

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 <input checked="" type="checkbox"/>	Contact Name: Jessica Elfenbein	Phone: x5340
DEPARTMENT / DIVISION: Legal and Ethical Studies		
SHORT DESCRIPTION OF PROPOSAL CSCE 200: "Understanding Community" is a new social /behavioral study general education course and major requirement for the CSCE program.		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

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

- 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.

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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 procedures for authorized signers)	SIGNATURES (see	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>Donald C. Mukahery</i>	<i>12/14/06</i>
B. Final faculty review body within each School	Chair: <i>Margaret J. Potthast</i>	<i>12-18-06</i>
C. College Dean	Dean: <i>Ray W. ...</i>	<i>1/3/07</i>
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Arden M. Randall</i>	<i>1/18/07</i>
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Josephine Gilligan</i>	<i>1/23/07</i>
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	

UNIVERSITY OF BALTIMORE

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

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DEPARTMENT / DIVISION: Legal and Ethical Studies		
SHORT DESCRIPTION OF PROPOSAL CSCE 200: "Understanding Community" is a new social /behavioral study general education course and major requirement for the CSCE program.		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

We request approval for CSCE 200: Understanding Community," a new course that will allow students to explore basic concepts of community: a group's history and change over time; the lines that divide communities; the physical movement of groups; the responsibilities of the individual with in the community; and the role community plays in social control. They will begin to master the skills of selection and synthesis as they use historical documents, census data, community mapping, field observations, non-fiction and fiction to make observations about groups and compare their findings to the ways groups are depicted by outsiders.

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

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: Understanding Community	Course # / HEGIS Code: CSCE 200	Credits: 3

The CSCE program includes the study of historical and contemporary perspectives on nonprofit action, philanthropy, citizenship and democracy that foster the study, development and enhancement of community, with particular focus on Central Maryland and its nonprofit organizations.

Document P

- 1. November 1, 2006**
- 2. Prepared by Elizabeth Nix, Ph.D.**
- 3. Department: Community Studies and Civic Engagement**
- 4. CSCE 200**
- 5. Understanding Community**
- 6. Credit Hours: 3**
- 7. Catalog Description: THIS COURSE SATISFIES 3 CREDITS OF THE SOCIAL SCIENCE GENERAL EDUCATION REQUIREMENT.**

Allows students to explore basic concepts of community: a group's history and change over time; the lines that divide communities; the physical movement of groups; the responsibilities of individual within the community; and the role community plays in social control. They will begin to master the skills of selection and synthesis as they use historical documents, census data, community mapping, field observations, non-fiction and fiction to make observations about groups and compare their findings to the ways groups are depicted by outsiders.

- 8. Prerequisites: No Prerequisites**
- 9. Faculty qualified to teach course: Elizabeth Nix, Jessica Elfenbein, Lane Victorson, recent graduates of University School of Social Work community organizing track.**
- 10. Course type: lecture**
- 11. Suggested approximate class size: 25-35**
- 12. Content Outline**

Week 1: Perspectives on Community

Week 2: What is Community?

Week 3: Ethnoscapes: Census Data

Week 4: Community Mapping

Week 5: Jobs: Economic Data

Week 6: Power of Local Associations and Organizations

Week 7: Social Movement: Suburbanization

Week 8: Capturing Local Institutions for Community Building

Week 9: Rebuilding the Community Economy

Week 10: Asset Mapping: Individuals and their community

Week 11: Discovering the Rules: Urban Social Behavior

Week 12: Deviance and Social Control

Week 13: Getting Things Done

Week 14: Final

13. Learning Goals:

Knowledge of findings and theories in the social and behavioral sciences.

Understanding of investigative methods used in the social and behavioral sciences.

Knowledge of how social science can be employed to: analyze social change, b) analyze social problems, and c) analyze and develop social policies.

Use of appropriate technologies to conduct research on, and communicate about, social and behavioral sciences and to access, evaluate, and manage information to prepare and present their work effectively.

14. Assessment Strategies:

Students will take a final exam that will include the terms, theories and methods social scientists use as they examine communities.

Students will look at one ethnic group and analyze it using census data. They will map the residential changes of that group across space and time and will write a paper describing their findings. Their project will include a graphic depiction of the group's movement.

Students will analyze economic data of a specific physical area and write a summary of job creation and loss over the course of the 20th century.

Students will make asset inventories and maps of communities described in *The Corner*. They will present their findings in a written form using the structure described in "Building Communities from the Inside Out."

Students will pick one community depicted in a novel or film and compare the fictional representation with their historical and statistical findings. They will write a script and record a podcast, presenting evidence to support their conclusions.

15: Suggested Texts and Materials

Kretzmann, John and John McKnight, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing A Community's Assets*

Wickham, DeWayne , *Woodholme: A Black Man's Story of Growing Up Alone*

Simon, David, *The Corner*

Sandler, Gilbert, *Small Town Baltimore*

Tyler, Anne, *The Amateur Marriage*

Selected articles

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 (e.g., MATH 208) CSCE 200

Course Name: Urban Community

Division sponsoring the course: : Legal and Ethical Studies

THIS COURSE SATISFIES 3 CREDITS OF THE Social Science GENERAL EDUCATION REQUIREMENT.

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

- Examine ways in which individuals, groups, institutions, or segments of society behave, function, and influence one another.
- Understand the variety of methods to collect, analyze, interpret, and apply qualitative data as related to social phenomena and individual behavior.
- Be familiar with a broad spectrum of fundamental concepts to the disciplines represented by each of the fields studied
- Understand and appreciate the interaction of the numerous factors that influence individuals, cultures, society, and the natural environment
- Use the concepts, theories, and methods of the social and behavioral sciences to analyze individuals, groups, institutions, and societies, both past and present
- Apply knowledge to identify and evaluate solutions to personal, cultural, societal, national and international problems to make responsible and informed decisions.

Marguerite Weber

Signature (Marguerite Weber)

1/18/07

date