

UMBC UGC Program Changes & Other Request: enter program name

Date Submitted: Nov 5 2021

Proposed Effective Date: Fall 2022

| | Name | Email | Phone | Dept |
|-------------------|------------------|-------------------|--------|------|
| Dept Chair or UPD | Stephen Freeland | freeland@umbc.edu | 5-2024 | INDS |
| Other Contact | Carrie Sauter | csauter@umbc.edu | 5-2037 | INDS |

Specifics:

The INDS program proposes to diverge current academic activity into two different tracks, named *Integrative Studies* and *Multidisciplinary Studies*. The goal is to bring a mutual benefit to students and to UMBC by restoring the breadth of degree opportunities established for the INDS program fifty years ago, which has narrowed within the past twenty years of program evolution.

The *Integrative Studies* track will therefore continue to serve the most academically gifted and highly motivated student within our current, singular track by focusing on all the most rigorous and demanding elements of the current INDS degree. The *Multidisciplinary Studies* track will serve students who are fully capable of UMBC's institutional degree requirements, but would struggle to meet the higher bars set by *Integrative Studies*. In this sense the second track restores the INDS "Type B" degree track that resulted from the 1972 report by UMBC faculty to the USM Vice Chancellor (attachment 1).

Functionally, the major difference between the two tracks manifests in the elimination of a single course, (INDS335: Degree Plan Design) from the core curriculum of the *Multidisciplinary Studies* track. This particular course represents the central point of divergence between the different expectations of each track. INDS335 tasks students to produce a formal, written plan of their entire degree program. This includes not only coursework and formal, applied learning experiences mapped to specific learning objectives and post-graduation goals, but also co-curricular and extra-curricular experiences similarly mapped and a written statement of the scholarly integration involved. Each student proposal is reviewed by a committee of faculty external and internal to INDS who determine whether permission is granted for the student to proceed towards graduation with an INDS degree. *Multidisciplinary Studies* students would instead design their curriculum semester-by-semester with an INDS faculty advisor in order to reflect the needs of the target population, as explained in the recent EAB presentation to UMBC (see Rationale). The scholarly coherence of this continuous degree design will come from focusing on UMBC's established list of five functional competencies, as presented to and welcomed by the reviewers of UMBC's 2016 decennial evaluation for Middle States accreditation. These functional competencies are: (i) Oral and written communication; (ii) scientific and quantitative reasoning; (iii) critical analysis and reasoning; (iv) Technological competency; and (v) Information literacy. INDS faculty advisors will work with each *Multidisciplinary Studies* student to align coursework choices explicitly with at least one of these functional competencies that both have mutually agreed as beneficial to personal and professional career goals which are motivating each student to complete their degree. By focusing on the flexibility of the existing INDS model without its higher requirements, the new track is designed explicitly to benefit the significant number of students who have left UMBC having already invested considerable time and resources into earning academic credits, but without any of the benefits of having completed a bachelor's degree.

Subtler differences between the two tracks are that, towards the end of their degree, students within the *Multidisciplinary Studies* track would be tasked to plan (INDS480) and build (INDS490) a retrospective web portfolio of their degree work and its place within their broader, unique, professional and academic training. Students of the existing INDS program and the proposed *Integrative Studies* track would instead use these two courses to plan and execute a novel research project. At present, all INDS students are required to do some mixture of both. This difference between the diverged tracks would therefore be captured by different, dedicated sections of

the two courses involved (INDS480 and INDS490). These differences are shown in Table 1, which provides side-by-side comparison of the two new tracks.

Table 1: The proposed split of the existing INDS program into two tracks. *Integrative Studies* (left column) is, at this level of analysis, identical with the current INDS program. *Multidisciplinary Studies* (right column) differs by dropping one core course (INDS335), and changing emphasis within the two-semester “capstone process” (INDS480 and INDS490)

| | Integrative Studies track (and current INDS program) | Multidisciplinary Studies track |
|---|--|---|
| Degree requirements | <ul style="list-style-type: none"> • Completion of Minimum University Requirements for an Undergraduate Baccalaureate Degree. • Minimum 42 credits at 200-level and above described by a degree proposal • Minimum GPA of 2.5 at the time of degree submission • Minimum grade of 'C' in courses applied to the major • Minimum 42 credits at 200-level and above, including 15 credits of INDS core curriculum (see below) | <ul style="list-style-type: none"> • Completion of Minimum University Requirements for an Undergraduate Baccalaureate Degree. • No single point of degree plan approval; coursework instead approved on a semester-by-semester basis at time of course registration • no GPA beyond UMBC general degree requirements • Minimum grade of 'C' in courses applied to the major • Minimum of 42 credits, including 9 credits of INDS core curriculum (see below) and 6 credits of General Education Committee approved Functional Competencies |
| INDS Core curriculum (required courses) | <ul style="list-style-type: none"> • INDS 330 - Ways of Knowing (3) or INDS 330H - Ways of Knowing (3) • INDS 335 - Interdisciplinary Degree Plan Writing Seminar (3) • INDS 410 - Individualized Study: Internships (1-6) or INDS 430 - Individualized Study Seminar (3) or INDS 430H - Honors Individualized Study Seminar (3-6) • INDS 480 - Individualized Study: Capstone Project Seminar (3) • INDS 490 - Individualized Study: Capstone Project (3) or INDS 490H - Individualized Study: Capstone Project - Honors (4) | <ul style="list-style-type: none"> • INDS 330 - Ways of Knowing (3) or INDS 330H - Ways of Knowing (3) • INDS 410 - Individualized Study: Internships (1-6) or INDS 430 - Individualized Study Seminar (3) • INDS 480 - Individualized Study: Capstone Project Seminar (3) • INDS 490 - Individualized Study: Capstone Project (3) |
| Other required coursework (required courses) | minimum total of 27 additional credits of coursework at the 200-level or above organized into explicit learning objectives and with an explicit statement of the nature and purpose of the scholarly integration involved. | minimum total of 30 additional credits at the 200-level or above comprising a minimum of 6 credits of UMBC approved Functional Competencies, and a minimum of 15 Credits addition at the 300-level or above. Coursework approved on a semester-by-semester basis |
| Capstone | Web portfolio or traditional undergraduate thesis describing one or more novel research projects. | Web portfolio describing (retroactively) the unique degree in context of professional and personal goals |

