

## UMBC UGC Instructions for New Course Request Form (revised 12/2020)

**Date submitted:** The date that the form will be submitted to the UGC.

**Course number & title:** Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

**Cross-listed courses:** All cross-listed course numbers must be listed in the course number box. Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

**Contact information:** Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

**Course number:** For cross-listed courses, provide all the numbers for the new course.

**Transcript title:** Limited to 30 characters, including spaces.

**Recommended Course Preparation:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

**Prerequisite:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

**NOTE:** Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

**NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

**# of credits:** To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

**Maximum total credits:** This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

**Grading method(s):** Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

**Proposed catalog description:** Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

**Rationale:** Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

**Cross-listed courses:** Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

**Course Outline:** Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

**Component:** This is the type of instruction the course will utilize. The options are as follows: Clinical, Continuance, Discussion, Field Study, Independent Study, Laboratory, Lecture, Practicum, Seminar. Additionally, more than one component may be selected by the department. Please review the UMBC guidelines for components here: <https://registrar.umbc.edu/course-component-and-credit-hour-guidelines/>

**Departmental Consent:** Does this course require a student to have departmental approval noted in PeopleSoft prior to registering? If yes, please check the box. Departmental consent is a permanent addition to the course description. If the department would like consent to be administered by semester, or instructor do not check this box.

*Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document. <https://highpoint-prd.ps.umbc.edu/app/catalog/listCatalog>*

## UMBC UGC New Course Request: GES 320 Urban Ecosystems

Date Submitted: 30 August 2021

	Name	Email	Phone	Dept
Dept Chair or UPD	Maggie Holland	<a href="mailto:mholland@umbc.edu">mholland@umbc.edu</a>	5-1921	GES
Other Contact	Alan Yeakley	<a href="mailto:yeakley@umbc.edu">yeakley@umbc.edu</a>	5-3955	GES

### COURSE INFORMATION:

Course Number(s) Include Cross-listed Courses	GES 320
Formal Title	Urban Ecosystems
Transcript Title (≤30c)	Urban Ecosystems
Recommended Course Preparation	
Prerequisite	Must the pre-requisite be passed with a grade of : <input type="checkbox"/> 'A' <input type="checkbox"/> 'B' <input checked="" type="checkbox"/> 'C' or <input type="checkbox"/> 'D'  GES 120 OR GES 110 OR GES 102
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

### PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course studies ecosystem processes in urban areas, including structure and function as well as how humans perceive and manage their urban ecosystems. Focal areas include climate, hydrology, geomorphology, geochemistry, soils, plants and wildlife in urban areas. Aspects of the course include human perception, human health, environmental justice, and valuation of ecological processes in urban areas. The course also addresses issues of species conservation, ecosystem management, urban agriculture, and restoration and sustainability in urban systems.

### RATIONALE FOR NEW COURSE:

This course has been taught at UMBC every spring semester since 2017, as a junior level course (i.e. GES 302). We would offer it once a year, most likely during spring semester, although it could be taught alternatively during fall semester as department needs determine. The course would complement other courses in GES on both the environmental science and human geography sides of our curriculum. While the course is geared primarily for students majoring in Environmental Science and Geography (i.e. our BS degree in GES), it is also intended to be accessible for students majoring in Geography and Environmental Studies (i.e. our BA degree in GES) as well. The prerequisite for the course is GES 120, Environmental Science and Conservation, which spans both natural and social aspects of how earth's ecosystems work. Urban Ecosystems would be taught at the 300 level; this is due both to its treatment of the material at an intermediate level and to its broad appeal (every year it has been taught it has either reached or exceeded its enrollment cap, ranging from 28-39 students, depending on the cap). The grading method of A-F is standard for 300 level courses in GES. The course is justified to be repeated every year due to its consistently high enrollment and to its place in the GES curriculum, accessible to both our BS and BA majors.

