



## BOARD OF REGENTS

### SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

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**TOPIC:** Salisbury University: Bachelor of Science in Urban and Regional Planning

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** September 20, 2016

**SUMMARY:** Building upon the existing Environmental and Land Use Planning track with the B.S. in Geography, the University proposes to establish a B.S. in Urban and Regional Planning. The proposed program will integrate existing social and physical sciences courses into this professionally based discipline. As a multidisciplinary program, students will be given the knowledge to understand complex urban and regional issues. "The required core classes will allow students to develop a solid background in planning and related disciplines including economics, political science, mathematics, geographic information science (GIS) and geography." Two tracks will be available: Land-Use Planning or Environmental Planning, and students will be encouraged to complete one minor: Conflict and Dispute Resolution, Economics, Environmental Studies, Geography, GIS, History, or Political Science.

The Maryland Department of Labor job projections for 2012-2022 indicate increased job openings during this period: 443 replacements for the anticipated retirements and 68 new positions. In addition, the nationwide projected employment in this field is expected to increase by 6% between 2014 and 2024.

In Maryland, only Frostburg State University offers an undergraduate degree in Urban Planning. Coppin State University's Urban Studies program has a few similar courses but includes only one course in planning.

**ALTERNATIVE(S):** The Regents may not approve the program or may request further information.

**FISCAL IMPACT:** No additional funding is necessary. The program will be supported through tuition.

**CHANCELLOR'S RECOMMENDATION:** That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Salisbury University to offer the Bachelor of Science in Urban and Regional Planning.

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COMMITTEE RECOMMENDATION: Approval

DATE: September 20, 2016

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BOARD ACTION:

DATE:

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SUBMITTED BY: Joann A. Boughman

301-445-1992

jbaughman@usmd.edu

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# UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- ☒ New Instructional Program  
☐ Substantial Expansion/Major Modification  
☐ Cooperative Degree Program  
☒ Within Existing Resources, or  
☐ Requiring New Resources

Salisbury University  
Institution Submitting Proposal

Bachelor of Science in Urban and Regional Planning  
Title of Proposed Program

Bachelor of Science

Fall 2017

Award to be Offered

Projected Implementation Date

0209

Proposed HEGIS Code

04.0301

Proposed CIP Code

Geography and Geosciences  
Department in which program will be  
located

Amal K. Ali, Ph.D.  
Department Contact

(410)-543-6457  
Contact Phone Number

akali@salisbury.edu  
Contact E-Mail Address

*Diane D. Allen*  
Signature of President or Designee

8-2-16  
Date

## **I. Centrality to the University's Mission**

Currently, the Department of Geography and Geosciences at Salisbury University (SU) offers a Bachelor of Science in Geography with a track in Environmental and Land Use Planning. The department proposes to promote the planning track to a Bachelor of Science in Urban and Regional Planning (URPL B.S.). The proposed URPL B.S. program will enhance the planning curriculum by integrating existing social and physical sciences courses into this professionally based discipline. The URPL B.S. program supports Salisbury University'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 URPL B.S. program provides students with the multidisciplinary background and analytical and empirical planning skills needed to prepare professional planners for the public and private sectors. The multidisciplinary approach of the URPL B.S. program allows students to pursue "a broad array of ideas and perspectives" as promoted in 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.

## **II. Adequacy of curriculum design and delivery to related learning outcomes**

One of the unique characteristics of the proposed URPL B.S. program is its multidisciplinary orientation which enables students to understand complex urban and regional issues. The program focuses on principles, models and techniques that most professional planners use to serve their communities. The required core classes will allow students to develop a solid background in planning and related disciplines including economics, political science, mathematics, geographic information science (GIS) and geography. This background is essential for successful planning careers. Students will 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, the program exposes students to international development issues and allows them to select a minor in areas related to Urban and Regional Planning. Students will be strongly recommended to complete one minor area: Conflict and Dispute Resolution, Economics, Environmental Studies, Geography, GIS, History or Political Science. Thus, the program will well prepare students to compete for professional planning jobs and to pursue graduate education.