Rationale :

The proposed divergence of tracks is intended to create a mutual benefit for students and for UMBC by restoring a breadth of degree options that serves two different populations of students. This breadth was originally established by UMBC faculty representing what is now INDS (then “Option II”) as a response to a 1972 inquiry from USM vice chancellor Morton S. Berate, who advocated four, distinct tracks. By the mid 1980’s, growth in the diversity of majors and other dimensions of higher learning (including Study Abroad and Applied Learning) had seen these four ideas resolve into two tracks, each targeted to a different sub-population. The first of these populations comprises “highly motivated, intellectually mature students” for whom the current INDS program continues to offer “the opportunity to construct their own academic programs, with the hope that these students might better profit from the experience than from the traditional major programs” (Rosental, Alan. Evaluation of the Option II Program at UMBC. 1972.). The second population comprises students who can attain UMBC’s expectations for an undergraduate degree, but who would struggle to achieve the high standards of autonomous, self-aware scholarly integration expected from the first population and who, for any combination of personal, academic and career reasons, would gain no clear benefit from doing so. In short, while the 1972 reports cited above suggested four different tracks within the INDS program, by the late 1980’s these had resolved into two different options, Type A and Type B degrees. The last Type B INDS degree was awarded in 2009.

The nature and extent of the population, currently underserved by INDS and by UMBC, is informed for the purposes of this proposal primarily by the recent EAB presentation to UMBC leadership entitled “Adult Degree Completion: Market Realities and Strategies.” This presentation emphasized the significant number of students who earn significant credits without completing a degree, usually for personal and/or economic reasons. Especially common reasons include suddenly becoming a caregiver for a member of their family, encountering health problems and/or running into financial hardship. Such students often begin paid employment as soon as they are able, but encounter a limit to their career growth caused by their lack of a completed bachelor's degree. In order to succeed in degree completion, their primary needs are to be understood for their individual circumstances and to be afforded maximum flexibility, including in their timeline to degree completion. They tend to favor online courses, availability of evening and weekend classes, and a dedicated academic advisor with whom they can work. All of these themes resonate as having been likely exacerbated by the COVID pandemic.

It is thus clear how the proposed *Multidisciplinary Studies* track would benefit this second population of students by offering them a track designed explicitly to help them to complete a UMBC degree. In order to ensure the corresponding benefit to UMBC, students would only be allowed to declare the Multidisciplinary Studies major under one of two, explicit circumstances:

- (i) The student left UMBC for at least one year (inactive within UMBC system) having earned significant credits (60-110 total) without completing a degree.
- (ii) The student is referred to the track explicitly and directly by the Departmental UPD or designee of their current, declared major because they are failing to make progress within that degree, or (if the student is undeclared) referred directly by an advisor within the Office of Academic Advising.

By offering a pathway to graduation for students who have left UMBC for more than one full academic semester or are referred directly and explicitly by the department of their major or, if undeclared, by the Office of Academic Advising, the track is designed to only add to UMBC’s enrollment and graduation rather than divert students from existing programs. To ensure this goal, the INDS *multidisciplinary studies* track will be a restricted access track: only students referred to INDS from departments or the Office of Academic Advising will be able to enroll. To ensure student benefit, all students referred to the new track will first meet with an INDS academic advisor who will work in conjunction with appropriate representatives from the UMBC Academic Success center (as delegated by Dr. Amanda Knapp) and UMBC advising (as delegated by Dr. Ken Baron) to produce and share three explicit pathways to graduation: (i) a written explanation of their shortest path to graduation using their most recent, declared major; (ii) the path to graduation using *Multidisciplinary Studies*. and

(ii) at least one path to graduation from another major which reflects the stated goals of the student for completing a degree. This primary step will involve careful review of the student's existing coursework, including an evaluation of how this existing coursework may meet the requirements of the new track as well as other majors.

By choosing for the *Multidisciplinary Studies* track to focus on UMBC's list of functional competencies, this proposal responds directly to Middle States Standards for Accreditation and Requirements of Affiliation, Section III, Standard 5b: "at institutions that offer undergraduate education, a general education program, **free standing** or integrated into academic disciplines [should be provided], that ...offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy." (bold emphasis added) (https://www.msche.org/standards/#standard_3).

If this divergence of tracks is approved, then the current INDS program could serve up to ~60 additional students at any given time without the need for additional resources beyond successful completion of the Provost-approved INDS search for a new lecturer taking place this Fall. This number of students is equivalent to the population currently being served by the single-track INDS program, the population who best represent the anticipated size and distribution of the proposed *Integrative Studies* track.. That being said, it is envisaged that enrollment in the *Multidisciplinary Studies* track would be much lower in the first 2-3 years as it builds identity and credibility in the minds of the target population. This projection aligns well with data regarding the potential target population and yield (enrollment) observed by UMBC's Finish Line initiative (see Table 2).

Table 2: Data from UMBC's Finish Line initiative, kindly provided by VP Yvette Mozie-Ross

| Targeted | Applied | Admitted | Enrolled |
|----------|---------|----------|----------|
| 2765 | 181 | 176 | 123 |
| 1232 | 88 | 85 | 61 |
| 1528 | 93 | 91 | 61 |
| 5 | 0 | 0 | 1 |

REPORT TO VICE CHANCELLOR MORTON S. BARATZ
FROM WORKING PARTY ON OPTION II PROGRAM

I. The Task of the Working Party

In your memorandum of October 31, 1972, you stated the basic charge to this working party, which I shall hereafter refer to as the committee to save one word, as follows:

"3. The Option II program has been on the books for some time, but to date has included far fewer students than were originally expected, in large part because the goals and uses of the program have been in doubt. Option II, however, may be exactly the right vehicle for all those students who are unclear about their intellectual interests and vocational or avocational aspirations and who are unready to commit themselves to a pre-specified course of study.

