

April 1, 2022

Dr. James D. Fielder, Jr.  
Maryland Higher Education Commission  
Secretary of Higher Education  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder:

The attached proposal requests approval for a substantial change to enhance the BS degree in Urban and Regional Planning Program at Salisbury University (SU). The program is housed in Henson School of Science and Technology and contain two tracks (Land Use Planning and Environmental Planning) both of which are in demand in the State of Maryland and nationwide.

The proposed BS-URPL curriculum changes seek to make the program interdisciplinary and integrate existing social and physical sciences courses into this professionally based discipline. The current curriculum has a high number of geography courses restricting the total number of required URPL and other disciplinary courses which can be included in the Planning program. Therefore, the proposed interdisciplinary curricula will better prepare students to compete for planning jobs, and to help the program satisfy the accreditation requirements set by the Planning Accreditation Board (PAB).

Sincerely,



Karen L. Olmstead, Ph.D.  
Provost and Senior Vice President  
for Academic Affairs

Enclosure  
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ecc: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM



**Cover Sheet for In-State Institutions  
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	
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*Each action below requires a separate proposal and cover sheet.*

- |                             |   |
|-----------------------------|---|
| New Academic Program        | Substantial Change to a Degree Program            |
| New Area of Concentration   | Substantial Change to an Area of Concentration    |
| New Degree Level Approval   | Substantial Change to a Certificate Program       |
| New Stand-Alone Certificate | Cooperative Degree Program                        |
| Off Campus Program          | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education ( <i>fully online</i> )	
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			Fall	Spring	Summer      Year:
Provide Link to Most Recent Academic Catalog			URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type	
	Sigr	
	Date	
Date of Approval/Endorsement by Governing Board:		

### **A. Program Description and Centrality to the University's Mission and Planning Priorities:**

The Urban and Regional Planning (URPL) Program at Salisbury University (SU) was launched in Fall 2017. It is housed in Henson School of Science and Technology and offers a B.S. degree (BS-URPL) that has two tracks: Land Use Planning (focuses on applied planning tools and innovative approaches to use the land efficiently, manage future growth and create livable communities) and Environmental Planning (integrates conservation and resource management with physical processes in the environment to promote sustainable development). The high number of geography courses in the current curricula restricts the total number of required URPL and other disciplinary courses which can be included in the BS-URPL program.

We seek approval of changes to the BS-URPL curricula to make the program more interdisciplinary and to integrate existing social and physical sciences courses into this professionally based discipline. The proposed changes are essential to better prepare students to compete for planning jobs and to help the program meet the accreditation requirements set by the Planning Accreditation Board (PAB). The proposed program changes meet the Maryland Higher Education Commission (MHEC)'s criteria for Substantial Changes to a Degree Program but do not result in additional costs to the University because existing courses and faculty will be leveraged to meet program requirements.

The proposed changes in the BS-URPL degree program support SU's mission to "empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world" and to "actively contribute to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation." The proposed changes provide students with the interdisciplinary background and analytical and empirical planning skills needed by professional planners in the public and private sectors. Students will be able to pursue "a broad array of ideas and perspectives" promoted by the University's mission, which will help them achieve excellence, envision their future as professional planners, grow intellectually, and pursue a professional planning position or graduate education.

### **B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

The proposed changes to our BS-URPL meet the State goals for postsecondary education in Maryland, especially those related to student success and innovation in higher education. The interdisciplinary approach of the BS-URPL "better prepares Maryland students for the jobs of the 21st century while enhancing the State's economic competitiveness by creating a workforce with 21st-century skills" which the Maryland State Plan for Postsecondary Education (2017-2021) emphasizes (p. 21).

The proposed URPL curriculum changes are consistent with the Maryland State Plan for Postsecondary Education, as they will help achieve:

- 1) the Principles of Public Higher Education in Maryland to ensure high quality in all aspects of public higher education (teaching, research, and public service); and provide a diversity of quality educational opportunities.
- 2) the State goals of facilitating lifelong learning and preparing students for careers as professional planners who can address State and regional economic and societal development needs, create sustainable communities, and adhere to ethical principles and practices in personal and professional interactions.
- 3) the advancement of students' knowledge and expansion of educational opportunities and choices for all students including minority and educationally disadvantaged students. The proposed changes include courses taught in regular lectures and hybrid forms during a variety of times, including evening courses.
- 4) the State Plan goal to "maximize statewide transfer" as many of the lower-division courses of the program are transferable from community colleges throughout the State. Thus, the proposed curriculum changes will allow transfer students to complete their BS-URPL degree within two years.
- 5) the State goals and strategies "expanding and promoting internships." The proposed changes to the BS-URPL will help students gain valuable knowledge enabling them to join Planning internships giving them valuable professional experiences, improving their chances to get a planning job after their graduation from SU.