The URPL B.S. program requires 54-59 credits in the major with additional general education and elective courses. Required courses include the following (see Appendix A for course descriptions):

### **Core Courses (11 Courses)**

ECON 150 Principles of Economics or ECON 211 Micro-Economic Principles	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 204 Statistical Problem Solving in Geography	4 credit hours
GEOG 219 Map Interpretation and Analysis	3 credit hours
GEOG 319 Geographic Information Science	4 credit hours

GEOG 414 Research and Writing	3 credit hours
MATH 155 Modern Statistics with Computer Analysis	3 credit hours
POSC 202 State and Local Government in the US	4 credit hours
URPL 308 Principles of Planning	3 credit hours
URPL 402 Environmental Planning	3 credit hours
URPL 408 Seminar in Urban Theory	3 credit hours

Students will complete one track (Land-Use Planning or Environmental Planning, see below).

#### **Land-Use Planning Track**

- A. Complete three courses
  - GEOG 304 Decision Making with GIS 4 credit hours
  - URPL 328 Applied Planning 3 credit hours
  - URPL 416 Smart Growth 3 credit hours
- B. Complete at least two courses from the following
  - GEOG 325 Conservation and Resource Management 3 credit hours
  - GEOG 401 Soil, Water and Environment 3 credit hours
  - GEOG 403 Environmental Hazards 3 credit hours
  - POSC 360 Environmental Policy 4 credit hours
  - POSC 460 Environmental Law 4 credit hours
- C. Complete at least one of the following:
  - GEOG 333 Global Development and Sustainability 3 credit hours
  - POSC 311 Comparative Gov. of Developing Nations 4 credit hours
  - URPL 363 Cities of the Middle East 3 credit hours

#### **Environmental Planning Track**

- A. Complete at least three courses from the following
  - GEOG 325 Conservation and Resource Management 3 credit hours
  - GEOG 401 Soil, Water and Environment 3 credit hours
  - POSC 360 Environmental Policy 4 credit hours
  - POSC 460 Environmental Law 4 credit hours
  - URPL 416 Smart Growth 3 credit hours
- B. Complete at least two courses different from those taken to satisfy the track requirements
  - GEOG 325 Conservation and Resource Management 3 credit hours
  - GEOG 304 Decision Making with GIS 4 credit hours
  - GEOG 401 Soil, Water and Environment 3 credit hours
  - GEOG403 Environmental Hazards 3 credit hours
  - POSC 360 Environmental Policy 4 credit hours
  - POSC 460 Environmental Law 4 credit hours
  - URPL 328 Applied Planning 3 credit hours
  - URPL 416 Smart Growth 3 credit hours
- C. Complete at least one of the following:
  - GEOG 333 Global Development and Sustainability 3 credit hours
  - POSC 311 Comparative Gov. of Developing Nations 4 credit hours
  - URPL 363 Cities of the Middle East 3 credit hours

**Minor Recommendation:** Students will encouraged to complete a minor in Conflict and Dispute Resolution, Economics, Environmental Studies, Geography, GIS, History or Political Science.

**Educational objectives and intended student learning outcomes:** The URPL B.S. program follows a student-centered learning approach as discussed in the State Plan for Postsecondary Education (2013-2017) and focuses on principles, models and techniques that most professional planners use to perform their jobs effectively and serve their communities.

The major objectives of the program are to: 1) help students learn how historical and contemporary planning practices and processes have shaped human settlements; 2) give students the knowledge from a variety of disciplinary perspectives that enables them to make effective plans and programs to create sustainable communities, accommodate future growth, protecting natural resources, and revitalize 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 such as Land-Use Planning or Environmental Planning; 5) enable students to gain proficiency in information technology appropriate to the planning discipline; and 6) support student understanding of diverse cultures in a broad context of global awareness.

**General education requirements:** Students will be required to complete 45 credit hours of General Education courses. Nine to 10 of the 45 credit hours required for the General Education will be met through the core courses including ECON 150, ECON 211, GEOG 100, GEOG 101, GEOG 102, MATH 155, and POSC 202.

**Specialized accreditation or graduate certification requirements:** There are no special requirements with regard to accreditation or certification to create the program.

**Contracting with another institution or non-collegiate organization:** There are no contracts with other institutions or organizations.

### **III. Adequacy of provisions for evaluation of program as outlined in COMAR 13B.02.03.15.**

The Henson School of Science & Technology at Salisbury University demonstrates a distinguished level of performance in its academic programs and houses the Department of Geography & Geosciences as well as several STEM and healthcare-related programs. Within the Henson School of Science & Technology, all faculty members are evaluated every year by the department chair and each academic program is fully evaluated, including by an external reviewer, every seven years as part of the Academic Program Review process. The URPL major will be a part of these evaluation processes. Thus, the curriculum, program faculty and other resources, and student learning and outcomes will be routinely evaluated.

