

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Jonathan Shorr	<b>Phone:</b> 410-837-6059
<b>DEPARTMENT / DIVISION:</b> School of Communications Design		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (State Document N action item from Box 3 below and program name OR course name, code, & number as applicable): <b>#8: ENGL 297/Tops in English</b>		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall Spring XX Year: 2011		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
<b>Box 2: LEVEL OF ACTION</b>	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

<b>Box 3: ACTION ITEM</b> (check appropriate boxes)		<b>DOCUMENTS REQUIRED</b> (see box 4 below)	<b>IMPACT REVIEWS</b> (see box 5 on back)	<b>APPROVAL SEQUENCE</b> (see box 6 on back)
	1. Experimental Course <sup>1</sup>	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 <sup>2</sup>	N, O, S	d, e	ABCDEFHJL
	21. New Degree Program <sup>3</sup> ,	N, O, Q, R, S	a, c, d, e	ABCDEFHJL
	22. Other	Varies	Varies	Varies

<b>Box 4: DOCUMENTATION (check boxes of documents included)</b>			
X	N. This Cover Sheet		Q. Full 5-page MHEC Proposal
X	O. Summary Proposal		R. Financial Tables (MHEC)
X	P. Course Definition Document		S. Other documents as may be required by MHEC/ USM. See <a href="http://www.ubalt.edu/downloads/program_approval_Grid-USM-10-07.doc">http://www.ubalt.edu/downloads/program_approval_Grid-USM-10-07.doc</a>
			T. Other

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

<sup>2</sup> See USM Policy on the Review and Abolition of Academic Programs (<http://www.usmd.edu/regents/bylaws/SectionIII/111702.html>) for list of information that must be provided for this action.

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

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA X <b>Contact Name:</b> Jonathan Shorr <b>Phone:</b> x6059
<b>DEPARTMENT / DIVISION:</b> School of Communications Design
<b>SHORT DESCRIPTION OF PROPOSAL</b> (State Document N action item from Box 3 and program name OR course name, code, & number as applicable): <b>#8: ENGL 297/Topics in English</b>
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall Spring XX Year: 2011

<b>Box 5: IMPACT REVIEW</b>	<b>SIGNATURES</b> (see procedures for authorized signers)	<b>DATE</b>
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:	

<b>Box 6: APPROVAL SEQUENCE</b>	<b>APPROVAL SIGNATURES</b>	<b>DATE</b>
A. Department / Division	Chair: <i>Jonathan Shorr</i>	4/12/10
B. General Education (as required for #7, #8)	<i>[Signature]</i>	4/29/10
C. Final faculty review body within each School	Chair: <i>Margaret J. Pothack</i>	4/29/10
D. College Dean	Dean: <i>Lynne W. Thier</i>	5/3/10
E. Provost and Senior Vice President for Academic Affairs	Provost: <i>John F. Savage (Assoc. Prof.)</i>	5/18/10
F. Curriculum Review Committee (UFS subcommittee)	Chair:	
G. University Faculty Senate (UFS option)	Chair:	
H. University Council <sup>4</sup>	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	

<sup>4</sup> University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues

## UNIVERSITY OF BALTIMORE

**DOCUMENT O: SUMMARY PROPOSAL**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Jonathan Shorr	<b>Phone:</b> 410-837-6059
<b>DEPARTMENT / DIVISION:</b> School of Communications Design		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (State Document N, Box 3, action item and program name OR course name, code, & number as applicable): <b>#8 New Course ENGL 297/Topics in English</b>		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall Spring XX Year: 2011		

O-1: Briefly describe what is being requested:

**Create new course: ENGL 297 Topics in English**

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

<b>OLD Title:</b>	<b>Course # / HEGIS Code:</b>	<b>Credits:</b>
<b>NEW Title: Topics in English</b>	<b>Course # / HEGIS Code: ENGL 297</b>	<b>Credits: 3</b>

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

*First Year HKS*

**In order to meet the needs of FSP students for general education humanities courses, as well as learning community courses, it's important to be able to offer various literature and language-related courses from time to time other than those few that are officially on the books. The proposed "Topics" course would allow us to offer courses as needed and also to try out new courses before we formally propose them.**

University of Baltimore

**DOCUMENT P: Required Format for Course Definition Document**

See Course and Program Development Policy and Procedures for Instructions

Include items one through 17 or 18 in your course definition using as much space as needed.

1. Date Prepared: **April 5, 2010**
2. Prepared by: **Jon Shorr**
3. Department/Division: **School of Communications Design**
4. Course Number(s), including HEGIS code(s): **ENGL 297**
5. Course Title: **Topics in English**
6. Credit Hours: **3**
7. Catalog Description (Paragraph should reflect general aims and nature of the course)  
  
**Intensive exploration of topics in literature or language. The topic studied appears under that name in the course registration schedule.**
8. Prerequisites: **Depends on course topic and level of difficulty.**
9. Course Purpose (How the course is to be used in the curriculum, e.g, required for major):  
**Lower level general education humanities course.**
10. General Education area, if applicable (i.e., social sciences, humanities, science, etc.):  
**Arts and Humanities**
11. Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial, or workshop). This must match PeopleSoft 9.0 coding. *Check with your dean's office if you are unsure of the correct entry:* **Lecture**
12. Faculty qualified to teach the course: **Various full and adjunct faculty, including Carruthers, Matanle, Kopelke, Delury, Shorr, et al.**
13. Content Outline  
**VARIABLES, DEPENDING ON SPECIFIC COURSE CONTENT.**
14. Learning Goals  
**Any course offered under this umbrella topics course number will meet the university's general education learning goals for the humanities: By the end of the course, students will be able to:**
  - **Define and apply terms and concepts used in the study of literature or language;**

- Write analytically, using, when appropriate, research and documentation;
- Demonstrate critical thinking in their discussion of course-related content;
- Explain the distinctive ways in which ideas are communicated within a given art form;
- Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge.

15. Assessment Strategies

The following procedures are *recommended* strategies for assessing the arts and humanities learning outcomes:

- Students will write one term paper or two shorter papers (totaling 2000-2500 words). The quality of these papers will be measured by means of a rubric that addresses the degree to which the papers meet arts and humanities learning outcome #3 and at least three of the other four arts and humanities learning outcomes, as defined in the paper assignment(s). If two papers are assessed, they should show improvement over the course of the academic term.
- Students will write several short critical responses to assigned readings, creative works, and/or historical writings characteristic of the arts or humanities discipline(s) addressed in the course. These short essays (approximately 200 words) may be assigned as out-of-class writing (via either an online forum or submitted copy) or in-class exercises. This rubric-based assessment strategy evaluates the application of learning outcomes 1 and 2 plus at least one of the other learning outcomes (3, 4, and/or 5).
- Students will take mid-term and/or final examinations testing learning outcomes 1, 2, 4, and 5.
- A formal in-class presentation may be substituted for assessment strategy (a) or (b), provided that the assignment design allows the quality of each student's presentation to be measured for the same learning outcomes as strategies (a) or (b).
- Students may be required to write critiques of other students' short written assignments and/or in-class presentations. These critiques would measure outcomes 1 and 5 across a range of artifacts broader than those selected by students for their own, individual assignments. This strategy can potentially address outcomes 3 and 4, according to the specific arts or humanities discipline(s) being studied.

16. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc., that student must purchase  
**VARIES, DEPENDING ON SPECIFIC COURSE CONTENT.**
17. Suggested class size: **30**
18. Lab Fees (when applicable): **N/A**