

February 24, 2010

MEMORANDUM

TO: University Senate Members

FROM: Elise Miller-Hooks
Chair of the University Senate

SUBJECT: University Senate Meeting on Wednesday, March 3, 2010

The next meeting of the University Senate will be held on Wednesday, March 3, 2010. The meeting will convene at **3:30 p.m.**, in **Room 0200, Skinner Hall (please note the location change from last semester)**. If you are unable to attend, please contact the Senate Office¹ by calling 301-405-5805 or sending an email to senate-admin@umd.edu for an excused absence. Your response will assure an accurate quorum count for the meeting.

The meeting materials can be accessed on the Senate Web site. Please go to <http://www.senate.umd.edu/meetings/materials/> and click on the date of the meeting.

Meeting Agenda

1. Call to Order
2. Approval of the December 10, 2009, Senate Minutes (Action)
3. Report of the Chair
4. Reports of Committees:
 - a. PCC Proposal to Terminate Inactive EDCI Undergraduate Programs (Senate Document Number 09-10-25) (Action)
 - b. PCC Proposal to Terminate or Suspend Inactive EDCI Graduate Programs (Senate Document Number 09-10-26) (Action)
 - c. PCC Proposal to Restructure the B.A. in Secondary Education (Senate Document Number 09-10-27) (Action)
 - d. PCC Proposal to Restructure the B.S. in Secondary Education (Senate Document Number 09-10-28) (Action)
 - e. PCC Proposal to Add a Post-Baccalaureate Certificate in Global Health (Senate Document Number 09-10-29) (Action)

¹ Any request for excused absence made after 1:00 p.m. will not be recorded as an excused absence.

- f. Human Relations Code & Committee Name Change (Senate Document Number 09-10-12) (Action)
 - g. Professor of the Practice & Adjunct Professor Representation in the Senate (Senate Document Number 09-10-18) (Action)
 - h. Arbitrary and Capricious Grading (Senate Document Number 06-07-51) (Action)
- 5. New Business
- 6. Adjournment

¹ Any request for excused absence made after 1:00 p.m. will not be recorded as an excused absence.

University Senate

December 10, 2009

Members Present

Members present at the meeting: 87

Call to Order

Senate Chair Miller-Hooks called the meeting to order at 3:35 p.m.

Approval of the Minutes

Chair Miller-Hooks asked for additions or corrections to the minutes of the November 12, 2009 meeting. Hearing none she declared the minutes approved as distributed.

Report of the Chair

Chair Miller-Hooks gave updates since the last Senate meeting in November.

Committee Reports

Committee on Committees Report: Nominations Committee Slate (Senate Document Number 09-10-20) (Action)

Linda Mabbs, Chair of the Committee on Committees, presented the Nominations Committee slate to the Senate and provided background information. Miller-Hooks opened the floor to further nominations; hearing none, she opened the floor to discussion; hearing none, she called for a vote of the Senate. The result was a majority in favor of the slate. **The motion to approve the Nominations Committee slate passed.**

Faculty Affairs Committee Report on a Proposed Policy and Procedures for Part-Time Status of Tenured and Tenure-Track Due to Childrearing Responsibilities (Senate Document Number 09-10-21) (Action)

Eric Kasischke, Chair of the Faculty Affairs Committee, presented the proposal to the Senate and provided background information. Miller-Hooks opened the floor to discussion.

Senator Michael Scholten, Graduate Student, College of Computer, Mathematical & Physical Sciences, thanked the committee and read the policy on maternity leave from the graduate student handbook. He stated that the Graduate Student Government (GSG) passed a resolution (GSG28-R10) extending the time for degree completion due to child-rearing or adoption. He stated that the Senate should start thinking about a policy for graduate students. He stated that numerous peer

institutions have paid maternity leave. A similar policy would help in our recruitment and retention efforts.

Senator Jason Kahn, Faculty, College of Life Sciences, asked if in a situation where both members of a couple are employed at the University, they are both entitled to this arrangement simultaneously.

Sally Koblinsky, Faculty Affairs Committee, stated that this policy was vetted by the Legal Office. The assumption is that only one member is eligible, but she stated that she was open to an amendment.

Senator Charles Fenster, Faculty, College of Life Sciences, stated that this policy is a great first step but asked about the basis of the specific timeline. Why is it limited to just one year instead of more?

Sally Koblinsky, Faculty Affairs Committee, stated that the policy allows for a max of two years but can be combined with sick leave for two years. She stated that the committee felt that it was important for tenure-track faculty to receive feedback by the ninth year of their appointment.

Eric Kasischke, Chair, Faculty Affairs Committee, stated that it is difficult to evaluate delayed tenure cases. The committee would like to try the policy first, but it will be reviewed after a couple years to make any necessary adjustments.

Senator Charles Fenster, Faculty, College of Life Sciences, asked whether the committee polled recent mothers who are also faculty members as part of their research in developing the policy.

Sally Koblinsky, Faculty Affairs Committee, stated that the committee talked to at least 20 junior faculty in addition to discussion among the members of the committee itself.

Dean Charles Caramello, Graduate Studies, clarified that there are 2 sets of guidelines in the graduate handbook. The first applies to graduate students as degree seekers and the other as graduate assistants. He stated that there is a similar policy for degree seekers but graduate assistants are not included because they are considered students not employees.

Senator Melinda Martin-Beltran, Faculty, College of Education, commended the committee for bringing the policy forward. She also asked whether non-tenured faculty are able to renew for another two years. She also asked whether tenure-track faculty can be part-time but still go up for promotion in the normal timeframe.

Eric Kasischke, Chair, Faculty Affairs Committee, stated that the policy provides options. If a faculty member feels that they have a strong enough case, they can still move forward. They would be able to extend their part-time status without extending their tenure clock.

Senator Melinda Martin-Beltran, Faculty, College of Education, asked whether the policy applies if you had a child previously.

Sally Koblinsky, Faculty Affairs Committee, stated that the policy would be implemented as soon as it was approved and can be used for children under five.

Hearing no further discussion, Miller-Hooks called for a vote of the Senate. The result was a majority in favor of the proposal. **The motion to approve the proposal passed.**

Report of a Task Force

Update from the General Education Task Force by Ira Berlin (Information)

Miller-Hooks introduced Ira Berlin, Chair of the General Education Task Force.

Background

- Berlin explained that a review of the general education program was a mandate from the University's Strategic Plan.
- The general education program makes up 33% of our curriculum and is complicated.
- The task force met with the Provost and the Senate Chair to get an idea of the direction they would like the new plan to take.
- The task force was asked to create a plan that speaks to the unique nature of the University and to develop a brand for the program.

Current Status

- The new plan is innovative and conservative; open and demanding. It reflects our strengths and speaks to our aspirations. The plan aims for transparency and simplicity. The task force would like the plan to be engaging.
- The signature of the new plan is the I-Series courses. These courses are being piloted in the spring 2010 semester and will extend into the 2010-2011 academic year.
- The new plan will have a distributive studies component. However, it will eliminate the sub categories. It will also reduce the number of courses in distributive studies.
- There will also be a scholarship -in -practice component where students will experience applied knowledge. Courses will not just be in music appreciation but in graphic arts or playing an instrument. This will allow more colleges to participate in the new plan.
- There will be a more robust diversity requirement in the new plan.
- The new plan will also try to incorporate possibilities of experiential learning including study abroad, internships etc.
- The task force is rethinking the fundamental studies component of the plan. They are planning on eliminating exceptions. Many students currently place out of writing but will not be allowed to under the new plan.

- The task force is in the process of putting together the various parts of the plan. Many people have given input, and the task force believes that the final plan will be substantive and engaging.
- The task force should have a plan to the Senate at the start of the spring 2010 semester.

Miller-Hooks thanked Berlin for his update.

New Business

Miller-Hooks opened the floor to new business.

Wooded Hillock Resolution (Senate Document Number 09-10-23) (Action)

Senator Mark Leone, Faculty, College of Behavioral and Social Sciences, made a motion to adopt a resolution to preserve the Wooded Hillock and introduced Marla McIntosh to give background information.

Miller-Hooks called for a second to the motion. Hearing a second; she opened the floor to discussion.

Marla McIntosh, College of Agriculture & Natural Resources, gave an overview of her concerns about preserving the Wooded Hillock and the need for the resolution.

Senator Eric Kasischke, Faculty, College of Behavioral and Social Sciences, introduced Steve Prince from Geography to speak.

Steve Prince, Geography, thanked the Senate for its willingness to raise this topic to the highest level. He stated that the Wooded Hillock is not just a place to visit for aesthetic value but a valuable educational resource. He stated that over 1,300 students have an opportunity to see real vegetation. He believes that this area is equivalent to a laboratory experience for other disciplines and that environmental stewardship is important.

Senator Dave Tilley, Faculty, College of Agriculture and Natural Resources, stated that he uses the Wooded Hillock as an example of how natural ecology repairs itself after a traumatic event like the tornado. He has approximately 50 students in this course including honors students. He stated that the Wooded Hillock is a valuable research component and that he would hate to see that lost. He believes that land use on this campus should be reviewed to accommodate the academic mission instead of just sports and recreation.

Senator Lisa Crisalli, Undergraduate, College of Behavioral and Social Sciences, introduced Matthew Novak, Co-President of UMD for Clean Energy. He expressed his disappointment about the university's decision to use the Wooded Hillock as part of their relocation plans. He believes that we cannot meet the goals of the Climate Action Plan (CAP) if we do not have the will power to stand up for this region. He

believes that area politicians are looking at the decision to disrupt this area negatively. Destruction of this area is not in our best interest so he urged Senators to vote for the preservation of the Wooded Hillock.

Senator Robert Hayes, Undergraduate, College of Engineering, gave an overview of student work on the issue. He stated that the SGA believes that the Wooded Hillock is a great resource and passed a resolution to halt construction in the area. The Graduate Student Government (GSG) had a similar response and passed a unanimous resolution for preservation of the area. He then made a motion to call the question and end debate on this issue. The motion was seconded.

Miller-Hooks called for a vote on the motion to call the question and end debate. The result was a majority in favor of ending debate.

Miller-Hooks called for a vote on the motion to endorse the resolution. The result was a majority in favor of the resolution. The resolution passed.

Miller-Hooks opened the floor to further new business.

Senator John Pease, Faculty, College of Behavioral and Social Sciences, introduced Gay Gullickson to speak.

Gay Gullickson, History, stated that it seems clear that a lot of changes are taking place that affect the academic mission of the campus including reorganizations. She asked what role the Senate will play in these decisions.

Miller-Hooks responded that we are expecting these proposals to come forward through Academic Programs Advisory Council (APAC), Programs, Courses & Curricula Committee (PCC), Senate Executive Committee (SEC) and the Senate. She stated that we are expecting a few of these proposals in the spring semester. She asked Chair-Elect Mabbs to clarify the status as the Senate representative on APAC.

Mabbs, Chair-Elect stated that no final proposals have been submitted to APAC. However, they do expect the College of Education and the Department of Classics to have APAC subcommittee meetings with faculty, staff and students soon. No official proposals have been submitted to APAC.

Gullickson asked whether the proposals will come to the Senate before they are finalized.

Miller-Hooks confirmed that they would.

Senator Denny Gulick, Faculty, College of Computer, Mathematical & Physical Sciences, asked whether Vice President Wylie would speak on her perspective on the Wooded Hillock issue.

Vice President Wylie, Administrative Affairs, gave information on the Wooded Hillock.

Overview

- The idea of the East Campus Project was developed in 1999 with the help of the College of Architecture.
- Relocation of 38 acres of facilities currently on east campus is a necessary component of the overall project.
- The current footprint of the existing facilities has been reduced to 14-15 acres.
- The University's Master Plan does not designate areas for industrial services. A committee, including the SGA President, a city planner and other constituents, was developed to review potential relocation sites.
- There is no good place for the relocation. Each potential option has a negative side.
 - If we relocate to Lot 1, many students could not have a car on campus, because there would not be enough parking. We could build a parking garage to accommodate this option, but it would cost \$48M, which would in turn raise the parking fee by \$400-500.
- The Campus Affairs committee reviewed the issue and asked her to reduce the impact on the area and to consider it as an educational forest.
- There are 49 acres in the tree bank.
- The Wooded Hillock has a total of 30 acres. The relocation would only take 9 acres of the area leaving 21 acres unharmed.
- The administration is still looking for alternatives, but it is impossible to look at this area in isolation. We must look at the entire environmental impact.
 - East Campus will have graduate housing, which reduces the current 3,000 metric tons of carbon created by the 17,000 students that commute to campus.
 - A forest has a fixed carbon production.
 - If we were to relocate the maintenance vehicles to the research park, there would be an increase in our carbon footprint due to the increased travel distance. East Campus is a sustainable action.
- Academic Affairs is in the process of conducting an education evaluation on the area. She stated that she will not touch the area until that report comes back.

Senator Mahlon Straszheim, Faculty, College of Behavioral and Social Sciences and Associate Provost, stated that the letter from Campus Affairs was just submitted to Dr. Wylie and the Provost a few weeks ago. They must weigh the educational use and the cost. The Provost has asked the Deans to provide information about the educational and research impact, including classes, enrollment, activities and research. He has also requested information on how we support those activities and if it would be possible to continue these activities with a just a portion of the Hillock. The Deans are expected to report back by February 1, 2010. The Provost will weigh the information in order to make a decision on the educational value of the area.

Senator Dave Tilley, Faculty, College of Agriculture and Natural Resources, introduced Marla McIntosh to speak.

Marla McIntosh, College of Agriculture & Natural Resources, stated that she wanted to correct a statement that was made earlier. She clarified that the issue of the Wooded Hillock was brought to the Senate in June 2009.

Miller-Hooks stated that if there is no further motions for new business, the meeting must adjourn.

Adjournment

Senate Chair Miller-Hooks adjourned the meeting at 4:52 p.m.



