

Assessment of Student Learning Plan (ASLP): Environmental Science & Policy

2014-15 Academic Year

A. College, Department/Program, Date

College _____ CSTH _____
Department/Program __ Environmental Science & Policy __
Date _____ June 9, 2015 _____

B. Contact Person for the Assessment Plan

Name and title _____ Robert M.
Sanford _____

C. Degree Program

Name of Degree Program BA Environmental Planning & Policy, BS in Environmental Science (the two are assessed together here because they are at least 80% the same and are offered in the same department)

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)

- a. List 3-5 of the most important student learning outcomes for your program.
- b. Then, identify which student learning outcomes were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

Map of Student Learning Outcomes. What learning experiences (courses, other experiences) are provided to support the outcomes? Where in the curriculum is the outcome introduced? Where is it reinforced? Where is mastery intended?

DES faculty mentor students in many ways--courses, laboratory research, partnerships with external units (internships, projects, research, consulting), graduate school planning, and in development of professional careers, Our approach to education and mentoring is that these are things that are not bounded by the classroom.

DES curriculum is designed to have students jump right into the major. From their very first course they are introduced to the concepts of community involvement, research, and collaboration. These concepts or themes underlay the processes and outcomes in each course. By the end of the freshman year, the students have enough basic science to that they can choose more advanced courses in a variety of areas. BA and BS students continue to take classes together, building community, and reflecting the interdisciplinarity of environmental science. Research Methods (ESP 280), for example, is a 4-credit lecture and laboratory sophomore course in which the students learn social science and physical/natural science research approaches, techniques, and tools. They collaborate on research that must meet the level of being presentable at USM's Thinking Matters. At the junior year, the students are more likely to differentiate on the basis of their major, but continue to come together for courses in environmental regulations, energy, and other areas. An internship gives them an opportunity to further explore an area of particular interest or to simply gain some practical workplace connections and experience. The internship program is run by the department chairperson, who functions as the internship coordinator and instructor. Presentation of internships on Internship Night (held every semester) is another way for advanced students to pass along their experience to newer students and to share among themselves and the faculty. The capstone course and Senior Seminar continue to build communicate, collaborations, and lay groundwork for their futures. Within this overall framework lie the individual outcomes for each course in the majors. The checklist below is revised annually to best serve the needs of the outcome assessments. The table below the checklist shows outcomes from the syllabi for department courses.

**DEPARTMENT OF ENVIRONMENTAL SCIENCE AND POLICY
2015-2016 Curriculum Checklist**

NAME _____ STUDENT ID# _____

ADVISOR _____ Catalog Year: _____ Intended Degree: **BA or BS**

Minimum proficiency requirements for college-level courses

Writing proficiency _____
 Mathematics Proficiency _____

General Education (core courses)

Entry Year Experience (EYE courses) _____
 College Writing (ENG 100) _____
 Quantitative Reasoning (MAT 120 is required for EPP) _____

Creative Expression (such as MUS 110, ARH 101) _____
 Cultural Interpretation (such as ARH 111, ENG 120, ENG 150, PHI 1XX) _____

Science Exploration (usually ESP 101/102 or ESP 125/126) _____
 Socio-Cultural Analysis (recommend ECO 102) _____

Ethical Inquiry (recommend ESP 200, ESP 212, ESP 308, GEO 209) _____
 Diversity (may overlap with another category/requirement except International) _____

