

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Stanley J. Kemp/ Wolf T. Pecher	<b>Phone:</b> x. 5094/ x. 6720
<b>DEPARTMENT / DIVISION:</b> Division of Liberal Studies		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (State Document N action item from Box 3 below and program name OR course name, code, & number as applicable):		
8- New Course: ENV5 300 Greater Baltimore Urban Ecosystems: Field Investigations (4.0 cr.)		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2010		

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

<b>Box 3: ACTION ITEM</b> (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 <sup>1</sup>	N, O, P	a, c, e	AC
	2. Course Title	N, O		ABCD
	3. Course Credits	N, O, (P)		ABCD
	4. Course Number	N, O		ABCD
	5. Course Level	N, O		ABCD
	6. Pre & Co-Requisite	N, O		ABCD
	7. Course Description	N, O, P		ABCDEF
X	8. New Course	N, O, P		ABCDEF
	9. Deactivate a Course	N, O		ABCDEF
	10. Program Requirements	N, O	(b, c, d, e)	ABCDEF
	11a. UG Specialization (24 credits or less)	N, O	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	N, O	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	N, O	a, b, e	ABCDEF
	12. Minor (add or delete)	N, O	a, b, c, d, e	ABCDEF
	13. Closed Site Program	N, O	e	ABCDHIK
	14. Program Suspension	N, O, S	a, e	ABCDEFGIK
	15. Program Reactivation	N, O		
	16a. Certificate Program (ug/g) exclusively within existing degree program	N, O	a, c, e	ABCDEFHIK
	16b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	N, O, Q, R, S	a, c, e	ABCDEFHJL
	17. Off-Campus Delivery of Existing Program	N, O, S	a, b, c, e	ABCDHIL
	18a. UG Concentration (exceeds 24 credit hrs)	N, O, S	a, c, d, e	ABCDEFHJL
	18b. Masters Concentration (exceeds 12 credit hrs)	N, O, S	a, c, d, e	ABCDEFHJL
	18c. Doctoral Concentration (exceeds 18 credit hrs)	N, O, S	a, c, d, e	ABCDEFHJL
	19. Program Title Change	N, O, S	a, c, d, e	ABCDEFHJL
	20. Program Termination <sup>2</sup>	N, O, S	d, e	ABCDEFHIK
	21. New Degree Program <sup>3</sup> ,	N, O, Q, R, S	a, c, d, e	ABCDEFHJL
	22. Other	Varies	Varies	Varies

<b>Box 4: DOCUMENTATION (check boxes of documents included)</b>			
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. Other documents as may be required by MHEC/ USM. See <a href="http://www.ubalt.edu/downloads/program_approval_Grid-USM-10-07.doc">http://www.ubalt.edu/downloads/program_approval_Grid-USM-10-07.doc</a>	

<sup>1</sup> Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.

<sup>2</sup> See USM Policy on the Review and Abolition of Academic Programs (<http://www.usmd.edu/regents/bylaws/Section11111702.html>) for list of information that must be provided for this action.

<sup>3</sup> 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.

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

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA X <b>Contact Name:</b> Stanley Kemp/ Wolf T. Pecher <b>Phone:</b> x. 5094/ x. 6720
<b>DEPARTMENT / DIVISION:</b> Division of Liberal Studies
<b>SHORT DESCRIPTION OF PROPOSAL</b> (State Document N action item from Box 3 and program name OR course name, code, & number as applicable):
8- New Course: ENVS 300 Greater Baltimore Urban Ecosystems: Field Investigations (4.0 cr.)
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall X Spring <input type="checkbox"/> Year: 2010

<b>Box 5: IMPACT REVIEW</b>	<b>SIGNATURES</b> (see procedures for authorized signers)	<b>DATE</b>
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:	

<b>Box 6: APPROVAL SEQUENCE</b>	<b>APPROVAL SIGNATURES</b>	<b>DATE</b>
A. Department / Division	Chair: <i>Deborah Koku</i>	<i>10-6-09</i>
B. General Education (as required for #7, #8)		
C. Final faculty review body within each School	Chair: <i>Margaret J. Potthast</i>	<i>10-23-09</i>
D. College Dean	Dean: <i>Fay W. Turner</i>	<i>10/27/09</i>
E. Provost and Senior Vice President for Academic Affairs	Provost: <i>Marg C. W. for Joseph Wood</i>	<i>11/02/09</i>
F. Curriculum Review Committee (UFS subcommittee)	Chair:	
G. University Faculty Senate (UFS option)	Chair:	
H. University Council <sup>4</sup>	Chair:	
I. President	President:	
J. Board of Regents – notification only		
K. Board of Regents – approval		
L. MHEC – notification only		
M. MHEC – approval		
N. Middle States Association notification	Required only if the mission of the University is changed by the action	

<sup>4</sup> 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.

