

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Betsy Yarrison	Phone: (410) 837-6044
DEPARTMENT / DIVISION: College of Liberal Arts		
SHORT DESCRIPTION OF PROPOSAL 8: Proposed new course IDIS 497: Interdisciplinary Studies Portfolio Interdisciplinary Studies Program. No effect on other programs in CLA or MSB.		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2008		

Box 1: TYPE OF ACTION	ADD(NEW <input checked="" type="checkbox"/> DEACTIVATE <input type="checkbox"/> MODIFY <input type="checkbox"/> OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
<input type="checkbox"/>	1. Experimental Course ¹	NOP	a, c, e	AC
<input type="checkbox"/>	2. Course Title	NO		ABCD
<input type="checkbox"/>	3. Course Credits	NO		ABCD
<input type="checkbox"/>	4. Course Number	NO		ABCD
<input type="checkbox"/>	5. Course Level	NO		ABCD
<input type="checkbox"/>	6. Pre & Co-Requisite	NO		ABCD
<input type="checkbox"/>	7. Course Description	NOP		ABCD
<input checked="" type="checkbox"/>	8. New Course	NOP		ABCDEF
<input type="checkbox"/>	9. Deactivate a Course	NO		ABCDEF
<input type="checkbox"/>	10. Program Requirements	NO	b, c, d, e	ABCDEF
<input type="checkbox"/>	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
<input type="checkbox"/>	12. Closed Site Program	NOT	e	ABCDHIK
<input type="checkbox"/>	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
<input type="checkbox"/>	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
<input type="checkbox"/>	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
<input type="checkbox"/>	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDEFHIL
<input type="checkbox"/>	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	18. Program Termination	NO, 10	d, e	ABCDEFGHIK
<input type="checkbox"/>	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)					
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal	<input type="checkbox"/>	T. Other
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	P. Course Definition Document	<input type="checkbox"/>	S. Contract	<input type="checkbox"/>	

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
8: Proposed new course IDIS 497: Interdisciplinary Studies

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Catherine Aelges</i>	10/22/07
B. Final faculty review body within each School	Chair: <i>Jonathan L. Se...</i>	10/11/07
C. College Dean	Dean: <i>Kay W. Turner</i>	10/29/07
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Jordan Mandell</i>	11/2/07
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Peter J. Jani</i>	9/6/07
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

UNIVERSITY OF BALTIMORE

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Betsy Yarrison	Phone: 410 837-6044
DEPARTMENT / DIVISION: School of Communication Design		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
8: Proposed new course IDIS 497: Interdisciplinary Studies Portfolio; Interdisciplinary Studies Program		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2008		

O-1: Briefly describe what is being requested:

Approval is requested for a new capstone course for the 120-credit B.A. in Interdisciplinary Studies. The course has already been approved in principle as part of the 120-credit IDIS curriculum.

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title:	Course # / HEGIS Code:	Credits:

O-2: Set forth the rationale for the proposal:

The IDIS program at UB has heretofore lacked a capstone course, making assessment virtually impossible. Given that a degree in Interdisciplinary Studies does not lead directly to employment, the course will permit graduates to self-assess through the learning portfolio before entering or reentering the job market. Students will learn to articulate the relationship between their self-designed curriculum and their immediate futures, to include prospective graduate study and/or job or career goals. They will be able to demonstrate that relationship through their projects and learning portfolios. The course will also make it possible for faculty to ascertain if the curriculum has achieved the learning outcomes for the program.

Document P: Required Format for Course Definition Document

Issued by: Wim Wiewel, Provost and Senior Vice President for Academic Affairs

Effective Date: September 14, 2006

Reviewed by: University Faculty Senate

Include in your course definition items one through 15 using as much space as needed.