"Furthermore, more extensive use of Option II may make much more sense than constructing a battery of new programs with exotic titles but lacking in intellectual or occupational substance.

"For these and other reasons, I ask that another working party, including the Bachelor of Arts Committee but augmented by two representatives from Student Life and by John Alexander, undertake a careful examination of Option II. What are the program's goals and what should they be? What rules should be established as to its broad structure, as opposed to its specific composition for each Option II major? What kinds of students should be admitted to Option II and under what conditions? How many students should be allowed to be Option II majors at any point in time (on the presumption that there is a maximal number fixed by reference to available manpower)?"

II. Affirmation of Purposes of Option II Program

The committee met 9 times from December 8 through February 20 and now reports to you with a sense that we have arrived at constructive recommendations for strengthening and making more flexible the Option II framework.

We commend its continued use as a basis for purposeful and responsible students to pursue individually designed academic programs as alternatives to the standard university offerings in the departments. Selection of students should not be simply on the basis of grade point average but on a variety of evidence including capacity for academic purposefulness, independent responsibility, and the production of competent work. The committee expresses the hope and views as likely that more students than has been the case up to now will pursue Option II programs. A total of only 20 individual programs have been approved since the program was initiated in 1969, and registration figures for fall, 1972, show only 12 students registered under this category. We believe it should be a major goal of UMBC to provide wide opportunity for students to pursue educational programs designed to meet their individually defined goals and needs and on a schedule of time and place appropriate to those goals and the student's circumstances. Such a policy implemented through an augmented Option II program would widen the appeal of UMBC for able students in the community and could result in a fuller use of university resources.

We also commend its expanded use for experimentation and development of new programs in the university. This is in accord with purposes stated in the report of the Mahaney Committee which proposed the Option II program and in the resolutions which accompanied its establishment in the UMBC Senate. The earnest hopes that the enabling actions of 1969 would "provide the beginning of an educational system in which students have the maximum possible freedom, in which the faculty and administration guide rather than proscribe (sic) for the students, and in which educational experimentation can flourish"⁽¹⁾ were inadequately realized. Among the resolutions passed were two that particularly have had little consequence:

- "13. We move that all disciplines offering major programs explore the possibility of creating tracks within those major programs to meet the varying needs of the UMBC student body....
- "14. We move that the faculty attempt to create interdisciplinary and interdivisional courses which cut across traditional academic boundaries."

(1) Mahaney Committee Report, Spring 1969, page 1.

If the flexibility of departmental programs you called for as a consequence of this year's review is realized, and the provisions here recommended are implemented, the hopes of 1969 may be fulfilled. Most, if not all of the needed diversity of options for students can be realized without the establishment of new degree programs in the traditional sense. The augmentation of the educational capability of UMBC would result from the ingenuity of students and faculty in combining available offerings and resources, plus the supplemental exploitation of resources in the community and neighboring institutions. There need not be heavy expense of added staff, added departments, and new formal pre-packaged programs. What can result is a major step toward fuller realization of education and learning as something that students do for their own purposes rather than something the university dispenses. Such an approach would make the university program considerably less rigid in the face of changing societal conditions and needs in decades ahead.

Affirmative development of the program recommended, we believe, will help attract a larger proportion of ably motivated students than we draw at present. These programs will spark their attention and interest. Many may end up taking the more traditional offerings, but because they want them and not by default. This would particularly be so if the review you have called for is successful and if a generally productive spirit of venture is engendered from that result and from what we recommend.

III. Specific Recommendations

A. Types of Programs

We recommend four basic types of possible Option II programs be established. It is likely that each individual proposal would fall in one of those categories. There may be other possibilities that the B.A. Committee might find acceptable. The categories are defined so as to clarify for students and faculty the range of possible programs.

1. Individual programs with an identifiable theme of concentration (Type A): This is the type represented by most programs approved to date. The theme of concentration should be represented in a group of courses from 36 to 48 credits which may not include more than 21 credits in any one department. The remainder of the elective courses may be from any department. The total program should present an appropriate balance between lower and upper level courses, in accord with the intent of the regulations applicable to regular programs.

With the limitation of 21 credits in one department in the group of courses to meet the major requirement, every student program will be interdisciplinary. The committee hopes that students and faculty will not refer to these programs as majors because of the conventional association of that with a departmentally based program. We would think it more precisely referred to as a theme of concentration rather than by a hyphenated departmental title or by the title of a department not represented at UMBC although found on other campuses.

If majors offered elsewhere but not here are repeated by many students, the matter should be studied to determine whether a coordinated-theme needs to be developed by the university, a formal new major needs to be considered, whether some students need to be advised to seek the program where it is formally offered, or whether the student programs are meeting a valid need. No responsible student, however, should be prevented from putting together any sound and defensible program from available university resources so long as the university is not expected to provide resources not normally available for formally approved programs.

2. Individual programs with coordinated-theme of concentration (Type B): This program is designed for students who, after a year or two on campus, decide that the present majors do not meet their needs, but who are yet unable to formulate a wholly personally defined alternative program. We propose eight-week seminars (e.g., religious studies, women's studies, urban studies, etc.) be available to those students who want to test their interest in new ways of integrating experience. The student would then have the opportunity to select an approved program of concentration from a list of courses, selected in advance by interested faculty and approved by the Option II Committee. This list would be inclusive enough to allow for diverse but related approaches to a common concern. In the final semester, the student would take a senior workshop, led by a faculty member, that would serve as a "summing up" of the program.

