

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: Elizabeth Nix	Phone: x 5296
DEPARTMENT / DIVISION: Legal, Ethical and Historical Studies		
SHORT DESCRIPTION OF PROPOSAL (State Document N action item from Box 3 below and program name OR course name, code, & number as applicable): Create a new course CSCE 300 "Community Case Studies"		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall X Year: 2010		

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	N, O, P	a, c, e	AC
	2. Course Title	N, O		ABCD
	3. Course Credits	N, O, (P)		ABCD
	4. Course Number	N, O		ABCD
	5. Course Level	N, O		ABCD
	6. Pre & Co-Requisite	N, O		ABCD
	7. Course Description	N, O, P		ABCDEF
X	8. New Course	N, O, P		ABCDEF
	9. Deactivate a Course	N, O		ABCDEF
	10. Program Requirements	N, O	(b, c, d, e)	ABCDEF
	11a. UG Specialization (24 credits or less)	N, O	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	N, O	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	N, O	a, b, e	ABCDEF
	12. Minor (add or delete)	N, O	a, b, c, d, e	ABCDEF
	13. Closed Site Program	N, O	e	ABCDHIK
	14. Program Suspension	N, O, S	a, e	ABCDEFGIK
	15. Program Reactivation	N, O		
	16a. Certificate Program (ug/g) exclusively within existing degree program	N, O	a, c, e	ABCDEFHIK
	16b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	N, O, Q, R, S	a, c, e	ABCDEFHJL
	17. Off-Campus Delivery of Existing Program	N, O, S	a, b, c, e	ABCDHIL
	18a. UG Concentration (exceeds 24 credit hrs)	N, O, S	a, c, d, e	ABCDEFHJL
	18b. Masters Concentration (exceeds 12 credit hrs)	N, O, S	a, c, d, e	ABCDEFHJL
	18c. Doctoral Concentration (exceeds 18 credit hrs)	N, O, S	a, c, d, e	ABCDEFHJL
	19. Program Title Change	N, O, S	a, c, d, e	ABCDEFHJL
	20. Program Termination ²	N, O, S	d, e	ABCDEFHJK
	21. New Degree Program ³ ,	N, O, Q, R, S	a, c, d, e	ABCDEFHJL
	22. 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. Other documents as may be required by MHEC/ USM. See http://www.ubalt.edu/downloads/program_approval_Grid-USM-10-07.doc	

¹ Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.

² See USM Policy on the Review and Abolition of Academic Programs (<http://www.usmd.edu/regents/bylaws/SectionIII/III702.html>) for list of information that must be provided for this action.

³ 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.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Elizabeth Nix	Phone: x 5296
DEPARTMENT / DIVISION:		
SHORT DESCRIPTION OF PROPOSAL (State Document N action item from Box 3 and program name OR course name, code, & number as applicable): Create a new course CSCE 300 "Community Case Studies"		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall X Year: 2010		

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>Thomas E. Carney</i>	<i>10 Sept 09</i>
B. General Education (as required for #7, #8)	<i>Not Reviewed for Gen Ed. Mary Welch</i>	
C. Final faculty review body within each School	Chair: <i>Margaret J. Potthack</i>	<i>9-29-09</i>
D. College Dean	Dean: <i>Ray W. [unclear]</i>	<i>9/29/09</i>
E. Provost and Senior Vice President for Academic Affairs	Provost: <i>Mary Welch for Joseph Wood</i>	<i>10/1/09</i>
F. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Chris W. [unclear]</i>	<i>10-7-09</i>
G. University Faculty Senate (UFS option)	Chair:	
H. University Council ⁴	Chair:	
I. President	President:	
J. Board of Regents – notification only		
K. Board of Regents – approval		
L. MHEC – notification only		
M. MHEC – approval		
N. Middle States Association notification	Required only if the mission of the University is changed by the action	

⁴ 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.

UNIVERSITY OF BALTIMORE

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA X	Contact Name: Elizabeth Nix	Phone: x5296
DEPARTMENT / DIVISION: Legal, Ethical and Historical Studies		
SHORT DESCRIPTION OF PROPOSAL (State Document N, Box 3, action item and program name OR course name, code, & number as applicable): Create a new Course CSCE 300 "Community Case Studies"		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall X Spring <input type="checkbox"/> Year: 2010		

O-1: Briefly describe what is being requested:

The CSCE major would like to create a new course CSCE 300 "Community Case Studies." This course would introduce students to the philosophical and historical principles that led to the creation of the nonprofit sector in America. The class as a whole would apply these principles to the analysis of a local nonprofit organization, and individual students would analyze a community-serving association of their choice.

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

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: Community Case Studies	Course # / HEGIS Code: CSCE 300	Credits: 3

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

When the CSCE major was created two courses were offered within the core: CSCE 301 "Community Studies" and HIST 383 "Community History." We reproduce here the course descriptions for each of them as they were originally conceived:

Community Studies: "This course uses the Baltimore area as a laboratory for interdisciplinary research on contemporary issues. Through a hands-on service-learning experience, students will have the opportunity to connect in significant and sustained ways with issues related to social change. This course helps students to learn about the complex community life of Central Maryland and urban areas throughout the United States and to develop personal and professional competencies relevant to careers in community-serving and grassroots non-profit organizations."