International (recommend ESP 308) _____

3 Thematic Cluster courses ___ or 3 upper div. Non-ESP ___
 or minor* _____
 Capstone (ESP 401) _____

Verification student has obtained the required **120** university credits _____

Department of Environmental Science and Policy major requirements

BS: CHY 113 ____ CHY 114 ____ CHY 115 ____ CHY 116 ____	BS/BA: ESP 101 ____ ESP 102 ____ ESP 125 ____ ESP 126 ____	BS/BA: ESP 150 ____ ESP 197 ____ ESP 203 ____ ESP 207 ____	BS/BA: ESP 280 ____ ESP 340 ____ ESP 400 ____ ESP 401 ____	BS/BA: 1 Tools course: ____ Examples include: ESP 108, GEO 208, GEO 308, GEO 340, CAD, foreign language, MAT 120 (only for BS ES)
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BA in Environmental Planning and Policy	BS in Environmental Science	Common electives:
CHY 1XX ____ (lec)	CHY 233 ____ <i>OR</i> CHY 251/252 ____	ESP/GEO 108 ____ ESP/GEO 207 ____ ESP/PHI 212 ____ ESP/REC 223 ____ ESP 299 ____ ESP 303 ____ ESP 308 ____ ESP 341 ____ ESP 470 ____
MAT 120 ____	MAT 152 ____ and either	
ESP 220 ____	PHY 111 ____	
ESP 305 ____	PHY 114 ____	
ESP 375 ____	<i>OR</i>	
ESP 417 ____	BIO 105/106 ____	
ESP 421 ____		
choose	ESP 250 ____	*Recommended Minors include:
ESP 200 ____	ESP 360 ____	__ Applied Energy
<i>OR</i>		__ Environmental Science (BA only)
GEO 209 ____	ESP 260 ____	__ Environmental Policy (BS only)
choose	<i>OR</i>	__ Environmental Sustainability
ESP 326 -----	ESP 412 ____	__ Chemistry (BS)
<i>OR</i>	Electives:	__ Economics (BA)
ESP 327 -----	Choose 2 ESP classes 200 or higher	__ Biology (BS)
Electives: (2 ESP classes 200 or higher)	1: _____	__ Nature-based Tourism
1: _____	2: _____	__ Political Science (BA)
2: _____		

Environmental science courses and their primary outcomes for student learning. The requirements for BA EPP and for BS ES are per the above checklist.	
Freshmen level	
Entering freshmen are immediately immersed in the major, with the opportunity to do community service, and group activities in courses and outside of courses. From the freshman level onward, students are provided opportunity to participate in research and to present the results at “Thinking Matters” (USM student research symposium), “Civic Matters,” Maine Water Conference, and other venues.	
Course	Outcome
ESP 101 Fundamentals of Environmental Science (Lecture)	1. Meet course science requirement 2. Introduce the major—basic environmental literacy
ESP 102 Fundamentals of Environmental Science (Laboratory)	1. Be able to design and carry out a science experiment 2. Be able to gather environmental information from the field 3. Be able to write a professional environmental report on a lab experiment or field investigation.
ESP 108/GEO 108 Introduction to ArcGIS	Basic familiarity with a GIS mapping and analysis tool
ESP 150 Field Immersion	1. Be able to use a map and compass in the field 2. Be able to use a dichotomous key to identify a tree or water plant. 3. Be able to work as a group in the field 4. Be able to use a canoe to take water samples 5. Know your advisor and the Student Success Center
ESP 125 Introduction to Environmental Ecology (Lecture)	1. Be able to describe interactions of organisms with their environment from an evolutionary and physiological perspective. 2. Be able to demonstrate fundamental understanding of ecological principles and concepts as they relate environmental science, Systems Ecology, Population Ecology, Landscape Ecology, and Urban & Industrial Ecology. 3. Write a literature review on a topic in environmental ecology.
ESP 126 Introduction to Environmental Ecology (Lab)	Be able to demonstrate knowledge, skills, and abilities to conduct basic ecological research and interpret ecological data including: 1. Demonstrate a working knowledge of descriptive statistics and their use in ecological studies. 2. Write a formal scientific report. 3. Characterize habitat and community types and assign a rarity ranking. 4. Estimate population density and characterize

