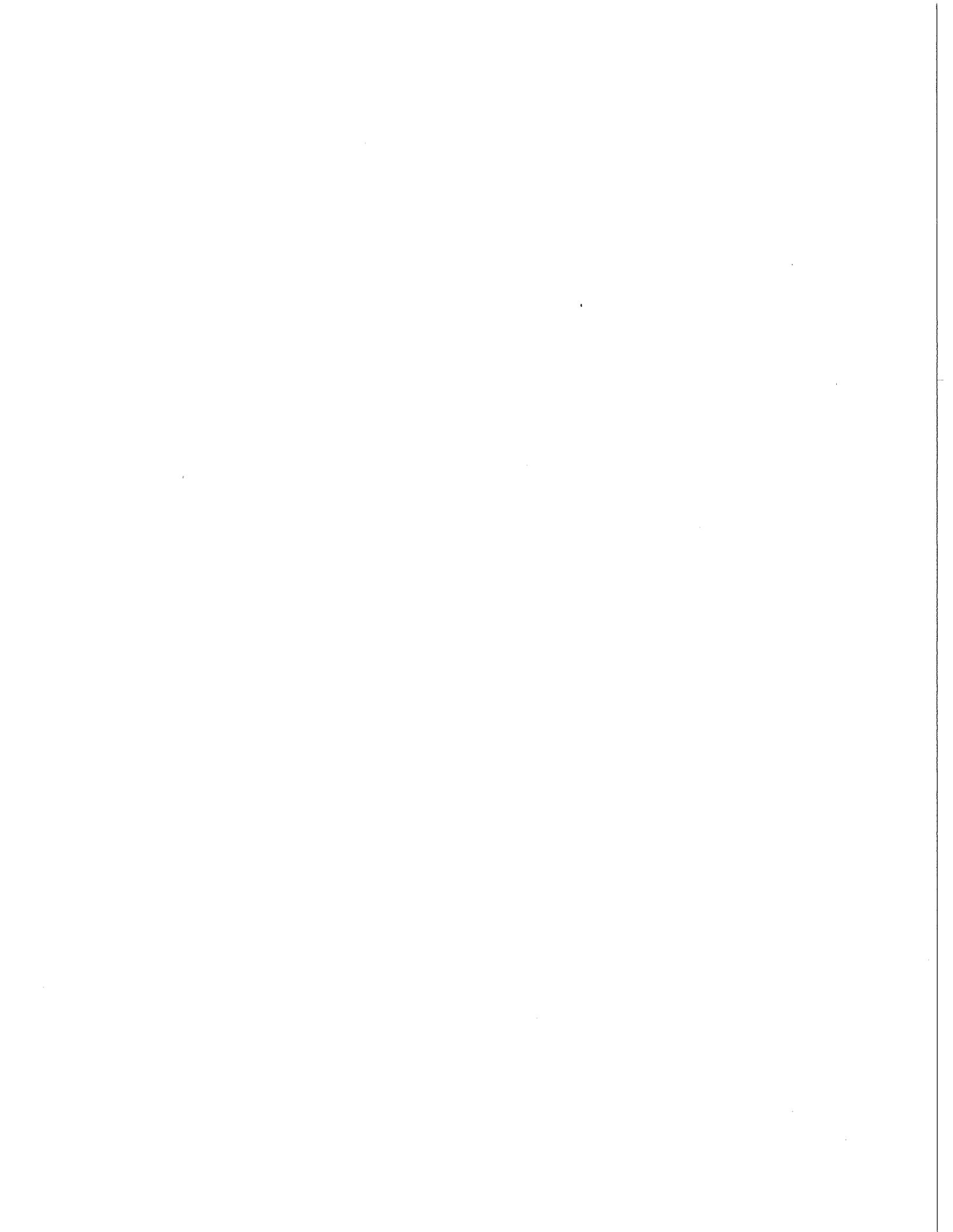
- Effective written, oral, and interpersonal communications.

Because all courses within the proposed program feature online delivery, the Program Director will ensure appropriate faculty staffing, compliance with Quality Matters, online best practices, and training of program faculty for online delivery. The Quality Matters Rubric for the evaluation of online courses will be utilized to evaluate the quality of proposed courses delivery.