## UNIVERSITY OF BALTIMORE

**DOCUMENT O: SUMMARY PROPOSAL**

See Course and Program Development Policy and Procedures for Instructions

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<b>SHORT DESCRIPTION OF PROPOSAL</b> (State Document N, Box 3, action item and program name OR course name, code, & number as applicable):
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<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2010

<b>O-1: Briefly describe what is being requested:</b>		
This proposal is to request the addition of a new course ENVS 300 Greater Baltimore Urban Ecosystems: Field Investigations. This course will be a required component of the new Environmental Sustainability and Human Ecology curriculum at UB.		
For new courses or changes in existing courses (needed by Registrar)		
<b>OLD Title:</b>	<b>Course # / HEGIS Code:</b>	<b>Credits:</b>
<b>NEW Title:</b> Greater Baltimore Urban Ecosystems: Field Investigations	<b>Course # / HEGIS Code:</b> ENVS 300	<b>Credits:</b> 4.0

<b>O-2: Set forth the rationale for the proposal:</b>
This course is an integral part of the new Environmental Sustainability and Human Ecology curriculum at University of Baltimore and meets several key needs. Students taking this course will 1) Become familiar with local ecosystems in detail and the current issues involved, 2) Learn about the natural forces which shape different ecosystems and 3) gain practical, hands- on experience with methods and equipment used to assess abiotic and biotic ecosystem features. All of these are critical skills and experience for new environmental major, which are integrated thoroughly in this course. No other course currently offered or planned in the new curriculum will meet these needs. Our society is increasingly challenged by environmental issues ranging from local pollution of soil and water resources to global climate change. This course provides students with the necessary skills and knowledge to design sound environmental field studies, as well as to evaluate studies that address these issues. The course prepares students to pursue professional careers in a growing job market in which knowledge of and expertise in environmental sampling techniques and methods are highly desired.

Document P: Course Definition  
Greater Baltimore Urban Ecosystems: Field Investigations

1. Date Prepared: September 23, 2009
2. Prepared by Stanley J. Kemp and Wolf T. Pecher
3. Department/ Division: Division of Liberal Studies
4. Course Number: ENVS 300
5. Course Title: Greater Baltimore Urban Ecosystems: Field Investigations
6. Credit Hours: 4.0
7. Catalog Description:

An introduction to local ecosystems, their determining natural forces and human caused challenges, and strategies, methods, and techniques used to assess ecosystem condition. Develops skills to evaluate ecological assessment reports, guidance documents and sampling techniques produced and used by environmental agencies and other interested parties. Includes both classroom and field components, with frequent class trips to local ecosystems to assess and compare their characteristics.

8. Prerequisites: ENVS 221 Science of the Environment
9. Course Purpose: required element of new Environmental Sustainability and Human Ecology curriculum at UB
10. General Education area: not applicable
11. Course type/ Component: Field studies, ~~lecture~~ *MGP*.
12. Faculty qualified to teach course: Stanley J. Kemp, Wolf T. Pecher

13. Content Outline:

This course entails integrated classroom and field components. In class, students will focus on the diversity of environments in the Greater Baltimore area, and will study the natural factors which generate this diversity. These will include geology, soil science, hydrology, land- water interactions, and historical factors. In addition, the effects of human populations and activities will be explored in each of these ecosystems, along with provided ecosystem goods and services. These concepts will be taught in a classroom setting.

Students will also take field trips to these different ecosystems. These may include local forest areas of different type, freshwater streams, Chesapeake bayside

wetlands and coast, serpentine barrens, and interior wetlands. All of these can be found within a short drive of the UB campus. While there, they will employ a variety of field data collection methods to assess the biotic and abiotic features of these habitats. This will introduce students to and will provide practical hands-on experience with the techniques and equipment used by ecologists and environmental scientists to assess ecosystems. Physical and biological parameters will be sampled and collated in the field as a class. These data will then be worked individually into reports detailing the results of the ecological assessment. Students will compare, and critically review their own ecological assessment reports and reports on similar ecosystems produced by environmental agencies and interest groups, as well as evaluate guidance documents used by these groups. Finally, a group presentation at the end of the term will tie together all aspects, field and classroom, presented in the course.

#### 14. Learning Goals:

At the end of the course, students will be able to:

- I. Identify and describe the diverse ecosystems in the Greater Baltimore area, and the ecosystem services which they provide
- II. Identify and describe the natural and anthropogenic forces which serve to modify and determine ecosystems
- III. Identify, describe, and analyze the challenges faced by these ecosystems caused by human populations and activities
- IV. Describe and utilize the methods and techniques used by environmental scientists and ecologists to assess ecosystem health and condition in the field
- V. Perform an environmental assessment using methods and techniques learned in the course
- VI. Process and analyze data to generate conclusions about environmental assessment, and to construct a formal report
- VII. Evaluate ecological assessment reports performed by other environmental scientists and/or environmental agencies and be able to communicate these reports to the general public

#### 15. Assessment strategies:

May include any or all of the following:

- I. exams or major quizzes covering separate parts of the course (learning goals I, II, III)
- II. reports based on field or in-class experiences (learning goal IV, V, VI)
- III. Written assignments and in-class discussions analyzing and evaluating ecological assessment reports and techniques (learning goal IV, VII)
- IV. final group presentation based on comparison of field collected data (learning goals I, II, III, IV, V, VI, VII)

**16. Suggested texts and materials:**

**Brower, J, J. Zar and C. von Ende. 1997. Field and Laboratory Methods for General Ecology, 4<sup>th</sup> Ed. McGraw- Hill Publishing. ISBN-13: 978-0697243584**

**17. Suggested Class Size: 15 students**

**18. Lab fees: yes (covers cost of consumable materials and equipment used during field trips)**