The important difference between this program and the present Option II program is that under this proposal the faculty would provide much more initiative in assisting students to define alternative programs of study. The implicit assumption behind the present Option II program is that students must be clear enough

about their goals to be able to formulate an alternative to existing majors. That has defined, operationally at least, the "motivated" student attracted to Option II. With this program, Type B, we try to recognize that highly motivated and intelligent students might still be unclear about their goals, and that this faculty has some responsibility in helping the students define as well as attain these goals.

This program would permit the university to respond to a diversity of student interests, many perhaps of a few years' duration, without committing to them expensive resources or elaborate programming. Examples presented in the committee included: women's studies, environmental studies, religious studies, peace studies, Jewish studies, communications studies, etc. A shared interest in health care delivery systems, for example, could be mutually examined in seminars each of the upper two years by a group of 15 to 20 students while each pursued diverse individualized Option II programs. One student might take premedical courses while another took courses leading to managerial competence. The group might agree in consultation with their advisor that each would take statistics and computer usage.

An important element of this proposal is that it provides an experimental framework for development of programs that may prove to have a larger scale, more permanent demand. The integrating seminars, workshops and field experiences could be regularized without the need for adding additional courses or faculty. The time of off-campus specialists could be purchased on an adjunct basis, such as faculty from the downtown campus or other institutions or agencies. The detailed sub-committee report which presented this program is included as Appendix A.

3. A liberal arts program which will meet the requirement of a theme of concentration (Type C): it is suggested for students with broad, eclectic interests or for those with varied intellectual interests who wish the college years for serious exploration in the interest of development and clarification of interests. Instead of a theme of concentration, students would take a minimum of 18 credits in courses of 200 level or above in each of two divisions, or a minimum of 15 credits in courses of 200 level or above in each of 3 departments representing at least two divisions. Each student would complete the program with a substantial senior year project of an interdisciplinary nature to demonstrate intellectual competence gained.

The report of the sub-committee assigned to develop this program type is included as Appendix B.

4. An external study program for study outside of regular classes with work done on or off campus (Type D): This program is designed to meet the needs of students not now served by current UMBC offerings. If it were adopted and were successful, it would add important diversity to our offerings without facilities costs and would add significantly to the diversity of the student body. There are a number of such programs now in operation which would serve as design models. We recommend an experimental start with a limited number of students as explained in detail in the sub-committee report included as Appendix C. Student programs will be determined in consultation with an advisory committee of three faculty members and the Director of the Option II program, with the approval of the B.A. Committee. The written contracts setting forth each period of work of that program would be reviewed by the Director and the Bachelor of Arts Committee. Whether we later adopt a continuing external degree program, and in what form, will be determined after an experimental period.

B. Recommendations for Administration and Supervision

1. We recommend that a Director of Option II programs be appointed. The appointee should have had experience as a teacher in supervising advanced undergraduate student work so that he/she can develop the skills required to be accountable for the independent work supervision of teachers responsible for students pursuing Option II programs. The administrator should be a first-rate teacher-scholar who has evidenced competence in administration and program development. The administrator should possess personal qualities that would enable this person to relate well to students while counseling them on the formulation and development of program proposals. The administrator's qualities should be of strength that would merit tenured faculty rank in the university. This person should be responsible to the Bachelor of Arts Committee for approval of individual student programs, their supervision in process, and their evaluation for graduation, as well as for appointment and supervision of the faculty advisory committees for each individual program. With this responsibility it would be inappropriate for the administrator to be a member of the B.A. Committee. This position was originally recommended in a report of a sub-committee of the standing Bachelor of Arts Committee which is included as Appendix D.

2. We support the recommendations of the B.A. sub-committee report in Appendix D.
3. We recommend that each Option II student be required to maintain a log of progress and a cumulative folio of written and other work or reports that evidence what has been done from start to finish of the program. The student's advisor should examine the log at least monthly. These records should be presented at the close of the program as supporting evidence of accomplishment. The final item in the folio would be the demonstration project of the senior year or appropriate photographs or written description of it if it cannot be contained in a portfolio. This would affirm the principle, particularly evident in Option II programs but applicable to any student's college program, that the reality of the education is what the individual student accomplished, learned, and can do. A college transcript is only an approximate indicator of that individually varying reality. We need to declare this principle in every way we can so that more students can live it in reality. A productive Option II program would demonstrate this in an active way to the entire campus.
4. The Bachelor of Arts Committee should be relieved of direct supervision and consulting for all individual Option II programs and should become a supervising policy committee for the enlarged program we recommend. The director should present to it summary statements of student proposals and nominations for supervisory faculty committees, accompanied by recommendations for action. He/she or the committee may ask for more detailed review by the committee in questionable or precedent setting proposals.
5. We recommend that an informative handbook or brochure be prepared under B.A. Committee supervision for the adequate guidance of students interested in preparing programs for presentation. There is a lack of accurate information to guide both faculty and students interested in the program even at its present limited level of operation.
6. The program should be given clearer presentation in the catalogue. The course headings recommended in part C for implementing an expanded program should be included together in the course listings with helpful and encouraging explanation so that an increased number of qualified students might apply.

7. A major recommendation is that the director and the B.A. Committee be charged with responsibility to work out equitable policy proposals for crediting faculty supervisory work and instruction under this program to the teacher's regular work load and promotion and tenure record. In the time allotted us we could not handle that issue any more than to say that the program should not be expanded beyond a trial development period unless that issue can be settled fairly.
8. We believe that ultimately a budget of instructional and support funds should be provided for the program sufficient to enable the director to implement the program for the full number of qualified students that elect it. Although most of the instruction will be by regular faculty in courses or independent work supervision, there will be some need to engage adjunct teachers from off-campus for special purposes. There might ultimately be a need to engage full-time faculty in the to serve as tutorial instructors or for some coordinated-theme programs that might be regularized. As a growing program in a growing university it would generate increments of income to support its own budget needs so would not be a drain on other programs or divisions.
9. We urge the formation of a Council of Majors composed of Option II students. In addition to whatever they may wish to do on their own, they could provide further counsel to prospective Option II students.
10. We believe this program has sufficient merit to warrant application to a private foundation or to a governmental agency for grant support in its developmental state. We urge the formal preparation of a proposal. In view of the budgetary situation and limited student growth for next year, we believe such a grant would enhance the prospect of successful development of our recommendations.

