

UNIVERSITY OF BALTIMORE

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Peggy Potthast	Phone: x5342
DEPARTMENT / DIVISION: Office of the Dean; College of Liberal Arts		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
#8 – new course – BIOL 121 Fundamentals of Biology		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course ¹	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCD
X	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
X	N. This Cover Sheet	Q. Full 5-page MHEC Proposal	T. Other
X	O. Summary Proposal	R. Financial Tables (MHEC)	
X	P. Course Definition Document	S. Contract	

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

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10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Margaret J. Potthack</i>	<i>12-1-06</i>
B. Final faculty review body within each School	Chair: <i>Thomas E. Czrney</i>	<i>12-19-06</i>
C. College Dean	Dean: <i>Gary W. Durr</i>	<i>1/3/07</i>
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Frank M. Randall</i>	<i>1/18/07</i>
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Mukulil Guligun</i>	<i>1/23/07</i>
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

DOCUMENT O: SUMMARY PROPOSAL

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DEPARTMENT / DIVISION: Office of the Dean; College of Liberal Arts		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
#8 – new course – BIOL 121 Fundamentals of Biology		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

We are requesting to add a new course, BIOL 121 Fundamentals of Biology, to the curriculum to help meet general education needs in science. This course will be co-requisite with BIOL 122, Fundamentals of Biology Laboratory, to create a laboratory science course in biology.

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: Fundamentals of Biology	Course # / HEGIS Code: BIOL 121	Credits: 3

O-2: Set forth the rationale for the proposal:

We want to build science courses that meet general education needs of students as required by MHEC.

**Document P: Course Definition
Fundamentals of Biology**

1. Prepared October 19, 2006.
2. Prepared by Ronald Castanzo and Peggy Potthast
3. Department: College of Liberal Arts
4. Course Number: BIOL 121
5. Course Title: Fundamentals of Biology
6. Credit hours: 3.0
7. Catalog Description:

THIS COURSE, WITH ITS CO-REQUISITE BIOL 122, SATISFIES THE LABORATORY SCIENCE GENERAL EDUCATION REQUIREMENT.

Introduction to the diversity of life on Planet Earth. Cell structure, reproduction, and chemistry are discussed. Introduces students to the processes of cellular respiration and photosynthesis. Provides an overview of the evolution, structure, physiology, and ecology of animals, plants, and microbial life. Deals with the impact of human activity on ecosystems.

8. Prerequisites: None; Co-requisite BIOL 122
9. Faculty qualified to teach course: Master's Degree in biology or some other field of natural science (e.g. chemistry, physics, geology, etc.); new hire or adjunct
10. Course Type/Component: lecture
11. Suggested approximate size: 30 students
12. Content Outline:

<i>Week</i>	<i>Topics</i>
1	Introduction to biology; essential chemistry of biology
2	Cell structure and metabolism
3	Cellular respiration
4	Photosynthesis
5	Reproduction and inheritance
6	Genetics
7	Molecular biology
8	Gene regulation; DNA technology
9	Evolutionary theory
10	Evolution of microbial life
11	Evolution of plants and fungi

- 12 Evolution of animals
- 13 Population ecology
- 14 Ecology and ecosystems
- 15 Human impact on the environment

13. Learning Goals:

- I. to understand the basic terminology, fundamental concepts, and significant persons in the fields evolutionary biology, genetics, cell biology, botany, zoology, and ecology;
- II. to be able to extract and summarize information from a peer review journal article dealing with evolutionary biology, genetics, cell biology, botany, zoology, and ecology;
- III. to understand how science is conducted (including the construction and testing of hypotheses) and what distinguishes scientific fields from other types of disciplines;
- IV. to understand the connection between fundamental principles and concepts of the biological sciences and the natural phenomena they encounter in their everyday lives.

14. Assessment Strategies:

- I. frequent quizzes and/or short assignments (e.g. observational studies, completion of take-home questions, etc.);
- II. at least two exams, including a final exam;
- III. writing assignments (stressing scientific format and writing) that require students to utilize, on a limited basis, the peer review literature (articles chosen by the instructor are suggested);
- IV. field trip reports, oral presentations, and other kinds of assessment tools are possible, but not essential, for the instruction of the course.

15. Suggested text:

Campbell, N.A., Reece, J.B., Mitchell, L., and Simon, E.J. 2006 *Essential Biology*. Benjamin Cummings.

Other appropriate texts:

Campbell, N. A., Reece, J. B., Taylor, M. R., and Simon, E. J. 2006 *Biology: Concepts & Connections*. Benjamin Cummings.

Enger, E. 2007 *Concepts in Biology*. McGraw-Hill

Gunstream, S. E. 2005 *Explorations in Basic Biology*. Prentice Hall

Johnson, G. B. and Losos, J. 2008 *Essentials of the Living World*. McGraw-Hill

Mader, S. S. 2007 *Biology*. McGraw-Hill.

Presson, J. C. and Jenner, J. V. 2008 *Biology: Dimensions of Life*. McGraw-Hill

Starr, C. 2006 *Basic Concepts in Biology*. Brooks/Cole.

Starr, C. 2007 *Biology: Today and Tomorrow without Physiology*. Brooks/Cole.

Starr, C. and Taggart, R. 2006 *Biology: The Unity and Diversity of Life*. Brooks/Cole.