Below lists existing and potential faculty members who will teach in the proposed certificate program;

School of Architecture and Planning: Summary

Name of Faculty Member	Credentials	Possible Teaching Assignments
*Adam Bridge Full-time Lecturer	• B.A., Master of Architecture, • Registered Architect	HIST 520
Leon Bridges Assistant Professor	• Bachelor of Architecture • MBA • Registered Architect	ENST 738
Daniel, Campo Associate Professor	• B.A. M.A.PhD in Urban Planning	CSUC 507 CREP 501, 506, 534
*Jason Charalambides Assistant Professor	• B.A.,Master of Architecture, Ph.D. in Civil Engineering • Registered Architect, Licensed Engineer	CSUC 521
*Ruth Connell Associate Professor	• B.A., Master of Architecture • Registered Architect	ENST 738
Walter Dukes Professor	• B.A., M.S., Ph.D. in Industrial Education	CSUC 521
Suzanne Frasier Associate Professor	• Bachelor of Architecture • M.A. Urban Planning • Registered Architect	ENST 738
Mohammad Gharipour Associate Professor	• Master of Architecture • Ph.D. in Architecture	CSUC 509 HIST 520 ARCH 601
Dale Green Assistant Professor	• B.S. Master of Architecture	ARCH 601
*Brian Grieb Assistant Professor	•B.S., Master of Architecture • Registered Architect	ENST 738
*Pavlina Ilieva Full-time Lecturer	• B.S., Master of Architecture • Registered Architect	ENST 738