C. New Course Headings Recommended

In order to implement the various types of Option II programs proposed here, we recommend the adoption of formal course headings to cover the crediting of student work. The course designations are proposed because there is inadequate flexibility in the individual study course headings presently offered only by the departments. All courses approved should be listed together in the catalogue identified by 3 of the 4 letter prefix in common. The fourth letter of each course would refer to the type of program for which it was designed, although not necessarily restricted to students in that type of program:

- A - Individual program with theme of concentration
- B - Individual program with coordinated theme
- C - Liberal arts program to meet requirement for a theme of concentration
- D - External study program

The courses proposed differ in some details from original recommendations of our sub-committee but as presented they represent the considered recommendation of the whole committee:

- OPTA 0400 - Independent study, research, work internship, or other productive endeavor on or off campus: for 1 to 15 credits, but more than 6 credits must be individually approved by the Director of Option II programs. May be taken more than once for a cumulative total of 15 credits. May be taken by non-Option II students with the approval of the program director.
- OPTA 0499 - Final term of work for demonstration of accomplishment by a student pursuing a regular individual Option II program; 1 to 4 credits, over 4 credits may be approved by the program director.
- OPTB 0300 - Introductory seminar for half a term for students beginning a coordinated-theme program; 2 credits, repeatable for a total of 4 credits, or may be extended to a full term for 4 credits.
- OPTB 0499 - Final term workshop for integration of individual programs and demonstration of accomplishment for students pursuing a coordinated-theme program; 6 credits. The instructor may petition the program director for more than 6 credits.
- OPTD 0300 - Study, research, or other approved productive work under an approved Option II external study program contract; 3 to 15 credits during any one term up to a cumulative total of 30 credits.
- OPTD 0400 - External study for the final 30 credits needed to complete degree requirements in an approved program contract; 3 to 15 credits may be taken in any term.

D. Recommendations on Special Applicability for Meeting the Needs of Returning Women Students

We believe that the various program possibilities here recommended provide great opportunity for women students returning to formal study after time spent as housewives or in jobs below their capabilities. The director should give special attention to development of specific offerings that could be publicized in various ways. A special committee should be appointed by you to advise the director and the B.A. Committee on the development of such ideas. In the spirit of the recommendations this need not mean additional faculty or a full range of new courses.

With imaginative use of existing resources and proper publicity, we might attract a significant new source of able students. The maturity and purpose of such students, along with the same qualities needed in any student who undertakes one of the recommended programs, would greatly enhance the quality of life and work on the campus.

E. A Note of concern for the Future of Option II Programs

Experience at institutions around the country, as well as at UMBC, demonstrate that educational endeavors that transcend departmental (or in our case, divisional) jurisdiction and interests function poorly without independent leadership and budget. This has been particularly true for lower division educational programs but also for undergraduate programs that seek to involve several departments in a common endeavor. The problem has been particularly evident in the geographical or cultural area institutes established on an interdepartmental basis at many institutions. There are constant problems of instability and conflict of interest, significantly mitigated but not eliminated by separate budget and independent or joint faculty status.

A major need for the existence of transdisciplinary programs is for someone with designated authority and commitment to take the lead in initiating and planning them. In 1969, for example, the UMBC Senate called, as we stated in Part II, for "interdisciplinary and inter-divisional courses which cut across traditional academic boundaries," with virtually no result. We also noted that departments were asked to create "tracks within...major programs to meet varying needs of the UMBC student body," a non-departmental educational objective which has for the most part been ignored in the subsequent four years.

For these reasons, we believe that in the long run a special division of alternative studies may be necessary in order to realize the potential program in these recommendations. A director with stature and the budget suggested above may be sufficient to develop the program. We believe, however, that in time special faculty will have to be added as well. These could be more senior people with the demonstrated competence and experience to handle the special kind of teaching called for in supervising independent work. People already of tenure status in the faculty could be assigned full or shared time in the new division. Younger teachers could perform part of their teaching load there, although seek tenure through their department. Specialists might be assigned to handle the coordinated-theme programs, such as women's studies, for example. Other specialists might work only with external degree students.

March 1, 1973

APPENDIX A

OPTION II PROGRAM OF ALTERNATIVE STUDIES

William Johnson
Harvey Kristel

Definition of the Problem:

For numerous reasons outlined in other places (Baratz Memo, Newcomb Paper, Alexander Memo), it is obvious that alternatives must be provided for students who are either unattracted by existing major programs or who have some idea of a career direction which may not be located within the prescribed range of major courses. Presently, the student who has developed some enthusiasm or scholarly motivation may elect to develop his/her own major via the mechanism of the Option II program. But what we have in mind here is the student who either lacks a clear cut notion of what that program may be, or who needs some kind of articulated structure in which to operate.

It is not uncommon to find students making arbitrary selections of major programs in order to satisfy the University requirements and most often this is done at the end of the Sophomore year. The program proposed here is directed to that student who may occupy the middle ground between the acceptable existing major and the completely self-designed program of the "traditional" Option II model. This proposal may also effectively be undertaken by those students who may seek a double major, one perhaps related to a professional career, and the other to an area of intellectu-curiosity.)

