

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: Stanley J. Kemp	Phone: 5094
DEPARTMENT / DIVISION: Division of Liberal Studies		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
ENVS 201: Human Ecology (3 credits) <i>NEW COURSE</i>		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008 <i>9</i>		

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		ABCDEF
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.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
ENVS 201: Human Ecology (3 credits)

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>Cameron Aelrod</i>	10-30-08
B. Final faculty review body within each School	Chair: <i>[Signature]</i>	11/13/08
C. College Dean	Dean: <i>Larry W. Thur</i>	11/29/08
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Marquene Webb for Susan Jacur</i>	12/1/08
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Betsy D. Year</i>	12/3/08
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

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: Stanley J. Kemp	Phone: 410- 837- 5094
DEPARTMENT / DIVISION: Liberal Studies		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
#8 ENVS 201 Human Ecology		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2009		

O-1: Briefly describe what is being requested:

This is a request to approve a new general education science course, primarily for first and second year students, which fulfills three credits of the general science education requirement, and add it to the curriculum (see document P for details).

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

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: Human Ecology	Course # / HEGIS Code: ENVS 201	Credits: 3.0

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

The implementation of the first and second year program at the University of Baltimore has necessitated the development of new laboratory and non- laboratory courses to fulfill general science education requirements, as mandated by the State of Maryland. Humans interact with, depend on, and in many ways are in the process of changing their environment. There are many aspects and dimensions to this relationship. Burgeoning human populations have had far ranging effects on human societies, ecosystems, and the other forms of life with which we share the earth. This course is a survey of these many impacts at scales ranging from local to global, with a focus on urban sustainability. The topics in this course represent critical environmental issues of current interest and concern. Understanding these will greatly benefit the student in coming to terms with these topics in the future.

Document P: Course Definition
Human Ecology

1. Date Prepared: October 28, 2008
2. Prepared by Stanley J. Kemp
3. Department: Yale Gordon College of Liberal Arts
4. Course Numbers: ENVS 201
5. Course Title: Human Ecology
6. Credit Hours: 3.0
7. Prerequisites: none
8. Course Purpose: Science General Education
9. Rationale:

The implementation of the first and second year program at the University of Baltimore has necessitated the development of new laboratory and non-laboratory courses to fulfill general science education requirements, as mandated by the State of Maryland. Humans interact with, depend on, and in many ways are in the process of changing their environment. There are many aspects and dimensions to this relationship. Burgeoning human populations have had far ranging effects on human societies, ecosystems, and the other forms of life with which we share the earth. This course is a survey of these many impacts at scales ranging from local to global, with a focus on urban sustainability. The topics in this course represent critical environmental issues of current interest and concern. Understanding these will greatly benefit the student in coming to terms with these topics in the future.

10. Catalog Description:

THIS COURSE SATISFIES THREE CREDITS OF THE GENERAL SCIENCE *NON-LAB* EDUCATION REQUIREMENT.

Introduces the student to aspects and dimensions of the impact of burgeoning human populations on human societies and life on Earth in general. Specific applied topics in environmental science, ecology, and sustainability are covered, with a focus on urban ecosystem issues. An emphasis is placed on current and newsworthy topics at scales ranging from local to global. Understanding the place of humans in the biosphere and how to ensure a habitable planet for future generations and for other organisms is a primary goal of the course.

11. Suggested approximate size: 30 students

12. Content outline:

Topics to be covered in this course include: an introduction to ecology and environmental science, point and non point source pollution, watershed science, land use and effects, structured habitat and ecosystem services, climate change and effects, coastal habitat issues, biodiversity and conservation biology, protection of the environment, international environmental problem solving efforts, and human population sustainability. In addition, several field trips to local sites of interest are possible

13. Learning Goals:

- I. Learn the basic principles of ecology and environmental science relevant to ecological topics
- II. Identify and be able to propose sustainable solutions to impacts on ecosystems caused by the urban environment
- III. Become familiar with scientific research and evidence related to global and local environmental issues
- IV. Obtain knowledge of approaches to solving environmental issues and problems
- V. Process and analyze data to generate conclusions about environmental impacts, and to construct a formal report

14. Assessment strategies

Possible assessment strategies include:

- I. Regular noncomprehensive or comprehensive examinations (learning goals I, II, III, IV)
- II. Reports constructed on in- class activities such as case studies or internet investigations, or inquiry- based field trip reports (learning goal V)
- III. Regular short quizzes on lecture material (learning goals I, II, III, IV)
- IV. A final paper or oral presentation based on researched student position on environmental topic (learning goals II, III, IV)
- V. Periodic or regular discussions on assigned readings of current ecological topics (Learning goals II, III)

15. Suggested text:

Townsend CR. 2007. Ecological applications: toward a sustainable world, 1st Ed. Wiley-Blackwell

16. Lab fees: none

General Education Approval Record

College of Liberal Arts

(to be used for "certifying" new and existing courses; use information about proposed course)

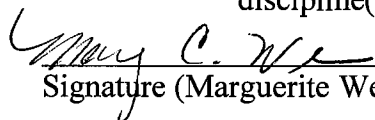
Course: Subject and Number: ENVS 201

Course Name: Human Ecology

Division sponsoring the course: Liberal Studies

THIS COURSE SATISFIES THE 3-CREDIT SCIENCE GENERAL EDUCATION REQUIREMENT. This course meets the following learning objectives of that general education requirement:

1. To achieve scientific literacy including proficiency in evaluating reports on science, discriminating among sources, and presenting the concept of peer review;
2. To discriminate science from non-science and to demonstrate that science constitutes the testing of hypotheses about natural phenomena through observation;
3. To know how to access specific scientific information on a topic;
4. To attain familiarity with some of the tools of science and to have opportunities to use technology to gather and process data;
5. To acquire proficiency in the quantitative aspects of science, with an appreciation of the role of variability in the quantitative evaluation of data; and
6. To demonstrate an understanding of the fundamental concepts of the discipline(s).
7. To achieve scientific literacy including proficiency in evaluating reports on science, discriminating among sources, and presenting the concept of peer review;
8. To discriminate science from non-science and to demonstrate that science constitutes the testing of hypotheses about natural phenomena through observation;
9. To know how to access specific scientific information on a topic;
10. To attain familiarity with some of the tools of science and to have opportunities to use technology to gather and process data;
11. To acquire proficiency in the quantitative aspects of science, with an appreciation of the role of variability in the quantitative evaluation of data; and
12. To demonstrate an understanding of the fundamental concepts of the discipline(s).


Signature (Marguerite Weber)

11/13/08
date