### **IV. 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.**

Goal #3 of the State Plan for Postsecondary Education (2013-2017) is to "ensure equitable opportunity for academic success and cultural competency for Maryland's population." The proposed program is consistent with and promotes this plan in different ways. The courses will be taught by a diverse group of



faculty members in the Department of Geography & Geosciences, Economics, Political Science, and Mathematics among others. As described in the State Plan (p. 37), “faculty and staff diversity is equally as important in creating an enriching learning environment that promotes cultural competency.” Also, the proposed program is consistent with Salisbury University’s diversity plan by valuing diversity in the classroom, including the diversity of cultures as discussed in different courses.

The URPL B.S. program is consistent with Goal # 4 of the State Plan (2013-2017) which emphasizes the need to “encourage new ways of considering and delivering postsecondary education and training to enhance success” (p. 45). It addresses the plan principles that seek to “provide support for many types of workers, and promote multiple pathways to ease student transitions into and through postsecondary education, as noted in Maryland Ready Goals 1 through 4” (State Plan 2013-2017, p. 53). The program will include courses taught in regular lectures and hybrid forms (using MyClasses) during a variety of times, including evening courses. We do not anticipate any distance or online delivery of these courses at this time. Many of the lower-division courses of the program are transferable from community colleges throughout the state.

**V. Relationship to low productivity programs identified by the Commission:** The proposed program is not directly related to an identified low productivity program.

**VI. Critical and compelling regional or Statewide need as identified in the State Plan:** The State seeks to “enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the State, and the nation,” as indicated in Goal #1 of the State Plan for Postsecondary Education (2013-2017). The URPL major will help achieve this goal by providing a high-quality program that facilitates “lifelong learning, preparing students to enter the workforce and advance in their careers, fostering cultural understanding, emphasizing ethical principles and practices in personal and professional interactions, and conveying the importance of contributing to the common good as a citizen of the local, national, and global communities” (State Plan 2013-2017, p. 19). The program prepares students to be effective professional planners who can address state and local economic and societal development needs and create sustainable communities.

Goal #5 of the State Plan is to “stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.” The proposed program fills this goal by providing a planning major that prepares professional planners for both the public and the private sectors. As described in the State Plan (p. 52), “Individuals who obtain degrees and other credentials receive higher earnings, are employed at a higher rate, and generate improved tax receipts for the State, counties, and municipalities than those without advanced skills and training.” This multidisciplinary major will teach students planning tools and skills that enable them to address current economic and environmental challenges in Maryland and other states. It will give students solid understanding of urban settings and resources and applications of planning tools to resolve urban problems, which enable them to compete for jobs in planning and succeed in life civically, professionally and personally.

**Quantifiable and reliable evidence and documentation of market supply and demand in the region and State:** Market needs for planning jobs have increased in the State of Maryland and nationwide. The U.S. Department of Labor predicts that total employment in Urban Planning will increase by 6% between

2014 and 2024.<sup>1</sup> A recent job projection (2012-2022) by the Maryland Department of Labor indicates that there will be 511 job openings in Urban & Regional Planning (443 replacements with a wave of retirements and 68 new positions) or about 51% of current planning jobs by 2022.<sup>2</sup> This projection points to increased demands for more Urban Planning graduates who understand technical planning processes as well as the political, economic, social and cultural systems of Maryland in order to fully satisfy the State's and nations workforce needs.

A 2013 report titled "Assessing the State of Undergraduate Education in Urban Planning" by the Undergraduate Task Force to the Association of Collegiate Schools of Planning<sup>3</sup> noted that 52% of graduates joined the public sector, 32% worked in the private sector, and 14% joined the nonprofit sector and described how undergraduate planning programs have been an important component of planning education as indicated by the growing number of students enrolled in undergraduate planning programs (1452 students in 28 programs in 1980, and 2270 students in 40 programs in 2011). The report also noted that a significant portion of undergraduate planning students went on to graduate schools within three years of earning their undergraduate degree in planning. The proposed URPL B.S. program will supply graduate programs within Maryland and elsewhere with qualified graduate students (most urban and regional planners have a master's degree from an accredited urban or regional planning program)..