*Samia Kirschner Associate Professor	• B.A., M.A., Ph.D. in Architecture	CSUC 507 CREP 538, 539 ENST 739
Jeremy Kargon Associate Professor	• B.A., Master of Architecture • Registered Architect	ENST 738
Gabriel Kroiz Associate Professor	• B.F.A., Master of Architecture • Registered Architect	ENST 738
*Jack Leonard Full-time Lecturer	• B.E., M.B.A., Master of Landscape Architecture • Registered Landscape Architect	CSUC 501, CSUC 502, 504, 516, 601 ENST 738
*Sanjit Roy Assistant Professor	• B.A., Master of Architecture • Registered Architect	ENST 738
*Tonya Sanders Assistant Professor	• B.S. M.A., Ph.D. in Urban Planning	CSUC 503, 507, 509, CREP 501, 538, 539
*Fred Scharmen Assistant Professor	• B.S., Master of Architecture	CSUC 503 ENST 738
Siddhartha Sen	• B.A., M.A., MCP, Ph.D. in Urban	CSUC 503, 507
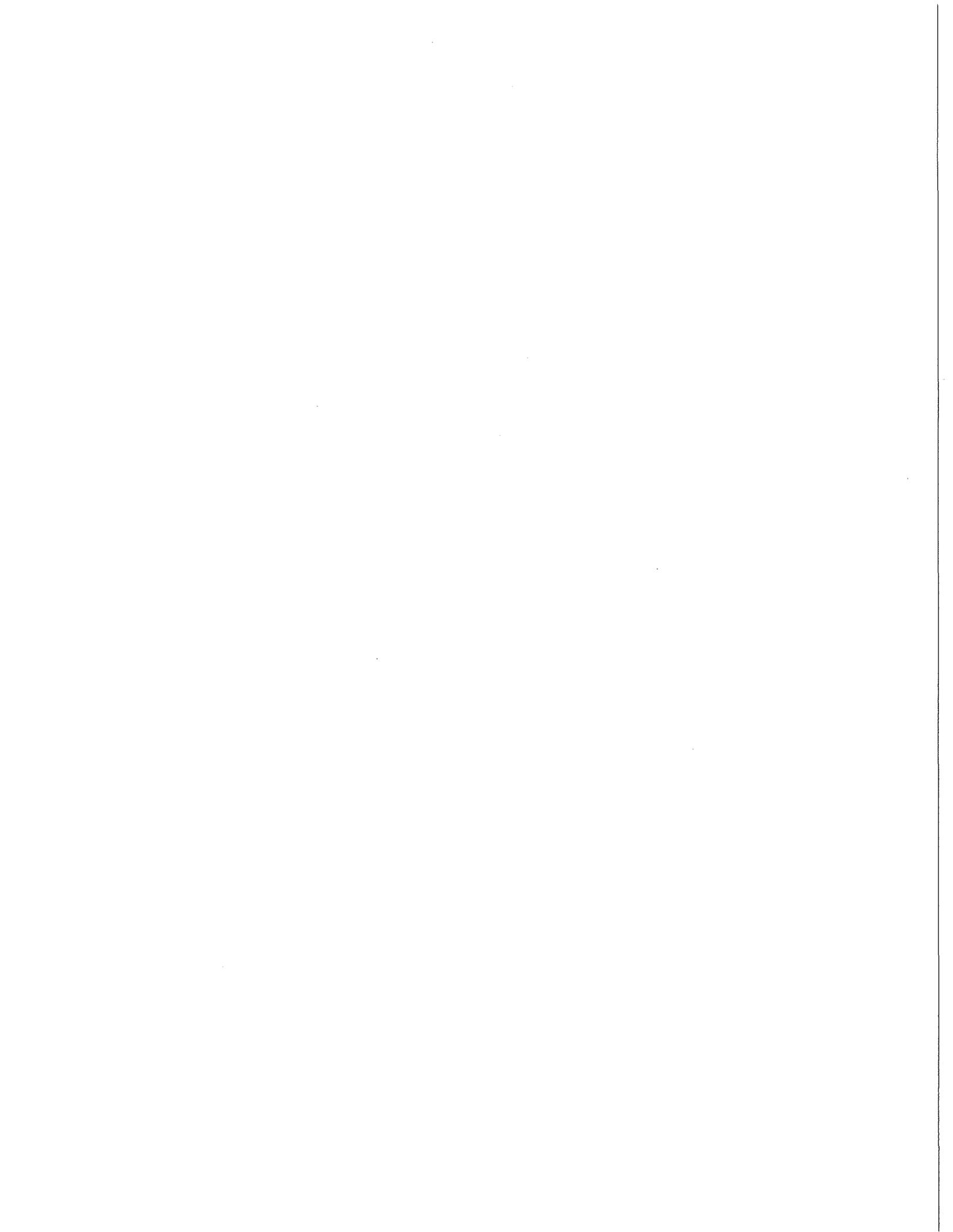
Professor	Planning	CREP 501, 534, 538
*Archana Sharma Assistant Professor	•B.A., Ph.D. in Landscape Architecture	CSUC 503, 525 CREP 506 ENST 738 LAAR 562, 572
*Hyeon-Shic Shin Assistant Professor	• B.A., M.A., Ph.D. in Urban Planning	CSUC 503 CREP 501, 506
*Paul Voos Associate Professor	• B.UPD., B.S., Master of Landscape Architecture • Registered Landscape Architect	CSUC 501, CSUC 502, 504, 505 CREP 506
Isaac Williams Full-time Lecturer	• B.S., Master of Architecture	ENST 739