	<p>distribution</p> <ol style="list-style-type: none"> 5. Calculate community diversity using Shannon and Simpson's indices 6. Measure tolerance and toxicity in daphnia 7. Conduct preliminary biomonitoring analysis of heavy metals using lichen 8. Measure community diversity of macro fauna in soils and leaf litter. 9. Collect and interpret water quality data using common field technologies employed by ecologists and environmental scientists.
<p>ESP 197 Research Skills Lab (1 credit)</p> <p>New course to be taught by library personnel</p>	<p>10-week, lab style course designed to develop students' study and research skills. Topics include literature searching, website evaluation, peer review, critical thinking, finding articles and books, plagiarism, proper citation, primary and secondary sources, and the writing process. Final project is a written literature review on a selected environmental topic. Prepares students for ESP 203.</p>
<p>ESP 199 Roof Top Energy</p>	<p>This experimental course introduced renewable energy concepts and allowed DES to try out a course for potential offering in the future energy curricula</p>
<p>ESP 199 Environmental Entomology</p>	<p>This experimental course introduced entomology from an ecosystem, applied perspective that addressed the practicality of invasive species management. It formed the basis for the future offering of entomology as a senior seminar or other regular course offering</p>
<p>Sophomore level</p> <p>At the sophomore level students continue content-based instruction in the major. Students are expected to be able to do guided research and receive course instruction to help them meet this expectation.</p>	
<p>Course</p>	<p>Outcome</p>
<p>ESP 200 Environmental Planning</p>	<ol style="list-style-type: none"> 1. Meets Core ethical Inquiry requirement 2. first planning course—basic terminology. Ability to write an environmental plan for managing a tract of land. 3. Ability to use comprehensive planning, zoning, and regulations to evaluate local planning decisions.
<p>ESP 203 Environmental Communication</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - <i>Demonstrate</i> how basic environmental communication theory and its application shape the definition of environmental problems. - <i>Identify</i> the influence of scientific, socio-economic, and political factors and the mass media in shaping the social construction of environmental problems. - <i>Explain</i> how communication is used to persuade/dissuade audiences regarding environment problems and how the environment is used to manipulate audience perception.

	<ul style="list-style-type: none"> - <i>Conduct</i> basic social science research within Environmental Communication to study an environmental problem of interest. - <i>Develop</i> a news literacy.
ESP 207/GEO 207 Atmosphere: Science, Climate, and Change (Cross-listed from Geosciences Department)	<ol style="list-style-type: none"> 1. Become a better consumer of scientific information about climate and atmosphere 2. Be able to participate in effective decision-making in government and public policy on environmental change.
ESP 212/PHI 212 Environmental Ethics (Cross-listed from Philosophy department)	
ESP 220 Introduction to Environmental Policy	<p>Upon successful completion of this course, students will be able to:</p> <p><i>Define</i> an environmental problem.</p> <p><i>Model</i> the symptoms and causes of an environmental problem.</p> <p><i>Demonstrate</i> competency in conducting policy research to accurately define and solve an environmental problem using empirical data.</p> <p><i>Develop</i> the ability to critically analyze the formulation, construction, development, and implementation of environmental policies.</p>
ESP 223/REC 223 Nature-based Tourism	Cross-listed with Recreation department
ESP 233STEM Learning Community	Basic science and study skills and support for college learning success
ESP 250 Soils & Land Use	<ol style="list-style-type: none"> 1. Describe soils in the field 2. Analyze soils for basic properties 3. read a soils map & use data to formulate land use recommendations
ESP 260 Soil and Water Conservation Engineering	<ol style="list-style-type: none"> 1. To familiarize the student with techniques of estimation, remediation, and design used in soil and water conservation. 2. Provide the student with a broad appreciation of the natural forces at work and man's effect in the context of historical and geographical determinates. 3. Complete a group design project to scale; using a maximum of two-foot contours, geo-referenced with all reasonable mapping symbols, using predictive means design remediation with Best Management Practices (BMP's) that meet state and local conservation standards.
ESP 270 Solid Waste Planning and Policy	<ul style="list-style-type: none"> • <i>Demonstrate</i> understanding of the integrated management strategy for solid waste • <i>Develop</i> a plan to manage solid waste in accordance with the integrated solid waste management strategy • <i>Demonstrate</i> policy and planning competency for managing solid waste by incorporating the waste management hierarchy

