

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: John Willis	Phone: 6110
DEPARTMENT / DIVISION: School of Public Affairs		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
Creation of GVPP 201 American Government		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008		

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)
<input type="checkbox"/>	1. Experimental Course ¹	NOP	a, c, e	AC
<input type="checkbox"/>	2. Course Title	NO		ABCD
<input type="checkbox"/>	3. Course Credits	NO		ABCD
<input type="checkbox"/>	4. Course Number	NO		ABCD
<input type="checkbox"/>	5. Course Level	NO		ABCD
<input type="checkbox"/>	6. Pre & Co-Requisite	NO		ABCD
<input type="checkbox"/>	7. Course Description	NOP		ABCDEF
<input checked="" type="checkbox"/>	8. New Course	NOP		ABCDEF
<input type="checkbox"/>	9. Deactivate a Course	NO		ABCDEF
<input type="checkbox"/>	10. Program Requirements	NO	b, c, d, e	ABCDEF
<input type="checkbox"/>	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
<input type="checkbox"/>	12. Closed Site Program	NOT	e	ABCDHIK
<input type="checkbox"/>	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
<input type="checkbox"/>	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
<input type="checkbox"/>	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
<input type="checkbox"/>	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
<input type="checkbox"/>	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	18. Program Termination	NO, 10	d, e	ABCDEFHIK
<input type="checkbox"/>	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)					
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal	<input type="checkbox"/>	T. Other
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)	<input type="checkbox"/>	
<input type="checkbox"/>	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.

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10. Provide:
- a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - b. proposed date after which no new students will be admitted into the program;
 - c. accommodation of currently enrolled students in the realization of their degree objectives;
 - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - e. reallocation of funds from the budget of the affected program; and
 - f. 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>Laura A. Wilson-Gentry</i>	<i>11/15/07</i>
B. Final faculty review body within each School	Chair: <i>Jonath L St</i>	<i>11/29/07</i>
C. College Dean	Dean: <i>Key W. Tharr</i>	<i>12/13/07</i>
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Indu M. Kendall</i>	<i>12/17/07</i>
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Betsy J. Yee</i>	<i>1/8/08</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	

The GVPP 201/*American Government* proposal meets the University of Baltimore guidelines for social sciences general education listed below.

Students completing a course that satisfies the social/behavioral sciences general education requirement should be able to:

- 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.

Social/behavioral sciences courses enable students to demonstrate:

- an understanding that human conduct and behavior more generally are subject to scientific inquiry
- an understanding of the kinds of questions social scientists asks and the ways they go about answering those questions
- knowledge of the broad spectrum of fundamental major concepts, models and issues within the field of study
- an understanding of the methods social scientists use to explore social phenomena
- an understanding of the quantitative, qualitative, normative and abstract models used to analyze past and present behavior of individuals, groups, institutions, and societies to identify and evaluate solutions to personal, cultural, societal, national and global problems

(Marilyn Oblak)

Marilyn Oblak
Chair, MSB Undergraduate
Curriculum Committee

(Jonathan L. Shorr)

Jonathan Shorr
Chair, CLA Undergraduate
Curriculum Committee

(Marguerite Weber)

Marguerite Weber
Director, FSP

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

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DEPARTMENT / DIVISION: School of Public Affairs		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
Creation of GVPP 201 American Government		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008		

O-1: Briefly describe what is being requested:

Creation of introductory American Government course to support the 120 hour, 4 year program in GVPP. This course would be analogous to the introductory American Government courses taught at most community colleges.

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

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: American Government	Course # / HEGIS Code: GVPP 201	Credits: 3

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

Students desiring a major in Government and Public Policy need a foundation course in basic American Government and Politics for future studies. This course will fulfill 3 credits of general education social science credit.

Required Format for Master Course Document (Document P)

1. Date Prepared 13 November 2007
2. Prepared by Richard Swaim
3. Department Government and Public Policy
4. Course Numbers GVPP 201
5. Course Title American Government
6. Credit Hours 3
7. Prerequisites None
8. Course Purpose This course is the basic American government courses required of all government and Public Policy majors. This is an introduction to American ideology, government, and politics. The course also serves as a basic social science course available as a general education elective for all undergraduate majors.
9. Rationale This course serves as the foundation course for all subsequent courses in the Government and Public Policy major. Frankly, everyone should take this course. The dearth of knowledge about government and politics in the United States is shameful. The idea that one should have an American government course in a University education in our democratic republic which depends on an educated citizenry should not seem unusual.
10. Catalog Description An examination of the foundations, politics and institutions of the American political system. An introduction to the American ideology, the constitution, the practice of politics and the institutions which comprise the governing structures of the country. This course will fulfill 3 credits of general education social science credit.
11. Suggested approximate class size 20
12. Content Outline The course will cover the Foundations, Politics and Institutions of the American governing system. Foundations includes discussion of the American political culture, values, the role of government and specific ideas such as federalism, separation of powers and civil liberties. Politics includes the nature and role of public opinion, media, elections, political parties as well as specific groups and institutions. Institutions to be covered in this course include the Congress, Presidency, the Judiciary and the Bureaucracy.

13. **Learning Goals:** By the end students should be able to:

Identify the unique features of the American political system in both philosophical and concrete manifestations of those ideas. This means that students will be able to identify the foundation ideas and values of American government and see the degree to which they are manifest in contemporary practice.

Students should also be able to discuss contemporary manifestations of American politics by understanding the role of public opinion, interest groups, role of media, and the conduct of elections.

Students should be able to describe and explain the function of the branches of American government and the role of the bureaucracy in governing.

Students will be familiar with the use of analysis in politics through such techniques as use of focus groups to help market candidates and polling to predict elections.

Students will use frameworks developed in the fields of political science and public administration to analyze contemporary problems in American politics and government.

14. **Assessment Strategies.** Students will be assessed through strict attendance policy, participation in class, and performance on knowledge tests and writing assignments. For example, quizzes and exams will assess understanding of conceptual material and exams as well as retention of information. Writing assignments will assess students= understanding of conceptual material and application to concrete contemporary examples, e.g., current issues, elections and so forth.

15. **Text(s) and Materials:** There are numerous introductory texts in American Government, one good example is We The People An Introduction to American Politics. B. Ginsberg, T. Lowi and M Weir. Norton (2006). In addition to the general text selected, required readings should include The Declaration of Independence, The Federalist Papers (selections), and The United States Constitution, As Amended,