*Faculty who have completed Quality Matters Training

The proposed program is designed to connect students to industry leaders and provide professional insight into sustainable urban communities. Part-time adjunct faculty members are envisioned to represent a broad range of professions from city planning and architecture to public health and agriculture. Instructors within the program must meet the following standards:

- o Education / Experience
  - Terminal degree in the content area being taught
  - **and/or**
  - a Bachelor's degree and minimum 10 years, progressively responsible experience in professional environment / industry in the content area being taught
- o Licensure / Research / Active Practice
  - Professional licensure / certification / registration in the content area being taught
  - **and/or**
  - active research and/or professional work directly related to the content area being taught

# L.   Adequacy of Provisions for Evaluation of Program

(as outlined in COMAR 13B.02.03.15)

iv.   Adequacy of provisions for evaluation of program consistent with Regulation .15. (COMAR 13B.02.03.15)

Area of deficiency: The proposal did not address this area. COMAR 13B.02.03.06

Discuss procedures for evaluating courses, faculty and student learning outcomes.

- The Quality Matters Rubric will be used in the development and assessment of all program courses. Courses will be subject to a Quality Matters Review by certified reviewers before they are delivered. Course and teaching evaluations/surveys are prepared by students at the completion of each course. This information will be synthesized and evaluated at the University level, by the Dean of the School of Architecture + Planning, and the Program Director. The Program Director (a certified QM Reviewer) will also maintain continuous oversight of courses as they are developed and delivered.
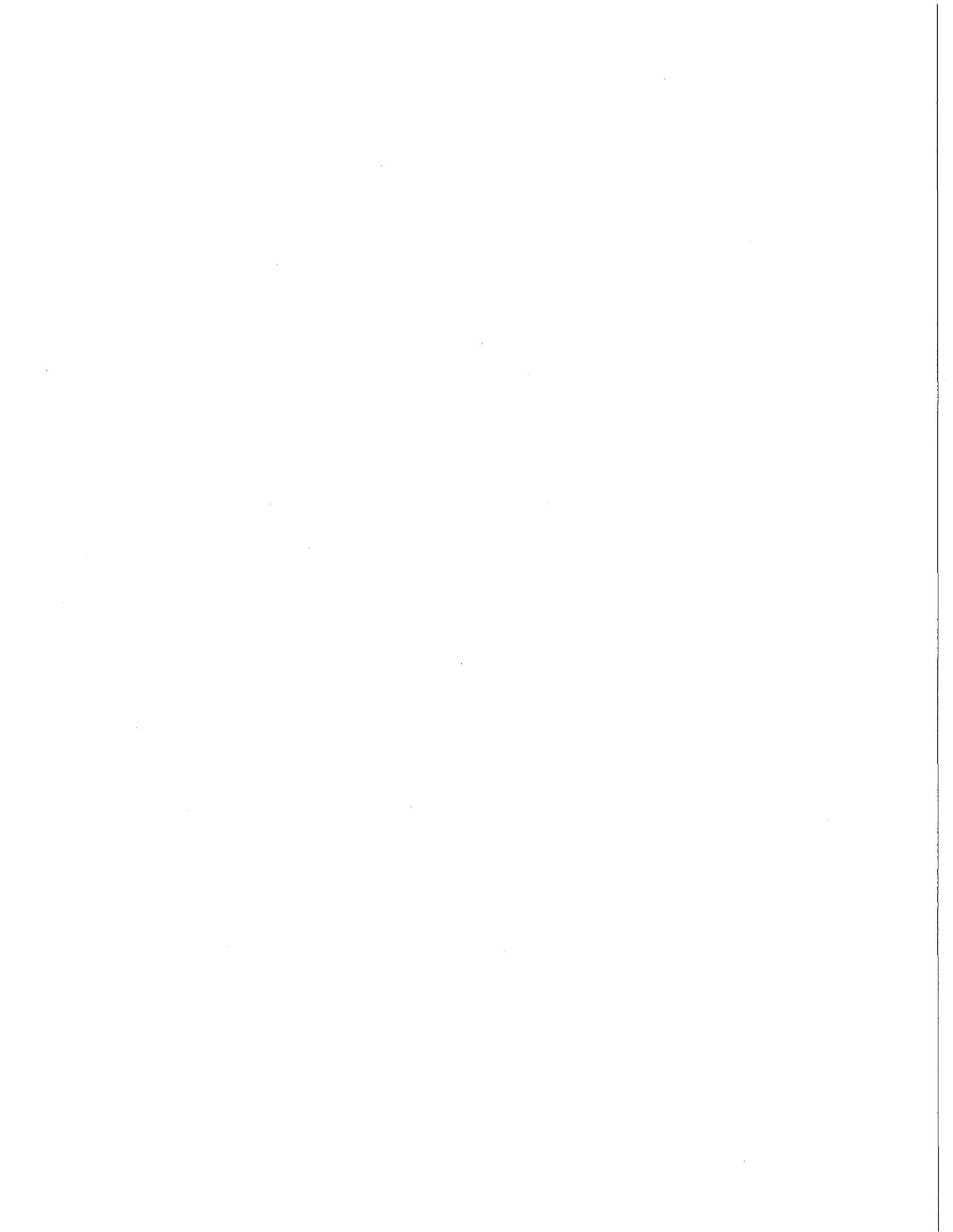
- University faculty evaluation procedures will be used to assess faculty and teaching effectiveness. Supervisory overview by the Program Director will include faculty reviews and evaluations that include faculty satisfaction and teaching effectiveness.
- Student performance and attainment of learning outcomes will be evaluated through course assessments and a final Capstone Project reviewed by the Program Director and faculty. The Quality Matters Rubric Standard 3 requires that "assessments are integral to the learning process and are designed to evaluate learner progress in achieving learning objectives or mastering the competencies". Progress and grades for assignments will be tracked via the Blackboard Grading System. Final grades will be posted in the University's Student Management System (WEBSIS).

M. Consistency with the State's Minority Student Achievement Goals

(as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).
v.   Consistency with the Commission's minority student achievement goals.

Area of deficiency: The proposal did not address issues of access and success of minority students consistent with the State Plan for Post-secondary Education as well as any university diversity goals, if applicable. COMAR 13B.02.03.06

Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

As the only HBCU nationally with programs in architecture, city planning, and landscape architecture, Morgan State University is truly vested in its mission of diversity and the development of the proposed program as a means to provide opportunity and access.