University Senate TRANSMITTAL FORM

Senate Document #:	09-10-25
PCC ID #:	09044
Title:	PCC Proposal to Terminate Inactive EDCI Undergraduate Programs
Presenter:	Alex Chen, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	1/19/10
Date of Senate Review:	2/3/10
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Education wishes to terminate the following inactive undergraduate programs in order to remove them from the Maryland Higher Education Commission Academic Program Inventory. These programs are all inactive. They have no enrolled students or applicants. Each program has been made unnecessary because of changes in Maryland State Department of Education requirements, in particular the current requirement that secondary education students complete a major in a content discipline that is in addition to their secondary education major.</p> <p>The programs to be terminated are as follows:</p> <p>The Bachelor of Science in Art Education K-12 (because Art majors need to complete a Bachelor of Arts, not a Bachelor of Science)</p> <p>The Bachelor of Arts in Secondary Education, Mathematics (because Math majors need to complete a Bachelor of Science, not a Bachelor of Arts)</p> <p>The Bachelors of Arts and Science in Secondary Education-Speech and English (which do not comply with the state's requirement for the content major)</p> <p>The Bachelors of Arts and Science in Secondary Education-Theatre and English (which also do not comply with the state's requirement for a content major)</p>

	<p>The proposal was submitted to the Senate by the Office of Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) on October 26 and the Senate Programs, Curricula & Courses Committee on December 4.</p>
Relevant Policy # & URL:	N/A
Recommendation:	<p>The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve these program terminations.</p>
Committee Work:	<p>The Committee considered the proposal at its meeting on December 4, 2009. Kathy Angeletti, the College's Assistant Dean for Administration and Planning, was present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal.</p>
Alternatives:	<p>The Senate could decline to approve the proposed program terminations.</p>
Risks:	<p>If the Senate does not approve the proposed program terminations, the University will continue to have these unused academic programs listed on the state's Academic Program Inventory.</p>
Financial Implications:	<p>There are no financial implications with this proposal.</p>
Further Approvals Required: <i>(*Important for PCC Items)</i>	<p>President and Chancellor (with notification to the Maryland Higher Education Commission.)</p>

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09044

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: College of Education

College/School Unit Code-First 8 digits: 01203100

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Curriculum and Instruction

Department/Program Unit code-Last 7 digits: 1310701

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

This cover sheet incorporates multiple deletion proposals. These related proposals were consolidated under one PCC proposal log number to better organize and present the numerous proposals put forward by the College of Education in fall 2009.

The proposals organized under PCC-log number 09044 include undergraduate EDCI deletions, and includes the following:

- 09026 Delete EDCI B.S. Art Education K-12
- 09027 Delete EDCI B.A. Secondary Education, Mathematics
- 09028 Delete EDCI B.A. and B.S. in Secondary Education – Speech and English
- 09029 Delete EDCI B.A. and B.S. in Secondary Education – Theatre and English

Individual cover sheets for each proposal are attached.

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair **see attached** _____
2. Department Chair **see attached** _____
3. College/School PCC Chair **see attached** _____
4. Dean **see attached** _____
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC **see attached** _____
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09026

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction (EDCI)/Bachelor of Science – Art Education (K-12)

Type of Action (choose one):

- ☐ Curriculum change (including informal specializations) ☐ *New academic degree/award program*
☐ *Renaming of program or formal Area of Concentration* ☐ New Professional Studies award iteration
☐ *Addition/deletion of formal Area of Concentration* ☐ New Minor
☒ *Suspend/delete program* ☐ Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

The Maryland *Redesign of Teacher Education* requires students to complete an academic major in their content area. Students interested in art education therefore must complete an Art major in the College of Arts & Humanities, which is a BA program. The BS degree option is no longer appropriate for students pursuing an art education major. No students are currently enrolled in the BS degree option; instead, they are all enrolled in the Bachelor of Arts degree program in Art Education.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair Anna O. Graeber, ANNA GRAEBER 11/5/09
2. Department Chair LINDA VALL Linda Valli 11/5/09
3. College/School PCC Chair Anna Graeber Anna Graeber 11/5/09
4. Dean Steph Metzger 11/29/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC [Signature] 12/4/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

00027

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction (EDCI)/Bachelor of Arts – Secondary Education, Mathematics

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

The Maryland *Redesign of Teacher Education* requires students to complete an academic major in their content area. Students interested in mathematics education therefore must complete a math major in the College of Computer, Mathematical, and Physical Sciences, which is a BS program. The BA degree option is no longer appropriate for students pursuing a math education major. No students are currently enrolled in the BA degree option; instead, they are all enrolled in the Bachelor of Science degree program in Secondary Education-Mathematics.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair ANNA GRAEBER Anna Graeber 11/5/09
2. Department Chair LINDA VALLI Linda Valli 11/5/09
3. College/School PCC Chair ANNA GRAEBER Anna Graeber 11/5/09
4. Dean Steph McIntyre 11/09/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC [Signature] 12/4/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09028

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction – SECONDARY EDUCATION – SPEECH AND ENGLISH (Bachelor of Arts and Bachelor of Science Degrees)

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> New academic degree/award program |
| <input type="checkbox"/> Renaming of program or formal Area of Concentration | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> Addition/deletion of formal Area of Concentration | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> Suspend/delete program | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Delete the *Bachelor of Arts* and *Bachelor of Science degrees in Secondary Education – Speech and English*. The department stopped admitting students to this program in response to changes in the State's program approval guidelines: The Maryland State Department of Education (MSDE) instituted a requirement, which stipulates that students in the secondary areas complete a major in the content discipline. This program is now inactive, and the department has decided to discontinue it. There are no students currently enrolled in this program.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair ANNE GRAEBER Ann Graeber 11-09-09
2. Department Chair Linda Kelli 11-09-09
3. College/School PCC Chair ANNE GRAEBER Anne Graeber 1-09-00
4. Dean Steve McIntyre 11/09/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC [Signature] 12/8/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09029

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction – SECONDARY EDUCATION – THEATRE AND ENGLISH (Bachelor of Arts and Bachelor of Science Degrees)

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Delete the **Bachelor of Arts** and **Bachelor of Science degrees in Secondary Education – Theatre and English**. The department stopped admitting students to this program in response to changes in the State's program approval guidelines: The Maryland State Department of Education (MSDE) instituted a requirement, which stipulates that students in the secondary areas complete a major in the content discipline. This program is now inactive, and the department has decided to discontinue it. There are no students currently enrolled in this program.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

- | | | | |
|--|--------------------|--------------------|-----------------|
| 1. Department Committee Chair | <u>Ann Greaser</u> | <u>Ann Greaser</u> | <u>11-09-09</u> |
| 2. Department Chair | <u>Linda Kelli</u> | | <u>11-09-09</u> |
| 3. College/School PCC Chair | <u>Ann Greaser</u> | <u>Ann Greaser</u> | <u>11-09-09</u> |
| 4. Dean | <u>Steph McGee</u> | | <u>11/09/09</u> |
| 5. Dean of the Graduate School (if required) | <u>[Signature]</u> | | |
| 6. Chair, Senate PCC | <u>[Signature]</u> | | <u>12/4/09</u> |
| 7. University Senate Chair (if required) | <u>[Signature]</u> | | |
| 8. Vice President for Academic Affairs & Provost | | | |



University Senate TRANSMITTAL FORM

Senate Document #:	09-10-26
PCC ID #:	09047
Title:	Proposal to Terminate or Suspend Inactive EDCI Graduate Programs
Presenter:	Alex Chen, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	1/19/10
Date of Senate Review:	2/3/10
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Education wishes to terminate or suspend the following inactive graduate programs in order to remove them from the Maryland Higher Education Commission Academic Program Inventory. All but one of these programs are inactive. These inactive programs have no enrolled students or applicants. The College is proposing to suspend the one program that is still active.</p> <p>The programs proposed for termination are as follows:</p> <ol style="list-style-type: none"> 1. The M.A. in Curriculum and Instruction Computers in Education Area of Concentration 2. The Ph.D. in Curriculum and Instruction Art Education Area of Concentration 3. The Large Scale Assessment Post-Baccalaureate Certificate offered by the Department of Measurement, Statistics and Evaluation 4. The M.A. in Measurement, Statistics and Evaluation Measurement Area of Concentration 5. The M.A. in Measurement, Statistics and Evaluation Statistics Area of Concentration 6. The M.A. in Measurement, Statistics and Evaluation Program Evaluation Area of Concentration 7. The M.Ed. in Education Concepts and Practices 8. The Ph.D. in Counseling and Personnel Services Counseling

	<p>and Consultation Area of Concentration</p> <p>9. The MA in Curriculum and Instruction Specializations in Elementary Education, Reading Education, and Second Language Education and Culture</p> <p>10. The Ph.D. and Ed.D. Elementary Education Area of Concentration.</p> <p>Additionally, the College of Education would like to suspend the M.A. in Curriculum and Instruction Non-Thesis Option Areas of Concentration in Mathematics Education; Minority and Urban Education; and Science Education. These are low enrollment specializations that are available (and more suitable for) the Thesis Option for the M.A.</p> <p>The proposal was submitted to the Senate by the Office of Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) on October 26; the Graduate Council Programs, Curricula & Courses Committee on November 19 (with email notification to the full Graduate Council); and the Senate Programs, Curricula & Courses Committee on December 4.</p>
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve these program terminations and suspension.
Committee Work:	The Committee considered the proposal at its meeting on December 4, 2009. Kathy Angeletti, the College's Assistant Dean for Administration and Planning, was present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve the proposed program terminations.
Risks:	If the Senate does not approve the proposed program terminations, the University will continue to have these unused or underused academic programs listed on the state's academic program inventory.
Financial Implications:	There are no financial implications with this proposal.
Further Approvals Required: <i>(*Important for PCC Items)</i>	President and Chancellor (with notification to the Maryland Higher Education Commission.)

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09047

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: College of Education

College/School Unit Code-First 8 digits: 01203100

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Multiple Departments

Department/Program Unit code-Last 7 digits:

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> New academic degree/award program |
| <input type="checkbox"/> Renaming of program or formal Area of Concentration | <input type="checkbox"/> New Professional Studies award iteration |
| <input checked="" type="checkbox"/> Addition/deletion of formal Area of Concentration | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> Suspend/delete program | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

This cover sheet incorporates multiple deletion proposals. These related proposals were consolidated under one PCC proposal log number to better organize and present the numerous proposals put forward by the College of Education in fall 2009. The proposals organized under PCC-log number 09047 include proposals that relate to the deletion or suspension of different Education graduate programs:

09014-Delete EDCI MA Computers in Education Concentration
09015-Delete EDCI PhD Art Education Area of Concentration
09016-Delete EDMS Large Scale Assessment Certificate
09017-Delete EDMS MA-Measurement Concentration
09018-Delete EDMS MA-Statistics Concentration
09019-Delete EDMS MA-Program Evaluation Concentration
09020-Delete EDUC M.Ed. Education Concepts and Practices

09021-Delete EDCP Ph.D. Counseling and Consultation Area of Concentration
09023-Suspend EDCI M.A. Specialties in Elementary Education, Reading Education, Second Language Education and Culture
09024-Delete EDCI Ed.D. and Ph.D. Elementary Education Concentrations
09025-Suspend EDCI M.A. Non-Thesis Option Specialties in Mathematics Education, Minority and Urban Education, and Science Education

Individual cover sheets for each proposal are attached.

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair **see attached** _____
2. Department Chair **see attached** _____
3. College/School PCC Chair **see attached** _____
4. Dean **see attached** _____
5. Dean of the Graduate School (if required) **see attached** _____
6. Chair, Senate PCC **see attached** _____
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09014

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction – Master of Arts

Type of Action (choose one):

- | | |
|--|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input checked="" type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Delete the ***Computers in Education Area of Concentration*** in the EDCI MA program. This program has been inactive for a number of years, and the department has decided to discontinue it. There are no students enrolled in this area of concentration.

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair ANNA GRAEBER A. Graeber 11-4-09
2. Department Chair LINDA VALLI Linda Valli 11-4-09
3. College/School PCC Chair Anne Graeber ANNA GRAEBER 11-5-09
4. Dean Steph mkyj 11/09/09
5. Dean of the Graduate School (if required) [Signature] 12/3/09
6. Chair, Senate PCC [Signature] 12/4/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09015

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction – Ph.D.

Type of Action (choose one):

- | | |
|--|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input checked="" type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Delete the **Art Education Area of Concentration** in the EDCI Ph.D. program. This program has been inactive for a number of years, and the department has decided to discontinue it due to changes in the faculty staffing within the department. There are no students enrolled in this area of concentration.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair ANNA O. GRAEBER Anna Graeber 11-05-09
2. Department Chair LINDA VALLI Linda Valli 11-4-09
3. College/School PCC Chair ANNA GRAEBER Anna Graeber 11-5-09
4. Dean Steve W. Grier 11/09/09
5. Dean of the Graduate School (if required) [Signature] 12/3/09
6. Chair, Senate PCC [Signature] 12/4/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09016

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Measurement, Statistics, and Evaluation (EDMS)

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

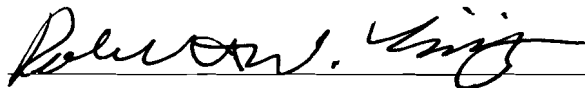
Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

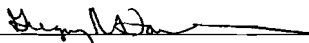
Delete the *Large Scale Assessment Certificate* in EDMS. This was a joint endeavor funded by the National Center for Education Statistics to train National Assessment of Educational Progress (NAEP) coordinators at the state level. The project fulfilled its mission, and thus federal funding was terminated. There are no students currently enrolled in this program.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.


1. Department Committee Chair



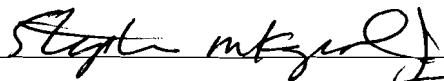
2. Department Chair



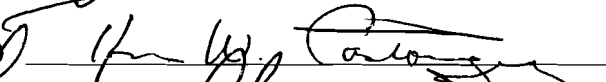
3. College/School PCC Chair

ANNA GRTEBER  11/05/09

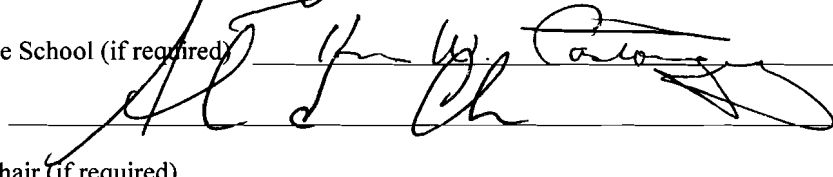
4. Dean

 11/09/05

5. Dean of the Graduate School (if required)

 12/3/09

6. Chair, Senate PCC

 12/8/09

7. University Senate Chair (if required)

8. Vice President for Academic Affairs & Provost

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09017

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Measurement, Statistics, and Evaluation (EDMS) – Master of Arts Area of Concentration in Measurement

Type of Action (choose one):

- | | |
|--|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input checked="" type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

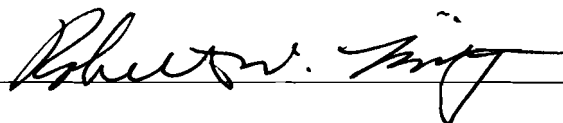
Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

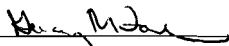
Deletion of **Measurement, Program Evaluation, and Statistics** Areas of Concentration in the EDMS MA: In the early 1990s, the department decided that students interested in each of these specific areas required so much training from the other areas as well that it was no longer a useful distinction for our students.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.