1. **Date Prepared:** October 4, 2007
2. **Prepared by:** Betsy Greenleaf Yarrison
3. **Department:** Division of Liberal Studies
4. **Course Number(s), including HEGIS code(s):** IDIS 497
5. **Course Title:** Interdisciplinary Studies Portfolio
6. **Credit Hours:** 3
7. **Catalog Description:** In this capstone course, students will examine the process of interdisciplinary problem solving through a review of epistemological theory; visual and verbal rhetoric; the psychology of creativity, cognition, and learning; and interpersonal and small-group communication. Each student will create an interdisciplinary project and prepare a learning portfolio that contains a personal mission statement, a revised version of the student's original program plan with narrative commentary, and a reflective journal.
8. **Prerequisites:** senior standing
9. **Faculty qualified to teach course:** Betsy Yarrison and many others in the College of Liberal Arts
10. **Course Type:** Lecture
11. **Suggested approximate class size:** 25
12. **Suggested Content Outline:**
 1. Interdisciplinary, cross-disciplinary, multidisciplinary, and transdisciplinary modes of inquiry.
 2. Disciplinary thinking and integrative thinking. Collaborative thinking and the creative process.
Mission statement due
 3. How do we know what we know? Epistemological theory and reflective practice.
 4. How do we learn what we don't know? Learning styles and multiple intelligences theory. The five dynamics model.
 5. The multidisciplinary workplace: Collaboration as a strategy for 21st century problem solving
 6. Thinking creatively. Thinking critically. Thinking about thinking. Writing about thinking.
Concept memorandum for individual project due
 7. Reflection as a strategy for 21st century problem solving

8. Research processes within and across disciplines: identifying problems, framing hypotheses, planning strategies for information gathering, evaluating resources, writing proposals
Revised program plan due
9. Conventional and unconventional approaches to problem solving.
Proposal for individual project due.
10. Strategies for communicating across and among disciplines.
11. Escaping the silos: Seeing disciplines as they see themselves and as others see them
12. Transdisciplinary understanding: Can disciplinary boundaries be transcended?
Reflective journal due
13. Learning portfolio reviews: Individual conferences
14. Presentations of individual projects
15. Presentations of individual projects
Individual projects and learning portfolios due

13. Learning Goals: After completing this course, students will be able to

- a. create and present in public an academic project that demonstrates the ability to apply theories, methods, knowledge, and/or critical perspectives gleaned from at least two academic disciplines to an investigation of an academic topic
- b. identify and discuss the similarities and differences among the ways knowledge is constructed and used in the various disciplines included in their individual program of study
- c. explain the interactions between and among critical thinking, creative thinking, and effective persuasion
- d. demonstrate how collaborative thinking can be used to solve problems across disciplines
- e. prepare a learning portfolio that provides evidence of growth in critical thinking and problem-solving skills since entering the Interdisciplinary Studies program
- f. articulate orally and in writing the relationship between their individual program of study and their career goals

14. Assessment Strategies:

Projects will be reviewed by the program director and selected faculty for evidence of:

- a. Higher order critical thinking
- b. Familiarity with key content from each of the disciplines selected for the project
- c. Familiarity with the characteristic mode of discourse of each of the disciplines selected for the project
- d. Familiarity with the approach or approaches to learning that characterize the disciplines selected for the project
- e. Creativity

Throughout the course, students will also participate in self-assessment through small group discussion, teacher-student conferences, and the reflective journal.

Learning portfolios will be evaluated for evidence of increasing maturity in comprehension over the course of the program, meaningful metacognitive reflection, and productive habits of mind.

15. Suggested text(s) and materials include, but are not limited to:

Neil Postman, *The End of Education: Redefining the Value of School*. New York: Alfred A. Knopf, 1996.

Howard Gardner, *The Disciplined Mind: What Every Student Should Understand*. New York: Penguin Books, 2000.

Julie Thompson Klein, *Interdisciplinarity: History, Theory, and Practice*. Detroit: Wayne State University Press, 1990.

John Zubizarreta, *The Learning Portfolio: Reflective Practice for Improving Student Learning*. Bolton, MA: Anker, 2004.