From an administrative viewpoint, the problem of establishing major programs with some departmental structure clearly mitigates against the development of numerous "majors" with a somewhat limited student participation. This proposal speaks to that problem directly, and what is proposed may successfully operate with a limited number of students and a faculty member who is seriously interested in serving as a tutor and locus for the Alternative Major. This responsibility may be shared by two or more faculty, but this is only desirable, not necessary. What is required initially is the voluntary participation of faculty without immediate credit hour recompense on his or her teaching load. Such a volunteer effort only applies to the Introductory phase of the program, which is not strictly speaking, a teaching assignment. The reasons for the voluntary participation are many: (a) There is no intention of establishing a departmental or administrative structure for the program; (b) Departments may not wish to relinquish faculty time for the "experimental"; (c) Faculty may be directing a program in an area other than their area of primary scholarship; (d) There would be no need of complex inter-divisional administration.

It should be noted that the more time consuming administrative tasks would be undertaken by the Administrator of the Option II program. Obviously, if some Alternative Majors prove to be highly successful and attractive to large numbers of students, additional faculty may be hired on a temporary basis for specific seminars or lecture series.

Types of programs envisioned:

The programs listed below represent a sample of the many types which may appear and perhaps ultimately disappear through a lack of student interest and/or participation. Conversely, it is not difficult to imagine certain areas developing as relatively permanent disciplines as a response to student and societal demands. The important point is that the university is under no administrative and financial commitment in the initial development of the Alternative Major while serving as a true resource for the student. A list of possible areas may include: Womens Studies; Counseling; Environmental Studies; Religious Studies; Popular Studies; Peace Studies; Jewish Studies; Medieval Studies; Renaissance Studies; Communications; Urban Studies; Counter-Cultural Studies.

Description of the Program

The proposed program is to be structured into three phases: Introductory Seminar; Course Work; Senior Workshop.

Introductory Seminar:

This seminar is essentially an eight-week, student run seminar set up on a voluntary basis by an interested faculty whose office serves as the focus of the program and who serves as Tutor to the participating students.

The students will be given a selected bibliography designed by the Tutor presumably covering a broad introduction to the Program. After a brief introduction, the Tutor will allow the Seminar to operate independently,

the students meeting weekly in order to discuss the material being read. He would assume that attendance is required and that reading, discussion, and perhaps some written work would constitute the basis for a Pass/Fail grade, offering two credits for the successful completion of the Seminar.

The Tutor would serve as a guide and advisor to the students in the Seminar, meeting with them on an informal basis. It is here that we seek the good will of interested faculty who would take on such a responsibility as a volunteer. It is likely that departments may relieve participating faculty of committee assignments as a kind of recompense.

We would suggest that the student may use the remainder of the semester for continuing reading (on his own) or register for a second eight-week session in another program, for a total of four credit hours.

The course work would constitute the major activity of the program, and here we would suggest a minimum of twenty-four credit hours of course work which is to be selected from a series of courses recommended by the Option II Committee, and constituting the "catalog" for the Alternative Studies Program in any defined area.

Relevant courses would be gathered from those available at Umhc and other institutions of higher learning in the Baltimore-Washington region, and some mechanism must be devised to permit students some independent work (for credit) which may not be accurately described as a "course." Realistically, we may imagine that somewhere between twelve-twenty related courses may be locally available so that a selection of eight would be reasonable. It is likely that student interest in a particular program would encourage various disciplines at UMBC to generate courses related to the more popular Alternative Studies Majors, or at least to provide for a number of Directed Studies credits which may be undertaken by students within such a program.

We would further expect that a limited number of course credits be offered for field experiences located off-campus. It would be easy to imagine various activities which may be closely related to the student's Alternative Major, and here again the Option II office would assume the responsibility for approving requests and keeping students informed of the possibilities open to them as they become available. Additionally, the Option II office would maintain a continuing file of locally available courses related to the various Major Programs being offered.

Senior Workshop

This last phase of the program would serve as a "summing up" in one sense and as a practicum as well. We propose here a seminar and workshop situation, conducted by the original advisor (if possible), to be offered for six-twelve credits depending upon the student's individual requirements.

Since the commitment of a few students to a large block would permit the workshop to be financially possible, a great variety of group projects and/or studies may be undertaken.

We would encourage the development of experiences which go beyond the traditional seminar structure, including travel, field studies, and independent work under the supervision of the faculty in charge. It is at this point that the support of individual disciplines is required in freeing the faculty member from the usual discipline load. But since he/she may be carrying close to a "normal" credit hour load, such an arrangement would not burden the discipline to which the faculty is usually attached. For instance, twenty students carrying an average of ten credits provide a reasonable basis for University support of such a Workshop. We recommend here a grading system based upon Pass/No Credit.

Summary of the program:

| | Credits | Maximum |
|---|----------|-----------|
| I. Introductory Seminar (eight weeks) | <u>2</u> | <u>4</u> |
| II. Course Work, individual variation on the theme | 24 | 30 |
| III. Senior Workshop | <u>6</u> | <u>12</u> |
| Total Credits by Concentration | 32 | 46 |

APPENDIX B

OPTION II WORKING PARTY

**Report of Sub-Committee to Implement Option II Program Type C,
A Liberal Arts Program to Meet Requirement of A Theme of Concentration**

Suggested for students with broad, eclectic interests or for students with varied intellectual interests who wish to use their college years for exploration and development of present and evolving interests

Students would take:

- A. A minimum of 18 credits in courses 200-level or above in each of two divisions**
- OR**
- B. A minimum of 15 credits in courses 200-level or above in each of three departments representing at least two divisions**

The student will fill out the Option II form by declaring his divisions or departments. Specific courses will be selected by the student with his two advisors (advisors will be from different divisions). Independent study and/or field work could be included as part of these credit requirements.

The student would turn in to his advisors a yearly assessment of his present development of interests and anticipated future directions for his program. For completion of his program, the student will undertake an interdisciplinary project or paper.