In summary, the proposed BS-URPL curriculum changes meet the regional and statewide needs identified in the State plan. They provide students with in-depth understanding of urban settings and resources, and applications of planning tools to resolve planning problems. They will enable them to develop professional skills and knowledge enabling them to address current economic, health, and environmental challenges in Maryland and the Eastern Shore.

### **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

The proposed changes to the BS-URPL meet the market demands for planning jobs that have increased in the State of Maryland and nationwide. The U.S. Bureau of Labor Statistics predicts that the total employment in Urban Planning will increase by 7% between 2020 and 2030.<sup>1</sup> Recent Occupational Projections (2018- 2028) by the Maryland Department of Labor indicate that Urban & Regional Planner positions will increase by about 15%, and 1028 Planning jobs would be open (741 transfers, 156 exits and 131 new positions), i.e., about 114% of total jobs available in 2018.<sup>2</sup> This projection points to increased demand for more Urban Planning graduates who understand technical planning processes as well as political, economic, social and cultural systems of Maryland in order to fully satisfy the State's labor needs.

Planners with a Bachelor's degree are qualified for Planner I or Assistant Planner positions. With the proposed interdisciplinary curricula and proper experience they can be accepted for Planner II and III levels. Also, many planners with undergraduate degrees pursue a master's degree in planning. The results of the "Planners Salary Survey" conducted by the American Planning Association in March 2018 show that 72% of Planning graduates worked with public entities, 21% joined private consulting firms, and 7% were affiliated with other types of employers.<sup>3</sup>

As of 2022, about 17% of the accredited programs by the Planning Accreditation Board (PAB) are at the undergraduate levels. Thus, undergraduate planning has been an important component of planning education in the United States (currently, PAB accredits 78 master's and 16 bachelor's programs at 80 North American universities,<sup>4</sup> but several undergraduate and graduate programs are not accredited).

Because of market needs, most URPL students graduating from SU work in local planning agencies or consulting firms and over one quarter went to graduate schools immediately after graduation. The proposed changes respond to both State and national needs and will help supply graduate programs with qualified professional planners.

**D. Reasonableness of Program Duplication:** The BS-URPL Program launched in 2017 is the only undergraduate program offering a B.S. degree in Urban & Regional Planning in the State of Maryland. Other Planning Programs in the state are offered at the graduate levels.

As mentioned previously, the proposed BS-URPL curriculum changes will help supply Maryland employers and graduate programs with qualified professionals who have a solid background in planning theory and applications. Graduates will have in-depth understanding of both theory and applications as well as emphasize modern cognitive skills in computer and mapping technologies that many employers seek in the planning profession.

**E. Relevance to High-Demand Programs at Historically Black Institutions (HBIs):** The proposed changes will not affect the implementation or maintenance of high-demand programs at HBI's. The BS-URPL program offers an opportunity for Black students to pursue a degree in Urban & Regional Planning that is not offered by HBIs.

**F. Relevance to the Identity of Historically Black Institutions (HBIs):** HBIs in Maryland do not offer an undergraduate degree in Urban and Regional Planning, but Morgan State University (MSU) has a Master's degree in City and Regional Planning. The proposed changes in the URPL program will improve student learning experiences and supply MSU's graduate program with well-educated professionals.

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<sup>1</sup> U.S. Bureau of Labor Statistics, Employment Projections program. Retrieved from: <http://www.bls.gov/ooh/life-physical-and-social-science/urban-and-regional-planners.htm#tab-6> Date of access: February 8, 2022.

<sup>2</sup> Maryland Department of Labor, Licensing, & Regulation. Retrieved from: <https://www.dlir.state.md.us/lmi/iandoproj/maryland.shtml> Date of access: February 6, 2022.

<sup>3</sup> The American Planning Association, "Summary of 2018 Planners Salary Survey Results." Retrieved from: <https://www.planning.org/salary/summary/> Date of access: February 6, 2022.

<sup>4</sup> The Planning Accreditation Board, Accredited Programs. Retrieved from: <https://www.planningaccreditationboard.org>. Date of access: February 8, 2022.

### **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes**

Since it started in 2017, the BS-URPL Program has been directed by a full Professor who has a Ph.D. in Urban & Regional Planning and over 20 years of teaching experience at American and Canadian universities. The courses are taught by qualified professors who have strong expertise in Planning and related disciplines (see Appendix #3 for details).

The proposed curriculum changes (see Appendix #1) follow a student-centered learning approach and focus on principles, models and techniques that most professional planners use to perform their jobs effectively and serve their communities. These changes are intended to: 1) help students learn how historical and contemporary planning practices and processes have shaped human settlements; 2) give students knowledge from a variety of disciplinary perspectives to enable them to make effective plans and programs creating sustainable communities, accommodating future growth, protecting natural resources, and revitalizing urban areas; 3) prepare professionals with a strong foundation in theories, methods, techniques, and ethics of planning that is needed to conduct independent research, manage planning issues and problems, and make effective decisions; 4) help students develop in-depth understanding and expertise in a specialized planning area (Land Use Planning or Environmental Planning); 5) enable students to gain proficiency in information technology appropriate to the planning discipline; and 6) support students' understanding of diverse cultures in a broad context of global awareness.