1. Department Committee Chair



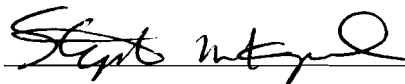
2. Department Chair



3. College/School PCC Chair

ANNA GREIBER  11/05/09

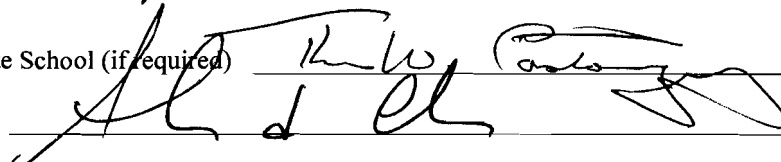
4. Dean

 11/9/09

5. Dean of the Graduate School (if required)

 12/3/09

6. Chair, Senate PCC

 12/4/09

7. University Senate Chair (if required)

8. Vice President for Academic Affairs & Provost

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

00016

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Measurement, Statistics, and Evaluation (EDMS) – Master of Arts Area of Concentration in Statistics

Type of Action (choose one):

- | | |
|--|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input checked="" type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Deletion of *Measurement, Program Evaluation, and Statistics* Areas of Concentration in the EDMS MA: In the early 1990s, the department decided that students interested in each of these specific areas required so much training from the other areas as well that it was no longer a useful distinction for our students.

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair

Robert W. Gritz

2. Department Chair

Doug Blane

3. College/School PCC Chair

ANNA GRAEBER Anna Graeber 11/05/09

4. Dean

Sept m/gund 11/9/09

5. Dean of the Graduate School (if required)

11/10/09 W. Carson 12/3/09

6. Chair, Senate PCC

12/4/09

7. University Senate Chair (if required)

8. Vice President for Academic Affairs & Provost

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09019

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Measurement, Statistics, and Evaluation (EDMS) – Master of Arts Area of Concentration in Program Evaluation

Type of Action (choose one):

- | | |
|--|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input checked="" type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

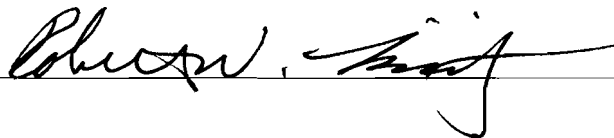
Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

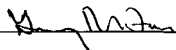
Deletion of *Measurement, Program Evaluation, and Statistics* Areas of Concentration in the EDMS MA: In the early 1990s, the department decided that students interested in each of these specific areas required so much training from the other areas as well that it was no longer a useful distinction for our students.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair



2. Department Chair

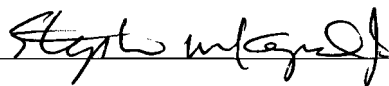


3. College/School PCC Chair

Anna GRAEBER

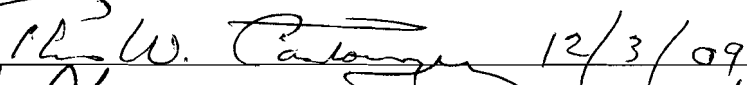
Anna Graeber 11/05/09

4. Dean

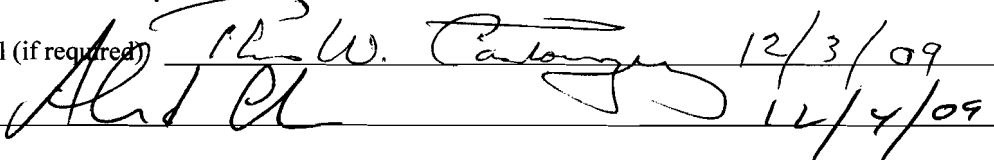


11/9/09

5. Dean of the Graduate School (if required)

 12/3/09

6. Chair, Senate PCC

 12/4/09

7. University Senate Chair (if required)

8. Vice President for Academic Affairs & Provost

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09020

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: EDUC/Education Concepts and Practices M.Ed.

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

This master's level program was approved effective fall 2003, but never was officially implemented. No students have ever been enrolled in this program.

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair _____
2. Department Chair Margaret J. McLaughlin, Asso. Dean for Graduate Research *Education & Research*
3. College/School PCC Chair ANNA GRATERER Ann Graterer 11/05/09
4. Dean Steve McLaughlin 11/9/09
5. Dean of the Graduate School (if required) Th. W. Canton 12/3/09
6. Chair, Senate PCC [Signature] 12/4/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09021

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Counseling and Personnel Services – Ph.D.

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> New academic degree/award program |
| <input type="checkbox"/> Renaming of program or formal Area of Concentration | <input type="checkbox"/> New Professional Studies award iteration |
| <input checked="" type="checkbox"/> Addition/deletion of formal Area of Concentration | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> Suspend/delete program | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Delete the **Counseling and Consultation Area of Concentration** in the Ph.D. program. This program has been inactive for a number of years, and the department has decided to discontinue it. There are no students enrolled in this area of concentration.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair Hedwig Teglas / Hedwig Teglas

2. Department Chair [Signature]

3. College/School PCC Chair Anna Genterer Anna Genterer 11/05/09

4. Dean [Signature] 11/09/09

5. Dean of the Graduate School (if required) [Signature] 12/3/09

6. Chair, Senate PCC [Signature] 12/4/09

7. University Senate Chair (if required) _____

8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.
- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

PCC LOG NO.

09020

College/School: College of Education

Department/Program: EDCI

Type of Action (choose one):

Curriculum change (including informal specializations)

Renaming of program or formal Area of Concentration

Addition/deletion of formal Area of Concentration

☒ *Suspend/delete program*

New academic degree/award program

New Professional Studies award iteration

New Minor

Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action: Suspend and subsequently delete the following specialties from the EDCI Master of Arts:

Elementary Education

Reading Education

Second Language Education and Culture

Rationale: These specialties have been in existence for a long time. They attract few students and those wishing masters level work have M.Ed. specialties available. In an effort to operate more efficiently and cost effectively, we ask that admission to these specialties be officially suspended and that the specialties be deleted when all current enrollees have graduated.

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair Anna Graeber Anna O. Graeber November 10, 2009

2. Department Chair Linda R. Valli Linda Valli November 10, 2009

3. College/School PCC Chair Anna Graeber Anna O. Graeber November 10, 2009

4. Dean [Signature] 11/11/09

5. Dean of the Graduate School (if required) [Signature] 12/3/09

6. Chair, Senate PCC [Signature] 11/4/09

7. University Senate Chair (if required) _____

8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.
- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

PCC LOG NO.

09024

College/School: College of Education

Department/Program: Curriculum and Instruction

Type of Action (choose one):

☒ *Addition/deletion of formal Area of Concentration*

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Delete only the Ed.D and Ph.D. Areas of Concentration in Elementary Education.

Rationale: This degree dates from the time before EDCI existed (pre 1980) and there was a Department of Elementary Education. In at least the last twelve years, applicants have been directed toward the corresponding degrees in the Professional Development/Teacher Education. The Graduate Secretary in EDCI assures me that there are no students currently pursuing the EdD or PhD in Elementary Education.

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair Anna Graeber Anna Graeber November 11, 2009

2. Department Chair Linda Valli Linda Valli November 11, 2009

3. College/School PCC Chair Anna Graeber Anna Graeber November 11, 2009

4. Dean [Signature] 11/13/09

5. Dean of the Graduate School (if required) Th. W. [Signature] 12/3/09

6. Chair, Senate PCC AL & [Signature] 12/4/09

7. University Senate Chair (if required) _____

8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.
- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

PCC LOG NO.

09025

College/School: College of Education

Department/Program: Curriculum and Instruction

Type of Action (choose one):

■ *Addition/deletion of formal Area of Concentration*

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Suspend admission to and subsequently delete only the following specialties from the EDCI Master of Arts Non-Thesis Option:

Mathematics Education
Minority and Urban Education
Science Education

Rationale: EDCI is requesting changes to increase efficiency and effectiveness, and these are very low enrollment specialties. For practicing teachers for whom this is likely a terminal degree, an M.Ed. degree, Teacher Leader, is offered that has specialties in each of these areas. Each of these specialty areas also has an M.A. with thesis option available for potential applicants who wish a more academic track, perhaps leading to a doctorate. For such students, an M.A. with thesis is more appropriate.

We ask that admission to these specialties be suspended and when the current science students and MUE students graduate, we wish the programs deleted. There are currently no students in the Mathematics Education M.A. without thesis specialty.

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APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair Anna Graeber Anna Graeber November 13, 2009
2. Department Chair Linda R. Valli Linda R. Valli November 13, 2009
3. College/School PCC Chair Anna Graeber Anna Graeber November 13, 2009
4. Dean [Signature] 11/16/09
5. Dean of the Graduate School (if required) [Signature] 12/3/09
6. Chair, Senate PCC [Signature] 12/4/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____



University Senate TRANSMITTAL FORM

Senate Document #:	09-10-27
PCC ID #:	09045
Title:	Proposal to Restructure the B.A. in Secondary Education
Presenter:	Alex Chen, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	1/19/10
Date of Senate Review:	2/3/10
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Education wishes to restructure the B.A. in Secondary Education. Currently there are multiple Secondary Education B.A. options defined by disciplinary focus. For instance, students in the Foreign Language track will graduate with a B.A. in Secondary Education – Foreign Languages while students in the English track will graduate with a different Secondary Education B.A. in English Language Arts. There is no general Secondary Education B.A. degree. This proposal is to convert the different Secondary Education B.A. degrees into one Secondary Education B.A. with specializations in these disciplinary areas. The students' knowledge in these disciplinary areas will not be compromised because the course requirements for the specializations will remain the same, and consistent with state teacher preparation requirements, the students must also complete a major in their academic content area in addition to the major in Secondary Education.</p> <p>Consequently, the College proposes the following changes:</p> <ol style="list-style-type: none"> 1. Rename the B.A. in Secondary Education – Foreign Language as the B.A. in Secondary Education. 2. Suspend the B.A. in Secondary Education - English (Language Arts) 3. Suspend the B.A. in Secondary Education - Social Studies 4. Establish B.A. in Secondary Education specializations in

	<p>Foreign Language, English, and Social Studies.</p> <p>The proposal was submitted to the Senate by the Office of Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) on October 26 and the Senate Programs, Curricula & Courses Committee on December 4.</p>
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this proposal to restructure the B.A. in Secondary Education.
Committee Work:	The Committee considered the proposal at its meeting on December 4, 2009. Kathy Angeletti, the College's Assistant Dean for Administration and Planning, was present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve the proposal to restructure the B.A. in Secondary Education.
Risks:	If the Senate does not approve the proposal to restructure the B.A. in Secondary Education, the University will continue to offer an unnecessarily complicated and potentially confusing array of B.A. Secondary Education degree programs.
Financial Implications:	There are no financial implications with this proposal.
Further Approvals Required: <i>(*Important for PCC Items)</i>	President and Chancellor (with notification to the Maryland Higher Education Commission.)

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09045

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: College of Education

College/School Unit Code-First 8 digits: 01203100

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Curriculum and Instruction

Department/Program Unit code-Last 7 digits: 1310701

Type of Action (choose one):

- | | |
|--|--|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input checked="" type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> Addition/deletion of formal Area of Concentration | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> <i>Suspend/delete program</i> | <input checked="" type="checkbox"/> Other-Establish specializations. |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

This cover sheet incorporates multiple deletion proposals. These related proposals were consolidated under one PCC proposal log number to better organize and present the numerous proposals put forward by the College of Education in fall 2009.

The proposals organized under PCC-log number 09045 include proposals that relate to the restructuring of the B.A. in Secondary Education, and includes the following:

09030 Rename EDCI B.A. in Secondary Education-Foreign Languages as B.A. in Secondary Education

09031 Suspend EDCI B.A. in Secondary Education English (Language Arts)

09032 Suspend EDCI B.A. in Secondary Education Social Studies

09033 Establish EDCI B.A. in Secondary Education Specializations in Foreign Language, English, and Social Studies.

Individual cover sheets for each proposal are attached.

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APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair **see attached** _____
2. Department Chair **see attached** _____
3. College/School PCC Chair **see attached** _____
4. Dean **see attached** _____
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC **see attached** _____
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09000

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction/Bachelor of Arts in Secondary Education – Foreign Languages

Type of Action (choose one):

- ☐ Curriculum change (including informal specializations) ☐ *New academic degree/award program*
☒ *Renaming of program or formal Area of Concentration* ☐ New Professional Studies award iteration
☐ Addition/deletion of formal Area of Concentration ☐ New Minor
☐ Suspend/delete program ☐ Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

All of the secondary education BA majors adhere to a common curriculum framework (see attached *Secondary Education Curriculum Framework*); thus, it makes sense to consolidate the existing secondary education program options. The department intends to create a single Bachelor of Arts degree in Secondary Education by renaming the Bachelor of Arts in Secondary Education – Foreign Languages and changing it to a **Bachelor of Arts in Secondary Education**. Once the Bachelor of Arts degree in Secondary Education is established, areas of specialization will be created for each of the separate disciplinary tracks: Foreign Languages, English (Language Arts), and Social Studies. Internal major codes will continue to be used to track the different specializations to meet state reporting demands.

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair ANNA GRAEBER Anna Graeber 11/05/09
2. Department Chair LINDA VALLI Linda Valli 11/05/09
3. College/School PCC Chair ANNA GRAEBER Anna Graeber 11/05/09
4. Dean Steph McGowan 11/09/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC [Signature] 12/4/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

SECONDARY EDUCATION CURRICULUM FRAMEWORK

I. SECONDARY EDUCATION CONTENT MAJOR REQUIREMENT: Consistent with the requirements of the Maryland Redesign, all secondary education majors complete a major in the content discipline (e.g., students interested in teaching social studies must complete a major in history, geography, or government and politics).