The University's strategic plan addresses minority student achievement and the role of curricular programs in achieving such. Excerpted from Morgan State University's Strategic Plan.

Goal 1: Enhancing Student Success
Morgan will create an educational environment that enhances student success by: hiring and retaining well-qualified, experienced, and dedicated faculty and staff, offering challenging, internationally relevant academic curricula, and welcoming and supporting a diverse and inclusive campus community.

Strategic Initiatives -- Morgan will enhance student success and preparation by implementing the following strategic initiatives:

1. Improving retention and degree completion among students with particular emphasis on undergraduate retention and graduation rates by enhancing programs and practices at Morgan that are successful retention strategies and by identifying and implementing statewide and national "best practices" shown to improve retention and graduation among graduate and undergraduate students.
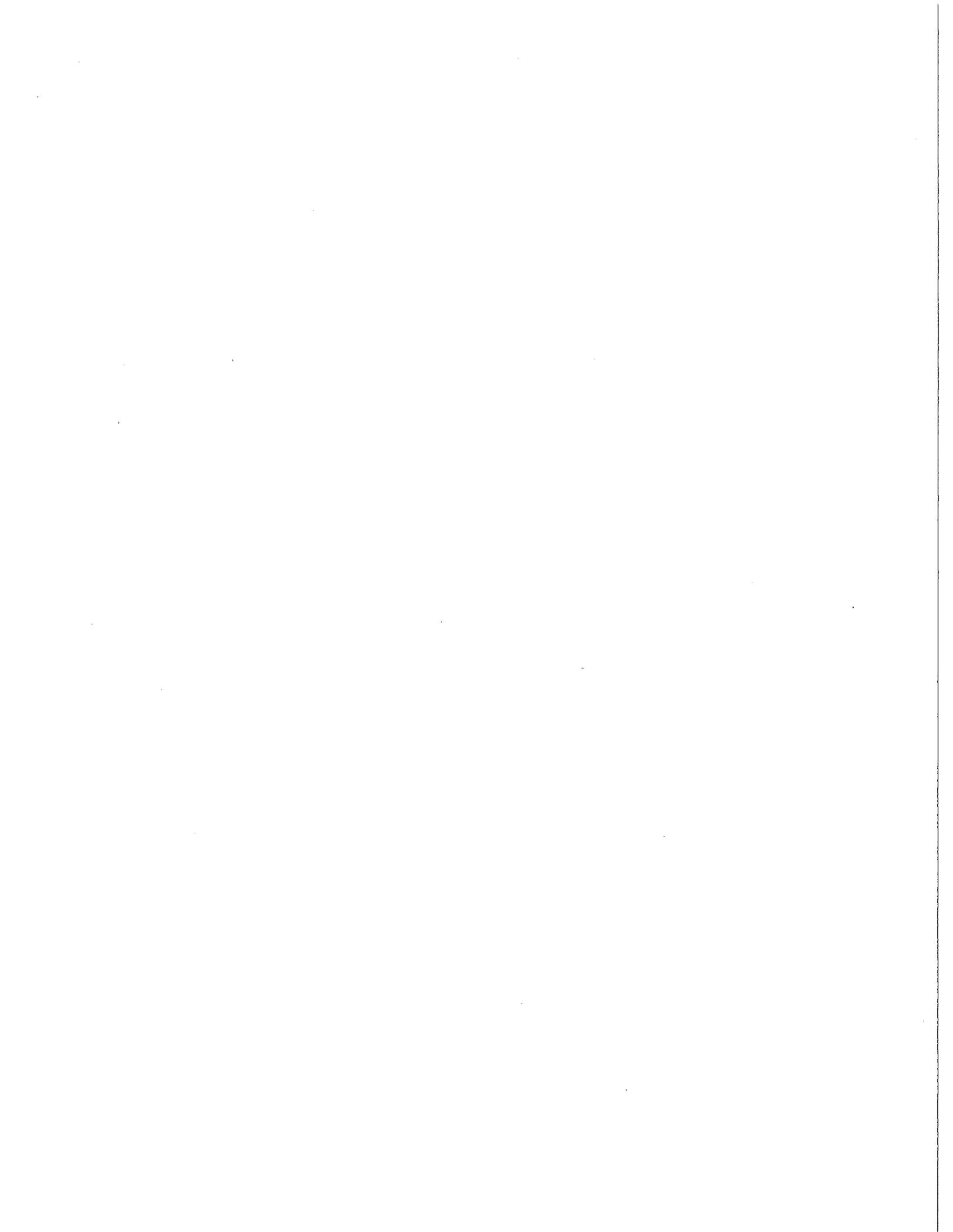
2. increasing Morgan's student enrollment by expanding the number of collaborative relationships with regional community colleges and higher education centers, developing unique high demand online degree programs that are attractive to graduate and undergraduate students, and leading the State of Maryland in graduating graduate and undergraduate students in high demand areas especially areas where they are underrepresented;

