UMBC UGC Instructions for Change in Existing Course Form (Revised 4/2016)

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.

# of credits: To determine the appropriate number of credits to assign to a course please refer to the UMBC Credit Hour Policy which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

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: POLI 349 Environmental Politics

Date Submitted: Proposed Effective Date: Fall 17 semester

	Name	Email	Phone	Dept
Dept Chair or UPD	Cynthia Hody	hody@umbc.edu	52193	POLI
Other Contact	Roy Meyers	meyers@umbc.edu	52196	POLI

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

change		current	proposed
☒	Course Number(s)	POLI 349	POLI 449
☒	Formal Title	Environmental Politics	Politics of Environmental Policy
☒	Transcript Title (≤30c)	Environmental Politics	Politics of Environmental Policy
☐	Recommended Course Preparation	POLI 100 or GES 120	
☐	Prerequisite **NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.		
☐	# of Credits Must adhere to the [UMBC Credit Hour Policy](#)	3	
☐	Repeatable?	☐ Yes ☒ No	☐ Yes ☐ No
☐	Max. Total Credits	3	**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.
☐	Grading Method(s)	☒ Reg (A-F) ☐ Audit ☐ Pass-Fail	☐ Reg (A-F) ☐ Audit ☐ Pass-Fail

CURRENT CATALOG DESCRIPTION:

This course explores how political beliefs, behaviors, and institutions produce public policies intended to protect the natural environment and the humans that depend on that environment. Particular emphasis is placed on how environmental and other advocacy organizations attempt to affect those institutions' decisions. Central to the course is student participation in various forms of environmental politics, with the support of the courses' instructor. Recommended Course Preparation: [POLI 100](#) or [GES 120](#).

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 course explores how political beliefs, behaviors, and institutions produce public policies intended to protect the natural environment and the humans that depend on that environment. Emphasis is placed on how environmental and other advocacy organizations attempt to affect legislative, administrative, and judicial decisions. Recommended Course Preparation: [POLI 100](#) or [GES 120](#).

RATIONALE FOR CHANGE: Beginning in Fall 2017, the School of Public Policy, with the cooperation of the Department of Geography and Environmental Systems, will offer a track in environmental policy. One of the six core courses will be The Politics of Environmental Policy. This course change is requested to foster a transition to teaching this course as a 400/600 offering.   (A separate request will be made to the Graduate Council to create the 600-level course.)

The UGC provided me with the following request after tabling my initial submission:

> *The committee requested a more robust rationale for the change from a 300-level to 400-level course than the one provided.*
>
> *You might choose to support this rationale with a copy of the syllabus, annotated to show how the workload and content will change to reflect departmental standards for a 400 level course. Or you might explain how the course has always been taught at a 400 level and this move corrects an original error.*
>
> *The rationale that the committee looks for is one that addresses the necessity of the requested change for the pedagogical goals of the course.*

Here is my response:

I am surprised at the committee's request, as I think it should be the prerogative of the teaching department whether to teach a course at the 300 or 400 level. Nevertheless, following is the requested rationale.

Before I became Director of the Sondheim Program, in the latter 1990s and early 2000s I periodically taught 400-level seminars that covered a series of environmental policy special topics courses: safe drinking water; biodiversity; food safety; fisheries management. I dropped these courses due to the workload of the Sondheim position. When I returned to a regular teaching position, I taught Environmental Policy as a 400-level course. In hopes of serving more students who were interested in the topic, I then changed the course to a 300-level course. Attaining this goal was frustrated for two years in a row by the room scheduling process, which did not find rooms that would fit 30+ students, so the courses were forced to enroll only the capacities of the rooms made available to me—around 20-22.

Given this history, and the request of the Public Policy Graduate Program to teach a 400/600 level course on the topic (which has been endorsed by the GES faculty with whom I have already consulted—Lansing and Biehler), I would like to teach it again at the 400 level. The topic is one that can be taught at not only the 300 and 400 level, but at the 200 level as well, using different approaches and expectations. One benefit of the 400-level approach is that students will usually have taken more courses at the 300 level, and therefore be better prepared to engage with more sophisticated material.

The 400 level course will differ from the 300 level course in that it will include a substantial research paper. This is a requirement for all 400 level political science courses. I don't intend to generate a new syllabus for this course until the summer—in part because of the press of current duties, but mostly because of the tremendous upheaval that the Trump Presidency is causing now and will continue to cause in this policy area. Doing it now would just be wasted effort, and contrary to my general teaching approach, which puts a premium on including very current readings on important issues in conjunction with important general readings. By August, I will have an embarrassment of disasters to choose from for the current issues. In fact, I have already talked to two publishers' reps about the problem they face in marketing environmental politics books that are already outdated even though they have copyright dates of 2016. In the meantime, I would like to have the course listed at the appropriate 400 level in the class schedule prior to when students register for fall courses.