

**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> Virginia Caruthers		<b>Phone:</b> X6027
<b>DEPARTMENT / DIVISION:</b> English and Communication Design				
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):				
4 & 20: Request change of course number for Origins: In Search of Self from ENGL 350 to ENGL 250 and certification of the course as meeting the university's general education literature requirement.				
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2009				
<b>Box 1: TYPE OF ACTION</b> ADD(NEW) <input type="checkbox"/> DEACTIVATE <input type="checkbox"/> MODIFY <input checked="" 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>	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
X	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCDEF
	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 <sup>9</sup>	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
X	20. 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	T. Other
X	O. Summary Proposal		R. Financial Tables (MHEC)	
X	P. Course Definition Document		S. Contract	

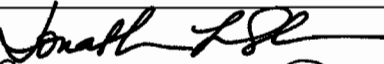
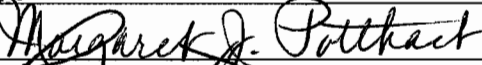

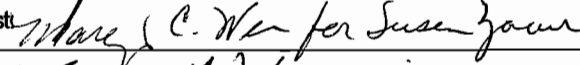
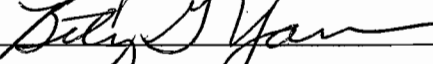
- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before 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.

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

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- j) 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.

<b>Box 5: IMPACT REVIEW</b> procedures for authorized signers)	SIGNATURES (see	DATE
a. Library <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

<b>Box 6: APPROVAL SEQUENCE</b> APPROVAL SIGNATURES		DATE
A. Department / Division	Chair: 	5/10/08
B. Final faculty review body within each School	Chair: 	9/4/08
C. College Dean	Dean: 	9/5/08
D. Provost and Senior Vice President for Academic Affairs	Provost: 	9/10/08
E. Curriculum Review Committee (UFS subcommittee)	Chair: 	9/17/08
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		

UNIVERSITY OF BALTIMORE

**DOCUMENT O: SUMMARY PROPOSAL**

See Course and Program Development Policy and Procedures for Instructions

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<b>DEPARTMENT / DIVISION:</b> English and Communication Design		
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<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2009		

**O-1: Briefly describe what is being requested:**

The School of Communication Design requests a change in course number for Origins: In Search of Self from ENGL 350 to ENGL 250 and wishes to add the course to the list of courses that will satisfy the university's general education literature requirement.

For new courses or changes in existing courses (needed by Registrar)		
<b>OLD Title:</b> Origins: In Search of Self	<b>Course # / HEGIS Code:</b> ENGL 350	<b>Credits:</b> 3
<b>NEW Title:</b> Origins: In Search of Self	<b>Course # / HEGIS Code:</b> ENGL 250	<b>Credits:</b> 3

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

This course has been taken over the years not only by English majors but also by students in other majors in the Yale Gordon College of Liberal Arts and the Merrick School of Business who need to fulfill the general education literature requirement. It has been designed and consistently taught in such a way as to make it an appropriate choice. See the learning objectives on Form P.

## Document P: Required Format for Course Definition Document

1. **Date Prepared:** April 6, 2008
2. **Prepared by:** Betsy Yarrison and Virginia Carruthers (Director of Undergraduate English Program)
3. **Department:** English and Communication Design
4. **Course Number:** ENGL 250
5. **Course Title:** Origins: In Search of Self
6. **Credit Hours:** 3
7. **Catalog Description:** Readings in the literature of self-discovery, initiation, and the quest for identity. Contemporary racial, religious, sexual, sociocultural, and class experiences are examined with a look back to their roots in tradition.
8. **Prerequisites:** None
9. **Faculty qualified to teach course:** Betsy Yarrison, Kendra Kopelke, and others
10. **Course Type:** Lecture
11. **Suggested approximate class size:** maximum of 30
12. **Content Outline:**

The following is a suggested course outline

- I. Origins: Family and Neighborhood  
Weeks 1 & 2: Barry Levinson, *Liberty Heights*
- II. Origins: Racial and Religious Heritage  
Weeks 3 & 4: James McBride, *The Color of Water*  
Weeks 5 & 6: August Wilson, *The Piano Lesson*
- III. Origins: Gender Roles and Expectations  
Weeks 7 & 8: Pearl Abraham, *Giving Up America*
- IV. Discovering the Self: Presentations (Weeks 9 & 10)
- V. Origins: Self Lost and Found  
Weeks 11 & 12: Anne Lamott, *Traveling Mercies*
- VI. Celebrating the Self

### 13. Learning Goals:

This course will provide students with the skills and knowledge necessary to

- a) understand and apply literary terms and concepts essential to the study of literature;
- b) demonstrate critical and independent thinking in the close reading and interpretation of selected works of literature in a variety of genres;
- c) write analytically about these literary works, using as appropriate, research and documentation;
- d) demonstrate an awareness of relevant intellectual, social, historical, and multicultural contexts of literary works;
- e) recognize the ways in which these works raise moral and ethical issues.

### 14. Assessment Strategies:

Assessment instruments will include a reading journal, analytical essays, an oral presentation, and essay examinations.

**15. Suggested Texts:** (for the sample syllabus)

- a) Pearl Abraham, *Giving Up America* (Penguin, 1999)
- b) Anne Lamott, *Traveling Mercies: Some Thoughts on Faith* (Knopf, 2000)
- c) Barry Levinson, *Liberty Heights* (1999)
- d) James McBride, *The Color of Water: A Black Man's Tribute to His White Mother* (Penguin, 1997)
- e) August Wilson, *The Piano Lesson* (Penguin, 1990)
- f) Selected poems and stories to be handed out in class or posted online

General Education Approval Form

ENGL 250—Origins: In Search of Self

Students completing a course that satisfies the literature general education requirement should be able to:

- Understand and apply literary terms and concepts used in the study of literature;
- Demonstrate critical and independent thinking in the interpretation of literary works;
- Write analytically about literary works, using, as appropriate, research and documentation;
- Demonstrate an awareness of relevant intellectual, social, historical, and multicultural contexts of literary works;
- Recognize the value of literature in raising moral and ethical issues.

*ENGL 250/Origins: In Search of Self*

Catalog Description

Readings in the literature of self-discovery, initiation, and the quest for identity. Contemporary racial, religious, sexual, sociocultural, and class experiences are examined with a look back to their roots in tradition.

The learning goals of *ENGL 250/Origins: In Search of Self* are identical to the learning goals stated above.

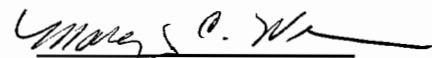
The general education approval committee approved this course May 27, 2007.



Marilyn Oblak  
Chair, MSB Undergraduate  
Curriculum Committee



Jonathan Shorr  
Chair, CLA Undergraduate  
Curriculum Committee



Marguerite Weber  
Director, FSP