3. building a transformative educational environment enriched by diverse cultural and socio-economic perspectives set forth in the thirty-three goals found in the "Strategic Plan for Enhancing Cultural Diversity at Morgan State University", which is incorporated by reference into this strategic plan to ensure a supportive educational atmosphere that promotes student success and places high value on their intellectual, personal, and professional development;

4. fulfilling Morgan's commitment to recruiting, retaining, and supporting excellent faculty who value diversity as set forth in the "Strategic Plan for Enhancing Cultural Diversity at Morgan State University, who excel in scholarly activities, who are committed to the academic success of at-risk as well as high achieving students admitted to undergraduate degree programs, and who are prepared to mentor students admitted to the University's master's, doctoral, and professional degree programs;

5. enhancing students' educational experiences by expanding the curriculum to include more internships, international and study abroad programs, and more interdisciplinary courses and degree programs, and by enhancing library resources and student services to maximize support for teaching, learning, and research;

Ms. Tanyka M. Barber, Esq., is the Director of the Office of Diversity and Equal Employment Opportunity and the University's Title IX Coordinator. The office is charged with the day-to-day implementation of the nondiscrimination policies of Morgan State University. The major responsibilities of the Office of Diversity and Equal Employment Opportunity are to educate the institution community about affirmative action and equal employment opportunity laws, and to ensure compliance with statutory and regulatory requirements. The School of Architecture and Planning and the proposed program utilize this office when necessary to ensure compliance to all applicable statutes.

Equal opportunity practices are followed and promoted within the Program, School, and University. Women and minorities are encouraged to apply for open faculty and staff positions.
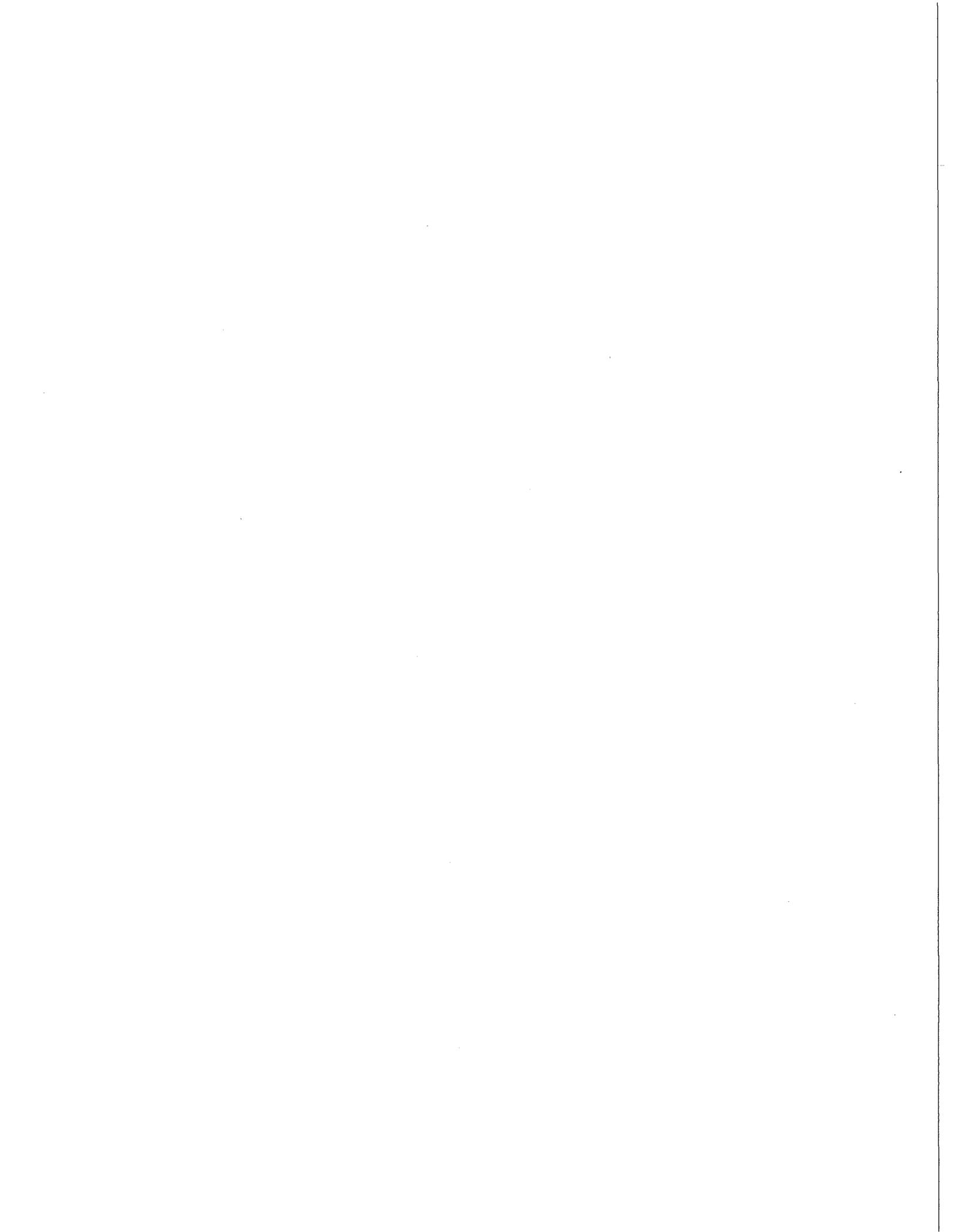
E. Reasonableness of program duplication

