

**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> Catherine Albrecht	<b>Phone:</b> 5328
<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):		
Modify description of HIST 290: Great Issues in History to make it clear that the course will fulfill general education in the history/philosophy area of humanities.		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2008		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input 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"/>

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 <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
<input checked="" type="checkbox"/> 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
20. 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. 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)

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>
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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 Zuck</i>	5/18/07
b. <del>OTS</del> <i>attached</i> <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee: <i>Judith A. Wood</i>	5/18/07
c. University Relations <input type="checkbox"/> No impact <input checked="" type="checkbox"/> Impact statement attached	Director or designee: <i>Katherine Steedman</i>	5/18/07
d. Admissions <input type="checkbox"/> No impact <input checked="" type="checkbox"/> Impact statement attached	Director or designee: <i>John J. Anson</i>	5/18/07
e. Records <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee: <i>J. [Signature]</i>	5/19/07

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>D. Mulvaney</i>	4/25/07
B. Final faculty review body within each School	Chair: <i>Joseph [Signature]</i>	10/11/07
C. College Dean	Dean: <i>Ray W. [Signature]</i>	10/29/07
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Jenna [Signature]</i>	11/06/07
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Betsy [Signature]</i>	11/6/07
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	

## 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 290

Course Name: Great Issues in History

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

**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.

UNIVERSITY OF BALTIMORE

**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):		
Modify description of HIST 290: Great Issues in History to make it clear that the course will fulfill general education in the history/philosophy area of humanities.		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2008		

O-1: Briefly describe what is being requested:

We propose modifying the existing description for HIST 290: Great Issue in History to make it clear that the course will fulfill the lower-division general education requirement in the history/philosophy area of humanities.

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

<b>OLD Title:</b>	Course # / HEGIS Code:	Credits: 3
<b>NEW Title:</b>	Course # / HEGIS Code:	Credits: 3

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

History 290 was developed at the time the University decided to admit sophomores. It has only been taught once in its present format, but it is an ideal course to serve as a framework for specialized topics for learning community courses that will focus on a specific topic or theme to teach students how historians think about problems and issues, how to place issues in their broader historical context, and how to access and analyze a variety of different types of sources.



University of Baltimore

## **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: Catherine Albrecht
- III. Department: Legal, Ethical, & Historical Studies
- IV. Course Number(s), including HEGIS code(s):
- V. Course Title: HIST 290: Great Issues in History
- 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. Focusing on a single topic or theme of historical and contemporary interest, this course emphasizes the roots of great issues in history. The course focuses on understanding and applying historical methods, analyzing issues in their broader historical context, and analyzing a variety of historical sources. The topic for a given semester appears in the schedule of classes.*
- VIII. Prerequisites: None
- IX. Faculty qualified to teach course: All history faculty
- X. Course Type / Component ( clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop): Lecture
- XI. Suggested approximate class size: 20-25.
- XII. Content Outline: Will vary depending on the topic selected, but all sections will examine the topic within a broader historical context, provide opportunities for students to analyze different types of documents, and teach how historians study and analyze issues.

For example, the section proposed for Spring 2008 is entitled "Great Issues in History: Urban Disturbances." Topics include: fires, domestic terrorism, labor strife,

twentieth-century race riots before the 1960s, Post-World War II urban changes, Jim Crow and the civil rights movement in Baltimore, the media and history, the professional historian, fires in the mirror: Los Angeles and Crown Heights.

XIII. Learning Goals:

1. Ask the kinds of questions historians ask about the topic to be studied.
2. Read and interpret different types of historical documents.
3. Create and interpret historical narratives and distinguish among competing narratives.
4. Engage in hands-on projects, develop information literacy skills, develop written and oral communication skills.
5. Connect knowledge of the past to an understanding of contemporary issues.

XIV. Assessment Strategies:

Assessment strategies will include analytical essays, examinations, and a class project.

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

The textbook(s) will be related to the specific topic or issue under consideration in that section of the course. In addition, students will use resources available online, through Langsdale library, from archives, or other locally available resources.