**Wells
Vicchio
Smith**

Date: February 22, 1973

APPENDIX C

To: Option II Working Party

From: John W. Alexander and Robert L. Rasera

Re: Possibility of an External Degree Program

We do believe that UMBC should develop an external degree program within the framework of Option II. This would provide the opportunity for responsible experimentation and exploration of various ways in which it might be implemented without heavy cost and without the risk of prior commitment to paper formulation of a program. There exists a number of model types of such programs:

Empire State College, Edison College, University Without Walls of the Union of Experimenting Colleges and Universities (a unit of which is at Morgan State); the New York State Regents external degree program; the Open University of Great Britain (which has experimental collaborating programs at Maryland's University College and three other U.S. institutions); Minnesota Metropolitan State College, the Bachelor of Liberal Studies Program of the University of Oklahoma, and perhaps the most long-standing and most developed, the University of London External Degree Program.

A limited number of students of obvious and unquestionable high competence could be invited to pursue Option II programs that would consist predominantly or exclusively of study outside of courses so that we could learn of the feasibility of such programs under the direction of our faculty. The director of the Option II program could administer the experimental program while the Bachelor of Arts Committee would evaluate it and make any recommendations for a regularized program should it come to that conclusion.

We recommend that this be undertaken because the growing number of such programs in the nation and abroad demonstrate that they do meet an important educational need. They represent the most radical alternative to the lecture-course method of instruction. These programs are important responses to some of the needs defined in the Carnegie Commission report, Less Time More Options. For us it could appeal to an independent, adult type of student not attracted to or retained by our current offerings and mode of work. We believe an effective program would bring to us a

category of more able student than we normally attract at present. It would be good for our image in the community to have the association of such students even if for the most part they would not be present to enliven many classes. Many faculty would find it professionally rewarding to work with them. Finally, in addition to adding to the diversity of our draw on area students it could be an addition to income since external degree programs can be self-sustaining.

If the program should prove satisfactory and would merit regularized adoption, it could very well expand and develop so as ultimately to attract a more able group of more recent high school graduates than we now attract as we develop competency in evaluating student readiness for independent work and faculty competence in supervising.

Finally, as a still new campus with a mandate for innovation, UMBC is the obvious place to undertake such an experiment which promises to broaden the spectrum of higher education offerings in the Maryland state system. We could attract and serve a student with needs and interests that could not be met in the UMW program at Morgan or in the Open University program out of University College which does not offer a degree.

The limited time available to this committee does not permit a sound study to determine finally whether we should or should not implement an external degree program or if we should, which model or combination should be followed. We do believe, however, that the idea has sufficient evident merit to warrant experimentation and trial development as stated above, in accord with these suggested guidelines and any others the Working Party may suggest:

1. The objective is to determine if a B.A. degree program can be developed for students working under UMBC faculty direction but not in regular courses of instruction, working in our library and laboratories, elsewhere in the community, or in a combination of these modes.
2. A limited number of students should be selected for an experimental start, from among students who have completed two years of academic credit (60 credits) here or elsewhere. All general education and degree requirements except the major equivalent should be considered as met. Part of the prerequisite 60 credits could be for examinations completed under the College Level Examination Program of CEEB.

Six students could probably be handled well and a number should not exceed 12 for the initial year.

They must have demonstrated unusual initiative, independence, and intellectual competence with the B.A. Committee approving their acceptance after they have gained admission to the university. Either continuing UMBC students or ones newly admitted could be included in the experimental group. A sound employment record should be considered a favorable factor to acceptance into the program.

3. In order to simplify the experiment, the individualized study periods or units shall be measured in the way other study and teaching units are, by being interpreted in terms of semester credits. Full-time study shall be valued at 15 credits and part-time study measured in proportional terms.

For the experimental period at least, there would have to be established course rubrics such as EXTD 300 for up to no more than 15 credits to a term and up to a maximum of 30 credits and EXTD 400 for up to 15 credits a term and up to a maximum of 30 credits. These 60 credits would complete the degree requirements.

4. In addition to substantial reading, the approved programs should call for completion of enough writing to demonstrate acceptable competence. They should also provide for other kinds of learning where appropriate, such as: apprenticeships or interns under instructional conditions, regular jobs that may have a demonstrable learning potential or independent production of an artistic undertaking in music, theater, art studio, or film.
5. It is suggested that the work be accomplished in explicitly agreed-on terms of quantity and duration, as stated in a written contract for each term, to be supported by a cumulative log and portfolio of work completed (such as notes, reading lists, papers, projects, photographs, etc.). Contracts should be subject to review by report to the Director and B.A. Committee before each term in the first year and before the beginning of the second year. Evaluation should be carried out at the close of each contract term by the supervising committee with full reports to the Director and the B.A. Committee.
6. A supervisory faculty committee of three, to be designated by the Option II Director, for each student preferably to serve until completion of an entire program. The supervising committee should be from at least two

different fields. Supervision of the work of particular parts of programs could be delegated to appropriate specialists.

7. The director shall be responsible for formulating, with B.A. Committee consultation, guidelines for ultimate crediting of faculty work in this program to the regular work load of that person and to the promotion and tenure record. Other programs have made specialized positions out of the supervision of external study. It could be full-time or part-time with a balance of regular teaching. The experimental start could best be carried out if funds from outside sources could be obtained to provide released time from teaching for at least the chairmen of the supervising committees. They could also serve as a program development committee with the Option II Director.
8. The director should as a first assignment study the alternative models available for scrutiny, formulate additional more explicit guidelines for the experiment, and design an evaluation program to aid in any conclusions that the B.A. Committee may arrive at on its conclusion.
9. The director should in the experimental period test the availability of resources in the community for support of an expanded ongoing program and develop an inventory of such resources.
10. Special concern in the experimental period should be given to testing how the program might be especially adapted to the needs of women resuming their education.

JWA/g

January 10, 1973

APPENDIX D

OPTION II WORKING PARTY

Recommendation of Sub-Committee Regarding Changes in Procedure
Of Reviewing and Administering Option II Programs

James Calliotte
Harvey Kirstel
Austin Platt
Alan Rosenthal, Chairman

The present method of operation of the Bachelor of Arts Committee has proven unsatisfactory in dealing with the constantly increasing number of Option II proposals submitted for review. Procedural changes in the Option II program are indispensable if it is to run smoothly and efficiently. We therefore make the following recommendations.

