

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: BIOL 306L: Projects in Synthetic Molecular Biology

Date Submitted: 4/18/2017

Proposed Effective Date: Spring 2018

	Name	Email	Phone	Dept
Dept Chair or UPD	Philip Farabaugh	farabaug@umbc.edu	53018	BIOL
Other Contact	David Eisenmann	eisenman@umbc.edu	52256	BIOL
Other	Nichole Zang Do	Zang.do@umbc.edu	58071	BIOL

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)	BIOL 306L	BIOL 306L
<input checked="" type="checkbox"/>	Formal Title	Projects in Molecular Biology	Projects in Synthetic Molecular Biology
<input checked="" type="checkbox"/>	Transcript Title (≤30c)	Projects in Molecular Biology	Projects in Synthetic Biology
<input type="checkbox"/>	Recommended Course Preparation		
<input type="checkbox"/>	Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a “D” or better.	You must complete BIOL 300L and BIOL 302 and BIOL 303 with a C or better.	
<input type="checkbox"/>	Credits	2.00	
<input type="checkbox"/>	Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Max. Total Credits	2.00	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)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail	<input type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

CURRENT CATALOG DESCRIPTION:

In this course students will conduct an open-ended investigation to discover the function of a gene. During the course of the investigation you will learn the basic techniques used to isolate a gene, move it into a suitable host organism, modify it and determine its function. All projects will give students experience with cell culture, cloning, PCR, DNA sequencing and computer-based DNA sequence analysis.

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 laboratory course will introduce students to Synthetic Biology. Students will use a laboratory strain of *E. coli* to genetically modify the bacteria in ways that will increase our understanding of gene regulation, enzymatic activities, or genetic circuits. Students will familiarize themselves with the techniques needed to modify *E.coli*. Students will design their own synthetic biology project and construct their synthetic biology project (a modified *E. coli* strain of their design) during the course of the semester.

RATIONALE FOR CHANGE: The current design of BIOL 306L is not amenable to scaling up to teach a large number of students. We hope that offering another laboratory course that offers “authentic” research, one that includes: novel, student-generated questions; hypothesis development; experimental design; data collection; data analysis; and presentation of the research there will be positive effects in retention in science, as well as increasing students’ conceptual understanding of specific topics.