<p>ESP 275 Energy Use and Societal Adaptation</p> <p>(An online course)</p>	<ul style="list-style-type: none"> • an understanding of traditional, modern, and future energy sources • an understanding of energy consumption sectors in modern economies • an understanding of energy technologies and environmental and social development impacts • an acquired knowledge of functional and useful skills necessary for processing energy statistics and reports
<p>ESP 280 Research and Analytical Methods</p>	<ol style="list-style-type: none"> 1. <i>Define</i> an environmental problem suitable for research. 2. <i>Construct</i> a testable hypothesis/research question. 3. <i>Prepare</i> a literature review on a selected environmental problem 4. <i>Design</i> a valid method to test a hypothesis or answer a research question. 5. <i>Conduct</i> research using the scientific method to test a hypothesis or answer a research question. 6. <i>Develop</i> a research sufficient literacy to understand and explain peer-reviewed research articles. 7. <i>Demonstrate</i> basic competency with lab and field-based analytical methods. 8. <i>Poster</i>: Be able to create a conference-ready poster or scientific paper on an environmental research topic.
<p>Junior level</p> <p>By the junior level we expect students to begin functioning as entering professionals, This is when they are encouraged to do their internship and continue work on career planning. Many juniors already have a year or more experience working in a professor's laboratory.</p>	
<p>Course</p>	<p>Outcome</p>
<p>ESP 303 Wetlands Ecology</p>	<p>At the end of this course you should be able to:</p> <ol style="list-style-type: none"> 1. Understand the fundamental and interdependent roles of hydrology, biology and biochemical processes in shaping wetlands 2. Distinguish wetlands from other land forms in terms of their ecosystem function 3. Describe wetland types and classifications used throughout the world 4. Speak intelligently about Maine wetlands and wetland issues, such as Maine DOT's new wetlands mitigation bank and recent wetlands legislation 5. Relate a basic understanding of the art and science of wetland restoration and creation 6. Find and use online wetlands resources
<p>ESP 305 Community Plan Workshop</p> <p>(An online course)</p>	<p>Be able to design and carry out an independent environmental planning project that meets a public need. Examples include a revised land use plan, energy plan, playground design, housing project, new road, public park, nature trail. Be able to participate in an online peer community.</p>
<p>ESP 308 Global Environmental Problems and</p>	<ol style="list-style-type: none"> 1. <i>Summarize</i> the major global

Sustainability	<p>environmental problems and their impact on a sustainable future.</p> <p>2. <i>Compare</i> the traditional approach to solving environmental problems to the sustainability approach.</p> <p>3. <i>Select</i> the appropriate tools of sustainability to solve a problem.</p> <p>4. <i>Evaluate</i> the commitment of other nations toward a goal of sustainability.</p> <p>5. <i>Design</i> a project to promote sustainability on the USM Gorham Campus, which encompasses the three pillars of sustainability.</p>
ESP 311 Energy Efficiency I	The student will master basic principles of energy efficiency
ESP 313 Renewable Energy Technologies	Conduct realistic experiments in thermal imaging, particulate sampling, electricity consumption auditing. working with various renewable energy technologies, including solar PV cells, wind turbines, biofuels, hydro turbines, and geothermal heating systems. Students work in teams to analyze data and evaluate technologies under different conditions. Students are expected to analyze data, draw conclusions, and make relevant recommendations.
ESP 326/ECO 326 Environmental Economics (Cross-listed from the Economics department)	Be able to apply economic theory to current environmental problems.
ESP 327/ECO 327 Natural Resource Economics (Cross-listed from the Economics department)	
ESP 341 Limnology	<ul style="list-style-type: none"> • Understand properties of water and how they affect aquatic organisms • Demonstrate the process of lake stratification • Illustrate basic nutrient cycling in lakes • Identify common freshwater aquatic organisms (plants, insects, fish, zooplankton) • Explain and assess the basic components of lake and stream food webs • Understand feedbacks between physical, chemical and biological components • Assess lake trophic status based on lake characteristics • Design, conduct, analyze and report on an aquatic-based study • Identify important sources of information for aquatic systems
ESP 340 Environmental Regulations (An online course)	<p>1. <i>Outline</i> the major regulatory requirements for environmental quality and public health.</p> <p>2. <i>Demonstrate</i> competency in research by locating and citing state and federal rules and regulations.</p> <p>3. <i>Develop</i> a written analysis of the application of a federal and/or state rule or regulation to a particular circumstance.</p>