- I. An administrative officer for the Option II program should be appointed by the Administration. This person would oversee and coordinate the entire program. He or she would occupy a special office and would be available to answer questions of interested students and to advise them in their choice of faculty advisors. The Option II officer would receive proposals, distribute them to the members of the Bachelor of Arts Committee, with recommendations for action, and certify that candidates for degrees had completed all requirements of their program; and he would serve as a repository for all past programs. In addition, he would encourage program development.

We recommend that this person hold an advanced degree and have broad knowledge of the current nature and problems of higher education. Until the time when this officer is appointed, we suggest that the position be temporarily filled by someone with experience in guidance counseling.

A central coordinator of Option II would certainly bring about a more efficient operation of the program, in the face of the expected increase in applications. The members of the Bachelor of Arts Committee feel that the appointment of such an administrative officer is the most important step in the improvement of the Option II program, and we strongly urge the Administration to give this its most serious consideration.

- II. The Bachelor of Arts Committee will send to all faculty a statement of the new procedures for administering Option II programs (see below), so that they may familiarize themselves with them.
- III. The Committee will also send packets to the Counseling Center and all divisional offices, which will include instruction sheets and forms for prospective Option II candidates. An article will be placed in The Retriever concerning the new procedures.

A. Instruction Sheet

1. Will include an explanation of the nature of Option II and the Procedures to be followed (see IV).
2. Will have a statement to the effect that the program should be individually designed and should express the student's own interests and direction; it should be tailored to one's own needs and ambitions, and not patterned after previously submitted proposals in the student's area(s) of concentration.
3. Will state that the Option II major will consist of 36-48 credits in courses defined as part of the major; that students may designate no more than 21 credits in any one department as part of the major; and that there be an appropriate balance between lower- and upper-level courses.

(Note: Up to the present, an Option II candidate had to map out quite clearly all prospective course work up to the required 120 credits needed for graduation. All courses were considered a part of his major program. Henceforth, all credits beyond the 36-48 designated as the major will be electives, to be chosen at the discretion of the student after consultation with his advisors. Also, courses in any one department above the 21-credit limit may be taken as electives.)

Example: A student proposes an Option II major in "Music and Literature." He must take from 36-48 credits of music and literature courses. Although he may not designate more than 21 music credits as part of his major program, he may take more music courses as electives.

Note also: Under this system, virtually all Option II programs would, of necessity, be interdisciplinary.

B. Form of Option II proposal.

Instead of the present method, whereby a student submits a prospectus of indeterminate length and nature, we propose a standardized form, in which the student will supply the following information:

1. Title of major program; advisors
2. Why did the student choose Option II?
3. Statement of purpose (3-5 pages)
4. Course of study
 - a. Courses taken to date
 - b. Courses to be taken as part of major program, grouped by department (asterisk beside those already taken)
 - c. Study or work outside the university or non-traditional academic experience, if any.
 - d. Option II 0400 and Option II 0499.
We propose that two new courses be established exclusively for the Option II program. The student may take OPT? 0400; he must take OPT? 0499.

- OPTA 400 - 1 to 15 credits (more than 6 credits must be approved by the Option II administrator) for independent work on or off campus, such as research, field investigation or observation, work internship under training status, original artistic production, or approved study in another institution that does not provide normal academic credit. May be taken more than once for a cumulative total of up to 15 credits. May be taken by non-Option II students with the approval of program director.
- (OPTW 400)
- OPTA 499 - 1-4 credits (over 4 credits must be approved by the program director) for regular Option II students to cover work for demonstration of accomplishment in the final term.
- (OPTW 499)

- IV. Procedures for submitting, reviewing and administering Option II proposals.
- A. A student obtains packet containing information sheet and proposal form from Option II officer, or from the Counseling Center or any divisional office.
 - B. Student secures approval of at least two advisors (this assures more initial screening, more thorough counseling, and closer control of final phase of program).
 - C. Student is interviewed by Option II officer, to whom he turns in proposal form (signed by advisors).
 - D. Form is reviewed, duplicated, and sent to the members of the Bachelor of Arts Committee with recommendations for action. (Note: For the Spring 1973 semester, Dr. Rosenthal and other members of the Bachelor of Arts Committee will be available to answer questions. Forms will be sent to the Vice Chancellor's office, where they will be duplicated and sent to the members of the Bachelor of Arts Committee. This is only an interim procedure.)
 - E. Personal interviews with students by the Bachelor of Arts Committee will occur only as individual situations demand. The Option II officer will ask for a review by the Bachelor of Arts Committee in difficult or questionable cases.
 - F. There should be no more distribution of approved proposals to the entire faculty, as we consider it wasteful. Copies of approved proposals will be kept in the Option II office for faculty (and students) who wish to see them. At intervals, all faculty will receive from the Option II officer a list of titles of approved proposals.
 - G. Advisors will notify the Option II officer when the student is nearing the end of his or her program. The officer will certify that all requirements have been successfully completed. If so, the officer will recommend that the B.A. degree be conferred.

MEMBERS OF WORKING PARTY FOR OPTION II PROGRAM

**John W. Alexander, Chairman, Associate Vice Chancellor
for Educational Program Development**

James A. Calliotte, Counselor

William R. Johnson, Education Department

Harvey E. Kirstel, Art Department

Margaret W. Masson, History Department

Elechukwu N. Njaka, African American Studies

Aristeides Papadakis, History Department

Austin P. Platt, Biology Department

Robert L. Rasera, Physics Department

Alan S. Rosenthal, French Department

J. Duncan Sells, Student Life

Louise W. Smith, Counselor

Stephen J. Vicchio, Student on Option II Program

Elizabeth A. Wells, Student on Option II Program

March 1, 1973