## ATTACH COURSE SYLLABUS (mandatory):

**Where:** Blackboard Collaborate, University of Maryland Baltimore County  
**Lecture:** TTh 5:30-6:45pm (1730-1845)  
**Instructor:** [Alan Yeakley](mailto:yeakley@umbc.edu) (Email: [yeakley@umbc.edu](mailto:yeakley@umbc.edu))  
**Office hours:** Tues 11-noon, Wed 11am-noon, Thurs 11am-noon (in BB Collaborate)  
**Readings:** Journal articles and book chapters (See Reading List on BB)

**Course Objectives.** Study of ecosystem processes in urban areas, including structure and function as well as how humans perceive and manage their urban ecosystems. Topic areas include climate, hydrology, geomorphology, geochemistry, soils, plants and wildlife in urban areas. Emphasis also includes human perception, human health, environmental justice, and valuation of ecological processes in urban areas. Includes issues of species conservation, ecosystem management, urban agriculture, and restoration and sustainability in urban systems.



**Course Approach.** Our classes will be conducted in a combination of lecture and discussion, based on readings we do every week. The readings for the most part come from the scientific literature as well as a few book chapters. You'll be expected to have read the week's assigned readings by the beginning of the Tuesday class that week. To help with this process, you'll be asked to complete weekly **Reading Response Questions (RRQs)** that are due by the beginning of the Tuesday class – these will be found under Assignments in BB. During the class period itself, I'll cover major concepts using lecture notes based on the readings, but we'll operate in a discussion-oriented mode, with *use of the chat bar on your part MUCH encouraged*.

Also, every week we will have at least one **group breakout session**, where you will be formed into groups of three to four students to formulate your responses to a given topic. In this mode, I'll provide a google sheet with questions for you to collectively address, and then we'll come back together as a larger class and review what each group came up with on their sheets. These will most often occur in the Thursday class, but may occur on Tuesdays as well – it depends on where we are with the flow of the course material.

As for **Exams**, there will be two exams of equal weight. The first exam will occur about halfway into the course, and the second exam will be in the final exam period. The second exam will not be cumulative. The exams will cover both the readings and lecture notes. There will not be a study guide provided for the exam, as the lecture notes already provide that; we'll have a review period prior to each exam to go over the material to help you prepare. Exams are open-book, open-note, closed-internet.

There will be two additional assignments: New Slides and an Independent Urban Ecology Project. For the **News Slides**, twice during the course you'll find a current news article that's related to what we're covering in the course. For this assignment, you'll prepare a single powerpoint slide that presents that news article, using a mixture of text and figures. I'll provide a template for the slide. The news slide ppt file will be submitted in Blackboard. For each news slide, you'll give a two-minute live presentation during an office hour session followed by some five minutes of discussion with me as well as other students from the class that may be present. You are not required to be present for other students' presentations, but everyone in the class will be welcome.

For the **Independent Urban Ecology project**, which is in lieu of the group field trips we usually do in this class when we are face-to-face, you'll choose a location in consultation with me (which can be done during an office hours period), and then do some "investigative reporting" on an urban ecology aspect that you find interesting about that site. I'll do a couple of demos of this during the first half of the course to give you an idea of what's expected. The product will be a filled-out questionnaire about the site, a 1-2 page essay about what you've found, and a brief (5-10 slide) powerpoint presentation of the site. During the last two weeks of class, each student will present their powerpoint to the class in a 5 min talk followed by 5-10 minutes of discussion. I'll provide details on what's required in both the 1-2 page essay and the powerpoint presentation, but a key feature will be photos (minimum of at least three) that you take on your site.

**Participation** will be an important aspect of the class. I won't take roll, but if you need to miss a class please do contact me in advance so we can discuss how to make up any in-class work that you miss. All class sessions as well as office hour presentations will be recorded in BB so you'll have an opportunity to catch up on what happened in any class period that you miss. Participation will be evaluated based on completing all the assignments; participating in in-class activities (e.g. break-out group worksheets); giving oral presentations of the two news slides and your independent project; and actively participating in class using the chat bar (primarily, although audio in small doses is also welcome, but we'll primarily use the chat bar, and I'll sometimes keep my own video off, to maintain optimal connectivity for everyone).