II. SECONDARY EDUCATION PROGRAM – COMMON CORE: All secondary education majors complete the following 14 credits:

EDPS 210 or EDPS201 or EDPS 301	Historical and Philosophical Perspectives on Education or Education in Contemporary American Society or Foundations of Education	3
EDHD 413	Adolescent Development	3
EDHD 426	Cognition & Motivation in Reading: Reading in Content Areas	3
EDCI 463	Reading in the Secondary School	3
EDCI 474	Inclusion, Diversity and Professionalism in Secondary Education	2

III. SECONDARY EDUCATION PROGRAM – PROFESSIONAL EDUCATION COURSE WORK: All secondary education majors complete a series of discipline-specific professional education courses:

ENGLISH Professional Education Courses (BA Degree Only)

EDCI466 Literature for Adolescents (3)
EDCI467 Teaching Writing (3)
EDCI416 Curriculum and Instruction in Secondary Education: English (3)
EDCI417 Bases for English Language Instruction (3)
EDCI447 Field Experience in English Teaching (1)
EDCI440 Student Teaching Seminar in Secondary Education: English (1)
EDCI441 Student Teaching in Secondary Schools: English (12)

FOREIGN LANGUAGE Professional Education Courses (BA Degree Only)

EDCI410 Curriculum and Instruction in Secondary Education: Foreign Language (3)
EDCI433 Introduction to Foreign Language Methods (3)
EDCI438 Field Experience in Second Language Education (1)
EDCI430 Student Teaching Seminar in Secondary Education: Foreign Language (1)
EDCI431 Student Teaching in Secondary Schools: Foreign Language (12)

MATHEMATICS Professional Education Courses (BS Degree Only)

EDCI457 Teaching and Learning Middle School Mathematics (3)
EDCI455 Methods of Teaching Mathematics in Secondary Schools (3)
EDCI355 Field Experience in Secondary Mathematics Education (1)
EDCI450 Student Teaching Seminar in Secondary Education: Mathematics (1)
EDCI451 Student Teaching in Secondary Schools: Mathematics (12)

SCIENCE Professional Education Courses (BS Degree Only)

EDCI411 Knowledge, Reasoning, and Learning in Science (3)
EDCI375 Field Experience in Science Education (1)
EDCI470 Learning and Teaching in Science (3)
EDCI471 Student Teaching in Secondary Schools: Science (12)
EDCI480 Practices in Secondary School Science Teaching (2)

SOCIAL STUDIES Professional Education Courses (BS or BA Degree, depending on content major)

EDCI426 Materials & Resources in Social Studies (3)
EDCI427 Curriculum and Instruction in Secondary Education: Social Studies (3)
EDCI428 Field Experience in Secondary Social Studies Teaching (1)
EDCI421 Student Teaching in Secondary Schools: Social Studies (12)
EDCI420 Student Teaching Seminar in Secondary Education: Social Studies (1)

IV. UNIVERSITY GENERAL EDUCATION REQUIREMENTS: CORE LIBERAL ARTS AND SCIENCES

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09031

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction/Bachelor of Arts in Secondary Education – English (Language Arts)

Type of Action (choose one):

- ☐ Curriculum change (including informal specializations) ☐ *New academic degree/award program*
☐ *Renaming of program or formal Area of Concentration* ☐ New Professional Studies award iteration
☐ *Addition/deletion of formal Area of Concentration* ☐ New Minor
☒ *Suspend/delete program* ☐ Other:

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

All of the secondary education BA majors adhere to a common curriculum framework (see attached *Secondary Education Curriculum Framework*); thus, it makes sense to consolidate the existing secondary education program options. The department intends to delete the individual secondary education major tracks and create a single Bachelor of Arts degree in Secondary Education, with areas of specialization in each of the discipline areas.

This proposal seeks to **delete the Bachelor of Arts in Secondary Education – English, Language Arts** (which will be replaced by an English (Language Arts) area of specialization in the renamed Bachelor of Arts in Secondary Education degree program).

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

- Department Committee Chair ANNA GRAEBER Anna O Graeber 11/05/09
- Department Chair LINDA VALLI Linda Valli 11/05/09
- College/School PCC Chair ANNA GRAEBER Anna Graeber 11/05/09
- Dean Steph Witzberg 11/09/09
- Dean of the Graduate School (if required) _____
- Chair, Senate PCC Al Dell 12/4/09
- University Senate Chair (if required) _____
- Vice President for Academic Affairs & Provost _____

SECONDARY EDUCATION CURRICULUM FRAMEWORK

I. SECONDARY EDUCATION CONTENT MAJOR REQUIREMENT: *Consistent with the requirements of the Maryland Redesign, all secondary education majors complete a major in the content discipline (e.g., students interested in teaching social studies must complete a major in history, geography, or government and politics).*

II. SECONDARY EDUCATION PROGRAM – COMMON CORE: *All secondary education majors complete the following 14 credits:*

EDPS 210 or EDPS201 or EDPS 301	Historical and Philosophical Perspectives on Education or Education in Contemporary American Society or Foundations of Education	3
EDHD 413	Adolescent Development	3
EDHD 426	Cognition & Motivation in Reading: Reading in Content Areas	3
EDCI 463	Reading in the Secondary School	3
EDCI 474	Inclusion, Diversity and Professionalism in Secondary Education	2

III. SECONDARY EDUCATION PROGRAM – PROFESSIONAL EDUCATION COURSE WORK: *All secondary education majors complete a series of discipline-specific professional education courses:*

ENGLISH Professional Education Courses (BA Degree Only)

EDCI466 Literature for Adolescents (3)
EDCI467 Teaching Writing (3)
EDCI416 Curriculum and Instruction in Secondary Education: English (3)
EDCI417 Bases for English Language Instruction (3)
EDCI447 Field Experience in English Teaching (1)
EDCI440 Student Teaching Seminar in Secondary Education: English (1)
EDCI441 Student Teaching in Secondary Schools: English (12)

FOREIGN LANGUAGE Professional Education Courses (BA Degree Only)

EDCI410 Curriculum and Instruction in Secondary Education: Foreign Language (3)
EDCI433 Introduction to Foreign Language Methods (3)
EDCI438 Field Experience in Second Language Education (1)
EDCI430 Student Teaching Seminar in Secondary Education: Foreign Language (1)
EDCI431 Student Teaching in Secondary Schools: Foreign Language (12)

MATHEMATICS Professional Education Courses (BS Degree Only)

EDCI457 Teaching and Learning Middle School Mathematics (3)
EDCI455 Methods of Teaching Mathematics in Secondary Schools (3)
EDCI355 Field Experience in Secondary Mathematics Education (1)
EDCI450 Student Teaching Seminar in Secondary Education: Mathematics (1)
EDCI451 Student Teaching in Secondary Schools: Mathematics (12)

SCIENCE Professional Education Courses (BS Degree Only)

EDCI411 Knowledge, Reasoning, and Learning in Science (3)
EDCI375 Field Experience in Science Education (1)
EDCI470 Learning and Teaching in Science (3)
EDCI471 Student Teaching in Secondary Schools: Science (12)
EDCI480 Practices in Secondary School Science Teaching (2)

SOCIAL STUDIES Professional Education Courses (BS or BA Degree, depending on content major)

EDCI426 Materials & Resources in Social Studies (3)
EDCI427 Curriculum and Instruction in Secondary Education: Social Studies (3)
EDCI428 Field Experience in Secondary Social Studies Teaching (1)
EDCI421 Student Teaching in Secondary Schools: Social Studies (12)
EDCI420 Student Teaching Seminar in Secondary Education: Social Studies (1)

IV. UNIVERSITY GENERAL EDUCATION REQUIREMENTS: CORE LIBERAL ARTS AND SCIENCES

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09032

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction/Bachelor of Arts in Secondary Education – Social Studies

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other: |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

All of the secondary education BA majors adhere to a common curriculum framework (see attached *Secondary Education Curriculum Framework*); thus, it makes sense to consolidate the existing secondary education program options. The department intends to delete the individual secondary education major tracks and create a single Bachelor of Arts degree in Secondary Education, with areas of specialization in each of the discipline areas.

This proposal seeks to **delete the Bachelor of Arts in Secondary Education – Social Studies** (which will be replaced by a social studies area of specialization in the renamed Bachelor of Arts in Secondary Education degree program).

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair ANNA GRASBER Anna O. Gruber 11/05/09
2. Department Chair LINDA VALLI Linda Valli 11/05/09
3. College/School PCC Chair ANNA GRASBER Anna Gruber 11/05/09
4. Dean Steve M. [Signature] 11/09/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC [Signature] 12/4/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

SECONDARY EDUCATION CURRICULUM FRAMEWORK

I. SECONDARY EDUCATION CONTENT MAJOR REQUIREMENT: *Consistent with the requirements of the Maryland Redesign, all secondary education majors complete a major in the content discipline (e.g., students interested in teaching social studies must complete a major in history, geography, or government and politics).*

II. SECONDARY EDUCATION PROGRAM – COMMON CORE: *All secondary education majors complete the following 14 credits:*

EDPS 210 or EDPS201 or EDPS 301	Historical and Philosophical Perspectives on Education or Education in Contemporary American Society or Foundations of Education	3
EDHD 413	Adolescent Development	3
EDHD 426	Cognition & Motivation in Reading: Reading in Content Areas	3
EDCI 463	Reading in the Secondary School	3
EDCI 474	Inclusion, Diversity and Professionalism in Secondary Education	2

III. SECONDARY EDUCATION PROGRAM – PROFESSIONAL EDUCATION COURSE WORK: *All secondary education majors complete a series of discipline-specific professional education courses:*

ENGLISH Professional Education Courses (BA Degree Only)

EDCI466 Literature for Adolescents (3)
EDCI467 Teaching Writing (3)
EDCI416 Curriculum and Instruction in Secondary Education: English (3)
EDCI417 Bases for English Language Instruction (3)
EDCI447 Field Experience in English Teaching (1)
EDCI440 Student Teaching Seminar in Secondary Education: English (1)
EDCI441 Student Teaching in Secondary Schools: English (12)

FOREIGN LANGUAGE Professional Education Courses (BA Degree Only)

EDCI410 Curriculum and Instruction in Secondary Education: Foreign Language (3)
EDCI433 Introduction to Foreign Language Methods (3)
EDCI438 Field Experience in Second Language Education (1)
EDCI430 Student Teaching Seminar in Secondary Education: Foreign Language (1)
EDCI431 Student Teaching in Secondary Schools: Foreign Language (12)

MATHEMATICS Professional Education Courses (BS Degree Only)

EDCI457 Teaching and Learning Middle School Mathematics (3)
EDCI455 Methods of Teaching Mathematics in Secondary Schools (3)
EDCI355 Field Experience in Secondary Mathematics Education (1)
EDCI450 Student Teaching Seminar in Secondary Education: Mathematics (1)
EDCI451 Student Teaching in Secondary Schools: Mathematics (12)

SCIENCE Professional Education Courses (BS Degree Only)

EDCI411 Knowledge, Reasoning, and Learning in Science (3)
EDCI375 Field Experience in Science Education (1)
EDCI470 Learning and Teaching in Science (3)
EDCI471 Student Teaching in Secondary Schools: Science (12)
EDCI480 Practices in Secondary School Science Teaching (2)

SOCIAL STUDIES Professional Education Courses (BS or BA Degree, depending on content major)

EDCI426 Materials & Resources in Social Studies (3)
EDCI427 Curriculum and Instruction in Secondary Education: Social Studies (3)
EDCI428 Field Experience in Secondary Social Studies Teaching (1)
EDCI421 Student Teaching in Secondary Schools: Social Studies (12)
EDCI420 Student Teaching Seminar in Secondary Education: Social Studies (1)

IV. UNIVERSITY GENERAL EDUCATION REQUIREMENTS: CORE LIBERAL ARTS AND SCIENCES

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09033

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction/Bachelor of Arts in Secondary Education

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | X Other: Addition of area of specialization |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

All of the secondary education BA majors adhere to a common curriculum framework (see attached *Secondary Education Curriculum Framework*); thus, it makes sense to consolidate the existing secondary education program options. The department intends to create a single Bachelor of Arts degree in Secondary Education by renaming the Bachelor of Arts in Secondary Education – Foreign Languages and changing it to a Bachelor of Arts in Secondary Education. Once the Bachelor of Arts degree in Secondary Education is established, areas of specialization will be created for each of the separate disciplinary tracks: Foreign Languages, English (Language Arts), and Social Studies. Internal major codes will continue to be used to track the different specializations to meet state reporting demands.

This proposal seeks to add **three areas of specialization (Foreign Languages, English (Language Arts), and Social Studies)** to the new, renamed Bachelor of Arts in Secondary Education.

