**Document N: Course and Program Development: IMPACT AND APPROVAL SIGNATURES**

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

**SCHOOL:**
- LAW
- MSB
- CAS
- CPA

**CONTACT NAME:** Ronald Castanzo  
**PHONE:** x1927

**DEPARTMENT/DIVISION:** Science, Information Arts and Technologies  
**DATE PREPARED:** 3/21/12

**PROPOSED SEMESTER OF IMPLEMENTATION:**
- fall
- spring  
**YEAR:** 2013

**TYPE OF ACTION:**
- add (new)
- deactivate
- modify
- other

**LEVEL OF ACTION:**
- noncredit
- undergraduate
- graduate
- other

**ACTION BEING REQUESTED** (select one category, either Course Actions or Program Actions):

- **COURSE ACTIONS**
  - Original Subject Code/Course Number: ENVS 201
  - Original Course Title: Human Ecology

- **PROGRAM ACTIONS**
  - Original Program Title:

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

**COURSE ACTIONS**

1. Experimental Course
2. Course Title
3. Course Credits
4. Course Number
5. Course Level
6. Pre- and Co-Requisite
7. Course Description
8. New Course
9. Deactivate Course
10. Other

**PROGRAM ACTIONS**

10. Program Requirements
11a. Undergraduate Specialization (24 credits or fewer)
11b. Master’s Specialization (12 credits or fewer)
11c. Doctoral Specialization (18 credits or fewer)
12. Minor (add or delete)
13. Closed Site Program
14. Program Suspension
15. Program Reactivation
16a. Certificate Program (UG/G) exclusively within existing degree program
16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
17. Off-Campus Delivery of Existing Programs
18a. Undergraduate Concentration (exceeds 24 credits)
18b. Master’s Concentration (exceeds 12 credits)
18c. Doctoral Concentration (exceeds 18 credits)
19. Program Title Change
20. Program Termination
21. New Degree Program
22. Other

**ADDITIONAL DOCUMENTATION** (check all appropriate boxes of documents included; review the list of necessary documents):

- summary proposal (O)  
- course definition document (P)  
- full five-page MHEC proposal (Q)

- financial tables (MHEC) (R)  
- other documents as may be required by MHEC/USM (S)  
- other (T)
### IMPACT REVIEW (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Impacted Entity</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Library</td>
<td></td>
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<tr>
<td>b. OTS</td>
<td></td>
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<td>c. University Relations</td>
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<td>d. Admissions</td>
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<td>e. Records</td>
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### APPROVAL SEQUENCE (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Approval Level</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Department/Division (Chair)</td>
<td>Deborah Kohl</td>
<td>March 25, 2012</td>
</tr>
<tr>
<td>B. General Education (for No. 7, 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Final Faculty Review Body Within Each School (Chair)</td>
<td>J. Hughes</td>
<td>4/13/12</td>
</tr>
<tr>
<td>D. Dean</td>
<td>Daniel B. Papp</td>
<td>1/13/12</td>
</tr>
<tr>
<td>E. University Faculty Senate (Chair)</td>
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<tr>
<td>F. University Council (Chair)</td>
<td></td>
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</tr>
<tr>
<td>G. Provost and Senior Vice President for Academic Affairs</td>
<td>Beverly Schnell</td>
<td>2/17/2013</td>
</tr>
<tr>
<td>H. President</td>
<td></td>
<td></td>
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<tr>
<td>I. Board of Regents (notification only)</td>
<td></td>
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<tr>
<td>J. Board of Regents (approval)</td>
<td></td>
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<tr>
<td>K. MHEC (notification only)</td>
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<tr>
<td>L. MHEC (approval)</td>
<td></td>
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<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the University’s mission is changed by the action</td>
<td></td>
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</table>

1 University Council review (for 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.
Document O: Course and Program Development: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: [ ] LAW [ ] MSB [ ] CAS [ ] CPA

CONTACT NAME: Ronald Castanzo
PHONE: x1927

DEPARTMENT/DIVISION: Science, Information Arts and Technologies
DATE PREPARED: 3/21/12

PROPOSED SEMESTER OF IMPLEMENTATION: [ ] fall [ ] spring
YEAR: 2013

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

[ ] COURSE ACTIONS

Original Subject Code/Course Number:
ENVS 201

Original Course Title:
Human Ecology

[ ] PROGRAM ACTIONS

Original Program Title:

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

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For changes to existing courses:

<table>
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<table>
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As part of an initiative of the Office of the Provost, SIAT is revising the learning goals of its general education biological/natural science courses to bring them more in line with COMAR and to make outcomes more assessable.

The original learning goals for ENVS 201 are as follows:
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

New learning goals:
1. Discriminate science from non-science, especially including the attribute of testing of hypotheses about natural phenomena through observation.
2. Define the fundamental terminology and concepts and identify the significant historic figures in human ecology.
3. Access scientific information on an assigned topic from specified internet and other sources.
4. Name and describe technology and data collection and quantitative methods commonly used in human ecology.
5. Make judgments about conclusions reached from data obtained in peer-reviewed and other scientific investigations of natural phenomena.

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

Learning goals for several general education courses are in need of revision to make them more assessable and to bring them more in line with state guidelines.
1. DATE PREPARED: 3·21·12

2. PREPARED BY: Stanley Kemp and Ronald Castanzo

3. DEPARTMENT/DIVISION: SIAT

4. COURSE NUMBER(S) with SUBJECT CODE(S): ENVS 201

5. COURSE TITLE: Human Ecology

6. CREDIT HOURS: 3.0

7. CATALOG DESCRIPTION

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.

8. PREREQUISITES: none

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.): general education and required for EVSHE majors.

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.): GSCI

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, Summer 2010
12. FACULTY QUALIFIED TO TEACH COURSE: Kemp, Pecher

13. CONTENT OUTLINE

1. an introduction to ecology and environmental science
2. point and non point source pollution
3. watershed science
4. land use and effects
5. structured habitat and ecosystem services
6. climate change and effects
7. coastal habitat issues
8. biodiversity and conservation biology
9. protection of the environment
10. international environmental problem solving efforts
11. human population sustainability.

In addition, several field trips to local sites of interest are possible

14. LEARNING GOALS

1. Discriminate science from non-science, especially including the attribute of testing of hypotheses about natural phenomena through observation.

2. Define the fundamental terminology and concepts and identify the significant historic figures in human ecology.

3. Access scientific information on an assigned topic from specified internet and other sources.

4. Name and describe technology and data collection and quantitative methods commonly used in human ecology.

5. Make judgments about conclusions reached from data obtained in peer-reviewed and other scientific investigations of natural phenomena.

15. 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)

Summer 2010
16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)


17. SPECIAL GRADING OPTIONS (if applicable)

18. SUGGESTED CLASS SIZE: 30

19. LAB FEES (if applicable): n/a