Regarding employment directly out of an undergraduate program, aspiring planners with a bachelor's degree can qualify for positions as assistant or junior planners. Candidates with a bachelor's degree typically need work experience in planning, public policy, or a related field and typically go on to graduate programs. The American Planning Association indicates that a bachelor's degree in urban planning in addition to one year of planning experience is required for Planner I or Assistant Planner positions, while candidates with a bachelor's degree and four years of professional planning experience can be accepted for the Planner II level, and those with a bachelor's degree in planning and six years of professional planning experience can be hired as a Planner III, or Senior Planner.<sup>4</sup>

## **VII. Reasonableness of program duplication**

Salisbury University is one of only two USM institutions that serve the residents of the Eastern Shore of Maryland and the other, the University of Maryland Eastern Shore, does not offer an undergraduate degree in Urban Planning. Frostburg State University (FSU) is the only public university in Maryland that has an undergraduate program in Urban and Regional Planning, which underscores the critical need for a new undergraduate Urban Planning program, especially on the Eastern Shore and neighboring regions as FSU serves the western portions of Maryland. The University of Maryland-College Park (UMCP) offers a Masters degree in Community Planning program in their School of Architecture, Planning & Preservation and Morgan State University offers a Master of City and Regional Planning degree. This proposed planning program will help supply Maryland employers and graduate programs with qualified professionals who have a solid background in planning theory and applications. In particular, 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.

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<sup>1</sup> U.S. Bureau of Labor Statistics, Employment Projections program (<http://www.bls.gov/ooh/life-physical-and-social-science/urban-and-regional-planners.htm#tab-6>)

<sup>2</sup> Maryland Department of Labor, Licensing, & Regulation (<http://www.dllr.state.md.us/lmi/iandoproj/occgroupl9.shtml>)

<sup>3</sup> Association of Collegiate Schools of Planning ([http://c.ymcdn.com/sites/www.acsp.org/resource/resmgr/Docs/Initiatives/ACSP\\_Sloane\\_Rpt\\_2013.pdf](http://c.ymcdn.com/sites/www.acsp.org/resource/resmgr/Docs/Initiatives/ACSP_Sloane_Rpt_2013.pdf))

<sup>4</sup> American Planning Association (<https://www.planning.org/onthethejob/descriptions/>)



### **VIII. Relevance to 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 URPL program can supply MSU's graduate program with well educated professionals.

**IX. If proposing a distance education program, please provide evidence of the Principles of Good Practice:** No distance learning is proposed at this time.

### **X. Adequacy of Faculty Resources as outlined in COMAR 13B.02.03.11.**

As a multidisciplinary program, the URPL B.S. courses will be taught by SU's faculty from different departments. Upper-level core courses will be taught by nine faculty (eight are tenure-track or tenured). Appendix B provides a list of the core faculty, including 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 as well as additional contributing faculty.

### **XI. Adequacy of Library Resources as outlined in COMAR 13B.02.03.12.**

Salisbury University Libraries have existing resources to completely support the new Urban Regional Planning major. With the exception of two new classes, GEOG 304 and URPL 363, all current classes within the URPL major were previously well supported by existing SU Libraries resources. These two new courses, GEOG 304 and URPL 363, have recently had titles purchased to directly support them, and are now supported at the same level as the existing courses within the major.

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 would support this major 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.

In sum, no new library resources are directly required to support the URPL B.S. major. Existing resources that relate to urban and regional planning will be purchased or acquired in the future as needed once the major is officially implemented. Active and ongoing communication from faculty teaching this courses regarding relevant resources is strongly recommended, with particular emphasis placed on areas of particular curricular focus along with information regarding newly released titles.

### **XII. Adequacy of Physical Facilities, Infrastructure and Instructional Resources as outlined in COMAR 13B.02.03.13.**

Delivery of the program will be in existing space as it will largely take place within courses that are already offered and which have capacity. Some coursework requires computer lab or other specialized instructional settings, but these are readily available within Henson Science Hall at Salisbury University. Thus, No new facilities, infrastructure and instructional equipment are required for the program.

