

UNIVERSITY OF BALTIMORE

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 XX Contact Name: JON SHORR Phone: X6059
DEPARTMENT / DIVISION: ENGLISH & COMMUNICATIONS DESIGN
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected): NEW COURSE: CMAT 201: Communicating Effectively (FSP)
PROPOSED SEMESTER OF IMPLEMENTATION: Fall XX Spring <input type="checkbox"/> Year: 2007

Box 1: TYPE OF ACTION ADD(NEW) XX DEACTIVATE <input type="checkbox"/> MODIFY <input type="checkbox"/> OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION Non-Credit <input type="checkbox"/> Undergraduate XX 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		ABCD
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	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal	<input type="checkbox"/>	T. Other	<input type="checkbox"/>
X	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)	<input type="checkbox"/>		
X	P. Course Definition Document	<input type="checkbox"/>	S. Contract	<input type="checkbox"/>		

- 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 XX
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
NEW COURSE: CMAT 201: Communicating Effectively (FSP)

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>Jonath L...</i>	11/20/06
B. Final faculty review body within each School	Chair: <i>Margaret J. ...</i>	2/15/07
C. College Dean	Dean: <i>Laura ...</i>	2/17/07
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>John M. ...</i>	2/27/07
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Michelle Gilligan</i>	5/6/07
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 XX	Contact Name: JON SHORR	Phone: X6059
DEPARTMENT / DIVISION: School of Communications Design		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
NEW COURSE: CMAT 201: <i>Communicating Effectively</i>		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall XX Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

We are proposing a new oral communication course, CMAT 201/*Communicating Effectively* which may be used as a lower-level elective by freshmen and sophomores and which will fulfill the speech communication general education requirement.

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

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: COMMUNICATING EFFECTIVELY	Course # / HEGIS Code: CMAT 201	Credits: 3

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

As a four-year institution, we must offer lower-level courses which will fulfill state general education requirements. This course will do that.

Document P: Required Format for Course Definition Document

Issued by: Wim Wiewel, Provost and Senior Vice President for Academic Affairs
Effective Date: September 14, 2006
Reviewed by: University Faculty Senate

Include in your course definition items one through 15 using as much space as needed.

1. Date Prepared: November 10, 2006
2. Prepared by: Jon Shorr
3. Department: English & Communications Design
4. Course Number(s), including HEGIS code(s): CMAT 201
5. Course Title: Communicating Effectively
6. Credit Hours: 3
7. Catalog Description (Paragraph should reflect general aims and nature of the course)

THIS COURSE SATISFIES THE THREE CREDIT SPEECH COMMUNICATION GENERAL EDUCATION REQUIREMENT.

Introduction to oral communication: interpersonal, small group, and public speaking. Emphasis on accurately transmitting information, using effective strategies for informing and persuading, using effective communication techniques to work with others, and feeling at ease in front of an audience.

8. Prerequisites
9. Faculty qualified to teach course: Shorr, [new hire], adjunct P.Kopelke, and various other potential adjuncts
10. Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop): Lecture
11. Suggested approximate class size: 20
12. Content Outline

NOTE ON COURSE STRUCTURE: Although the organizing principle of the course could change depending on the instructor or on the learning community in which it is a part, this content outline is built on the concept that students in the class will act as a broadcast news department, interviewing people and researching stories, meeting in editorial groups, and presenting the stories for broadcast. Some of the assignments will be based on information gathering and presentation; others will be based on communicating within an organization.

- Weeks 1-2 Course Introduction and Overview, Communication Process, and Introduction to the News Room
 READ: Communication as Mediation—3-10
 Communication as Process—11-24
 Intrapersonal Communication—29-85
- Week 3 Obstacles to Effective Communication
 READ: [handout on obstacles to effective communication]
- Week 4 Small Group Communication #1
 READ: Small Group Communication—153-172, 183-200
 Assignment: News team assignment conferences
- Weeks 5-6 Interpersonal Communication
 READ: Interpersonal Communication—87-148
 Assignment: Informational interview
- Week 6 Public Communication
 READ: One-to-Many Communication—211-250
 Assignment: Presentation of material from informational interview
- Week 7 Presentational Variables and Controlling Speech Anxiety
 Small Group Communication #2
 READ: General Speaking Strategies—251-274
 READ: Small Group Communication—173-182, 201-210
 Assignment: Short presentation [TBA]
- Weeks 8-10 Informing Audiences
 READ: [handout on organizing informational presentations]
 Assignment: News Story presentation and analysis
- Weeks 11-13 Persuading Audiences
 READ: Presentational Speaking: 275-300; [handout on persuasive speaking]
 Assignment: Editorial presentation and analysis
 Assignment: [professional] Speech analysis
- Weeks 14-15 Final Presentations
 Assignment: Small group presentation and analyses

13. Learning Goals

By the end of the course, students should be able to:

- Explain the basic components of and their interaction within the communication process.
- Explain and demonstrate basic principles of verbal and nonverbal communication.
- Explain and demonstrate effective listening skills.
- Explain principles of and obstacles to effective interpersonal communication.
- Explain principles of and obstacles to effective small group communication.
- Explain the importance of audience analysis in the message design process and demonstrate the ability to present information to different audiences.
- Explain and demonstrate competence in developing and presenting informational and persuasive messages.
- Explain and demonstrate ways to reduce speech anxiety.

14. Assessment Strategies

Final Grades will be determined as follows:

Objective	Written Test	Class Activities	Group Critiques
Explain the basic components of and their interaction within the communication process.	X		
Explain and demonstrate effective listening skills.	X	X	
Explain principles of and obstacles to effective interpersonal communication.	X	X	
Explain principles of and obstacles to effective small group communication.	X	X	X
Explain the importance of audience analysis in the message design process and demonstrate the ability to present information to different audiences.	X	X	X
Explain and demonstrate competence in developing and presenting informational and persuasive messages.	X	X	X
Explain and demonstrate ways to reduce speech anxiety.	X	X	

15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)

[There are probably 100+ communication textbooks. The assignments for the above course schedule came from Richard Crable's *Using Communication*.] Additionally,

students will need some sort of video recording material (e.g., VHS videotape) on which to record and critique their presentations.

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: CMAT 201

Course Name: COMMUNICATING EFFECTIVELY

Division sponsoring the course: ENGLISH & COMMUNICATIONS DESIGN

THIS COURSE SATISFIES 3 CREDITS OF THE SPEECH COMMUNICATION
GENERAL EDUCATION REQUIREMENT.

This course meets the following learning objectives of that general education requirement:

UB's learning goals for GenEd speech communication should be the demonstration of

- ✓ 1. A general understanding of the how the communication process functions
- ✓ 2. An ability to communicate both verbally and nonverbally
- ✓ 3. An ability to develop and organize a focused, coherent message
- ✓ 4. An ability to analyze audiences and contexts as a basis for crafting appropriate messages
- ✓ 5. An ability to transmit messages effectively by employing appropriate delivery skills
- ✓ 6. An ability to listen attentively and with an open mind
- ✓ 7. An ability to analyze and evaluate both the style and the substance of messages
- ✓ 8. An understanding of the role of ethics and personal responsibility in the communication process


Signature (Marguerite Weber)

11/27/06
date