**UNIVERSITY OF BALTIMORE**

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

**SCHOOL:** LAW ☐ MSB ☐ YGCLA ☒ Contact Name: Jonathan Shorr Phone: 6059

**DEPARTMENT / DIVISION:** School of Communications Design

**SHORT DESCRIPTION OF PROPOSAL** (State Document N action item from Box 3 below and program name OR course name, code, & number as applicable): #8 New Course: ARTS 297 Topics in the Arts I

**PROPOSED SEMESTER OF IMPLEMENTATION:** Fall ☐ Spring ☐ Year: 2010

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| Box 1: TYPE OF ACTION | ADD(NEW) ☒ DEACTIVATE ☐ MODIFY ☐ OTHER ☐ |
| Box 2: LEVEL OF ACTION | Non-Credit ☐ Undergraduate ☒ Graduate ☐ OTHER ☐ |

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**Box 3: ACTION ITEM** (check appropriate boxes)

<table>
<thead>
<tr>
<th>Document Required</th>
<th>Impact Reviews</th>
<th>Approval Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(see box 4 below)</td>
<td>(see box 5 on back)</td>
<td>(see box 6 on back)</td>
</tr>
</tbody>
</table>

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1. Experimental Course  
2. Course Title  
3. Course Credits  
4. Course Number  
5. Course Level  
6. Pre & Co-Requisite  
7. Course Description  
8. New Course  
9. Deactivate a Course  
10. Program Requirements  
11a. UG Specialization (24 credits or less)  
11b. Masters Specialization (12 credits or less)  
11c. Doctoral Specialization (18 credits or less)  
12. Minor (add or delete)  
13. Closed Site Program  
14. Program Suspension  
15. Program Reactivation  
16a. Certificate Program (ug/g) exclusively within existing degree program  
16b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)  
17. Off-Campus Delivery of Existing Program  
18a. UG Concentration (exceeds 24 credit hrs)  
18b. Masters Concentration (exceeds 12 credit hrs)  
18c. Doctoral Concentration (exceeds 18 credit hrs)  
19. Program Title Change  
20. Program Termination  
21. New Degree Program  
22. Other  

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**Box 4: DOCUMENTATION** (check boxes of documents included)

<table>
<thead>
<tr>
<th>X N. This Cover Sheet</th>
<th>Q. Full 5-page MHEC Proposal</th>
<th>T. Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X O. Summary Proposal</td>
<td>R. Financial Tables (MHEC)</td>
<td></td>
</tr>
<tr>
<td>P. Course Definition Document</td>
<td>S. Other documents as may be required by MHEC/USM. See [<a href="http://www.ubalt.edu/downloads/program">http://www.ubalt.edu/downloads/program</a> approval Grd-USM-10-07.doc](<a href="http://www.ubalt.edu/downloads/program">http://www.ubalt.edu/downloads/program</a> approval Grd-USM-10-07.doc)</td>
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</tr>
</tbody>
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1. Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.

2. See USM Policy on the Review and Abolition of Academic Programs ([http://www.usmd.edu/regs/bylaws/SectionIIIIII702.html](http://www.usmd.edu/regs/bylaws/SectionIIIIII702.html)) for list of information that must be provided for this action.
Box 6: APPROVAL SEQUENCE

<table>
<thead>
<tr>
<th>APPROVAL SIGNATURES</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Department / Division Chair: Jonathan Shorr</td>
<td>10/9/09</td>
</tr>
<tr>
<td>B. General Education (as required for #7, #8) Chair:</td>
<td>10/27/09</td>
</tr>
<tr>
<td>C. Final faculty review body within each School Chair:</td>
<td>10/27/09</td>
</tr>
<tr>
<td>D. College Dean Dean:</td>
<td>11/3/09</td>
</tr>
<tr>
<td>E. Provost and Senior Vice President for Academic Affairs Provost:</td>
<td></td>
</tr>
<tr>
<td>F. Curriculum Review Committee (UFS subcommittee) Chair:</td>
<td></td>
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<tr>
<td>G. University Faculty Senate (UFS option) Chair:</td>
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<tr>
<td>H. University Council Chair:</td>
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<tr>
<td>I. President President:</td>
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<tr>
<td>J. Board of Regents – notification only</td>
<td></td>
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<tr>
<td>K. Board of Regents – approval</td>
<td></td>
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<tr>
<td>L. MHEC – notification only</td>
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<tr>
<td>M. MHEC – approval</td>
<td></td>
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<tr>
<td>N. Middle States Association notification Required only if the mission of the University is changed by the action</td>
<td></td>
</tr>
</tbody>
</table>

4 University Council review (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues.
O-1: Briefly describe what is being requested:

We propose a new course: ARTS 297/Topics in the Arts that will satisfy the general education arts requirement.