ESP 360 Water Quality Assessment and Control	<ul style="list-style-type: none"> ● Understand the connections between water quality and aquatic ecosystem function ● Understand the requirements of the Clean Water Act and how they apply to water districts and water users ● Understand how the Maine Dept of Environmental Protection regulates and monitors water quality ● Understand the chemistry and biological significance behind commonly used water quality tests ● Practice good laboratory and field techniques, including quality control and record keeping ● Practice thinking!
ESP 375 Environmental Risk Assessment and Management	<ol style="list-style-type: none"> 1. <i>Comprehend</i> and use the recognized framework for assessing risk of exposure to pollutants and contaminants for human health. 2. <i>Prepare</i> a quantitative human health risk assessment using Microsoft Excel. 3. <i>Demonstrate</i> basic competency with regards to understanding risk from natural hazards. 4. <i>Demonstrate</i> ability to assess community public health risks from environmental exposure. 5. <i>Demonstrate</i> understanding of the scientific, political, social, ethical, and economic dimensions of perceiving, communicating, and managing risk.
ESP 389 Teaching Practicum	<ol style="list-style-type: none"> 1. <i>Be able to assist in the delivery of an environmental science laboratory or lecture course</i> (a one-on-one mentored experience between the professor and the student enrolled in ESP 389) 2. <i>be able to develop an assessment activity for an environmental science course</i>
<p>Senior level</p> <p>Seniors take a seminar (ESP 475) in which they focus on a content-based subject and also work on career-related aspects of professional development. They also take a capstone course, ESP 401, in which they apply various previous courses to a large group project with multiple facets of content, writing, map and field work, analysis, & synthesis.</p>	
Course	Outcome
ESP 400 Internship	Complete a professional experience related to a student's chosen option within the major. In addition to satisfactory work experience, provide an oral presentation and written report.
ESP 401 Environmental Impact Assessment & Lab	Be able to explain the EIA process and use it to promote more effective environmental projects. Be able to work as a team in preparing an environmental assessment and communicating the results orally and in writing a Phase I report.

