Document N: Course and Program Development:
IMPACT AND APPROVAL SIGNATURES

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: ○ LAW ○ MSB ◉ CAS ○ CPA

CONTACT NAME: Stephen Michael Kiel **PHONE:** 410-837-4236

DEPARTMENT/DIVISION: Langsdale Library **DATE PREPARED:** 1/30/14

PROPOSED SEMESTER OF IMPLEMENTATION: ◉ fall ○ spring **YEAR:** 2014

TYPE OF ACTION: ◉ add (new) ○ deactivate ○ modify ○ other

LEVEL OF ACTION: ○ noncredit ◉ undergraduate ○ graduate ○ other

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ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

◉ ***COURSE ACTIONS*** ○ ***PROGRAM ACTIONS***

Original Subject Code/Course Number: UNIV201

Original Course Title: Sophomore Seminar: Intellectual Transitions

Original Program Title:

*Select one or multiple actions from **one** of the lists below (review the list of necessary documents and signatures):*

COURSE ACTIONS	
	1. Experimental Course
	2. Course Title
	3. Course Credits
	4. Course Number
	5. Course Level
	6. Pre- and Co-Requisite
	7. Course Description
✓	8. New Course
	9. Deactivate Course
	22. Other

PROGRAM ACTIONS	
	10. Program Requirements
	11a. Undergraduate Specialization (Fewer than 24 credits)
	11b. Master's Specialization (Fewer than 12 credits)
	11c. Doctoral Specialization (Fewer than 18 credits)
	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) outside of or across degree programs (12 or more credits)
	17. Off-Campus Delivery of Existing Programs
	18a. Undergraduate Concentration (24 or more credits)
	18b. Master's Concentration (12 or more credits)
	18c. Doctoral Concentration (18 or more credits)
	19. Program Title Change
	20. Program Termination
	21. New Degree Program
	22. Other

ADDITIONAL DOCUMENTATION (check all appropriate boxes of documents included; *review the list of necessary documents*):

☑ summary proposal (O) ☑ course definition document (P) ☐ full five-page MHEC proposal (Q)

☐ financial tables (MHEC) (R) ☐ other documents as may be required by MHEC/USM (S) ☐ other (T)

IMPACT REVIEW *(review the list of necessary signatures)*:

Impacted Entity	Signature	Date
a. Library ❑ no impact ❑ impact statement attached		
b. OTS ❑ no impact ❑ impact statement attached		
c. University Relations ❑ no impact ❑ impact statement attached		
d. Admissions ❑ no impact ❑ impact statement attached		
e. Records ❑ no impact ❑ impact statement attached		

APPROVAL SEQUENCE *(review the list of necessary signatures)*:

Approval Level	Signature	Date
A. Department/Division (Chair)		3/11/14
B. General Education (for No. 7, 8)		3/11/14
C. Final Faculty Review Body Within Each School (Chair)		3/11/14
D. Dean	Sandra Hurd	3/11/14
E. University Faculty Senate (Chair)		
F. University Council (Chair)[1]		
G. Provost and Senior Vice President for Academic Affairs		4/2/14
H. 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 University's mission is changed by the action	

[1] University Council *review* (for 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.

Rec'd 4/4 SK

Document O: Course and Program Development: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: ○ LAW ○ MSB ◉ CAS ○ CPA

CONTACT NAME: Stephen Michael Kiel **PHONE:** 410-837-4236

DEPARTMENT/DIVISION: Langsdale Library **DATE PREPARED:** 1/30/14

PROPOSED SEMESTER OF IMPLEMENTATION: ◉ fall ○ spring **YEAR:** 2014

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

◉ ***COURSE ACTIONS*** ○ ***PROGRAM ACTIONS***

Original Subject Code/Course Number: UNIV201

Original Course Title: Sophomore Seminar: Intellectual Transitions

Original Program Title:

*Select one or multiple actions from **one** of the lists below (review the list of necessary documents and signatures):*