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair ANNA GRAEBER Anna Graeber 11/05/09
2. Department Chair LINDA VALLI Linda Valli 11/05/09
3. College/School PCC Chair ANNA GRAEBER Anna Graeber 11/05/09
4. Dean Steve Metzger 11/05/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC [Signature] 12/4/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

SECONDARY EDUCATION CURRICULUM FRAMEWORK

I. SECONDARY EDUCATION CONTENT MAJOR REQUIREMENT: *Consistent with the requirements of the Maryland Redesign, all secondary education majors complete a major in the content discipline (e.g., students interested in teaching social studies must complete a major in history, geography, or government and politics).*

II. SECONDARY EDUCATION PROGRAM – COMMON CORE: *All secondary education majors complete the following 14 credits:*

EDPS 210 or EDPS201 or EDPS 301	Historical and Philosophical Perspectives on Education or Education in Contemporary American Society or Foundations of Education	3
EDHD 413	Adolescent Development	3
EDHD 426	Cognition & Motivation in Reading: Reading in Content Areas	3
EDCI 463	Reading in the Secondary School	3
EDCI 474	Inclusion, Diversity and Professionalism in Secondary Education	2

III. SECONDARY EDUCATION PROGRAM – PROFESSIONAL EDUCATION COURSE WORK: *All secondary education majors complete a series of discipline-specific professional education courses:*

ENGLISH Professional Education Courses (BA Degree Only)

EDCI466 Literature for Adolescents (3)
EDCI467 Teaching Writing (3)
EDCI416 Curriculum and Instruction in Secondary Education: English (3)
EDCI417 Bases for English Language Instruction (3)
EDCI447 Field Experience in English Teaching (1)
EDCI440 Student Teaching Seminar in Secondary Education: English (1)
EDCI441 Student Teaching in Secondary Schools: English (12)

FOREIGN LANGUAGE Professional Education Courses (BA Degree Only)

EDCI410 Curriculum and Instruction in Secondary Education: Foreign Language (3)
EDCI433 Introduction to Foreign Language Methods (3)
EDCI438 Field Experience in Second Language Education (1)
EDCI430 Student Teaching Seminar in Secondary Education: Foreign Language (1)
EDCI431 Student Teaching in Secondary Schools: Foreign Language (12)

MATHEMATICS Professional Education Courses (BS Degree Only)

EDCI457 Teaching and Learning Middle School Mathematics (3)
EDCI455 Methods of Teaching Mathematics in Secondary Schools (3)
EDCI355 Field Experience in Secondary Mathematics Education (1)
EDCI450 Student Teaching Seminar in Secondary Education: Mathematics (1)
EDCI451 Student Teaching in Secondary Schools: Mathematics (12)

SCIENCE Professional Education Courses (BS Degree Only)

EDCI411 Knowledge, Reasoning, and Learning in Science (3)
EDCI375 Field Experience in Science Education (1)
EDCI470 Learning and Teaching in Science (3)
EDCI471 Student Teaching in Secondary Schools: Science (12)
EDCI480 Practices in Secondary School Science Teaching (2)

SOCIAL STUDIES Professional Education Courses (BS or BA Degree, depending on content major)

EDCI426 Materials & Resources in Social Studies (3)
EDCI427 Curriculum and Instruction in Secondary Education: Social Studies (3)
EDCI428 Field Experience in Secondary Social Studies Teaching (1)
EDCI421 Student Teaching in Secondary Schools: Social Studies (12)
EDCI420 Student Teaching Seminar in Secondary Education: Social Studies (1)

IV. UNIVERSITY GENERAL EDUCATION REQUIREMENTS: CORE LIBERAL ARTS AND SCIENCES



University Senate TRANSMITTAL FORM

Senate Document #:	09-10-28
PCC ID #:	09046
Title:	Proposal to Restructure the B.S. in Secondary Education
Presenter:	Alex Chen, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	1/19/10
Date of Senate Review:	2/3/10
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Education wishes to restructure the B.S. in Secondary Education. Currently there are multiple Secondary Education B.S. options defined by disciplinary focus. For instance, students in the Mathematics track will graduate with a B.S. in Secondary Education – Mathematics while students in the Science track will graduate with a different Secondary Education B.S. in Science. There is no general Secondary Education B.S. degree. This proposal is to convert the different Secondary Education B.S. degrees into one Secondary Education B.S. with specializations in these disciplinary areas. The students' knowledge in these disciplinary areas will not be compromised because the course requirements for the specializations will remain the same, and consistent with state teacher preparation requirements, the students must also complete a major in their academic content area in addition to the major in Secondary Education.</p> <p>Consequently, the College proposes the following changes:</p> <ol style="list-style-type: none"> 1. Rename the B.S. in Secondary Education – Mathematics as the B.S. in Secondary Education. 2. Suspend the B.S. in Secondary Education - Science 3. Suspend the B.S. in Secondary Education - Social Studies 4. Establish B.S. in Secondary Education specializations in Mathematics, Science, and Social Studies.

	The proposal was submitted to the Senate by the Office of Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) on October 26 and the Senate Programs, Curricula & Courses Committee on December 4.
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this proposal to restructure the B.S. in Secondary Education.
Committee Work:	The Committee considered the proposal at its meeting on December 4, 2009. Kathy Angeletti, the College's Assistant Dean for Administration and Planning, was present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve the proposal to restructure the B.S. in Secondary Education.
Risks:	If the Senate does not approve the proposal to restructure the B.S. in Secondary Education, the University will continue to offer an unnecessarily complicated and potentially confusing array of B.S. Secondary Education degree programs.
Financial Implications:	There are no financial implications with this proposal.
Further Approvals Required: <i>(*Important for PCC Items)</i>	President and Chancellor (with notification to the Maryland Higher Education Commission.)

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09046

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: College of Education

College/School Unit Code-First 8 digits: 01203100

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Curriculum and Instruction

Department/Program Unit code-Last 7 digits: 1310701

Type of Action (choose one):

- | | |
|--|--|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input checked="" type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> <i>Suspend/delete program</i> | <input checked="" type="checkbox"/> Other-Establish specializations. |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

This cover sheet incorporates multiple deletion proposals. These related proposals were consolidated under one PCC proposal log number to better organize and present the numerous proposals put forward by the College of Education in fall 2009.

The proposals organized under PCC-log number 09046 include proposals that relate to the restructuring of the B.S. in Secondary Education, and includes the following:

- 09034 Rename EDCI B.S. in Secondary Education-Mathematics as B.S. in Secondary Education
- 09035 Suspend EDCI B.S. in Secondary Education-Science
- 09036 Suspend EDCI B.S. in Secondary Education-Social Studies
- 09037 Establish EDCI B.S. in Secondary Education Specializations in Science, Mathematics, and Social Studies.

Individual cover sheets for each proposal are attached.

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair **see attached** _____
2. Department Chair **see attached** _____
3. College/School PCC Chair **see attached** _____
4. Dean **see attached** _____
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC **see attached** _____
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09034

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction/Bachelor of Science in Secondary Education – Mathematics

Type of Action (choose one):

- | | |
|--|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input checked="" type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> Addition/deletion of formal Area of Concentration | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> Suspend/delete program | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

All of the secondary education BS majors adhere to a common curriculum framework (see attached *Secondary Education Curriculum Framework*); thus, it makes sense to consolidate the existing secondary education program options. The department intends to create a single Bachelor of Science degree in Secondary Education by renaming the Bachelor of Science in Secondary Education – Mathematics and changing it to a **Bachelor of Science in Secondary Education**. Once the Bachelor of Science degree in Secondary Education is established, areas of specialization will be created for each of the separate disciplinary tracks: Science, Mathematics, and Social Studies. Internal major codes will continue to be used to track the different specializations to meet state reporting demands.

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

- Department Committee Chair ANNA GRAEBER Anna Graeber 11/05/09
- Department Chair LINDA VALLI Linda Valli 11/05/09
- College/School PCC Chair ANNA GRAEBER Anna G. Graeber 11/05/09
- Dean Steph McGee 11/07/09
- Dean of the Graduate School (if required) _____
- Chair, Senate PCC AL & AL 12/4/09
- University Senate Chair (if required) _____
- Vice President for Academic Affairs & Provost _____

SECONDARY EDUCATION CURRICULUM FRAMEWORK

I. SECONDARY EDUCATION CONTENT MAJOR REQUIREMENT: Consistent with the requirements of the Maryland Redesign, all secondary education majors complete a major in the content discipline (e.g., students interested in teaching social studies must complete a major in history, geography, or government and politics).

II. SECONDARY EDUCATION PROGRAM – COMMON CORE: All secondary education majors complete the following 14 credits:

EDPS 210 or EDPS201 or EDPS 301	Historical and Philosophical Perspectives on Education or Education in Contemporary American Society or Foundations of Education	3
EDHD 413	Adolescent Development	3
EDHD 426	Cognition & Motivation in Reading: Reading in Content Areas	3
EDCI 463	Reading in the Secondary School	3
EDCI 474	Inclusion, Diversity and Professionalism in Secondary Education	2

III. SECONDARY EDUCATION PROGRAM – PROFESSIONAL EDUCATION COURSE WORK: All secondary education majors complete a series of discipline-specific professional education courses:

ENGLISH Professional Education Courses (BA Degree Only)

EDCI466 Literature for Adolescents (3)
EDCI467 Teaching Writing (3)
EDCI416 Curriculum and Instruction in Secondary Education: English (3)
EDCI417 Bases for English Language Instruction (3)
EDCI447 Field Experience in English Teaching (1)
EDCI440 Student Teaching Seminar in Secondary Education: English (1)
EDCI441 Student Teaching in Secondary Schools: English (12)

FOREIGN LANGUAGE Professional Education Courses (BA Degree Only)

EDCI410 Curriculum and Instruction in Secondary Education: Foreign Language (3)
EDCI433 Introduction to Foreign Language Methods (3)
EDCI438 Field Experience in Second Language Education (1)
EDCI430 Student Teaching Seminar in Secondary Education: Foreign Language (1)
EDCI431 Student Teaching in Secondary Schools: Foreign Language (12)

MATHEMATICS Professional Education Courses (BS Degree Only)

EDCI457 Teaching and Learning Middle School Mathematics (3)
EDCI455 Methods of Teaching Mathematics in Secondary Schools (3)
EDCI355 Field Experience in Secondary Mathematics Education (1)
EDCI450 Student Teaching Seminar in Secondary Education: Mathematics (1)
EDCI451 Student Teaching in Secondary Schools: Mathematics (12)

SCIENCE Professional Education Courses (BS Degree Only)

EDCI411 Knowledge, Reasoning, and Learning in Science (3)
EDCI375 Field Experience in Science Education (1)
EDCI470 Learning and Teaching in Science (3)
EDCI471 Student Teaching in Secondary Schools: Science (12)
EDCI480 Practices in Secondary School Science Teaching (2)

SOCIAL STUDIES Professional Education Courses (BS or BA Degree, depending on content major)

EDCI426 Materials & Resources in Social Studies (3)
EDCI427 Curriculum and Instruction in Secondary Education: Social Studies (3)
EDCI428 Field Experience in Secondary Social Studies Teaching (1)
EDCI421 Student Teaching in Secondary Schools: Social Studies (12)
EDCI420 Student Teaching Seminar in Secondary Education: Social Studies (1)

IV. UNIVERSITY GENERAL EDUCATION REQUIREMENTS: CORE LIBERAL ARTS AND SCIENCES

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09035

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction/Bachelor of Science in Secondary Education – Science

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other: |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

All of the secondary education BS majors adhere to a common curriculum framework (see attached *Secondary Education Curriculum Framework*); thus, it makes sense to consolidate the existing secondary education program options. The department intends to delete the individual secondary education major tracks and create a single Bachelor of Science degree in Secondary Education, with areas of specialization in each of the discipline areas.

This proposal seeks to **delete the Bachelor of Science in Secondary Education – Science** (which will be replaced by a science area of specialization in the renamed Bachelor of Science in Secondary Education degree program).

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair ANNA GRAEBER Anna Graeber 11/05/09
2. Department Chair LINDA VALLI Linda Valli 11/05/09
3. College/School PCC Chair ANNA GRAEBER Ann B Graeber 11/05/09
4. Dean Steph Wlazinski 11/05/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC [Signature] 12/4/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

SECONDARY EDUCATION CURRICULUM FRAMEWORK

I. SECONDARY EDUCATION CONTENT MAJOR REQUIREMENT: *Consistent with the requirements of the Maryland Redesign, all secondary education majors complete a major in the content discipline (e.g., students interested in teaching social studies must complete a major in history, geography, or government and politics).*

II. SECONDARY EDUCATION PROGRAM – COMMON CORE: *All secondary education majors complete the following 14 credits:*

EDPS 210 or EDPS201 or EDPS 301	Historical and Philosophical Perspectives on Education or Education in Contemporary American Society or Foundations of Education	3
EDHD 413	Adolescent Development	3
EDHD 426	Cognition & Motivation in Reading: Reading in Content Areas	3
EDCI 463	Reading in the Secondary School	3
EDCI 474	Inclusion, Diversity and Professionalism in Secondary Education	2

III. SECONDARY EDUCATION PROGRAM – PROFESSIONAL EDUCATION COURSE WORK: *All secondary education majors complete a series of discipline-specific professional education courses:*

ENGLISH Professional Education Courses (BA Degree Only)

EDCI466 Literature for Adolescents (3)
EDCI467 Teaching Writing (3)
EDCI416 Curriculum and Instruction in Secondary Education: English (3)
EDCI417 Bases for English Language Instruction (3)
EDCI447 Field Experience in English Teaching (1)
EDCI440 Student Teaching Seminar in Secondary Education: English (1)
EDCI441 Student Teaching in Secondary Schools: English (12)

FOREIGN LANGUAGE Professional Education Courses (BA Degree Only)

EDCI410 Curriculum and Instruction in Secondary Education: Foreign Language (3)
EDCI433 Introduction to Foreign Language Methods (3)
EDCI438 Field Experience in Second Language Education (1)
EDCI430 Student Teaching Seminar in Secondary Education: Foreign Language (1)
EDCI431 Student Teaching in Secondary Schools: Foreign Language (12)

MATHEMATICS Professional Education Courses (BS Degree Only)

EDCI457 Teaching and Learning Middle School Mathematics (3)
EDCI455 Methods of Teaching Mathematics in Secondary Schools (3)
EDCI355 Field Experience in Secondary Mathematics Education (1)
EDCI450 Student Teaching Seminar in Secondary Education: Mathematics (1)
EDCI451 Student Teaching in Secondary Schools: Mathematics (12)

SCIENCE Professional Education Courses (BS Degree Only)

EDCI411 Knowledge, Reasoning, and Learning in Science (3)
EDCI375 Field Experience in Science Education (1)
EDCI470 Learning and Teaching in Science (3)
EDCI471 Student Teaching in Secondary Schools: Science (12)
EDCI480 Practices in Secondary School Science Teaching (2)

SOCIAL STUDIES Professional Education Courses (BS or BA Degree, depending on content major)

EDCI426 Materials & Resources in Social Studies (3)
EDCI427 Curriculum and Instruction in Secondary Education: Social Studies (3)
EDCI428 Field Experience in Secondary Social Studies Teaching (1)
EDCI421 Student Teaching in Secondary Schools: Social Studies (12)
EDCI420 Student Teaching Seminar in Secondary Education: Social Studies (1)

IV. UNIVERSITY GENERAL EDUCATION REQUIREMENTS: CORE LIBERAL ARTS AND SCIENCES

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09036

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction/Bachelor of Science in Secondary Education – Social Studies

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other: |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

All of the secondary education BS majors adhere to a common curriculum framework (see attached *Secondary Education Curriculum Framework*); thus, it makes sense to consolidate the existing secondary education program options. The department intends to delete the individual secondary education major tracks and create a single Bachelor of Science degree in Secondary Education, with areas of specialization in each of the discipline areas.

This proposal seeks to **delete the Bachelor of Science in Secondary Education – Social Studies** (which will be replaced by a social studies area of specialization in the renamed Bachelor of Science in Secondary Education degree program).