ESP 403 Bioremediation and Phytoremediation	be able to discuss the fates of contaminants found in surface and subsurface environments, and make decisions regarding proper remediation techniques.
ESP 406/POS 406 Research in the European Union (Cross-listed from the Political Science department)	<ol style="list-style-type: none"> 1) Students will explore the origins of the European integration construction 2) Students will understand the evolution and functioning of the different European Union institutions 3) Students will be exposed to the complexity of organizational planning in a multicultural setting 4) Students will learn of the many different current policy issues within the EU 5) Students will observe how international organizations like NATO or the International Criminal Court work and will interact with officials from different areas and professional backgrounds to understand their role in the organizations visited during the course.
ESP 412 Field Ecosystem	<p>Course Learning Objectives are:</p> <ol style="list-style-type: none"> 1. Describe and interpret the consequences of the flow of materials and energy through organisms and the physical environment. 2. Manipulate, graph and interpret large ecological data sets. 3. View and analyze problems from a systems thinking perspective
ESP 413 Forest Ecosystems	<ol style="list-style-type: none"> 1. Understand & describe the forest as an ecosystem 2. gain practical experience in collecting forest ecosystem data & present in forest management plan
ESP 417 Site Planning and Assessment	Practical experience in creating a site plan, and designing solutions one or more particular site problems such as drainage, parking, lighting, landscaping.
ESP 421 Natural Resource Policy	<p><i>Define</i> a natural resource problem. <i>Model</i> the symptoms and causes of a natural resource problem. <i>Demonstrate</i> competency in conducting policy research to accurately define and solve a natural resource problem using empirical data. <i>Develop</i> the ability to critically analyze the formulation, construction, development, and implementation of natural resource policies.</p>
ESP 445 Environmental Education and Interpretation	<ol style="list-style-type: none"> 1. Be able to explain and design lessons demonstrating an understanding of coastal environmental education and interpretation principles and concepts. 2. The student will be able to use dichotomous keys and field guides to identify flora and fauna common to the coastal environments of Southern Maine. 3. The student will demonstrate an understanding of how basic ecological and environmental science concepts apply to the creation and teaching of environmental education materials and their connection to the Maine Learning Results (http://www.maine.gov/education/lres/). 4. The student will be able to design technology

	enhanced environmental activities and curriculum that provide equitable learning opportunities for all students.
ESP 450 Research Practicum	Gain practical, hands-on skills by participating in an on-going faculty research project.
ESP 475 Topics in Environmental Science/Senior Seminar	<ul style="list-style-type: none"> • Learn to appreciate and integrate often competing approaches to environmental science. • Enhance your abilities in critical and creative thinking, communication, and collaboration • Hear from a wide variety of environmental leaders who will share their own perspective – from their own unique life stories on environmental leadership. • How to conduct research through the case study approach <p>Career Skills Development</p> <ul style="list-style-type: none"> • Prepare a professional resume • Write a cover letter in response to a specific job advertisement • Prepare for and participate in a mock interview
Post graduate	
<p>ESP has recently implemented several graduate courses in environmental education, environmental policy, and entomology (cross-listed with Biology). The post-graduate experience is intended to facilitate a life-long connection to learning, to the environment, and to the department. ESP certificate programs apply; they are designed to serve both undergraduates and continuing education students. These programs focus on practical, marketable skills. Students in our certificate programs include retired military officers and people with master’s degrees. Graduates have been hired to help teach courses in the department, receive opportunities to guest-lecture, and to attend department events.</p>	

Step 2: How and When were the Learning Outcomes assessed?

- a. *Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students’ accomplishment of the learning outcomes selected.*

ESP does not yet have a formal Student Learning Outcomes Assessment Plan but it uses many components of one. Our summative and formative assessments regularly include in-class activities, written and on-line quizzes, learning portfolios, final projects, oral presentations, two-minute questions, reflective memoranda, instructor observation, and group and individual reports.

We use the USM course evaluation forms and were early adopters of electronic course evaluations. At the discretion of individual faculty, we augment course evaluations with Student Assessment of Learning Gains (SALG, <http://www.salgsite.org/>). SALG is useful for formative and summative assessments. It is a free, on-line assessment tool of student perceptions of science learning. Faculty also use on-line surveys, portfolios, concept maps, reflection papers, minute papers, peer class observations, and a variety of other techniques.

Assessment and evaluation also occurs through our curriculum design. For example, the senior capstone course, environmental impact assessment (ESP 401) acts as an assessment of the student's ability to put together what he or she has learned in previous courses and apply that to a group project. They choose their area of emphasis and they choose their project.

b. Briefly describe when and how you implemented the assessment activity.

All majors complete an introductory orientation course, ESP 150 Field Immersion. The entire department faculty participates in delivering it, with one taking the lead as the instructor of record. We also hire two advanced students as teaching assistants, modeling our value for student learning. This course occurs in September – one long weekend, with an online component, and all freshmen and transfers take it. The course has two main objectives: set up the basis for building community and provide basic skill-sets (compass reading, tree identification, Map/GPS usage, canoe use) for out-door environmental education. After each offering, we debrief and decide what could be done to improve it. This debriefing is informed by the results of a survey given to the students at the end of the field session.