**Late assignments. Assignments are due at the beginning of class on the due date.** With the exception of exams and in-class activities, I'll still accept late assignments. A penalty of 10% will be assessed during the first week late; after that a 30% penalty will be applied up until the day of the final. After that, no late material will be accepted.

### **Grade Distribution.**

- News slides (10%)
- Reading response questions (RRQ) (25%)
- Independent urban ecology project (20%)
- Mid-term exam (15%)
- Final exam (15%)
- Participation (15%)

## Weekly Schedule

*Note: This schedule is a plan, not a guarantee. Changes, if any, will be announced on BB as the course goes on.*

<b>Week</b>	<b>Dates</b>	<b>Lecture Topic</b>	<b>Assignments</b>
1	Jan 26, 28	Introduction	
2	Feb 2, 4	Historical and current perspectives	RRQ
3	Feb 9, 11	Atmospheric processes	RRQ
4	Feb 16, 18	Hydrology & streams	RRQ
5	Feb 23, 25	Soils	RRQ, News Slide 1
6	Mar 2, 4	Biogeochemistry & water quality	RRQ
7	Mar 9, 11	Midterm review, <i>Midterm exam</i>	
8	Mar 16, 18	*** <i>Spring break – no class</i> ***	
9	Mar 23, 25	Plant ecology	RRQ
10	Mar 30, Apr 1	Animal ecology – aquatic	RRQ
11	Apr 6, 8	Animal ecology – terrestrial	RRQ
12	Apr 13, 15	Urban ecosystem management and restoration	RRQ, News Slide 2
13	Apr 20, 22	Human perspectives	RRQ
14	Apr 27, 29	Human communities and health	Project report
15	May 4, 6	Project presentations	News reports
16	May 11	Final exam review	
17	May 20, 6 pm	<i>Final exam</i>	

**Academic Integrity:** By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include failing the class, suspension or dismissal. This includes cheating on an exam or RRQ by copying answers from or sharing answers with another student. The penalty will be an automatic zero on the exam. For more information consult the following university web site: [http://www.umbc.edu/undergrad\\_ed/honesty/](http://www.umbc.edu/undergrad_ed/honesty/)

### **Peer Tutoring Services Are Available for This Course**

Appointment Tutoring: free tutoring, by appointment, for selected classes, in small groups. Tutoring sessions may be arranged by visiting <https://lrc.umbc.edu/tutor/appointments/>

*Who are peer tutors?*

Peer tutors are currently enrolled students with demonstrated course mastery who receive ongoing training. Peer tutors have undergone a selection process that includes faculty recommendations. Oftentimes, peer tutors for GES classes are current GES majors.

*What happens during a tutoring session?*

Peer tutors help students learn course concepts and methods of analysis, practice problems, and prepare for tests; they also help with learning strategies and study skills for the classes they support.

### **Accessibility and Disability Accommodations, Guidance and Resources**

Accommodations for students with disabilities are provided for all students with a qualified disability under the Americans with Disabilities Act (ADA & ADAAA) and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would create equal access for students when barriers to participation exist in University courses, programs, or activities.

If you have a documented disability and need to request academic accommodations in your courses, please refer to the SDS website at [sds.umbc.edu](https://sds.umbc.edu) for registration information and office procedures.

**SDS email: [disAbility@umbc.edu](mailto:disAbility@umbc.edu)**

**SDS phone: (410) 455-2459**

If you will be using SDS approved accommodations in this class, please contact me (instructor) to discuss implementation of the accommodations. During remote instruction requirements due to COVID, communication and flexibility will be essential for success.

### **Sexual Assault, Sexual Harassment, and Gender Based Violence and Discrimination**

UMBC's [Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination](#) and Federal Title IX law prohibit discrimination and harassment on the basis of sex in University programs and activities. Any student who is impacted by sexual harassment, sexual assault, domestic violence, dating violence, stalking, sexual exploitation, gender discrimination, pregnancy discrimination, gender-based harassment or retaliation should contact the University's Title IX Coordinator to make a report and/or access support and resources:

**Mikhel A. Kushner, Title IX Coordinator (she/her/hers)**

**410-455-1250 (direct line), [kushner@umbc.edu](mailto:kushner@umbc.edu)**

*You can access support and resources even if you do not want to take any further action. You will not be forced to file a formal complaint or police report. Please be aware that the University may take action on its own if essential*

to protect the safety of the community.

