

UNIVERSITY OF BALTIMORE

**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> Stephanie B. Gibson	<b>Phone:</b> 410-837-6050
<b>DEPARTMENT / DIVISION:</b> Communications Design		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):		
Add additional, required, capstone course: Seminar in Publications Design (PBDS 740) Actions #8, 10		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

<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 type="checkbox"/>	Graduate <input checked="" 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		ABCD
x	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
x	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)	
	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"/>
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):			

*Add additional, required capstone course: Seminar in Publications Design (PBDS 140) Actions 8, 10*

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 type="checkbox"/> Impact statement attached	Director or designee:	
b. <input checked="" type="checkbox"/> OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee: <i>Judith A. Wood</i>	10/12/06
c. University Relations <input type="checkbox"/> No impact <input checked="" type="checkbox"/> Impact statement attached	Director or designee: <i>Christine S. ...</i>	10-12-06
d. Admissions <i>Same as above</i> <input type="checkbox"/> No impact <input checked="" type="checkbox"/> Impact statement attached	Director or designee: <i>John J. Anson</i>	10-12-06
e. <input checked="" type="checkbox"/> Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee: <i>J. ...</i>	10-16-06

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>...</i>	10/17/06
B. Final faculty review body within each School	Chair: <i>Margaret J. Potthaut</i>	11/14/06
C. College Dean	Dean: <i>...</i>	11/20/06
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>...</i>	11/27/06
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Michelle Gilligan</i>	12/4/06
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	

## 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.

These concerns apply to Admissions  
as well and have been noted.

Thanks!

Joan J. Arson

10/12/06

**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> Stephanie B. Gibson	<b>Phone:</b> 410-837-6050
<b>DEPARTMENT / DIVISION:</b> Communications Design		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state action item 1-23 and course name & number or program affected):		
Add additional, required, capstone course: Seminar in Publications Design (PBDS740). Actions 8 & 10.		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

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

The Publications Design program intends to extend the capstone experience to a two-course package. The courses will be taken simultaneously in the final semester students attend the program. The first course is already in existence (Portfolio, PBDS735) and we are now adding the second course, Seminar in Publications Design (PBDS740).

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> Seminar in Publications Design	<b>Course # / HEGIS Code:</b> PBDS740 PBDS	<b>Credits:</b> 3

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

The Seminar in Publications Design will be the second half of a two-part culminating course package in the MA program in Pub Design. It tests and stretches everything students have been doing in their course work up to this point. Students will conceive a solution for a particular communications problem. Selected ideas will be identified by the faculty, students will be assigned to teams according to their strengths and interests, and each team will design and write a prototype for the selected ideas. Teams will also show an understanding and analysis of the audience(s) for the idea, develop a plan for making the idea public, via print and/or other media, write a complete proposal, and present the project publicly at a final competition.

This course is designed to be the advanced complement to the Program's anchor course (Words & Images, PBDS601), where the principles of the program, the integration of writing and graphic design, are introduced. This course is an essential preparation for work in the professional world where graduates will be required to work in teams, be responsible for the writing and design of both original and assigned ideas, be required to integrate the work of many writers and designers into a coherent whole, prepare proposals, and make presentations.

Both this course and the already existing capstone course, Portfolio (PBDS735), will be offered simultaneously during the Spring semester. A lab fee is required.

## **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.

1. Date Prepared: 29 September 2006
2. Prepared by: Stephanie B. Gibson
3. Department: Communications Design
4. Course Number(s), including HEGIS code(s): PBDS740
5. Course Title: Seminar in Publications Design
6. Credit Hours: 3
7. Catalog Description (Paragraph should reflect general aims and nature of the course)  
The culminating course in the Master's Program in Publications Design tests and stretches all knowledge and skills Pub Design students have been learning up to this point. Seminar requires students to conceive a solution to a particular communications problem, then, working in teams, analyze its audience(s), develop a plan for making it public, via print and/or other media, and design and write a prototype.
8. Prerequisites: This is the capstone course, it should be taken in a student's final semester
9. Faculty qualified to teach course: Ed Gold, Bert Smith, Amy Pointer, Stephanie Gibson, Arthur Magida, August Tarrier, Roger Friskey, and others
10. Course Type / Component: seminar
11. Suggested approximate class size: no more than 15
12. Content Outline: see attached sample syllabus
13. Learning Goals: see attached sample syllabus
14. Assessment Strategies: see attached sample syllabus
15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.): no specifically assigned textbooks. A website and listserv will be set up for the class to provide additional notes and information.
16. Lab fee required.