	COURSE ACTIONS
	1. Experimental Course
	2. Course Title
	3. Course Credits
	4. Course Number
	5. Course Level
	6. Pre- and Co-Requisite
	7. Course Description
✓	8. New Course
	9. Deactivate Course
	22. Other

	PROGRAM ACTIONS
	10. Program Requirements
	11a. Undergraduate Specialization (Fewer than 24 credits)
	11b. Master's Specialization (Fewer than 12 credits)
	11c. Doctoral Specialization (Fewer than 18 credits)
	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) outside of or across degree programs (12 or more credits)
	17. Off-Campus Delivery of Existing Programs
	18a. Undergraduate Concentration (24 credits or more)
	18b. Master's Concentration (12 credits or more)
	18c. Doctoral Concentration (18 credits or more)
	19. Program Title Change
	20. Program Termination
	21. New Degree Program
	22. Other

For changes to existing courses:

OLD TITLE **SUBJECT CODE/COURSE NO.** **CREDITS**

NEW TITLE **SUBJECT CODE/COURSE NO.** **CREDITS**

DESCRIBE THE REQUESTED COURSE/PROGRAM ACTION (additional pages may be attached if necessary):

As proposed by the General Education Council and approved by the University Faculty Senate a new course is proposed as a key part of the general education program.

UNIV201 is a sophomore seminar focusing on critical thinking, which will be required of students entering the university with fewer than 45 credits. UNIV 201 is to be the course number used for seminars offered by the College of Arts and Sciences, seminars with the same basic structure and learning goals numbered 202 and 203 will be used for the College of Public Affairs and the School of Business respectively.

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

A sophomore seminar was proposed as part of a new general education program in order to bolster a number of aspects of the educational experience at UB: increase critical thinking skills, create a common experience for sophomores, and introduce lower division students to the experience and work of a discipline before committing to a major course of study. This three credit course fills a key gap in the educational experience of a student who attends the university.

DOCUMENT P: COURSE DEFINITION

See Course and Program Development Policy and Procedures (http://www.ubalt.edu/template.cfm?page=257) for instructions.

1. DATE PREPARED

1/30/2014

2. PREPARED BY

Stephen Michael Kiel

3. DEPARTMENT/DIVISION

Langsdale Library

4. COURSE NUMBER(S) with SUBJECT CODE(S)

UNIV201

5. COURSE TITLE

Sophomore Seminar: Intellectual Transitions

6. CREDIT HOURS

Three

7. CATALOG DESCRIPTION

UNIV 201 Sophomore Seminar: Intellectual Transitions (3)

Serves as a bridge from the first year to a student's major area of study, building on skills gained in First-Year Seminar: Introduction to University Learning, learning communities and other general-education courses. All sophomores participate in a common academic experience designed to enhance their critical-thinking and to enable them to make connections among their academic work, personal aspirations and professional goals. Students engage a common reading across seminar sections, exploring academic discourse in broad areas, and apply core skills in communication, research, information literacy and team building to real-world issues. *prerequisite: WRIT 101; prerequisite or corequisite: IDIS 110 (may be waived for students who enroll with 45 credits or more)*

8. PREREQUISITES

- WRIT101
- Prerequisite or Corequisite IDIS110 (This may be waived for students who enroll with 45 credits or more)

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)

This is a new required course for all students entering the university with less than 45 credits and is part of the general education program.

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10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)

Critical Thinking and Ethical Reasoning

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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, so check with your dean's office if you are unsure of the correct entry**)

Lecture

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12. FACULTY QUALIFIED TO TEACH COURSE

UB regular faculty, identified by each undergraduate-serving college for their sections

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13. CONTENT OUTLINE

Note: The course should incorporate a progression of assignments with increasing reflection on the major. Weightings, time spent, and order would vary with individual section design and unique content. This is intended as only one potential arrangement of the course to demonstrate how the elements can work together. Any outline must cover the common learning goals as well as incorporating the required elements.