### **XIII. Adequacy of Financial Resources as outlined in COMAR 13B.02.03.14.**

Because this proposal involves moving an existing track into a major, no new resources are required for the new program. Salisbury University's existing faculty will be largely able to offer the courses as part of their regular teaching load. The proposed program will be administered by the Department of Geography & Geosciences (DoGG); therefore it will not require any additional administrative support or



increased funding. The DoGG will offer the URPL B.S. by using current course offerings 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 program is expected to attract a new set of students who are interested in pursuing a career in Urban and Regional Planning, which will increase the DoGG enrollment and will recruit more students to the Henson School of Science & Technology and the University as well. Our best estimation suggests that the URPL B.S. will have 15 additional students in the first three to four years, then 20-25 additional students each year as the program matures (the Environmental and Land-Use Planning track currently enrolls 7-14 students each semester). We anticipate achieving these enrollment goals through the highly successful marketing and communications strategies used to dramatically increase enrollments in targeted STEM majors at SU. Because financial and faculty resources are already in place, the net financial impact of adding this new program is zero. However, the projected revenues and expenses related to this program are outlined below:

TABLE 1: RESOURCES					
Resources Categories	(Year 1-FY18)	(Year 2-FY19)	(Year 3-FY20)	(Year 4-FY21)	(Year 5-FY22)
1. Reallocated Funds	None	None	None	None	None
2. Tuition/Fee Revenue (c+g below)	\$109,434	\$112,806	\$150,408	\$153,780	\$188,010
a. #F.T. Students	15	15	20	20	25
b. Annual Tuition/Fee Rate (FY17 Resident rate)	\$6,846	\$6,846	\$6,846	\$6,846	\$6,846
c. Annual Full Time Revenue (a x b)	\$102,690	\$102,690	\$136,920	\$136,920	\$171,150
d. # Part Time Students	2	3	4	5	5
e. Credit Hour Rate	\$281	\$281	\$281	\$281	\$281
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$6,744	\$10,116	\$13,488	\$16,860	\$16,860
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$109,434	\$112,806	\$150,408	\$153,780	\$188,010

TABLE 2: EXPENDITURES

Expenditure Categories	(Year 1-FY18)	(Year 2-FY19)	(Year 3-FY20)	(Year 4-FY21)	(Year 5-FY22)
1. Total Faculty Expenses (b + c below)	\$23,632	\$24,104	\$49,173	\$50,156	\$51,159
a. # FTE	0.25	0.25	0.50	0.50	0.50
b. Total Salary (plus 2% increase each year)	\$17,724	\$18,078	\$36,880	\$37,617	\$38,370
c. Total Benefits (33% of salary)	\$5,908	\$6,026	\$12,293	\$12,539	\$12,790
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)	\$23,632	\$24,104	\$49,173	\$50,156	\$51,159

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

**URPL 308 Principles of Planning (3 credit hours):** 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. May not receive credit for both URPL 308 and GEOG 308. Prerequisite: Sophomore standing. Three hours per week.

**URPL 328 Applied Planning (3 credit hours):** Application of planning principles and theories to real world land-use issues. Particular attention will be paid to the subdivision plat review process, zoning ordinances, and the role of citizens and local government in planning. Several actual planning case studies will be examined. May not receive credit for both URPL 328 and GEOG 328. Prerequisite: URPL 308 or GEOG 308. Three hours per week.

**URPL 363 Cities of the Middle East (3 credit hours):** Discussions of Cities of the Middle East through explaining city evolutions, contemporary structures and models. Explanations of how urban planning addresses city problems and responds to current challenges. May not receive credit for both URPL 363 and GEOG 363. Prerequisite: GEOG 100, or 101, or 102 or consent of instructor. Three hours per week.

**URPL 402 Environmental Planning (3 credit hours):** 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. May not receive credit for both URPL 402 and GEOG 402. Prerequisite: URPL 308, or GEOG 308, or BIOL 310. Three hours per week.

**URPL 408 Seminar in Urban Theory (3 credit hours):** 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.

**URPL 416 Smart Growth (3 credit hours):** Explanations of smart growth programs addressing urban challenges such as sprawl, lack of open space and central city decline. Introduction to early efforts to manage urban growth and growth management programs at the state and local levels. May not receive credit for both URPL 416 and GEOG 416. Prerequisite: URPL 308, or GEOG 308, or permission of instructor. Three hours per week.

**GEOG 304 Decision Making with GIS (4 credit hours):** Overview of GIS technology and its use in decision making for various disciplines. The disciplines will include social, health, and environmental sciences, urban planning, and government operations. The course will include three hours of lecture per week, and a supplemental laboratory session where students will perform hands-on laboratory exercises using GIS software. Prerequisite: GEOG 219. Three hours lecture, 2 hours laboratory per week.

**GEOG 319 Geographic Information Science (4 credit hours):** 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. Prerequisite: GEOG 219. Three hours lecture, two hours laboratory per week.