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

There are currently only two courses with the ARTS course code:

101/Music and Arts as Craft and
201/World Music.

In order to meet the needs of FSP students for fine arts general education courses and learning community courses, it's important to be able to offer various other arts-related courses from time to time. The proposed "Topics" course would allow us to offer courses as needed and also to try out new courses before we formally propose them.

NOTE: Special topics courses that satisfy the general education arts requirement will be offered as ARTS 297; courses that do not satisfy the general education arts requirement will be offered as ARTS 298.
University of Baltimore

DOCUMENT P: Required Format for Course Definition Document
See Course and Program Development Policy and Procedures for Instructions

Include items one through 17 or 18 in your course definition using as much space as needed.

1. Date Prepared: September 18, 2009
2. Prepared by: Jon Shorr
3. Department/Division: School of Communications Design
4. Course Number(s), including HEGIS code(s): ARTS 297
5. Course Title: Topics in the Arts I
6. Credit Hours: 3

7. Catalog Description (Paragraph should reflect general aims and nature of the course)

Intensive exploration of topics in the arts of mutual interest to students and faculty. The topic studied appears under that name in the course registration schedule. This course fulfills the general education arts requirement. Lab fee may be required.

8. Prerequisites: NONE
9. Course Purpose (How the course is to be used in the curriculum, e.g., required for major):
Lower level elective for MSB and CLA students. This course satisfies the general education arts requirement.

10. General Education area, if applicable (i.e., social sciences, humanities, science, etc.): Arts

11. Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial, or workshop). This must match PeopleSoft 9.0 coding. Check with your dean's office if you are unsure of the correct entry: Lecture

12. Faculty qualified to teach the course: Various full and adjunct faculty, including Smith, Pointer, Verville, Page, Patschke, Simon, Shorr, Fitz, and Matanel.

13. Content Outline
VARIES, DEPENDING ON SPECIFIC COURSE CONTENT.

14. Learning Goals
Any course offered under this umbrella topics course number will meet the university's general education learning goals for the arts: By the end of the course, students will be able to:
- Define and apply terms and concepts used in the study of a given arts discipline;
- Write analytically, using, when appropriate, research and documentation;
- Demonstrate critical thinking in their written or oral discussion of course-related content;
- Explain the distinctive ways in which ideas are communicated within a given discipline;
Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge.

15. **Assessment Strategies**

VARIES, DEPENDING ON SPECIFIC COURSE CONTENT.

Generally, though, instructors will use the following recommended procedures for assessing general education arts learning outcomes, as enumerated in the university's general education arts & humanities guidelines:

- Students will be required to write one term paper or two shorter papers (totaling 2000-2500 words). The quality of these papers will be measured by means of a rubric that addresses the degree to which the papers meet arts learning outcome #3 (critical thinking) and at least three of the other four arts learning outcomes, as defined in the paper assignment(s). If two papers are assessed, they should show improvement over the course of the academic term.

- Students will write several short critical responses to assigned readings, creative works, and/or historical writings characteristic of the arts discipline(s) addressed in the course. These short essays (approximately 200 words) may be assigned as out-of-class writing (via either an online forum or submitted copy) or in-class exercises. This rubric-based assessment strategy evaluates the application of learning outcomes “define terms/concepts...” and “write analytically...” plus at least one of the other learning outcomes.

- Students will take mid-term and/or final examinations testing learning outcomes.

- A formal in-class presentation may be substituted for assessment strategy (a) or (b), provided that the assignment design allows the quality of each student's presentation to be measured for the same learning outcomes as strategies (a) or (b).

- Students may be required to write critiques of other students' short written assignments and/or in-class presentations. These critiques would measure outcomes 1 and 5 across a range of artifacts broader than those selected by students for their own, individual assignments. This strategy can potentially address outcomes 3 and 4, according to the specific arts discipline(s) being studied.

16. **Suggested Text(s) and Materials**

VARIES, DEPENDING ON SPECIFIC COURSE CONTENT.

17. **Suggested class size:** 30

18. **Lab Fees (when applicable):**

VARIES, DEPENDING ON SPECIFIC COURSE CONTENT.