There is no online certificate program of this type in Maryland or the mid-Atlantic region.

F. Relevance to HBCU

Morgan State University is a Historically Black Institution and provides a pool of diverse students who will complete the proposed program and add diversity to the sustainability professions.

G. Evidence of Principles of Good Practice

The proposed Online Certificate Program for Sustainable Urban Communities adheres to the Principles of Good Practice in various ways. The goals of the program are consistent with Morgan State University's goals. Faculty are well qualified professionals with knowledge and practical experience and have completed Quality Matters training. The curriculum is designed to be as rigorous as courses that use traditional teaching formats. Furthermore, Morgan State University is prepared with resources to support online programs. MSU has the required library and student support services to ensure an environment for effective learning.

H. Adequacy of Faculty Resources

Currently, the University has the following faculty trained and prepared to offer online courses for the Proposed Program:

John Leonard, Lecturer and online director, registered landscape architect
Paul Voos, Associate Professor, registered landscape architect
Archana Sharma, Ph.D., Assistant Professor
Tonya Sanders, Ph.D., Assistant Professor
Hyeon-Shic Shin, Ph.D., Assistant Professor
Jeremy Kargon, Associate Professor, registered architect
Ruth Connell, Associate Professor, registered architect
Jason Charalambides, Assistant Professor, registered architect and civil engineer

I. Library Resources

Over 100 on-line databases are available through Morgan's library Web site: http://library.morgan.edu/electron/db/da.htm. Other electronic resources include e-books and e-journals, all of which are accessible via computer from any campus network connection and from off-campus to any registered library patron. Research Port is a search engine used to find electronic databases and journals when doing research both on-campus and off-campus http://researchport.umd.edu/databases

The Earl S. Richardson Library is the main academic information resource center on the campus. The new building, which covers approximately 222,517 square feet, opened in 2008. It houses approximately 400,000 volumes and has access to 1,900 periodical titles. The Library subscribes

to over 100 online databases. Reading and study spaces provide wired and wireless access to databases for research.

J. Physical Facilities, Infrastructure, and instructional equipment

Morgan State University has adequate facilities. The School of Architecture and Planning is housed in a new LEED Gold certified building. The facility includes individual faculty offices, computer labs, and administrative offices that will support the proposed online program. Currently, the University is upgrading its information technology infrastructure to ensure effective and efficient delivery of online academic programming.

As the President of Morgan State University, I affirm that the physical facilities, infrastructure and instructional equipment are more than adequate to offer the Online Post-Baccalaureate Certificate (PBC) in Sustainable Urban Communities as proposed by the School of Architecture and Planning. The university has a strong platform of resources (e.g. content management system, faculty, student support systems, etc.) to support the continuous delivery of the online PBC. Overall, the university is in the positioned to deliver the Online Post-Baccalaureate Certificate (PBC) in Sustainable Urban Communities with the highest level of infrastructure, physical facilities, and instructional equipment support.