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair ANNA GRAEBER Anna Graeber 11/05/09
2. Department Chair LINDA VALLI Linda Valli 11/05/09
3. College/School PCC Chair ANNA GRAEBER Anna Graeber 11/05/09
4. Dean Steph McIntyre 11/09/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC [Signature] 11/4/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

SECONDARY EDUCATION CURRICULUM FRAMEWORK

I. SECONDARY EDUCATION CONTENT MAJOR REQUIREMENT: Consistent with the requirements of the Maryland Redesign, all secondary education majors complete a major in the content discipline (e.g., students interested in teaching social studies must complete a major in history, geography, or government

II. SECONDARY EDUCATION PROGRAM – COMMON CORE: All secondary education majors complete the following 14 credits:

EDPS 210 or EDPS201 or EDPS 301	Historical and Philosophical Perspectives on Education or Education in Contemporary American Society or Foundations of Education	3
EDHD 413	Adolescent Development	3
EDHD 426	Cognition & Motivation in Reading: Reading in Content Areas	3
EDCI 463	Reading in the Secondary School	3
EDCI 474	Inclusion, Diversity and Professionalism in Secondary Education	2

III. SECONDARY EDUCATION PROGRAM – PROFESSIONAL EDUCATION COURSE WORK: All secondary education majors complete a series of discipline-specific professional education courses:

ENGLISH Professional Education Courses (BA Degree Only)

EDCI466 Literature for Adolescents (3)
EDCI467 Teaching Writing (3)
EDCI416 Curriculum and Instruction in Secondary Education: English (3)
EDCI417 Bases for English Language Instruction (3)
EDCI447 Field Experience in English Teaching (1)
EDCI440 Student Teaching Seminar in Secondary Education: English (1)
EDCI441 Student Teaching in Secondary Schools: English (12)

FOREIGN LANGUAGE Professional Education Courses (BA Degree Only)

EDCI410 Curriculum and Instruction in Secondary Education: Foreign Language (3)
EDCI433 Introduction to Foreign Language Methods (3)
EDCI438 Field Experience in Second Language Education (1)
EDCI430 Student Teaching Seminar in Secondary Education: Foreign Language (1)
EDCI431 Student Teaching in Secondary Schools: Foreign Language (12)

MATHEMATICS Professional Education Courses (BS Degree Only)

EDCI457 Teaching and Learning Middle School Mathematics (3)
EDCI455 Methods of Teaching Mathematics in Secondary Schools (3)
EDCI355 Field Experience in Secondary Mathematics Education (1)
EDCI450 Student Teaching Seminar in Secondary Education: Mathematics (1)
EDCI451 Student Teaching in Secondary Schools: Mathematics (12)

SCIENCE Professional Education Courses (BS Degree Only)

EDCI411 Knowledge, Reasoning, and Learning in Science (3)
EDCI375 Field Experience in Science Education (1)
EDCI470 Learning and Teaching in Science (3)
EDCI471 Student Teaching in Secondary Schools: Science (12)
EDCI480 Practices in Secondary School Science Teaching (2)

SOCIAL STUDIES Professional Education Courses (BS or BA Degree, depending on content major)

EDCI426 Materials & Resources in Social Studies (3)
EDCI427 Curriculum and Instruction in Secondary Education: Social Studies (3)
EDCI428 Field Experience in Secondary Social Studies Teaching (1)
EDCI421 Student Teaching in Secondary Schools: Social Studies (12)
EDCI420 Student Teaching Seminar in Secondary Education: Social Studies (1)

IV. UNIVERSITY GENERAL EDUCATION REQUIREMENTS: CORE LIBERAL ARTS AND SCIENCES

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09037

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Department/Program: Curriculum and Instruction/Bachelor of Science in Secondary Education

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | <input checked="" type="checkbox"/> Other: Addition of area of specialization |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

All of the secondary education BS majors adhere to a common curriculum framework (see attached *Secondary Education Curriculum Framework*); thus, it makes sense to consolidate the existing secondary education program options. The department intends to create a single Bachelor of Science degree in Secondary Education by renaming the Bachelor of Science in Secondary Education – Mathematics and changing it to a Bachelor of Science in Secondary Education. Once the Bachelor of Science degree in Secondary Education is established, areas of specialization will be created for each of the separate disciplinary tracks: Science, Mathematics, and Social Studies. Internal major codes will continue to be used to track the different specializations to meet state reporting demands.

This proposal seeks to add **three areas of specialization (Science, Mathematics, and Social Studies)** to the new, renamed Bachelor of Science in Secondary Education.

=====

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair ANNA GRABER 11/05/09
2. Department Chair LINDA VALLI Linda Valli 11/05/09
3. College/School PCC Chair ANNA GRABER Anne Graber 11/05/09
4. Dean Steve McIntyre 11/09/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC [Signature] 12/4/09
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

SECONDARY EDUCATION CURRICULUM FRAMEWORK

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EDHD 413	Adolescent Development	3
EDHD 426	Cognition & Motivation in Reading: Reading in Content Areas	3
EDCI 463	Reading in the Secondary School	3
EDCI 474	Inclusion, Diversity and Professionalism in Secondary Education	2

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EDCI441 Student Teaching in Secondary Schools: English (12)

FOREIGN LANGUAGE Professional Education Courses (BA Degree Only)

EDCI410 Curriculum and Instruction in Secondary Education: Foreign Language (3)
EDCI433 Introduction to Foreign Language Methods (3)
EDCI438 Field Experience in Second Language Education (1)
EDCI430 Student Teaching Seminar in Secondary Education: Foreign Language (1)
EDCI431 Student Teaching in Secondary Schools: Foreign Language (12)

MATHEMATICS Professional Education Courses (BS Degree Only)

EDCI457 Teaching and Learning Middle School Mathematics (3)
EDCI455 Methods of Teaching Mathematics in Secondary Schools (3)
EDCI355 Field Experience in Secondary Mathematics Education (1)
EDCI450 Student Teaching Seminar in Secondary Education: Mathematics (1)
EDCI451 Student Teaching in Secondary Schools: Mathematics (12)

SCIENCE Professional Education Courses (BS Degree Only)

EDCI411 Knowledge, Reasoning, and Learning in Science (3)
EDCI375 Field Experience in Science Education (1)
EDCI470 Learning and Teaching in Science (3)
EDCI471 Student Teaching in Secondary Schools: Science (12)
EDCI480 Practices in Secondary School Science Teaching (2)

SOCIAL STUDIES Professional Education Courses (BS or BA Degree, depending on content major)

EDCI426 Materials & Resources in Social Studies (3)
EDCI427 Curriculum and Instruction in Secondary Education: Social Studies (3)
EDCI428 Field Experience in Secondary Social Studies Teaching (1)
EDCI421 Student Teaching in Secondary Schools: Social Studies (12)
EDCI420 Student Teaching Seminar in Secondary Education: Social Studies (1)

IV. UNIVERSITY GENERAL EDUCATION REQUIREMENTS: CORE LIBERAL ARTS AND SCIENCES



University Senate TRANSMITTAL FORM

Senate Document #:	09-10-29
PCC ID #:	08071
Title:	Proposal to Add a Post-Baccalaureate Certificate in Global Health
Presenter:	Alex Chen, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	1/19/10
Date of Senate Review:	2/3/10
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The School of Public Health proposes to establish a new Post-Baccalaureate Certificate in Global Health. This certificate program has been proposed to meet the growing need for global health knowledge, particularly within the University's geographic region, which has a sizable population of health-industry and global-public service professionals. The certificate will provide basic knowledge in global-health delivery to post-baccalaureate individuals employed or seeking employment in these professions. This certificate program will also be available to current Masters and Doctoral students who desire this credential.</p> <p>The program curriculum is comprised of 12 credits: SPHL 600: Foundations of Global Health; SPHL 610: Global Health Program Planning and Evaluation; SPHL 620: Global Health Communication and Promotion; and one elective from courses deemed appropriate by the program director and the School of Public Health's Interdisciplinary Committee. The program director for this certificate program will be overseen and advised by the School's Interdisciplinary Committee, which consists of three faculty members (at least two tenure-track) from at least two different Public Health emphasis areas.</p> <p>The proposal was submitted to the Senate by the Office of</p>

	Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) on November 16; the Graduate Council Programs, Curricula & Courses Committee on November 19 (with email notification to the full Graduate Council); and the Senate Programs, Curricula & Courses Committee on December 4.
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, & Courses recommends that the Senate approve the proposed Post-Baccalaureate Certificate program.
Committee Work:	The Committee considered the proposal at its meeting on December 4, 2009. Dushanka Kleinman, the Associate Dean for Research and Academic Affairs, and Coke Farmer, the Assistant Dean, were present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve the proposed Certificate program.
Risks:	If the Senate does not approve the proposed Certificate program, the opportunity to offer a structured program in global health, (an increasingly important and sought-after area of learning) will be lost.
Financial Implications:	There are no indications of a financial risk. The program will be funded with existing resources.
Further Approvals Required: <i>(*Important for PCC Items)</i>	President, Chancellor, and the Maryland Higher Education Commission

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:

- Provide one form with original approval signatures in lines 1 - 4 for **each** proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED 25 March 2009

PCC LOG NO.

08071

COLLEGE/SCHOOL School of Public Health

DEPARTMENT/PROGRAM the School

PROPOSED ACTION (*A separate form for each*) ADD X DELETE _____ CHANGE _____

DESCRIPTION (*Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.*) A four-course, post-baccalaureate certificate in Global Health is proposed. The program is to be offered through the Dean's Office and could be taken concurrent with a graduate degree or as a stand alone post-baccalaureate certificate.

JUSTIFICATION/REASONS/RESOURCES (*Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.*) As we move toward a global society, there are increasing government and non-government agencies providing global health services. Often people employed in these programs have limited preparation in global health. This certificate is designed to provide basic knowledge in global health delivery to people from diverse educational backgrounds. An Associate Research Professor was specifically hired by the School to provide this educational experience and will teach three of the four classes. An adjunct professor would be hired on occasion to teach one of the required classes. Other adjuncts may be used to increase the elective offerings of the program. The program will be administered out of the Dean's Office with oversight by a school-wide interdisciplinary faculty committee.

APPROVAL SIGNATURES - *Please print name, sign, and date*

1. Department Committee Chair Amy Sapkota Amy Sapkota 3/5/09
2. Department Chair NA
3. College/School PCC Chair Robert Feldman Robert Feldman 3/17/09
4. Dean Robert Gold Robert Gold 4/17/09
5. Dean of the Graduate School (if required) Robert Gold 12/3/09
6. Chair, Senate PCC Robert Gold 12/4/09
7. Chair of Senate _____
8. Vice President for Academic Affairs & Provost _____

**PROPOSAL FOR
NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND**

**POST-BACCALAUREATE (GRADUATE) CERTIFICATE IN GLOBAL
HEALTH**

**SCHOOL OF PUBLIC HEALTH
DEAN ROBERT GOLD**

November 2009

Certificate to begin Spring 2010

I OVERVIEW AND RATIONALE

In July 2007, the proposal to establish an accredited Maryland School of Public Health that is a leader in the discovery, application, and dissemination of public health knowledge in the state of Maryland, the nation, and the world was approved. The mission of the School continues to be to promote and protect the health of individuals, families, and communities through interdisciplinary education, research, public policy, and practice. The core values of excellence, discovery, innovation, leadership, diversity, lifelong learning, and service are integral in developing academic rigor to meet this mission.

Based upon the clear and pressing issues inherent in a global society, the University of Maryland School of Public Health has specifically targeted programs, curricula, service and research dedicated to the understanding and improvement of global health. In conjunction with the recently endowed Madieu Williams Center for Global Health and the newly established College Park Scholars Living and Learning program in Global Health, institutionalized programs focusing on the continuing development of a stellar professional workforce will enhance not only the quality of health care workers but the overall health of nations throughout the world, ultimately leading to an increased quantity and quality of life for all.

It is in this spirit that we propose a Post Baccalaureate certificate in Global Health designed to give expertise in global health to post baccalaureate individuals employed or seeking employment in positions requiring this knowledge or to current masters' or doctoral students who desire this added credential. There are multiple factors that point to the compelling need for this academic program.

First as we move toward a more global society, we see an increase in government and non-government programs concerned with global health issues. Often people employed in these programs have limited public health preparation and even less preparation in global health. Recent studies highlight the national shortage of well-trained public health personnel. For example, a 2003 Institute of Medicine (IOM) report, *Who Will Keep the Public Healthy?*, called for immediate efforts to address the "insufficient and inadequately trained public health workforce" (IOM, 2003, p.1) and reverse the "overall shortage of qualified workers to prevent or respond to major outbreaks of infectious disease" (IOM, 2003, p. 7-8). The IOM report further stressed the need for graduate-level public health professionals to tackle the effects of environmental change on disease occurrence and the impact of lifestyle choices on health status and wellness. The Institute of Medicine estimates that there are approximately 450,000 people employed in public health positions in the United States, and an additional 2.85 million citizens who volunteer their services. Notably, the Institute estimates that 80% of public health workers lack specific public health training (IOM, 2003).

As an example, the Commissioned Officers Association Foundation (COAF) for the Advancement of Public Health has approached the School of Public Health to develop a global health certificate program that would improve the relevant expertise of officers in the

United States Public Health Service (USPHS) Commissioned Corps. Currently approximately 2000 of 6000 officers nationwide are stationed in the metropolitan areas. The COAF anticipates that a percentage of these officers would have an interest in and benefit from obtaining an orientation to global health with a possibility of continuing in the MPH program. This is based on the increasing and formal response of the USPHS Commissioned Corps to international disasters and wars and the leadership opportunity of the Corps to the emerging areas of health diplomacy.

The courses in the certificate program have been offered as special topics courses in the School. Based on the response, it appears that a post-baccalaureate certificate would be of interest to post baccalaureate students currently enrolled in the graduate programs throughout the University. This certificate program will provide to such individuals basic knowledge that would allow them to support their program's capacity to develop global health initiatives and build upon those that already exist.

There are no Global Health Certificate programs in public education institutions in the immediate area (Pittsburgh being the closest). The University goals are to increase the global focus of academic programs and to improve the outreach of academic programs to the community. This certificate program is positioned to contribute to the University Strategic Plan by providing the opportunity for graduate students to increase their knowledge of the global society in the area of public health and by providing an outreach professional training program for local agencies providing global health services. The latter is an important feature of the workforce development requirements of the School of Public Health's accreditation criteria. Therefore the initial offering will be on the College Park Campus with plans to extend this to the Shady Grove campus.

