

## 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):** Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

**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 including a pedagogical justification to any changes in course level:** 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: January 21, 2020

Proposed Effective Date: Fall 2020

	Name	Email	Phone	Dept
Dept Chair or UPD	Stephen Freeland	<a href="mailto:freeland@umbc.edu">freeland@umbc.edu</a>	5-2024	INDS
Other Contact	Carrie Sauter	<a href="mailto:csauter@umbc.edu">csauter@umbc.edu</a>	5-2037	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)	INDS 335	
<input type="checkbox"/>	Formal Title	Interdisciplinary Degree Plan Writing Seminar	
<input type="checkbox"/>	Transcript Title (≤30c)	Degree Writing Seminar	
x	Recommended Course Preparation	ENGL 100	none
x	Prerequisite <small>Unless otherwise indicated, a prerequisite is assumed to be passed with a “D” or better.</small>	INDS 330 with “C” or better or be concurrently enrolled in INDS 330	INDS 330 with “C” or better
x	# of Credits <small>Must adhere to the <a href="#">UMBC Credit Hour Policy</a></small>	2	3
<input type="checkbox"/>	Repeatable?	<input type="checkbox"/> Yes x No	<input type="checkbox"/> Yes <input type="checkbox"/> No
x	Max. Total Credits	2	<b>3</b> <small>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.</small>
<input type="checkbox"/>	Grading Method(s)	x 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:

This seminar guides students through the process of writing an interdisciplinary degree plan including: a cogent description of an integrative degree; measurable learning objectives based on Bloom’s Taxonomy of Educational Objectives; a course list; ideas for capstone projects supported; 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 a interdisciplinary degree plan but also project and grant proposals of many types.

**PROPOSED CATALOG DESCRIPTION** (Approximately 75 words in length. Please use full sentences): 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 claiming one's education by researching and assessing one's professional goals and the academic/co-curricular pathways by which they may be achieved. Students each write a formal, individualized degree plan that includes a description of the degree concept; a course list with rationale for each within that degree; a description of activities beyond the classroom that support the degree; and a professional cover letter. Students focus on the processes of close editing, re-writing, and collaboration.

## **RATIONALE FOR CHANGE:**

Program and course-level assessment data on five and a half years of teaching INDS 335 suggest several improvements from the perspective of both the institution and students. These improvements are to: (a) increase INDS 335 from a two-credit to a three-credit course; (b) change the prerequisites for this course (simplifying from a pre- or co-requisite into prerequisite only); and (c) remove the recommended course preparation of ENGL 100.

The requested increase from two to three credits reflects data indicating that students and the institution at large would benefit from more bibliographic work, writing, editing and peer review. Most students already report exceeding the time commitments written into the syllabus for these activities but also report that the extra work was worth it. By moving from two to three credits, we create space to honor this beneficial activity in accord with the UMBC credit/contact hour policy, while creating a formal space in which to structure this activity with specific and appropriate academic standards. From an administrative perspective, it would help to deliver this course at twice per week (1 hour 15 minutes each = 3 CR) rather than once per week (1 hr 40 mins = 2 CR). Two shorter classes per week would allow (a) clearer separation between different class topics, and (b) greater course resilience to unavoidable class cancellations such as snow days and maintenance emergencies.

The requested change in prerequisites reflects the finding that students who take INDS 330 and INDS 335 concurrently move forwards less successfully (whether through INDS or another academic program) than those who take these two courses consecutively. Although a majority of students already take these courses consecutively, the INDS program is currently exploring other options to ensure that no student would be delayed in their time to graduation by the requested change.

INDS 330 has become a course that successfully helps students determine whether Individualized Study is the most effective path forward for them at UMBC. Making this course a prerequisite for INDS 335 would further the goal of making sure students have found the right major at the university.

If INDS 330 becomes a prerequisite for INDS 335 (above), then ENGL 100 is no longer a logical prerequisite for INDS 335 because ENGL 100 is already a prerequisite for INDS 330.