Document P addendum  
Seminar in Publications Design  
PBDS 740  
Sample Syllabus Ideas

### **Course Objectives**

The seminar in Publications Design, the culminating course in the Master's Program in Publications Design, tests and stretches all the knowledge and skills students have been learning and honing in their course work. Designed to be the advanced complement to Words & Images, wherein the principles of the program are introduced, Seminar requires students to conceive, analyze the audience(s) for, and develop a plan for making public, via print and other media, an idea for a publication.

During the course of the class, a student must demonstrate the following:

- ◆ Mastery of both writing and design and the ability to integrate the two.
- ◆ The conceptual skills necessary to develop and translate – via words and images – a coherent, creative idea to make it public through print and other media.
- ◆ The analytical skills necessary to define and organize plans and materials for reaching an audience.
- ◆ A facility to work both independently and in teams.
- ◆ The ability to schedule time effectively and productively, and to produce sophisticated projects of professional stature.
- ◆ The ability to make persuasive presentations, both orally and in writing.

### **Overview**

Students will conceive a solution for a particular communications problem. The course will be conducted a one of two ways. We may use the assigned project approach, or we may use the independent project approach. Both approaches will proceed from the individual work phase to the teamwork phase.

Assigned Project: Faculty will offer three or four different communications problems. One example could be to design a campaign that would bring more tourism to Baltimore's Inner Harbor. The semester begins with student working on and submitting a proposal for one of the ideas. Faculty will select the more creative and workable ideas and assign students to teams that will develop those ideas for final presentation.

Independent Project: Students develop an idea for a magazine or other print project. Projects may include print, video, film, hypermedia texts, and/or other media. Each individual project should not only be envisioned as having the potential for development as an ongoing venture, but it should also be ambitious and suitable for development into a team project. Low budget publications such as newsletters directed at very limited audiences are not usually regarded as acceptable. After individual presentations have been made, the instructors will select a number of ideas to be further developed.

### *Individual phase*

Each student will present her or his proposed idea to the instructors and the entire class. Students will submit proposals (see suggestions for proposals, below), sample comprehensive printed pages or the equivalent in electronic media, and some written text.

### *Team phase*

Faculty will assign students to teams of three to five students. These teams will work together throughout the rest of the semester, polishing and refining the problem solution or publication. Teams should plan to meet with the instructors once a week during class time and should also schedule their own additional meeting times.

At the end of the semester teams will present the completed project. Presentations should include finished designs (comps or electronic equivalents), a substantial amount of text, a proposal, and a formal proposal. Each team should also deliver to the instructors at least one set of professional electronic files of their project for archival purposes.

Formal proposals should include

- ◆ The problem or need. Define a gap, lack, or need in the market.
- ◆ Your solution. What makes your project appropriate for solving the problem? Is it timely and novel or unique?
- ◆ Audience. An analysis (not just a description) of who wants/needs your project, what else they already read, their interests, and why they will read your project. (Be mindful: an audience will not read a publication simply because you think they should.)
- ◆ Competition. An analysis (not just a list) of what already exists in the niche you have identified. Be thorough, use all the resources at your disposal.
- ◆ Concept. List the departments or recurring elements of your project and for magazines of serial publications, story ideas for several issues so we can get a sense of how the publication would develop over time.
- ◆ Marketing. An overall plan for marketing the idea, including the media and means of delivery to be used.

After end-of-semester presentations the instructors will select a number projects to be presented to a panel of outside judges. The criteria for the selection of projects for presentation to outside judges will be:

- ◆ creativity of the idea
- ◆ marketability of the idea
- ◆ feasibility of the idea
- ◆ skill and originality with which students use words and images to interpret their ideas
- ◆ clarity, persuasiveness, and quality of the written proposal
- ◆ persuasiveness with which students present their ideas to their peers and to the faculty

### *Outside judges*

A jury of outside judges will review the work of the finalists from all sections together. The jury will be selected to represent a mix of professionals with experience in design, writing, editing, electronic production, and the business of publishing. Each team will have a pre-determined amount of time for the presentation and must provide each judge with copies of the proposal and of all text included in the project.

### *Awards*

Seminar teams will display their projects at the final Publications Design. During the reception we will award prizes to the projects selected by the outside jury.

### **Grades**

Final grades will be based on the quality of the individual projects prepared during the first part of the semester (40%); the quality of the final team project (40%); and the overall quality of a student's performance and contribution both as an individual writer/designer and as a member of the team (20%).