Assessments of student achievement of the learning outcomes will take different forms. Students' academic work will be evaluated through course exams, quizzes, research projects, fieldwork, and exercises among others. Also, students are asked to complete an Exit Questionnaire at the end of their last semester to evaluate the achievement of the URPL program objectives and learning outcomes. Additionally, the BS-URPL Program, like other academic programs at SU, will be reviewed every seven years to assess the program success to achieve its objectives and learning outcomes.

Currently, the number of geography courses in the current curricula restricts the number of required URPL and other disciplinary courses that can be included in the Planning program. The proposed changes make the program more interdisciplinary and enhance the curriculum by integrating existing social and physical sciences courses into this professionally based discipline. The recommended changes allow students to develop a solid background in planning and related disciplines such as communication, economics, environmental studies, political science, public administration, conflict analysis and dispute resolution, and mathematics among others. The proposed changes to the interdisciplinary curriculum provides students with in-depth understanding of complex urban and regional issues and prepare them to be professional planners who have strong communication and analytical skills. Further, graduates will be able to address issues related to social conflicts, public administration, justice, equity, and inclusion.

Students will continue to be able to choose one of two tracks (Land Use Planning or Environmental Planning) both of which are in demand in the State of Maryland and nationwide. Also, students are encouraged to minor in an area related to Urban Planning (e.g., GIS, Political Science, Conflict Analysis and Dispute Resolution). Thus, the proposed changes will prepare students to compete for professional planning jobs and to pursue graduate education.

Courses were added or dropped to remove redundancy, make the BS-URPL Program more interdisciplinary, help students learn from different disciplines, and most importantly to meet the accreditation requirements set by the Planning Accreditation Board (PAB). The proposed curriculum changes require 61-62 credit hours in the URPL major with additional general education and elective courses. Below is a list of proposed courses required for the BS-URPL degree. Appendix #1 illustrates the proposed curriculum changes. Course descriptions are provided in Appendix #2.

#### **Core Requirements (12-13 Courses)**

CADR 321 Research Methods-----4 credit hours  
COMM 205 Interpersonal Communication-----4 credit hours  
ECON 150 Principles of Economics 3 OR ECON 211 Principles of Microeconomics----- 3 credit hours  
GEOG 100 Introduction to Human Geography, OR GEOG 101 World Geography:

Europe and Asia, OR GEOG 102 World Geography: Africa and the Americas-----3 credit hours  
 GEOG 219 Map Interpretation and Analysis-----4 credit hours  
 GEOG 319 Geographic Information Science-----4 credit hours

MATH 216 Statistical Thinking (4 credits),  
 OR BOTH  
 MATH 155 Modern Statistics with Computer Analysis (3 credits), AND  
 MATH 214 Statistics Laboratory (1 credit) } 4 credit hours

POSC 202 State and Local Government in the United States----- 4 credit hours  
 URPL 308 Principles of Planning----- 4 credit hours  
 URPL 326 Planning Law----- 3 credit hours  
 URPL 402 Environmental Planning----- 3 credit hours  
 URPL 408 Seminar in Urban Theory-----3 credit hours

Students will choose and complete one of the following tracks: Land Use Planning or Environmental Planning.

**Land Use Planning Track Requirements (5 Courses):**

A. Complete the Following (4 Courses):  
 CADR 300 Theories of Conflict and Conflict Resolution-----4 credit hours  
 POSC 440 Public Administration-----4 credit hours  
 URPL 328 Applied Planning-----3 credit hours  
 URPL 416 Smart Growth-----3 credit hours

B. Complete at Least 1 from the Following:  
 ENVR 320 Environmental Justice-----4 credit hours  
 POSC 360 Environmental Policy-----4 credit hours  
 SOCI 390 Sociology of the Environment-----4 credit hours

**Environmental Planning Track Requirements (5 Courses):**

A. Complete the Following (3 Courses):  
 CADR 403 Resolving Environmental Conflict-----4 credit hours  
 ENVR 320 Environmental Justice-----4 credit hours  
 URPL 416 Smart Growth-----3 credit hours

B. Complete at Least 2 from the Following:  
 POSC 360 Environmental Policy, OR POSC 440 Public Administration----- 4 credit hours  
 SOCI 390 Sociology of the Environment-----4 credit hours  
 URPL 328 Applied Planning-----3 credit hours

Recommended Minor Areas: Select one area: CADR, ECON, ENVR, GEOG, GIS, POSC, or SOCI.

