

**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> Jeffrey Sawyer	<b>Phone:</b> 5327
<b>DEPARTMENT / DIVISION:</b> Legal, Ethical, and Historical Studies		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):		
HIST 102: World History since 1500		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2008		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input checked="" type="checkbox"/> X	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"/> X	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

<b>Box 3: ACTION ITEM</b> (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 <sup>1</sup>	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		ABCDEF
<b>X</b>	<b>8. New Course</b>	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
	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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HIST 102: World History since 1500

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	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input checked="" type="checkbox"/> Impact statement attached	Director or designee: <i>Stephen LaBash</i>	5/18/07
b. <sup>Attached</sup> OTS <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee: <i>Justin A. Wood</i>	3/18/07
c. University Relations <input type="checkbox"/> No impact <input checked="" type="checkbox"/> Impact statement attached	Director or designee: <i>Cherene Spidener</i>	5/18/07
d. Admissions <input type="checkbox"/> No impact <input checked="" type="checkbox"/> Impact statement attached	Director or designee: <i>Jean J. Anson</i>	5/18/07 ←
e. <input checked="" type="checkbox"/> Records <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee: <i>J. Anson</i>	5/14/07

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>D. Mulhealey</i>	4/25/07
B. Final faculty review body within each School	Chair: <i>Jonath LSC</i>	10/11/07
C. College Dean	Dean: <i>Jay W. Thayer</i>	10/29/07
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Julia M. Kardell</i>	11/06/07
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Betsy J. Yarni</i>	1/6/07
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	

**Input Statement**

**For Admissions: Any program changes can impact recruitment literature and/or course catalogs.**

OTS makes the assumption that the development of online course materials (Web Tycho) are not necessary and these will be delivered with traditional classroom instruction methods ( i.e. no remote locations and not video-taped or archived). Given these assumptions, there should not be any impact.

## IMPACT ON LIBRARY OF NEW AND REVISED HISTORY COURSES

After discussion with Prof. Albrecht of the Legal, Ethical, and Historical Studies department I am certifying that these changes **will not** have a major impact on the Library.

Steve LaBash  
Director  
Langsdale Library  
[slabash@ubalt.edu](mailto:slabash@ubalt.edu)  
410.837.4269

### Impact Statement From the Office of University Relations

These changes could potentially affect the undergraduate and graduate catalogs—which the Office of University Relations currently manages and produces—as well as other recruitment publications that contain this type of specific academic material. The timing of the final approval for these changes will be a determining factor in our ability to incorporate the new information in a timely fashion in any related materials that are on our production schedule.

**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) HIST 102

Course Name: World History Since 1500

Division sponsoring the course: Division of Legal, Ethical & Historical Studies

THIS COURSE SATISFIES 3 CREDITS OF THE **HUMANITIES- History** GENERAL EDUCATION REQUIREMENT.

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

- Engage [effectively] in oral and written expression
- Read and listen [with comprehension]
- Reason abstractly and think critically
- Recognize and appreciate cultural diversity
- Nurture good citizenship and personal responsibility
- Demonstrate a capacity for and exercise of creativity (including new and original interpretations)
- Think chronologically, comprehend complex historical events, and distinguish between summary and analysis
- Ask the kinds of questions historians ask;
- Read and interpret different types of historical documents contextually
- Create and interpret historical narratives, and distinguish among truth, lies, fiction, and distortion in competing narratives.

Marguerite C. Weber

May 1, 2007

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Signature (Marguerite Weber)

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date

**DOCUMENT O: SUMMARY PROPOSAL**

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<b>DEPARTMENT / DIVISION:</b> Legal, Ethical, and Historical Studies		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state action item 1-23 and course name & number or program affected):		
HIST 102: World History since 1500		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2008		

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

We propose a new course, HIST 102: World History since 1500, which will fulfill general education requirements in the historical area of humanities or serve as a lower-division elective for History and other majors.

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:</b> World History since 1500	<b>Course # / HEGIS Code:</b> HIST 102	<b>Credits:</b> 3

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

HIST 102 will serve the general education needs of all freshmen and sophomores. The course will be organized thematically, with a focus on the comparative study of non-western cultures, thus extending the global perspective of University of Baltimore students.



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

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Include in your course definition items one through 15 using as much space as needed.

- I. Date Prepared: April 15, 2007
- II. Prepared by: Jeffrey Sawyer
- III. Department: Legal, Ethical, & Historical Studies
- IV. Course Number(s), including HEGIS code(s): HIST 102
- V. Course Title: World History since 1500
- VI. Credit Hours: 3
- VII. Catalog Description (Paragraph should reflect general aims and nature of the course):  
*This course fulfills the humanities (history/philosophy) general education requirement at the University of Baltimore. Explores the emergence of the modern world, from the end of the fifteenth century to contemporary times, through an examination of selected themes across the world's cultures. Such themes may include the arts, society and religion, global competition and human rights, technological change, nationalist movements and self-determination. Special emphasis is given to the interaction and interdependence of the world's population as a whole.*
- VIII. Prerequisites: None
- IX. Faculty qualified to teach course: Albrecht, Sawyer, Yi
- X. Course Type / Component ( clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop): Lecture
- XI. Suggested approximate class size: 25-30.
- XII. Content Outline: Will vary from instructor to instructor and semester to semester within the framework specified in the course description. For example, a section that specialized in "technological change" might contain units on 1) the invention of printing; 2) religious propaganda and wars of religion; 3) technology and the Age of Discovery; 4) science and engineering in non-western societies; 5) technology transfer in the age of European Imperialism; 6) twentieth-century

military technology and the disequilibrium of world power; 7) the persistence of traditional agriculture and husbandry in both rich and poor nations; 8) the impact of information technology.

XIII. Learning Goals:

1. Regardless of the subject matter emphasis, all students should learn to
  - a. identify and give an accurate account of major world-changing historical events; while:
    - i. developing information literacy skills
    - ii. improving written and oral communication
    - iii. learning to read and interpret different types of historical documents contextually
  - b. explain the origins and impact of world historical events in the context of different cultures; while
    - i. learning the difference between summary and analysis
    - ii. developing critical thinking and analytical skills
    - iii. learning to think chronologically and create historical narrative
  - c. distinguish between academic historical explanation based on equal concern and respect for all peoples and quasi historical explanation based on cultural bias, political and economic interests; or ideological agendas; through
    - i. gaining broader historical and cultural awareness
    - ii. working with primary sources
    - iii. learning to evaluate competing historical narratives

XIV. Assessment Strategies: Primary assessment strategy will be through written work—both short descriptive passages and longer essays, and a brief oral report. Examinations and a class project will be designed to encourage the three primary learning objectives explained above, as well as the specific learning objectives relative to each general education sub-category. For example, to assess 13c students might be asked on a final examination to respond to a quotation with an obvious cultural bias, by explaining the extent to which the “agree or disagree with the quotation, based on specific historical evidence.”

XV. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)

R.R. Palmer, Joel Colton & Lloyd Dramer, *A History of the Modern World* 10<sup>th</sup> ed. (McGraw Hill).