# UMBC UGC Instructions for Change in Existing Course Form (Revised 12/2020)

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

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

**Cross-listed courses:** All cross-listed course numbers must be listed in the course number box. Requests to change cross-listed courses must 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.

**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.

**Component:** This is the type of instruction the course will utilize.  The options are as follows: Clinical, Discussion, Field Study, Independent Study, Laboratory, Lecture, Practicum, Seminar.  Additionally, more than one component may be selected by the department. Please review the UMBC guidelines for components here: https://registrar.umbc.edu/course-component-and-credit-hour-guidelines/

**Departmental Consent:** Does this course require a student to have departmental approval noted in PeopleSoft prior to registering?  If yes, please check the box.  Departmental consent is a permanent addition to the course description.  If the department would like consent to be administered by semester, or instructor do not check this box.

*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.*
*Note: Please use this link to the self-service PeopleSoft screens regarding current course information if needed: https://highpoint-prd.ps.umbc.edu/app/catalog/listCatalog*

# UMBC UGC Change in Existing Course: EDUC 313

Date Submitted: 2/4/2021

|  | Name | Email | Phone | Dept |
|---|---|---|---|---|
| Dept Chair or UPD | Dr. Jonathan Singer | jsinger@umbc.edu | 410-455-3348 | Education |
| Other Contact | Dr. Delana Gregg | delana1@umbc.edu | 410 - 455-1875 | Academic Success Center |

**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) Include cross-listed courses | EDUC 313 | |
| ☐ | Formal Title | Concept and Practice of Peer Assisted Learning I | |
| ☐ | Transcript Title (≤30c) | Peer Assisted Learning I | |
| ☐ | Recommended Course Preparation | A 200-level course or above in the tutoring discipline; completion of 29 credits with a 3.0 cumulative GPA and 3.0 subject GPA in the courses to be tutored; and permission of the instructor. | |
| ☐ | Prerequisite | | Prerequisite must be passed with a grade of: ☐ A ☐ B ☐ C ☐ D |
| ☒ | # of Credits Must adhere to the UMBC Credit Hour Policy | 2 | 1 |
| ☐ | Repeatable? | ☐ Yes  ☒ No | ☐ Yes  ☐ No |
| ☒ | Max. Total Credits | 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. 1 |
| ☐ | Grading Method(s) | ☒ Reg (A-F)  ☐ Audit  ☐ Pass-Fail | ☐ Reg (A-F)  ☐ Audit  ☐ Pass-Fail |
| ☐ | Topics Course | ☐ Yes  ☒ No | ☐ Yes  ☐ No |

**CURRENT CATALOG DESCRIPTION (Required):**

This course is designed to train prospective peer tutors, undergraduate TAs, and student course discussion leaders in the theory-based techniques and methods of tutoring. Students will learn the roles of the tutor and the tutee and how the interaction of these roles promotes effective tutoring and learning. Areas of emphasis include collaborative/interactive learning, communication skills for tutoring, conducting successful tutoring sessions for varied learners and tutoring situations, and strategies for discipline and skill-specific tutoring. A range of teaching methods from lecture to experiential exercises will be used; active learning/participation is essential to course mastery. Students will model, practice, evaluate and develop tutoring techniques alone and in groups, and apply the

principles and strategies they learn in actual tutoring sessions. Recommended Preparation: A 200-level course or above in the tutoring discipline; completion of 29 credits with a 3.0 cumulative GPA and 3.0 subject GPA in the courses to be tutored; and permission of the instructor.

**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 course is designed to train peer tutors in the theory-based techniques and methods of peer tutoring. Students will learn about tutoring theories, strategies, and techniques through classwork including readings, discussions, written assignments and a tutoring practicum with the Academic Success Center. Students must have Sophomore standing or higher, recommendation from an instructor in the field they want to support, a 3.0 cumulative GPA, and evidence of strong communication skills and commitment to helping others.

**RATIONALE FOR CHANGE:**  The last three years have seen several changes in the department and in the tutoring services it offers. In particular, with the change to a centralized Academic Success Center (ASC), the current staff overseeing tutoring have seen a significant increase in the numbers of students needing tutoring, in a broader variety of undergraduate courses, and, as a consequence,  the need to hire and train a growing number of tutors, every semester.

The changes hereby proposed for EDUC 313 will provide more effective training to this increased number of peer tutors and will allow the ASC to better accommodate the diverse needs and schedules of these students. Furthermore, the change to a 1-credit independent study with a strong practical training component will provide theoretical as well as practical training to this growing body of peer tutors. The ASC Associate Director will teach this class as an independent study with 13 hours of course lecture throughout the semester, tutoring practice, reflection assignments, peer observations, and a final research project and presentation. During the practical training, new peer tutors will first observe and then practice effective tutoring strategies in real-life scenarios and will receive immediate feedback from experienced fellow tutors, mentors, and the instructor. The coursework will also include faculty and fellow tutor written observation reflections, mentoring, and self-reflection assignments.

In addition, the proposed change will align EDUC 313 with the other peer assistant training programs offered by the ASC, in particular ENGL 321, which is reserved for tutors working in the Writing Center. Similarly to what is hereby proposed for EDUC 313, ENGL 321 has both a lecture and a practicum component and provides writing tutors with skills, theory, and practice to help students become better and independent writers. Both EDUC 313 and ENGL 321 are certified as meeting the standards for the International College International Tutor Training Program provided by the College Reading and Learning Association.

Finally, as a result of the proposed change, a larger number of UMBC peer tutors will be given the opportunity to enjoy a valuable training experience that will strengthen not only their academic skills but also their professional ones, providing them with broader opportunities in their future careers.

**Required Information for Registrar's Office Implementation:**

Items below will be listed in the catalog, but do not require UGC approval. For future changes to these items, submit an RT ticket to the Registrar's Office.

| ☒ | Component | ☐ Clinical<br>☐ Discussion ☐ Field Study<br>☐ Independent Study<br>☐ Laboratory<br>☒ Lecture<br>☐ Practicum ☐ Seminar<br>☐ Thesis Research ☐ Tutorial | ☐ Clinical<br>☐ Discussion ☐ Field Study<br>☒ Independent Study<br>☐ Laboratory<br>☐ Lecture<br>☐ Practicum ☐ Seminar<br>☐ Thesis Research ☐ Tutorial |
|---|---|---|---|
| ☐ | Departmental Consent | ☒ Yes ☐ No | ☐ Yes ☐ No |
| ☐ | When Offered<br>(Fall, Winter, Spring, Summer, Other*)<br>*If Other, please describe | Fall and Spring | |

**Requested Effective Date (Please note that the final approval date will determine the earliest possible effective date):**

**March 1, 2021**

**Under what APR is this course evaluated?**

**Education Department**

See Sample Syllabus as attachment