General Education Requirements & Electives: The proposed changes require students to complete 58-59 credit hours of Electives and General Education courses. 14-26 out of the credit hours required for the General Education will be met through the core and track courses including COMM 205, ECON 150 (or ECON 211), GEOG 100 (or GEOG 101, or GEOG 102), MATH 155 & MATH 214, POSC 202, POSC 360, and SOCI 390.

Specialized Accreditation or Graduate Certification Requirements: The proposed changes do not have special requirements for accreditation or certification.

Contracting with another institution or non-collegiate organization: The proposed changes do not include contracts with other institutions or organizations.

Providing Students with Clear, Complete, and Timely Information: After the MHEC approves the proposed changes, students will get updated information through:

- 1) The URPL homepage (<https://www.salisbury.edu/academic-offices/science-and-technology/urban-and-regional-planning/bs-degree.aspx>) that provides students with information about the URPL curricula, courses, degree requirements, faculty/student interactions, technology competence, and skills developed.
- 2) The university catalog ([http://catalog.salisbury.edu/preview\\_program.php?catoid=8&poid=3238&returnto=221](http://catalog.salisbury.edu/preview_program.php?catoid=8&poid=3238&returnto=221) and [http://catalog.salisbury.edu/preview\\_program.php?catoid=8&poid=3237&returnto=221](http://catalog.salisbury.edu/preview_program.php?catoid=8&poid=3237&returnto=221)) that presents information about the curricula and track checklists. Also, the university webpage (<https://www.salisbury.edu>) posts information about technical equipment requirements, learning management system, academic support services and financial aid resources, and costs and payment policies.

Also, the BS-URPL Program Director will ensure that current, admitted, and prospective students will get clear, complete, and timely information on the URPL curricula, course and degree requirements through:

- 1) sharing updated curriculum materials with the University Advising Center, Registrar Office, and Admissions,
- 2) holding public meetings and advising sessions with current students, and
- 3) posting updated materials online and on the Planning Bulletin Boards located on different floors of Henson School.

Advertising, Recruiting, and Admissions Materials: Upon MHEC approval of the proposed changes, the BS-URPL Program Director will update all published materials used to advertise the BS-URPL Program, recruit students, and advise admitted students. She will share the updated curricula with the University Advising Center, Registrar Office, and Admissions. Also, she will send updated materials to community colleges and high schools to advertise the program in Maryland and surrounding states. Also, she will work with SU's web designers to update: the URPL homepage available at <https://www.salisbury.edu/academic-offices/science-and-technology/urban-and-regional-planning/bs-degree.aspx>; the BS-URPL Track Checklists at ([http://catalog.salisbury.edu/preview\\_program.php?catoid=8&poid=3238&returnto=221](http://catalog.salisbury.edu/preview_program.php?catoid=8&poid=3238&returnto=221)) and ([http://catalog.salisbury.edu/preview\\_program.php?catoid=8&poid=3237&returnto=221](http://catalog.salisbury.edu/preview_program.php?catoid=8&poid=3237&returnto=221))

**H. Adequacy of Articulation:** No specific articulation agreements have been made, but this program is well-suited to serve the needs of transfer students.

**I. Adequacy of Faculty Resources:** Current faculty resources at SU are adequate to support the proposed curriculum changes that include courses taught by SU's faculty. The courses will be taught by 18 faculty members (15 are tenure-track or tenured). Their expertise ensure that the pedagogy meets students' educational needs. All courses are designed for in-person instruction. Thus, the proposed changes will not create any additional costs that cannot be covered by the URPL Program's current budget. Appendix # 3 provides a list of the faculty members, including appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, and adjunct) and course(s) taught.

**J. Adequacy of Library Resources:** SU library has existing resources to completely support the proposed URPL curriculum changes. In relation to journal and newspaper articles, SU has a number of relevant titles through electronic access via our online database subscriptions, including (but not limited to): Academic Search Complete; Business Source Premier; EconLit; JSTOR; ProQuest Newspapers; Science Direct; and Web of Science. In regards to monographic titles, SU has a significant number of titles that support the proposed changes and is frequently adding in more. SU's ability to share resources within the USM system will also greatly support our students in the rare occasion that we might not have the exact title in-house that they would want or need, and these students would generally gain access to that title within the same week they requested it. Therefore, no new library resources are required to support the proposed URPL curriculum changes.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Resources:** Delivery of courses included in the proposed URPL curriculum changes will be in existing space as it will largely take place within courses that are already offered and which have capacity. Coursework requiring computer labs or other specialized instructional settings are readily available within Henson Science Hall and other buildings at SU. Thus, no new facilities, infrastructure and instructional equipment are required for the proposed changes.