Community History: "Using case studies, this course will consider the history of various efforts at community making in the United States. The role ethnicity, class, race, gender, occupation, religion, age and affinity have played in different places at different times will be explored as will nostalgia's importance to the idea of "community" as a lost quality."

Assessment and follow-up with graduates and nonprofit employers revealed that the CSCE major did not contain enough development of the "personal and professional competencies relevant to careers in community-serving and grass-roots non-profit organizations" that the description of "Community Studies" promised and that our affiliation with the American Humanities Association requires, so the sustained focus on one nonprofit organization was dropped from the design of the course in order to cover the more generic introduction to the workings of nonprofit organizations.

While we were emphasizing the practical aspects of CSCE 301, assessment revealed that our majors were graduating without having been exposed to the basic texts that form the historic and philosophical basis of our discipline. In an effort to include these texts in one of the core courses, we added the works of de Tocqueville and Putnam to the syllabus of "Community History." This addition diluted the strong focus on place-based communities that "Community History" had originally offered. It was difficult to train the students in effective research methods when some students were working on organizations and others were investigating physical communities.

This new course "Community Case Studies" will create a course that clearly fulfills the CSCE learning goal: *Examine the historical, philosophical, religious, political, economic and social forces that shaped the development of the nonprofit sector in contemporary American society.* The texts that are essential to the liberal arts aspects of the major (de Tocqueville and Putnam) find a much more appropriate placement in this newly designed course, and students will get the chance to analyze a community-serving organization that they once had in CSCE 301. When we take these elements out of the two original courses, those courses have much more integrity. The creation of this course will guarantee that CSCE majors receive clear practical knowledge, learn appropriate methodology and at the same time are exposed to the liberal arts historical and philosophical perspective that defines Community Studies and Civic Engagement at UB.

Document P

- 1. Date Prepared: September 1, 2009**
- 2. Prepared by: Elizabeth Nix and Kelly McPhee**
- 3. Department/Division: Legal, Ethical and Historical Studies**
- 4. Course Number: CSCE 300**
- 5. Course Title: Community Case Studies**
- 6. Credit hours: 3**
- 7. Catalog Description**

In this course students will read the core philosophy and history of community studies and apply the abstract concepts to a number of case studies of successful problem-solving organizations. They will examine one organization in depth, analyze the issues this organization addresses, identify the assets it draws upon, and evaluate the solutions it develops.

8. Prerequisites: none

9. Course Purpose:

Here is the current list of Core Requirements for CSCE students:

CSCE 301 Community Studies

CSCE 302 Philanthropy and Volunteerism

CSCE 400 Nonprofit Management

Internship placement (240 hours)

CSCE 481 Field Study

CSCE 482 Field Study Seminar

One of the following

CMAT 453 Media and Community

HIST 383 Community History

CSCE 300 "Community Case Studies" would replace CMAT 453 "Media and Community" as one of the options for the core requirement

10. General Education Area

This course would not fulfill a General Education requirement

11. Course Type

Lecture

12. Faculty Qualified to Teach the Course

Elizabeth Nix and various adjuncts from the nonprofit sector would be qualified to teach this course

13. Content Outline:

We will begin the course reading selections from Alexis de Tocqueville *Democracy in America* and Calhoun *Habermas and the Public Sphere* . Students will select passages from the book and journal about them in the context of contemporary America. Students will then turn to Robert Putman's *Bowling Alone* to examine the decline of civic engagement at the turn of the 21st century. We will then read *Better Together*, Putnam's collection of case studies that refute the notion that Americans no longer want to work together to solve problems. As we read *Better Together* we will examine one nonprofit organization in the Baltimore area. The class as a whole will visit the site and research the community the nonprofit serves. Small groups will visit a board meeting, interview the executive director, speak to clients or observe direct services. While the class as a whole analyzes the nonprofit, each individual class member will be writing a paper about an association of their choice. The three-part assignment will require students to describe the organization, research and write about the organization's history and finally apply the abstract concepts to their particular association.

14. Learning Goals:

At the end of the course students will be able to:

List the historical, philosophical, religious, political, economic and social forces that shaped the development of the nonprofit sector in contemporary American society.

Describe the relationship between civic engagement and the nonprofit sector in contemporary American society.

Identify best practices in the nonprofit sector through the use of case studies.

Evaluate a nonprofit board, building on an understanding of the purpose and structure of a board, its role in the nonprofit organization, its use of staff support and committees

15. Assessment Strategies

Suggested methods of evaluating student performance with respect to student outcomes:

Assignment	Learning Outcome
Journal entries in response to readings	List the historical, philosophical, religious, political, economic and social forces that shaped the development of the nonprofit sector in contemporary American society.
Paper analyzing one nonprofit encountered in case study	Identify best practices in the nonprofit sector through the use of case studies.
Paper analyzing the structure and function of one local nonprofit and evaluating its mission	Evaluate a nonprofit board, building on an understanding of the purpose and structure of a board, its role in the nonprofit organization, its use of staff support and committees Describe the relationship between civic engagement and the nonprofit sector in contemporary American society.

16. Suggested Texts: selected readings from

Alexis de Tocqueville, *Democracy in America*

Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community*

Craig Calhoun, *Habermas and the Public Sphere*

Robert Putnam: *Better Together. Restoring the American Community*

17. **Suggested Class Size:** cap at 30
18. **Lab Fees:** none