1. Common Reading. [10-25% of the course grade] All students must be engaged in the reading, evaluation and response to the common reading and produce a graded and assessed work product reflecting the disciplinary perspective. This should be the equivalent, in terms of effort, at a minimum, to a 700 word analytical essay/ book review/ debate-style response. May be broken into parts, may be oral or written. [2-3 weeks]

2. Quantitative and Qualitative Literacy with content related to a discipline. [20-30% of the course grade]
a. Option 1, Individualized research. Growing out of issues raised by the common reading or classroom activity (including on line), students are assigned a guided research project to find answers and solutions to practical life questions and problems enhanced, discipline-based knowledge. This can be a group project. It must include carefully defined minimum requirements, including the form and content of the work product(s), and the type, quality, and quantity of sources [3-4 weeks]

b. Option 2, Contemporary Issues Analysis with quantitative emphasis. The instructor selects a series of readings advocating for and against particular policy options likely to be of current interest to students (gun regulation, drug policy, health care, regulation of sexual and violent content in entertainment media, etc.). The readings contain quantitative information (tables, statistical charts, graphs, etc.) relevant to the issue. Using that quantitative information (or related quantitative information that students find on their own) students write a position paper of some kind that requires them to evaluate the relevance, credibility, and completeness of the quantitative information being used both to support their position and to support opposing positions. [3-4 weeks]

3. Experiential Learning (preferably outside the classroom). [10-20% of the course grade] Should be learning based on interaction with people or things outside the university setting, such as interviews, visits to workplaces, field work, or service work of some kind. May be folded into the next unit. [1-2 weeks]

4. Culminating assignment. [15-25% of the course grade] Students must be given a specific assignment that requires them to relate knowledge gained in the course to an evaluation of their own personal, academic or professional goals after graduation from college. This could take many forms, but typically would require students to evaluate how learning in the course taught them something new about what they are potentially good at doing, or an exploration of a field of knowledge or a profession that they were previously unaware. [1-2 weeks, possibly part of or in place of a final exam]

Required elements

1. A theme.
    - The theme does not have to be defined by the common reading, but should be relatable in some meaningful way.
    - The theme should link most of the elements of the course.
2. An assignment exploring the common reading through the disciplinary focus of the section.
3. At least one group assignment evaluated as part of the course grade.
4. At least one analytical or argumentative writing assignment of 700 words or more that provides opportunity for feedback and revision, and a minimum total of 2000 words across multiple assignments spread through the semester.
5. At least one of these assignments must be a researched based assignment requiring the student retrieve and evaluate information sources.
6. At least one assignment which explores the differences between two related disciplines.
7. At least one reading assignment that is scholarly at a high professional level (peer-reviewed journal, scholarly monograph, professional publication).
8. An element of experiential learning, preferably outside the classroom, that challenges students to link their academic work with a career option, which produces a work product that is graded and assessable.

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14. LEARNING GOALS

1. Demonstrate quantitative and qualitative literacy to question and probe one's own or others' approach to a problem or challenge related to major themes of the course.
2. Identify and apply critical skills and processes necessary for successful work in groups and teams, including core concepts of personal initiative, purpose, and social intelligence.
3. Demonstrate an evolving sense of professional identity that results from new learning attained in the course' articulate appropriate "next steps" in their post-course development.
4. Apply insights gained from the common reading using critical reading and thinking skills as related to disciplinary/pre-professional perspectives.

An additional 1-2 learning goals will be added for individual sections as appropriate.

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15. ASSESSMENT STRATEGIES

1. Evaluation of quantitative / qualitative skills through guided research assignment or position paper
2. A combination of self-evaluation and peer evaluation of teamwork skills
3. Written reflection assignments pre- and post-experiential learning, possibly as part of a culminating assignment
4. Evaluation of students' oral or written demonstration of critical reading skills (e.g., analytical writing assignment, debate)

The somewhat individualized nature of this course necessitates that in addition to the methods above, the instructor will select an assessment mechanism appropriate to individual course content/disciplinary perspectives reflected in the additional learning goals.

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16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)

There will be a university wide common read text that is required. Other requirements will vary by section of the course.

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17. SPECIAL GRADING OPTIONS (if applicable)

18. SUGGESTED CLASS SIZE

20

19. LAB FEES (if applicable)