**L. Adequacy of Financial Resources with Documentation:** Because the proposed changes leverage existing courses and faculty, no new financial resources are required. SU's existing faculty will be able to offer the courses as part of their regular teaching load. The curriculum changes will be administered by the URPL Program, Henson School of Science & Technology. Therefore, they will not require any additional administrative support or increased funding. The URPL Program will continue to offer the BS-URPL degree by using current course offerings at SU, and by replacing older courses with more modern and relevant offerings that serve the same educational objectives thereby taking fuller advantage of existing faculty expertise.

The proposed curriculum changes are expected to attract a new set of students who are interested in pursuing a career in Urban Planning, which will increase the program enrollment and recruit more students to the Henson School of Science & Technology and the University as well. Our best estimation suggests that the proposed URPL curriculum changes will attract 7-10 additional students in the first two years, then 15-20 additional students each year as the program matures and Covid health issues are resolved. Because financial and faculty resources are already in place, the net financial impact of adopting the proposed URPL curriculum changes is zero. However, the projected revenues and expenses related to the program changes are outlined below:

**Table 1: Resources**

Resources Categories	(Year 1-FY23)	(Year 2-FY24)	(Year 3-FY25)	(Year 4-FY26)	(Year 5-FY27)
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$56,530	\$63,742	\$91,323	\$134,160	\$136,843
a. #F.T. Students <sup>1</sup>	7	8	11	15	15
b. Annual Tuition/Fee Rate <sup>2</sup>	IS: \$5,179 OOS: \$10,399	IS: \$5,282 OOS: \$10,607	IS: \$5,388 OOS: \$10,820	IS: \$5,496 OOS: \$11,036	IS: \$5,606 OOS: \$11,257
c. Annual FT Revenue (a x b)	\$41,734	\$48,650	\$68,232	\$94,906	\$96,804
d. # Part Time Students <sup>3</sup>	2	2	3	5	5
e. Credit Hour Rate	\$411	\$419	\$428	\$436	\$445
f. Annual Credit Hours	18	18	18	18	18
g. Total Part Time Revenue (d x e x f)	\$14,796	\$15,092	\$23,091	\$39,254	\$40,039
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$56,530	\$63,742	\$91,323	\$134,160	\$136,843

<sup>1</sup> FT students are likely 85% in-state/15% out-of-state

<sup>2</sup> Program requirements equal 61 credits. Thus 50.8% of full-time revenue will be used to earn the BS-URPL. In AY2022, in-state tuition and fees rate is \$10,188, out-of-State is \$20,458; 2% per year increase in all tuition/fee rates is expected

<sup>3</sup> All part-time students are likely in-state residents

<sup>4</sup> Part-time students expected to take 9 program credits per semester or 18 per year

**Table 2: Expenditures**

Expenditure Categories	(Year 1-FY23)	(Year 2-FY24)	(Year 3-FY25)	(Year 4-FY26)	(Year 5-FY27)
1. Total Faculty Expenses (b + c below)	\$53,799	\$62,104	\$87,646	\$123,925	\$126,403
a. # FTE <sup>5</sup>	0.62	0.70	0.97	1.35	1.35



b. Total Salary <sup>6</sup>	\$40,450	\$46,695	\$65,899	\$93,177	\$95,040
c. Total Benefits (33% of salary)	\$13,349	\$15,409	\$21,747	\$30,748	\$31,363
2. Total Administrative Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Total Support Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$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)	\$53,799	\$62,104	\$87,646	\$123,925	\$126,403

<sup>5</sup> Assumes: 61 credit hours for FT students, 18 credit hours for PT students 24 credit hours per FTEF, avg class size of 31

<sup>6</sup> Assumes average salary of \$65,000, plus 2% increase each year

**M. Adequacy of Provisions for Evaluation of Program:** The proposed curriculum changes will not affect provisions for the program evaluation. The BS-URPL Program is housed in Henson School of Science & Technology that has demonstrated a distinguished level of performance in its academic programs that include but are not limited to the BS-URPL and several STEM programs. Within Henson School all faculty members are evaluated every year by their department and program chairs/directors and each academic program is fully evaluated by an external reviewer every seven years as part of the Academic Program Review process. The BS-URPL is a part of the evaluation processes; thus, the curricula, program, faculty, and other resources, and student learning and outcomes are routinely evaluated.

**N. Consistency with the State’s Minority Student Achievement Goals:** The proposed URPL changes are consistent with the State’s Minority Student Achievement Goals. Its interdisciplinary approach allows offering courses taught by a diverse group of faculty members who can understand the needs of minority students and help them achieve their educational and career goals. Also, the program values diversity in the classroom, including the diversity of cultures as discussed in different courses.

The proposed changes include courses taught in regular lectures and hybrid forms during a variety of times, including evening courses. Distance or exclusive online delivery of these courses is not anticipated at this time. Many of the lower-division courses of the program are transferable from community colleges throughout the state. Thus, the proposed changes help achieve the state plan goal to “maximize Statewide Transfer” as its curricula allow transferred students to complete their BS-URPL degree within two years.