Step 3: Process of Using the Assessment results to Improve Student Learning

a. Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.

We hold an annual curriculum review workshop in the summer to evaluate our curriculum, goals for each student year, and decide upon changes. Last summer, to cope with reduced faculty and the desire of students to prepare for graduate school requirement for teaching assistances, we created a ESP 389 Teaching Practicum. This provides a mentored hand-on experience to help a student explore the role of teaching in the discipline.

As a result of our 2012-2013 self-study, we revised our course syllabi to ensure that all have concrete learning objectives that are measureable and assessable.

E. Are there “community engagement” activities integrated in your departmental curriculum?

a. Please indicate which of the components, listed below, are included in your program’s curriculum, and then indicate if the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	<u>_x_</u>	<u>R</u>	O
Student-Faculty Community Research Project	<u>_x_</u>	R	<u>O</u>
Internship, or a Field Experience	<u>_x_</u>	<u>R</u>	O
Independent Study (community-related project)	<u>_x_</u>	R	<u>O</u>
Capstone Course (community-related project)	<u>_x_</u>	<u>R</u>	O
Service-Learning (a component of a course)	<u>_x_</u>	R	<u>O</u>
Study Abroad, or an International Program	___	R	O
Interdisciplinary Collaborative Project (community related)	<u>_x_</u>	R	<u>O</u>
Student Leadership Activities (related to a team project)	<u>_x_</u>	R	<u>O</u>
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	___	R	O
Other Activities (not mentioned above):			
The department sponsors annual Maine Science Bowl, Science Olympiad, Southern Maine Children’s Water Festival, and several other events that give ample opportunity for community engagement and that bring hundreds of k-12 students onto campus every year. This also models department values.			

b. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

Entry-level courses:

Mid-level courses:

Upper-level courses:

(see below)

Representative sample of ESP courses that regularly use service learning		
Course	Summary	Sample Projects
ENTRY		
ESP 101 Fundamentals of Environmental Science	10 to 20% of grade is based on an environmental awareness or action project	Cape Elizabeth beach cleanup. Stormwater design for EPA Rainworks contest
ESP 125/125 Environmental Ecology & lab	Individual assignments allow students to select civic partner "client"	Environmental report. Ecological study. Biodiversity assessment.
MID Level		
ESP 203 Environmental Communication	Research on knowledge of environmental issue	Statewide survey on mercury
ESP 200 Environmental Planning	15% grade is an environmental management plan	Piping Plover nesting area management plan
ESP 250 Soil and Land Use	Major project	Soil assessment for community garden
ESP 260 Soil and Water Conservation Engineering	Major project	Stormwater management plan Erosion control plan
ESP 270 – Solid Waste Planning and Policy	Project on a local solid waste problem	Municipal e-waste management plan
ESP 280 Research & Analytical Methods	Thinking Matters-worthy project	Leaf decomposition study in Sebago Lake watershed
UPPER level		
ESP 305 Community Planning	90% of grade	Community garden plan
ESP 308 - Environmental Sustainability and Management	Students must complete a community-based sustainability project	Recycling plan for local school
ESP 400 Internship	120 hour experience for three credits	Scarborough Marsh tour guide
ESP 401 Environmental Impact Assessment	60% or more of course grade	Solar power or wind turbine municipal project site assessment
ESP 411 Forest Ecology	Government or NGO or private "client"	Forest Management Plan
ESP 412 Field Ecosystem/Field Ecology	Environmental study for an NGO or municipal entity	environmental management plan
ESP 417 Site Planning and Assessment	Major project is usually a civic project development plan or proposal undertaken as a service to a municipality or NGO	Park design layout Urban brownfield redevelopment plan