K. Adequate Financial Resources

Table 1 Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	350,000	350,000	350,000	350,000	350,000
2. Tuition/Fee Revenue (c+g)	137,780	197,040	315,560	434,080	552,600
a. Number of F/T Students	10	15	25	35	45
b. Annual Tuition/Fee Rate	8,000	8,000	8,000	8,000	8,000
c. Total F/T Revenue (a x b)	80,000	120,000	200,000	280,000	360,000
d. Number of P/T Students	15	20	30	40	50
e. Credit Hour Rate	642	642	642	642	642
f. Annual Credit Hour	6	6	6	6	6
g. Total P/T Revenue (d x e x f)	57,780	77,040	115,560	154,080	192,600
3. Grants, Contracts & Other External Sources	5,000	10,000	10,000	10,000	10,000
4. Other Sources	221,000	325,000	520,000	715,000	910,000
TOTAL (Add 1 – 4)	$713,780	$882,040	$1,195,560	$1,509,080	$1,822,600

Resources:

1.   Reallocated Funds: The first year we will reallocate (1) faculty who will be an in-class instructor and (2) faculty who will be advisors with some teaching responsibilities. The university will ensure that our online program will not impact the delivery of the face-to-face program as we reallocate resources for instruction. Faculty will be cross-teaching in the same content areas.

2.   Tuition and Fee revenue: We anticipate that the program will start with 10 students during the first year, an additional 5 students on the second year, and 10 new students every year starting in the third year. The part-time students will primarily be professionals who need continuing education credits to maintain their licensure. We anticipate attracting 15 part-time students during the first year, an additional 5 students on the second year, and 10 additional students every year starting on the third year. The tuition fee for full-time students is $8000, and part-time students pay $642 per credit hour. Part-time students will enroll at 6 credits per year. Ten full-time students will generate $80,000, and 15 part-time students will generate $57,780, bringing a total of $137,780 in tuition revenues for the first year.

3.   Grants and Contracts: We hope to use Title 3 SAFRA funds to support this program.

4.   Other Sources: The average state support amount of $13,000 per student was used for the calculations.

Table 2 Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	73,650	73,650	147,300	220,950	294,600
a. # FTE	1	1	2	3	4
b. Total Salary	55,500	55,500	111,000	166,500	222,000
c. Total Benefits	18,150	18,150	36,300	54,450	72,600
2. Admin. Staff (b + c below)	112,000	112,000	112,000	112,000	112,000
a. # FTE	1	1	1	1	1
b. Total Salary	80,000	80,000	80,000	80,000	80,000
c. Total Benefits	32,000	32,000	32,000	32,000	32,000
3. Support Staff (b + c below)	0	49,000	49,000	49,000	49,000
a. # FTE	0	1	1	1	1
b. Total Salary	0	35,000	35,000	35,000	35,000
c. Total Benefits	0	14,000	14,000	14,000	14,000
4. Equipment	3,500	1,200	0	3,500	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	$189,150	$235,850	$308,300	$385,450	$455,600

Expenses

1. Faculty: In order to offer the curriculum, we need 1.0 FTE adjunct faculty during the first year. For online courses, the student faculty ratio is 18:1. In Year 3, we anticipate an enrollment of 40 full-time and part-time students, which requires 2 FTE adjunct faculty. The curriculum is designed with a combination of one credit and three credit courses to be taught every semester. A 9% rate was used to calculate employee benefits for these adjunct faculty.

2. Administrative Staff: We will require a full-time Online Director who will administer the program and teach 12 credits a year. There is a recommended salary of $80,000 for this 12-month position. A PIN is necessary to hire an exceptional director. The employee benefit calculation was based on 40% of the Director's salary.

3. Support Staff: A full-time administrative assistant is needed to support the program. This is important because SA+P anticipates offering new online academic programs in the next five years. An administrative assistant will be paid $35,000 a year, plus 40% for employee benefits.

4. Equipment: The online director will need a quality computer to teach the online courses and manage the program. This computer will have to be replaced on Year 4. The administrative assistant will need a computer as well but with lesser features. Furthermore, we would need to upgrade the camera in our CBEIS distance education classroom on Year 1 and 4.

5. Library: The program will rely on the current resources at the MSU library.

6. New or Renovated Space: No expense

7. Other Expenses: None

M. Consistency with State's minority achievement goals

The proposed online program will directly impact the State's goals because Morgan State University is a HBCU.

N. Relationship to low productivity programs

Not applicable