**O. Relationship to Low Productivity Programs Identified by the Commission:** The proposed program is not directly related to an identified low productivity program.

**P. Adequacy of Distance Education Programs:** No distance learning is proposed at this time.

**Appendix # 1 B.S. in Urban and Regional Planning - Salisbury University  
Proposed Curriculum Changes**

Current/Replaced Course	# Credit hour	Added Course/Replacement	# Credit hour
<b>Core Requirements (<del>12</del> 13 Courses)</b>			
ECON 150- Principles of Economics OR ECON 211- Principles of Microeconomics	3		
GEOG 100-Introduction to Human Geography, OR GEOG 101- World Geography: Europe and Asia, OR GEOG 102- World Geography: Africa & Americas	3		
<del>GEOG 204 - Statistical Problem Solving in Geography 4</del>		MATH 216- Statistical Thinking OR BOTH MATH-155 Modern Statistics with Computer Analysis 3 AND MATH 214-Statistics Laboratory 1	4
<del>MATH 155 - Modern Statistics with Computer Analysis 3</del>			
GEOG 219 - Map Interpretation and Analysis	4		
GEOG 319 - Geographic Information Science	4		
<del>GEOG 414 - Research and Writing 3</del>		CADR 321-Research Methods	4
POSC 202 - State and Local Government in the US	4		
URPL 308 - Principles of Planning	4		
URPL 326 - Planning Law	3		
URPL 402 - Environmental Planning	3		
URPL 408 - Seminar in Urban Theory	3		

Students will choose and complete one of the following tracks: Land Use Planning or Environmental Planning.

**Land Use Planning Track Requirements (5 Courses):**

Complete the Following (3 4 Courses):

<del>GEOG 304 - Decision Making With GIS 4</del>	4
URPL 328 - Applied Planning	3
URPL 416 - Smart Growth	3

POSC 440 - Public Administration	4
CADR 300-Theories of Conflict & Resolution	4

Complete at Least 2 1 from the Following:

<del>GEOG 401 - Soil, Water and Environment 3</del>	3
<del>GEOG 325 - Conservation and Resource Management 3</del>	
POSC 360 - Environmental Policy	4

ENVR 320 - Environmental Justice	4
SOCI 390 - Sociology of the Environment	4

**Environmental Planning Track Requirements (5 Courses):**

Complete at Least 3 from the Following (3 Courses):

<del>GEOG 325 - Conservation and Resource Management 3</del>	3
<del>GEOG 401 - Soil, Water and Environment 3</del>	
<del>POSC 360 - Environmental Policy 4</del>	
URPL 416 - Smart Growth	3

CADR 403- Resolving Environmental Conflict	4
ENVR 320 Environmental Justice	4

Complete at Least 2 from the Following:

<del>GEOG 304 - Decision Making With GIS 4</del>	3
<del>GEOG 325 - Conservation and Resource Management 3</del>	
<del>GEOG 401 - Soil, Water and Environment 3</del>	
<del>URPL 416 - Smart Growth 3</del>	

SOCI 390 Sociology of the Environment	4
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URPL 328 - Applied Planning 3
POSC 360 - Environmental Policy 4

POSC 360 Environmental Policy OR POSC 440 Public Administration	4
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**Recommended Minor Areas: Select one area:**