**GEOG 325 Conservation and Resource Management (3 credit hours):** An integrative look at the co-evolution of resource exploitation, use and conservation, the changing ideology that drives trends in resource management. Special emphasis on scalar dilemmas in resource management, the effective role of our legal infrastructure in resource management, and shifting values regarding the role of human-nature interactions in America. Prerequisites: One physical geography/geology course and one human geography course. Three hours per week.

**GEOG 333 Global Development and Sustainability (3 credit hours):** Analysis of concepts, ideologies and social trends that have generated regions referred to as the Global North and Global South. Examines human-nature interactions as they express themselves in demographics, resource distribution, economic disparity, neo-colonialism, energy consumption, food and water availability. Prerequisites: Junior standing, at least one human and/or physical geography/geology course. Three hours lecture per week.

**GEOG 401 Soil, Water and Environment (3 credit hours):** Study of basic chemical and physical properties of soil, focusing on surface hydrology of small watersheds and the related techniques used in environmental planning. Most labs involve fieldwork. Prerequisites: GEOG 201, 219, GEOL 103; or BIOL 310. Two hours lecture, three hours laboratory per week.

**GEOG 403 Environmental Hazards (3 credit hours):** Introduces students to the geographic principles and theories of natural and technological hazards. Both the physical properties of hazards and the human actions and reactions to hazards will be emphasized. Prerequisite: Six hours of geography or consent of instructor. Three hours per week

**GEOG 414 Research and Writing (3 credit hours):** Development of research methods in geography. Topics include formulation of problems, establishment of hypotheses, development of structures for testing hypotheses and practice with forms of geographic presentation. Maps, numerical and field methods are used. May not receive credit for both GEOG 300 and GEOG 414. Prerequisites: GEOG 204, junior-level standing, 12 credits in geography. Three hours per week.

**POSC 311 Comparative Government of Developing Nations (4 credit hours):** Comparative study of the historical backgrounds, ideological foundations, leadership, opposition groups, political processes and current issues in the governmental systems of selected developing countries. Prerequisite: POSC 101 or 110 or 210. Three hours per week with enhancement.

**POSC 360 Environmental Policy (4 credit hours):** 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. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).

**POSC 460 Environmental Law (4 credit hours):** Introduction to the legal system and principles of environmental law. Explores the nature and sources of environmental problems, evolution of the law and the legal system's response to environmental problems. Examines laws, regulations and court decisions designed to control specific environmental problems; protect public health, safety and resources; and provide international environmental controls. Students use the case study method of legal analysis. Prerequisite: Junior standing. Three hours per week with enhancement.



**Appendix B**  
**B.S. in Urban and Regional Planning - Salisbury University**  
**Faculty Credentials**

**Core Faculty**

- Dr. Amal K. Ali, Associate Professor. Ph.D. in Urban & Regional Planning from Florida State University. URPL 308, 363, 402, 408, and 416.
- Dr. Gina Bloodworth, Associate Professor. Ph.D. in Geography from Pennsylvania State University. GEOG 325 and GEOG 333.
- Dr. Arthur J. Lembo, Jr., Associate Professor. Ph.D. in Environmental Resource Engineering from the State University of New York. GEOG 304.
- Dr. Fulbert Namwamba, Professor. Ph.D. in Geography from Iowa State University. GEOG 401.
- Dr. Len Robinson, Associate Professor. Ph.D. in Political Science from the University of Utah. POSC 311.
- Dr. Michael S. Scott, Professor and Associate Dean of the Henson School of Science & Technology. Ph.D. in Geography from the University of South Carolina. GEOG 319 and GEOG 403
- Dr. Brent R. Skeeter, Professor and Chair of Geography & Geosciences. Ph.D. in Geography from the University of Nebraska-Lincoln. GEOG 414.
- Dr. Sarah Surak, Assistant 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 Town of Easton. M.S. in Planning from the University of Tennessee, Knoxville. GEOG 328.

**Contributing Faculty**

- Dr. Mark de Socio, Associate Professor. Ph.D. in Geography from the University Cincinnati.
- Dr. Stuart Hamilton, Assistant Professor. Ph.D. in Geography from the University of Southern Mississippi.
- Dr. Daniel Harris, Associate Professor. Ph.D. in Science Education from the University of Maryland, College Park.
- Ms. Keota Silaphone, Instructor. Master of Community Planning: Environmental Planning and GIS Applications from the University of Cincinnati.