If you are interested in or thinking about making a report, please see the [Online Reporting Form](#). Please note that, while University options to respond may be limited, there is an anonymous reporting option via the online form and every effort will be made to address concerns reported anonymously.

### **Notice that Faculty are Responsible Employees with Mandatory Reporting Obligations:**

All faculty members are considered *Responsible Employees*, per [UMBC's Policy on Sexual Misconduct, Sexual Harassment, and Gender Discrimination](#). Faculty are therefore required to report possible violations of the [Policy](#) to the Title IX Coordinator, even if a student discloses something they experienced before attending UMBC.

While faculty members want you to be able to share information related to your life experiences through discussion and written work, students should understand that faculty are required to report Sexual Misconduct to the Title IX Coordinator so that the University can inform students of their [rights, resources and support](#).

If you need to speak with someone in confidence, who does not have an obligation to report to the Title IX Coordinator, UMBC has a number of [Confidential Resources](#) available to support you:

- The [Counseling Center](#): **410-455-2472 / After-Hours 410-455-3230**
- [University Health Services](#): **410-455-2542**
- Pastoral Counseling via [Interfaith Center](#): **410-455-3657; interfaith@umbc.edu**

Other Resources:

- [Women's Center](#) (for all genders): **410-455-2714; womenscenter@umbc.edu**.
- [Shady Grove Student Resources](#), [Maryland Resources](#), [National Resources](#).

Child Abuse and Neglect:

Please note that Maryland law and [UMBC policy](#) require that I report all disclosures or suspicions of child abuse or neglect to the Department of Social Services and/or the police.

### **Pregnancy**

UMBC's [Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination](#) expressly prohibits all forms of Discrimination and Harassment on the basis of sex, including pregnancy. [Resources for pregnant students](#) are available through the University's Office of Equity and Inclusion. Pregnant and parenting students may contact the Title IX Coordinator to discuss plans and assure ongoing access to their academic program with respect to a leave of absence or return following leave related to pregnancy, delivery, or early months of parenting.

In addition, students who are pregnant may be entitled to accommodations under the ADA through the [Student Disability Service Office](#), and/or under Title IX through the [Office of Equity and Inclusion](#).

### **Religious Observances & Accommodations**

UMBC [Policy](#) provides that students should not be penalized because of observances of their religious beliefs, students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance, and as early as possible. For questions or guidance or to request an accommodation, please contact the [Office of Equity and Inclusion](#) at [oei@umbc.edu](mailto:oei@umbc.edu).

### **Hate, Bias, Discrimination and Harassment**

UMBC values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic

engagement.

Consistent with these principles, [UMBC Policy](#) prohibits discrimination and harassment in its educational programs and activities or with respect to employment terms and conditions based on race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

Students (and faculty and staff) who experience discrimination, harassment, hate or bias or who have such matters reported to them should use the [online reporting form](#) to report discrimination, hate or bias incidents; reporting may be *anonymous*.

**Required Information for Registrar's Office Implementation:**

Items below will be listed in the catalog, but do not require UGC approval. For future changes to these items, submit an RT ticket to the Registrar's Office.

Component	<input type="checkbox"/> Clinical <input type="checkbox"/> Discussion <input type="checkbox"/> Field Study <input type="checkbox"/> Independent Study <input type="checkbox"/> Laboratory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Practicum <input type="checkbox"/> Seminar <input type="checkbox"/> Thesis Research <input type="checkbox"/> Tutorial
Departmental Consent	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
When Offered (Fall, Summer, Winter, Spring, Other*) <small>*If Other, please describe</small>	Fall or Spring (one offering per year)

**Requested Effective Date (Please note that the final approval date will determine the earliest possible effective date):**

**October 2021**

**Under what APR will this course evaluated?**

**2023**