CADR, ECON, ENVR, GEOG, GIS, ~~HIST~~, POSC, or SOCI

**Appendix # 2**  
**B.S. in Urban and Regional Planning - Salisbury University**  
**Course Descriptions**

**Core Courses**

- COMM 205 Interpersonal Communication** (4 Hours Credit): Study of the factors that motivate and determine communication or non-communication among individuals, of the psychological barriers and inducements to open communication and of the effects of these factors upon the people involved. Three hours per week with enhancement.
- CADR 321 Research Methods** (4 Hours Credit): Introduction to qualitative and quantitative social research methods. Emphasis on research design, question formulation, sampling techniques, hypothesis testing, data analysis, computer processing and practical research activity. Three one-hour lectures, one two-hour laboratory per week.
- ECON 150 Principles of Economics** (3 Hours Credit): A general introduction to economic ideas and analysis with emphasis on economic institutions and processes in the context of a market economy. Includes basic discussion of microeconomic and macroeconomic topics including economic decision making in the context of scarce resources, price theory, monetary and fiscal policy, etc. This course is intended for nonbusiness majors. Three hours per week.
- ECON 211 Principles of Microeconomics** (3 Hours Credit): Introduction to the ideas and tools economists use to understand human behavior constrained by scarce resources. Analytical tools introduced include supply and demand analysis, elasticities, and models of perfect and imperfect competition. These tools will be used to study topics such as consumer and producer decision-making, taxation, environmental quality and health care. Three hours per week.
- GEOG 100 Introduction to Human Geography** (3 Hours Credit): Introduction to the variable human character of the earth. Contemporary world problems such as population, growth, economic development, urbanization, resource utilization and human alteration of the natural environment are examined from a locational perspective. Three hours per week.
- GEOG 101 World Geography: Europe and Asia** (3 Hours Credit): A geographic study of the countries of Europe and Asia emphasizing their physical and cultural characteristics. Special attention to contemporary issues/problems. Three hours per week.
- GEOG 102 World Geography: Africa and The Americas** (3 Hours Credit): Geographic study of countries of Africa and the Americas emphasizing their physical and cultural characteristics. Special attention to contemporary issues/problems. Three hours per week.
- GEOG 219 Map Interpretation and Analysis** (4 Hours Credit): Introduction to mapping science principles and practice, focusing on the application of methods to produce hardcopy and digital maps. Topics include earth representation and map projections, field data collection utilizing ground survey, global positioning systems (GPS) and remote sensing, and map compilation and design within a geographic information system (GIS). Three hours lecture, two hours laboratory per week.
- GEOG 319 Geographic Information Science** (4 Hour(s) Credit): Study of automated information handling using geographically referenced data to support spatial analysis. Consideration of and experience in the collection, storage and display of computer manipulated data. Includes hands-on experience with a variety of commercial software GIS packages. Three hours lecture, two hours laboratory per week. Prerequisite: GEOG 219.
- MATH 216 Statistical Thinking** (4 Hours Credit): Descriptive and inferential analysis of data, emphasizing appropriate assumptions, computer use and interpretation. Parametric and non-parametric methods are compared

and contrasted. Includes a weekly laboratory. Four hours per week. Pre or Corequisites C or better or concurrent enrollment in MATH 160, MATH 198, MATH 201, or similar calculus experience. May Not Receive Credit for Both MATH 150, MATH 155, MATH 213 or MATH 216 (may only receive credit for one).

**MATH 155 Modern Statistics with Computer Analysis** (3 Hours Credit): Descriptive and inferential analysis of raw data, emphasizing appropriate assumptions, computer use and interpretation. Consideration of parametric and nonparametric methods and comparison of their powers. Intended for students in the social and natural sciences. Three hours per week. May Not Receive Credit for Both MATH 150, MATH 155, MATH 213 or MATH 216.

**MATH 214 Statistics Laboratory** (1 Hour Credit): Laboratory activities to reinforce topics covered in MATH 155 or equivalent. To further study and apply the concepts of descriptive and inferential statistics in a hands-on setting using technology. Two hours per week. Prerequisites C or better in MATH 155 or equivalent. May Not Receive Credit for Both MATH 214 and MATH 216.

**POSC 202 State and Local Government in the United States** (4 Hours Credit): Examination of state and local governments in terms of how political power is organized and policies adopted. Focuses on forms of governing that encourage citizen participation. Three hours per week with enhancement.

**URPL 308 Principles of Planning** (4 Hours Credit): Analysis of the theory and practice of planning at various spatial levels (local, regional, state and federal). Emphasis on planning processes, responsibilities of professional planners, and detailed examination of contemporary issues like control of sprawl and coastal zone management. Three hours per week with enhancement.

**URPL 326 Planning Law** (3 Hours Credit): Discussions of legal issues related to urban and regional planning that include legal concepts, tools, policies and considerations that practicing planners encounter and apply to facilitate desirable outcomes; the legal framework for federal, state and local planning regulations; and constitutional and other limitations on the power to regulate land uses. Three hours per week.

**URPL 402 Environmental Planning** (3 Hours Credit): Translation of responsible environmental policies and principles into practical land-use regulations and local and regional planning tools. Emphasis on the landscape and land-use dimensions of environmental planning. Three hours per week.

**URPL 408 Seminar in Urban Theory** (3 Hours Credit): An interdisciplinary course examining critical and descriptive theories to explain city development. Discussions of city evolutions, planning visions, and cultural, political, economic, and global factors shaping cities. May not receive credit for both URPL 408 and GEOG 408. Prerequisite: GEOG 100, or 101, or 102 or consent of instructor. Three hours per week.

### Track Courses

**CADR 300 Theories of Conflict and Conflict Resolution** (4 Hours Credit): Examines the root cause of social conflict from a variety of theoretical perspectives. Conflict analysis is examined using psychological, sociological, anthropological, political and internal national relations perspectives. Identifies various factors, variables and social dynamics that often signal the onset of social conflict. Three hours per week with enhancement.