Finally, Officers are assigned to research, policy, regulation and program administration and clinical care service billets in agencies such as the National Institutes of Health, Food and Drug Administration, Centers for Disease Control and Prevention, Agency for Health Care Research and Quality, Indian Health Service and the Offices of the Secretary of Health and the Surgeon General. Officers are also assigned to the Department of Agriculture, Environmental Protection Agency, Department of Commerce and Department of Homeland Security, all of which have international components. In addition to the USPHS, the civil service employees are increasingly interested in this training. Thus the rationale for moving towards a certificate at Shady Grove while sustaining the intellectual pursuits of Maryland students on the College Park campus and developing the workforce on two fronts.

II. CURRICULUM

A. Knowledge of global health as an aspect of public health becomes increasingly important as we move toward a global society. This certificate program is designed to provide knowledge of issues, policies, and practices in global health that will enable individuals (many of whom do not have public health backgrounds) to work effectively in agencies and programs providing global health services. As a result of this program students will be able to:

- Interpret health issues occurring globally in a Public Health context
- Analyze the impact of environment, culture, politics, economics, health care systems and social change on global health issues.
- Compare and contrast behavior change communication, social marketing, and social mobilization in a global health context.
- Develop an intervention for a global health problem to include needs assessment, design, implementation/management plan, and evaluation.
- Evaluate the role of social inequalities and human rights issues in the reduction of disease and promotion of health in the global society.

B. The certificate consists of four courses, three of which are required and a fourth of which is an elective. Courses will be offered in both the fall and spring semesters as well as in the winter and summer terms, providing students the opportunity to complete the certificate within a 12 month period.

Currently, the sequence of courses is as follows:

Fall: SPHL600, Foundations of Global Health
 Winter: SPHL620, Global Health Communication and Promotion
 Spring: SPHL610, Global Health Program Planning and Evaluation
 Summer: Elective (Exact course offering may vary among History of Public Health, Global Health Diplomacy, or Social Marketing in Public Health.)

CERTIFICATE REQUIRED CLASSES (9 CREDITS)

SPHL 600: Foundations of Global Health. Exploration of theoretical frameworks and practical perspectives on issues shaping the global health panorama. Determinants examined through: biological and epidemiological; social, cultural and economic; environmental and geographic; multi-section; legal and institutional perspectives with synopsis of how these issues are addressed by international and community organizations in developing countries. This course has been offered as a special topics course, is under development for approval with a permanent course number.

SPHL 610: Global Health Program Planning and Evaluation. Development of health program and evaluation plans to address health problems in international settings. Linking a tactical program plan to overall health problems of a nation, including policy issues involved in assessment, budgeting, and evaluation to determine effectiveness.

SPHL 620: Global Health Communication and Promotion. Critical components involved in developing, implementing, and evaluating health/population promotion and communication interventions. Emphasis given to various approaches and theories as well as how to incorporate those dimensions into practice. Techniques for developing and evaluating health/population communication strategies that include formative and quantitative research.

CERTIFICATE ELECTIVES (3 credits)

SPHL 401: History of Public Health. History of public health in the western world from antiquity to the present. Examines the development of public health institutions, policies, and methods. Specific attention given to the history of major infectious diseases and epidemics, as well as to the evolution of public health's concern with the effect of environment, nutrition, lifestyle behavior, and other factors on health and disease. Attention devoted to the connection between public health in the Western world and that of developing countries.

SPHL 630: Global Health Diplomacy. Focus on the interplay of health assistance and foreign policy from a broad range of perspectives including economic, historical, political, social, and cultural. Development of skills to understand and deal with globalization, resource inequities, health disparities, and post-conflict health crises.

SPHL 640: Social Marketing in Public Health. Examine public health communication theory broadly with specific emphasis on public health, including social marketing campaign design, best practices for implementation, and evaluation methodology. Includes applied techniques for domestic and international markets as well as proper tools for optimal health impact through study design, message development, media campaigns and supplemental case reviews.

Other courses as deemed appropriate by the program director and the School Interdisciplinary Committee.

C. Students must meet the general requirements for admission to the Graduate School at the University of Maryland College Park. This includes graduation from an accredited bachelors program and a 3.0 cumulative grade point average. Students may, but need not be, simultaneously enrolled in a degree granting graduate program at the University of Maryland.

In addition to the required degree from an accredited bachelors program and a cumulative grade point average of 3.0, prospective students must complete a Global Health Application Form which is intended to facilitate a scholarly match between the student and the program. Students will be asked to provide brief information regarding their prior work experiences, prior related coursework, plans to incorporate the Global Health Certificate into their future career and a brief philosophy statement focusing on why they are interested in global health.

III. STUDENT LEARNING OUTCOMES (see attached)



ASSESSMENT PLAN

__CERTIFICATE IN GLOBAL HEALTH__

(Program of Study / Major / Degree Level, etc.)

Program Contact: Muhiuddin Haider

Phone: ext.57431

E-mail: Dushanka@umd.edu

Date submitted to Academic Unit Head: December 2008

Program Goals: The goal of this program is to prepare students with knowledge in global health such that they can assess global health issues and develop, manage and evaluate interventions in light of the environment, culture, economics, politics, health care systems, and social change.

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable: This program specifically speaks to the University Strategic Plan in two areas: the preparation of student to function in a global society and the development of partnerships with agencies who desire these educational opportunities for their workforce.

Student Learning Outcomes (list the three-to-five most important)	Assessment Measures and Criteria (describe one or more measures for each outcome and criteria for success)	Assessment Schedule (initial year, and subsequent cycle)
1. Analyze a specific global health problem in a developing country.	As part of a paper at the culmination of SPHL 600, the student will be able to take a specific real life problem in a developing country and analyze it in terms of the impact of the environment, culture, politics, economics, health care system, and social change on that particular health problem. Each of the above 6 factors will be graded on a 5 level rubric. All students must have at least a 4 on three factors, and a 5 on at least three factors. (When possible, the papers will be rated by an outside reader).	Spring of 2010, Fall 2010, there after, fall of the program every 5 years.

<p>2. Student will develop an intervention for a global health problem</p>	<p>As part of a final project of SPHL 610 or 620, a program plan for a global health intervention program will be developed. The plan must address needs assessment, implementation plan, management plan, and evaluation. Each aspect of the intervention will be graded on a 6-level rubric. All students should achieve a 4 on all aspects, a five on at least one aspect, and a 6 on at least one aspect. The assessment of the assignment will be done by the instructor for the Foundations course (SPHL600).</p>	<p>Spring 2010, Spring 2011, there after the spring of every 5th year.</p>
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IV. FACULTY AND ORGANIZATION

- A. The program will be administered by the program director, a full-time Faculty Research Associate hired in 2007 specifically to launch the Global Health Certificate. The program director boasts extensive academic credentials, teaching experience and applied clinical practice within global health initiatives throughout the world. In addition to the stability provided by a full-time person dedicated to the Global Health Certificate and other global health initiatives throughout the School of Public Health, the program director receives oversight and recommendations from the School Interdisciplinary Committee.
- B. The program will be housed in the School of Public Health with oversight by the School Interdisciplinary Committee.
 - i. The oversight committee will have three members with faculty (at least two tenure-track) from at least two different Public Health emphasis areas.
 - ii. The academic home will be the Dean's Office with academic oversight by the School Interdisciplinary Committee.
 - iii. The faculty oversight committee will approve the curriculum and course outlines and review assessments, making recommendations for changes. They will also oversee admission to the program and projections of enrollment by graduate students (5 per semester) and other post-baccalaureate students (20 per year by the second semester). Faculty appointments to the committee will be made by the Dean in collaboration and with approval of the Department Chairs.
 - iv. Faculty for the courses will be from the school's core faculty as well as adjuncts with expertise in global health issues. Additional faculty will include Dr. Donna Howard, Associate Professor; Dr. Robert Feldman, Full Professor; and other adjunct faculty members as deemed appropriate for their particular academic and applied expertise. Teaching assignments will be made by the Dean.
 - v. Advising and registration will be handled in the Student Service Center in the Dean's Office.
 - vi. Recommendations for changes to the program can originate from the Dean, members of the School Interdisciplinary Committee, or the faculty director. All proposals must be approved first by the School Interdisciplinary Committee and then by the School Programs, Curricula, and Courses Committee before being sent to Academic Planning & Programs for review at the campus level.

V. Off-Campus Program

In the future there are plans to expand this offering to Shady Grove and/or develop an on-line program, but for the coming year, the certificate program will be run as part of the School offerings at College Park, with classes offered as they are now in the evening and during the summer

VI. Other Issues

- A. Cooperative arrangements - none at this time
- B. Accreditation - none
- C. Credits earned applied to graduate studies - Students enrolled in the School of Public Health Certificate program may be allowed to apply course credits earned towards a degree program depending on approval of the degree program director and in compliance with the University of Maryland's Graduate School Policy.

VII. Commitment to Diversity

Due to the nature of the content, it is believed there will be a large percentage of culturally and racially diverse applicants to the program. The School already has one of the most diverse populations on campus with 27% (compared to the campus 19%) of the graduate students being of racially diverse backgrounds (this is even higher at the undergraduate level with a 42% rate of diversity). At the graduate level, an additional 15% of the population is from foreign countries. We will be recruiting students from programs with large diversity.

VIII. REQUIRED PHYSICAL RESOURCES

While the program is new, the courses build on initial course offerings and the School of Public Health initiative to provide workforce development and elective courses to graduate students in the area of global health. It is these courses combined that produce the certificate program proposed above. Therefore, there will be little change in required physical and human resources. There will be no new library resources needed. The SPH already maintains a computer lab for graduate students and the classrooms are technology capable for instruction.

IX. RESOURCE NEEDS

- A. All courses to be offered in the certificate program are currently special topics courses in the School. These will be taught by existing and adjunct faculty. As reflected in Table I, approximately \$29,280 per year will be needed for instruction costs based on the cost per course and at a rate of 0.25 FTE per course. There will be a minimal increase in administration of the program that will be assumed by the Dean's Office. Additional advising needs will also be assumed by the Dean's Office.
- B. As identified above, no new faculty members are needed specifically for the Certificate.
- C. The largest portion of the program's workload will be carried out by the Research Associate Faculty hired to develop this certificate program. Otherwise, the work of administering this program is shared by staff in the Dean's Office. No one individual's work will be significantly increased.
- D. No physical resources are needed as current classrooms will be used as available.

TABLE 1: GLOBAL HEALTH CERTIFICATE RESOURCES					
Resources Categories	FY10	FY11	FY12	FY13	FY14
1. Reallocated Funds	n/a	n/a	n/a	n/a	n/a
2. Tuition/Fee Revenue (b+g below)	\$89,835.60	\$119,780.80	\$179,671.20	\$269,506.80	\$269,506.80
a. #F.T Students					
b. Annual Fee Rate ¹	\$5,055.60	\$6,740.80	\$10,111.20	\$15,166.80	\$15,166.80
c. Annual Full Time Revenue (a x b)					
d. # Part Time Students	15	20	20	20	20
e. Credit Hour Rate	\$471	\$471	\$471	\$471	\$471
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$84,780	\$113,040	\$113,040	\$113,040	\$113,040
3. Grants, Contracts, & Other External Sources	n/a	n/a	n/a	n/a	n/a
4. Other Sources ²	n/a	n/a	n/a	n/a	n/a
TOTAL (Add 1 - 4)	\$89,835.60	\$119,780.80	\$119,780.80	\$119,780.80	\$119,780.80

1 = annual fee of \$337.04 x number of part time students

TABLE 2: GLOBAL HEALTH CERTIFICATE EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Total Faculty ¹ (b+c below)	\$29,280	\$29,280	\$29,280	\$29,280	\$29,280
a. #FTE ¹	1	1	1	1	1
b. Total Salary ²	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
c. Total Benefits	\$5,280	\$5,280	\$5,280	\$5,280	\$5,280
2.Total Administrative ^{**} (b+c below)					
a. #FTE					
b. Total Salary					
c. Total Benefits					
3.Total Support Staff (b+c below)					
a. #FTE					
b. Total Salary					
c. Total Benefits					
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (Add 1 - 7)	\$29,280	\$29,280	\$29,280	\$29,280	\$29,280

1 = faculty contribution is calculated at 0.25 FTE per class

2 = \$6,000 per faculty per class



University Senate TRANSMITTAL FORM

Senate Document #:	09-10-12
PCC ID #:	n/a
Title:	Human Relations Code & Committee Name Change
Presenter:	Valérie Orlando, Chair of the Human Relations Committee
Date of SEC Review:	January 19, 2010
Date of Senate Review:	February 3, 2010
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	Following the official name change of the Office of Human Relations Programs (OHRP) to the Office of Diversity and Inclusion (ODI), the SEC asked the Senate Human Relations Committee to determine whether the name of the committee and the name of the Human Relations Code should be changed in order to more closely align with their goals.
Relevant Policy # & URL:	VI-1.00(B) UNIVERSITY OF MARYLAND HUMAN RELATIONS CODE http://www.president.umd.edu/policies/vi100b.html
Recommendation:	To change the name of the Senate Human Relations Committee to the Senate Committee on Equity, Diversity, and Inclusion. To change the name of the Human Relations Code to the Code on Equity, Diversity, and Inclusion. Both changes should be made in all relevant documents, especially in the Senate Bylaws.

Committee Work:	<p>The Human Relations Committee met on October 19, 2009, to discuss whether the committee should suggest a name change for itself and the Human Relations Code. The committee voted unanimously to change the name of the Human Relations Code to “The Code on Equity, Diversity, and Inclusion.” Likewise, the committee vote unanimously to suggest that its name be changed to “The Senate Committee on Equity, Diversity, and Inclusion.” The committee communicated its reasoning and suggestions to the Office of Diversity and Inclusion (ODI), which supported both changes and agreed that the consistency of the names would help to support the mission of the office.</p> <p>While the University Senate Bylaws charge the Human Relations Committee with recommending any appropriate changes in the Human Relations Code, the committee does not have the authority to change its own name. Therefore, on November 6, 2009, Chair Valérie Orlando sent a letter to the Senate Elections, Representation, and Governance (ERG) Committee, which requested an endorsement of the suggested committee name change.</p> <p>The ERG Committee met on November 12, 2009, at which time it considered the endorsement request. The ERG Committee voted unanimously to endorse the name change of the Human Relations Committee. Chair Valérie Orlando informed the Human Relations Committee of this endorsement at its meeting on November 16, 2009.</p> <p>The proposed change to the name of the Human Relations Code was vetted through the President’s Legal Office and approved on December 7, 2009.</p>
Alternatives:	To not approve the suggested name changes.
Risks:	There are no related risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Presidential approval.

