

UMBC UGC Instructions for Change in Existing Course Form (Revised 2/2015)

Course number & title: Enter the current course number and title of the course at the top of the page.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester that the change will be effective, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures.) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course information: Provide all of the current information for this course. Check the "change" column for aspects of the course that will be changed by this proposal and provide the specific changes. Unchanged fields may be left blank under the "proposed" column. *Note: all 300- and 400-level courses must have prerequisites or recommended preparation.*

Course number: For cross-listed courses, provide all the numbers for the course.

Transcript title: Limited to 30 characters, including spaces. Leave the current transcript title blank if this is not known.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Check all that apply.

Current catalog description: Provide the course description as it appears in the current undergraduate catalog or since the last UGC-approved change.

Proposed catalog description: If this proposal involves a change in the course description, provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course descriptions should be a) no longer than 75 words, b) stated in complete sentences, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Leave blank if this proposal does not change the course description. Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description).

Rationale: Provide a brief explanation for the need for the proposed changes.

Cross-listed courses: Requests to change cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics cannot be cross-listed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC Change in Existing Course: INDS335 Interdisciplinary Degree Plan Writing Seminar

Date Submitted: August 11 2016

Proposed Effective Date: Spring 2017

	Name	Email	Phone	Dept
Dept Chair or UPD	Stephen Freeland	freeland@umbc.edu	5-2024	INDS
Other Contact	Carrie Sauter	csauter@umbc.edu	5-2004	INDS

COURSE INFORMATION: (please provide all information in the “current” column, and only the information changing in the “proposed” column)

change		current	proposed
<input type="checkbox"/>	Course Number(s)	INDS335	
<input type="checkbox"/>	Formal Title	Interdisciplinary Degree Plan Writing Seminar	
<input type="checkbox"/>	Transcript Title (≤30c)	Degree Writing Seminar	
<input type="checkbox"/>	Recommended Course Preparation	ENGL100	ENGL100
X	Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a “D” or better.	INDS330	INDS330 with “C” or better or be concurrently enrolled in INDS330
X	Credits	1	2
<input type="checkbox"/>	Repeatable?	X Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes X No
<input type="checkbox"/>	Max. Total Credits	2	2 Max. Total Credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
<input type="checkbox"/>	Grading Method(s)	Reg (A-F) <input type="checkbox"/> Audit X Pass-Fail	X Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

CURRENT CATALOG DESCRIPTION:

This seminar guides students through the process of writing an interdisciplinary degree plan proposal including: a cogent description of an integrative degree; learning objectives and a course list to actualize the degree plan; ideas for capstone research projects; and a professional cover letter. Students will focus on the processes of close editing, re-writing, and collaboration as important techniques for developing an interdisciplinary degree plan but also project and grant proposals of many types.

PROPOSED CATALOG DESCRIPTION (no longer than 75 words): leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.)

This seminar guides students through the process of writing an interdisciplinary degree plan including: a cogent degree description; coursework grouped into measurable learning objectives based on Bloom’s Revised Taxonomy of Educational Objectives; ideas for capstone research projects; and a professional cover letter. Students will focus on the processes of close editing, re-writing, and collaboration as important techniques for developing not only an interdisciplinary degree plan but also project and grant proposals of many types

RATIONALE FOR CHANGE:

After piloting INDS335 for two years the staff of INDS, the students of INDS and the Interdisciplinary Studies Committee (which reviews and votes whether or not to approve individual INDS degree proposals) are convinced of its worth in leading to degree plans of higher quality while reducing the number of students attempting a degree with INDS who would be better served in another major. However, these same parties also

agree that three changes to the course would maximize its usefulness to students within the broader INDS program. We therefore request to: (a) increase INDS335 from a 1-Credit to a 2-Credit course, (b) change the pre-requisites for this course (moving INDS330 from a formal pre-requisite to a pre or co-requisite) and (c) change the grading method from P/F to regular ('letter graded').

In terms of the increase from one to two credits, it has become clear that the amount of work required to produce a valid degree plan far exceeds the ~40 hour total (15 hours of instruction and 25 hours of self-directed study) associated with a single credit of academic study*. As a result, too many students are finishing the class without a degree plan that is ready to be submitted to the Interdisciplinary Studies Committee. This delays student graduation timelines. By moving the expectation to 30 hours of instruction and 50 hours of self-directed study, the coursework requirements will come into alignment with the amount of work it actually takes for a student to finish a degree plan according to UMBCs credit/hour policy.

In terms of the change in pre-requisites, our assessment of learning outcomes after the first two years of delivering INDS335 indicate that the current pre-requisite of INDS330 is useful (for students who are able to take these two courses in sequence) but not indispensable to the topic of the course (the successful preparation of a degree proposal). Meanwhile, by making INDS335 mandatory (program change approved by the UGC as per email from Dr. McDonough on 10/21/2016), a strict pre-requisite of INDS330 effectively adds a semester to the INDS degree – i.e. it creates a potential impediment to timely graduation, particularly for transfer students. Combining these two observations leads us to request that INDS330 is changed from pre-requisite to pre or co-requisite. The staff of INDS will continue to promote an optimal course sequence from INDS330 to INDS335 wherever this is practical, but will allow students to take both courses simultaneously where appropriate, as judged on a case-by-case basis.

In terms of grading method, two years of assessing the course have shown us that the instructor frequently wishes to be able to provide more nuanced feedback on how well the student performed in the course as a helpful tool for the ultimate, intended learning outcome of preparing a degree plan for review by the Interdisciplinary Studies Committee. In particular, we would like to differentiate students who have developed a strong plan, ready for submission, from those who have developed an acceptable plan, but one capable of further, significant improvement. We therefore request that the course grading method change from P/F to regular (letter grade).

** Proposed Credit/Hour Policy, disseminated to UPD's on April 26th, as part of the Middle States re-accreditation process*