**CADR 403 Resolving Environmental Conflict** (4 Hours Credit): Environmental conflict is the major problem facing most civilizations in the 21st century. This course provides a systems approach to the examination of the sources of environmental conflict as well as various ways to reach resolution. The core challenge is to balance basic human needs while effectively protecting, preserving or conserving vital parts of the physical and biological environment. This course presents a number of conflict intervention models and techniques. Three hours per week with enhancement.

**ENVR 320 Environmental Justice** (4 Hours Credit): Questions how human systems of distribution of resources, of space and of pollution intersect with environmental degradation, human health concerns and access to environmental amenities. Central to this framing of environmental studies is the question of equity - what is fair and just? How do environments replicate systems of human injustice or exploitation? Focus is historical and contemporary, analyzing current environmental justice concerns and considering their historical antecedents. Three hours per week with enhancement. Prerequisites Two courses in ENVR or junior standing.

**POSC 360 Environmental Policy** (4 Hours Credit): Overview of national and global environmental policies in the U.S. Examines individual policies including their content, their adoption, the regulatory process and their effect on environmental quality. Role of the political actors and the political process in environmental policy-making explored. Prerequisite: POSC 101 or 110. Three hours per week with enhancement.

**POSC 440 Public Administration** (4 Hours Credit): Study of the basic characteristics of modern American governmental bureaucracies, as well as the important issues public administrators face. Exploration of administrative and organizational theories. Three hours per week with enhancement. Prerequisites C or better in POSC 101, POSC 103, or POSC 110.

**SOCI 390 Sociology of the Environment** (4 Hours Credit): Examines the environment as a social product. Uses the sociological perspective to explain how environmental problems are structurally created. Focuses on mining and forestry to illustrate how environmental degradation, disease, death and disability are produced. Three hours per week with enhancement.

**URPL 328 Applied Planning** (3 Hours Credit): Application of planning principles and theories to real world land-use issues. Particular attention is paid to the subdivision plat review process, zoning ordinances, and the role of citizens and local government in planning. Several actual planning case studies are examined. Three hours per week.

**URPL 416 Smart Growth** (3 Hours Credit): Explanations of smart growth programs addressing urban challenges such as sprawl, lack of open space and central city decline. Introduction of early efforts to manage urban growth and growth management programs at the state and local levels. Three hours per week.

**Appendix # 3**  
**B.S. in Urban and Regional Planning - Salisbury University**

**Faculty Credentials & Courses Taught**

Dr. Amal K. Ali, Professor, and Director of the URPL Program. Ph.D. in Urban & Regional Planning from Florida State University. GEOG 100, URPL 308, URPL 402, and URPL 408.

Dr. Gina Bloodworth, Associate Professor. Ph.D. in Geography from Pennsylvania State University. GEOG 101, GEOG 102.

Dr. Thomas Boudreau, Professor. Ph.D. in Social Science from the Maxwell School at Syracuse University, CADR 300 and CADR 403.

Dr. Guillermo Caballero, Assistant Professor. Ph.D. in Political Science from Purdue University. POSC 202.

Ms. Silvana Chambers, Professor of Practice. M.A. in Economics from California State University, Los Angeles. ECON 150.

Dr. Jill Caviglia-Harris, Professor. Ph.D. in Economics from the University of Tennessee. ECON 211

Dr. Jiacheng Cai, Assistant Professor. Ph.D. in Applied Mathematics from University of Nevada, Las Vegas MATH 155, 214, and 216.

Dr. Michelle N. Fletcher, Assistant Professor. Ph.D. in Political Science & MPA Master of Public Administration from Southern Illinois University, Carbondale. POSC 440.

Dr. Shane D. Hall, Assistant Professor. Ph.D. in Environmental Sciences, Studies, and Policy from University of Oregon. ENVR 320.

Dr. Daniel Harris, Associate Professor. Ph.D. in Science Education from the University of Maryland, College Park. GEOG 219.

Jacques L. Koko, Associate Professor. Ph.D. in Conflict Analysis and Resolution from Nova Southeastern University. CADR 321.

Dr. Michael Lewis, Professor. Ph.D. in American Studies from the University of Iowa. ENVR 320.

Dr. Andrea Presotto, Assistant Professor. Ph.D. in GIScience from the University of Georgia. GEOG 319.

Zachary Smith, Esq. Adjunct Professor. J.D. from the University of Maryland School of Law. URPL 326.

Dr. Ryan Sporer, Assistant Professor. Ph.D. in Sociology from the University of Illinois at Chicago. SOCI 390.

Dr. Sarah Surak, Associate Professor. Ph.D. in Planning, Governance and Globalization from Virginia Polytechnic and State University. POSC 360.

Mr. Lynn Thomas, Adjunct Professor and Professional Planner for the Town of Easton. M.S. in Planning from the University of Tennessee, Knoxville. URPL 328 and URPL 416.

Ms. Melany C. Trenary, Lecturer. M.A. in Counselor Education from East Carolina University. COMM 205.