Human Relations Committee Report in response to the Human Relations Code & Committee Name Change (Senate Doc #09-10-12) Charge

As charged in the Human Relations Code, the Senate Human Relations (HR) Committee is designed to advise the Office of Human Relations Programs (OHRP) in recommending policies which fulfill the provisions of the Code. When the Office of Human Relations Programs (OHRP) changed its name to the Office of Diversity and Inclusion (ODI), the committee immediately began to consider whether the name of the HR Committee and code should be changed as well. As outlined in the code, some of the functions of the Human Relations Committee include: requesting that ODI conduct investigations of complaints of discrimination, recommending educational programs and activities to promote equal rights and understanding to appropriate campus entities, and fulfilling its appellate responsibilities in formal human relations grievance cases as detailed in the Human Relations Code.

Because of its legislative and judiciary functions, the committee feels strongly that the word “equity” should be included in its new name, as well as in the name of the Human Relations Code. Both the committee and the code deal with legal matters and with the notion of equality in such legal situations. After careful and lengthy discussion among committee members concerning the history of the HR Committee, its roles and functions, the committee unanimously recommends that the name of the Senate Human Relations Committee be changed to the Senate Committee on Equity, Diversity, and Inclusion. Likewise, the committee recommends that the name of the Human Relations Code be changed to the Code on Equity, Diversity, and Inclusion. Both changes should be made in all relevant documents, especially in the Senate Bylaws. It is our intention that the closer alignment of these names will strengthen our ability to carry out the goals of the office, committee, and code.

Attached to this report, please find the endorsement response from the Chair of the ERG Committee, the endorsement request, and the original charge (Senate Doc #09-10-12).

12/02/2009

Chelsea Benincasa

Subject: Senate Human Relations Request

From: Kendra Wells <klwells@umd.edu>
Date: Thu, Nov 12, 2009 at 2:29 PM
Subject: Senate Human Relations Request
To: "Valerie K. Orlando" <vorlando@umd.edu>

Dear Valerie,

The Senate Elections, Representation, and Governance (ERG) committee met today. The committee members present voted unanimously to endorse the Human Relations Committee change of name suggestion, to be put forward to the SEC in response to your charge of Senate Document #09-10-12.

If you need additional information from our committee, please let me know.

Sincerely,
Kendra Wells
Chair
Senate ERG Committee



UNIVERSITY OF
MARYLAND
UNIVERSITY SENATE

1100 Marie Mount Hall
College Park, Maryland 20742-4111
Tel: (301) 405-5805 Fax: (301) 405-5749
<http://www.senate.umd.edu>

November 5, 2009

Dr. Kendra B. Wells
8020 Greenmead Drive
College Park, MD 20740-4000

Dear Kendra,

On behalf of the Senate Human Relations Committee, I am writing to request an endorsement from the Senate Elections, Representation, and Governance (ERG) Committee.

On October 2, 2009, the Senate Executive Committee (SEC) charged the Human Relations Committee with considering whether the Human Relations Code and the Human Relations Committee should change their names to ones that more closely align with their focus, following the official change of the Office of Human Relations Programs (OHRP) to the Office of Diversity and Inclusion (ODI).

The Human Relations Code outlines the relationship of the Senate Human Relations Committee to ODI by stating that the Human Relations Committee shall advise ODI in recommending policies which fulfill the provisions of the Code.

At its meeting on October 19, 2009, the committee voted unanimously to suggest that its name be changed to "The Senate Committee on Equity, Diversity, and Inclusion" (and similarly, it voted to change the Code's name to the Code on Equity, Diversity, and Inclusion). The committee felt strongly that although the word "equity" is not included in the office's new title, it should be included in the Code and the committee's new names. The rationale for this decision is that they both deal with legal matters, especially in regard to the committee's appellate function, as well as with the notion of equality in such legal situations.

While the University Senate Bylaws charge the Human Relations Committee with recommending any appropriate changes in the Code, the committee does not have the authority to change its own name. We therefore request your endorsement of our committee name suggestion, to be put forward to the SEC in response to our charge of Senate Document #09-10-12 (attached). We hope that your committee can review this request at your meeting on November 12, 2009, so that we may receive a response prior to our meeting on November 16, 2009. Thank you for your consideration.


Sincerely,

Valérie Orlando
Chair
Senate Human Relations Committee

Attachment



University Senate CHARGE

Date:	October 2, 2009
To:	Valerie Orlando Chair, Human Relations
From:	Elise Miller-Hooks Chair, University Senate 
Subject:	Human Relations Code & Committee Name Change
Senate Document #:	09-10-12
Deadline:	December 18, 2009

The Senate Executive Committee (SEC) requests that the Human Relations Committee consider whether the Human Relations Code and the Senate's Human Relations Committee should change their names to ones that more closely align with their focus.

Recently, Robert E. Waters, Associate Vice President for Academic Affairs & Special Assistant to the President, announced that the name of the Office of Human Relations Programs (OHRP) at the University of Maryland, College Park, had been officially changed to the Office of Diversity and Inclusion (ODI). "ODI will play an important part in helping to implement the goals related to diversity and inclusiveness in the strategic plan."

We would like the committee to consider the following:

1. Should the Human Relations Code be similarly changed to a name that more closely aligns with its goals?
2. If so, should the Senate Human Relations Committee change its name if the two entities that it supports change theirs?

We ask that you work with ODI to decide if consistency in these names will help support the mission of their office. If the Human Relations Committee decides to change its name, this decision must be vetted with the Elections, Representation, and Governance (ERG) Committee before it is brought to the SEC.

We ask that you submit your report and recommendations to the Senate Office no later than December 18, 2009. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Reka Montfort

From: President, Vice President, Deans, Directors and Department Chairs
[PVPDDD@LISTSERV.UMD.EDU] on behalf of Sapienza Barone [sbarone@UMD.EDU]
Sent: Friday, September 18, 2009 5:49 PM
To: PVPDDD@LISTSERV.UMD.EDU
Subject: [3DS] Office of Diversity and Inclusion

TO: Vice Presidents, Deans, Directors and Department Chairs

FROM: Robert E. Waters, Associate Vice President for Academic Affairs & Special Assistant to the President

The name of the Office of Human Relations Programs (OHRP) at the University of Maryland, College Park, has been officially changed to the Office of Diversity and Inclusion (ODI). ODI will play an important part in helping to implement the goals related to diversity and inclusiveness in the strategic plan.

To showcase some of these roles, ODI will hold an Open House on Friday, September 25, 2009, from 2:00 to 4:00 p.m., in Room 0106A, Shriver Lab, East Wing. I hope all of you will join us for this event. For more information, please contact: Gloria J. Bouis at 301.405.2842 or gbouis@umd.edu.

Located in the President's Office, the mission of ODI is to promote excellence through diversity and inclusion and to advise the President on matters related to these issues. The ODI provides leadership, consultation, and programming for departments and divisions across the University. It works to further the University's commitment to diversity and foster an inclusive, respectful campus environment by implementing multicultural educational initiatives, such as its Intergroup Dialogue Program, for faculty, staff and students; conducting training on sexual harassment prevention, conflict management, and other equity issues; and investigating complaints of discrimination and harassment under the University of Maryland Human Relations Code.

We look forward to seeing you at the ODI Open House on September 25th.



University Senate TRANSMITTAL FORM

Senate Document #:	09-10-18
PCC ID #:	N/A
Title:	Professor of the Practice & Adjunct Professor Representation in the Senate
Presenter:	Kendra Wells, Chair
Date of SEC Review:	1/19/2010
Date of Senate Review:	2/3/2010
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	Professors of the Practice and Adjunct Professors consist of rather distinguished members of our community but are not currently represented on the Senate. By creating a single-member constituency that is inclusive of both groups, this particular faculty can be more integrated into the life of the campus community.
Relevant Policy # & URL:	Plan of Organization for the University of Maryland, College Park Article 3.5 page 9 http://www.senate.umd.edu/governingdocs/planoforganization.pdf
Recommendation:	<p>The ERG Committee recommends that the Professors of the Practice and Adjunct Professors jointly be added as a single-member constituency for membership in the University Senate and that elections for the 2010-2011 year be conducted in the spring of 2010. We ask that an additional category be added to Section 2.2 Single Member Constituencies of the Senate Bylaws.</p> <p>(g) Adjunct Professors and Professors of the Practice who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan together shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.</p>
Committee Work:	The committee considered the request from the SEC and had a lengthy discussion at the committee meeting in November 2009. We reviewed the number of Professors of the Practice (~23) and the number of Adjunct Faculty (>300) on our campus. We reviewed the Senate By-Laws to see if either or both groups meet the criteria for inclusion in other constituency groups. We discussed whether or not it was appropriate to put these two

	groups of faculty together and asked the Senate Executive Committee for clarification of their reasons for making the request for a single-member constituency. At the December meeting the ERG considered the information received by Chair Wells from the Senate Executive Committee and voted to recommend to the Senate that a single-member constituency be created to represent these groups jointly.
Alternatives:	Both groups individually could be included in the Senate as a single-member constituency.
Risks:	These two groups of distinguished faculty continue to not have a vote on the Senate.
Financial Implications:	There are no financial implications.
Further Approvals Required: <i>(*Important for PCC Items)</i>	Senate & Presidential

To: UMD Senate Executive Committee

From: Elections, Representation and Governance Committee
Kendra Wells, Chair

Re: Professor of the Practice & Adjunct Professor Representation in the Senate

Date: 1/11/10

On October 30, 2009 the Senate Executive Committee charged the ERG Committee with consideration as to whether or not Professors of the Practice and Adjunct Professors should have representation on the Senate.

Professors of the Practice and Adjunct Professors consist of rather distinguished members of our community but are not currently represented on the Senate. By creating a single-member constituency that is inclusive of both groups, this particular faculty can be more integrated into the life of the campus community.

The number of Professors of the Practice is 23 and the number of Adjunct Faculty is 300 on our campus. The committee discussed whether or not it was appropriate to put these two groups of faculty together and asked the Senate Executive Committee for clarification of their reasons for making the request for a single-member constituency.

The ERG Committee recommends that the Professors of the Practice and Adjunct Professors jointly be added as a single-member constituency for membership in the University Senate and that elections for the 2010-2011 year be conducted in the spring of 2010. The Plan of Organization for the University of Maryland, College Park, Article 3.5, provides for up to ten (10) additional constituencies, each represented by one Senator to be elected or appointed, according to procedures to be set forth in the By-Laws. We currently have six categories in this area, thus an additional category would still fall within these parameters. The Senators defined in (a)-(g) below shall be voting members of the Senate. All elections held pursuant to this section shall be organized by the Senate Office. This is outlined on page 4 section 2.2 of the Senate By-laws.

Existing Language:

- (a) Teaching Faculty who are members of the Faculty Constituency as defined in Section 3.2 of the Plan shall elect two (2) Senators, for a term of one (1) year, their terms renewable for up to three (3) years. Full-time Instructor/Lecturers shall elect one (1) full-time representative and part-time Instructor/Lecturers shall elect one (1) part-time representative representing the Instructor/Lecturer constituency. When the Senate votes by constituencies, those Senators shall have the same voting rights as a Faculty Senator.

- (b) Research Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.
- (c) The part-time undergraduate students shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other student Senators. A part-time student Senator who changes to full-time status subsequent to election may serve out his/her term.
- (d) The Contingent 2 Staff shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other Staff Senators. The Contingent 2 Staff Senator shall have been employed by the University for twelve months prior to their election.
- (e) Emeritus Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.
- (f) The part-time graduate students shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other student Senators. A part-time student Senator who changes to full-time status subsequent to election may serve out his/her term.
- (g) **Adjunct Professors and Professors of the Practice who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan together shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.**

The committee members present at the December meeting request that the Senate Executive Committee give serious consideration to a review of the section on single-member constituency in the current Plan of Organization, in advance of the scheduled review date to determine if changes in this section of the plan need to be made. The committee has discussed the current policy on single-member constituencies at three of its meetings this fall, in response to requests for representation from groups not currently represented.



University Senate CHARGE

Date:	October 30, 2009
To:	Kendra Wells Chair, Elections, Representation & Governance Committee
From:	Elise Miller-Hooks Chair, University Senate
Subject:	Professor of the Practice & Adjunct Professor Representation in the Senate
Senate Document #:	09-10-18
Deadline:	December 18, 2009

The Senate Executive Committee (SEC) requests that the Elections, Representation, and Governance (ERG) Committee consider whether Professors of the Practice and Adjunct Professors should have representation on the Senate.

As you may recall, last year the SEC asked the ERG Committee's advice on the eligibility of Professors of the Practice to run for faculty senator seats in their colleges. The ERG recommended that they should not be "equivalent" to tenured/tenure track faculty for purposes of eligibility for election to the Senate in the faculty constituency (see attached documentation).

As you know, many Professors of the Practice and Adjunct Professors consist of rather distinguished members of our community. We would like to formally charge the ERG Committee with reviewing whether their constituencies jointly warrant a senate representative by adding an additional single-member constituency in the Bylaws. The Plan of Organization allows for up to 10 single-member constituencies to be included in the Bylaws. We currently have five categories in this area, thus, an additional category would still fall within these parameters.

We ask that you submit your report and recommendations to the Senate Office no later than December 18, 2009. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



University Senate TRANSMITTAL FORM

Senate Document #:	06-07-51
PCC ID #:	N/A
Title:	Review of the UMCP Procedures for Review of Alleged Arbitrary and Capricious Grading of Undergraduate Students
Presenter:	Charles Delwiche, Chair of Senate APAS Committee
Date of SEC Review:	January 19, 2010
Date of Senate Review:	February 3, 2010
Voting (highlight one):	<input type="checkbox"/> On resolutions or recommendations one by one, or <input checked="" type="checkbox"/> In a single vote <input type="checkbox"/> To endorse entire report
Statement of Issue:	The goal of this proposal is to make changes to the current University policy on UMCP procedures for review of alleged arbitrary and capricious grading of undergraduate students.
Relevant Policy # & URL:	III-1.20(B) UMCP PROCEDURES FOR REVIEW OF ALLEGED ARBITRARY AND CAPRICIOUS GRADING--UNDERGRADUATE STUDENTS as established in the Consolidated USMH & UMCP Policies and Procedures Manual http://www.president.umd.edu/policies/iii120b.html
Recommendation:	The 2009-2010 APAS Committee recommends changes to University policy III-1.20(B) UMCP PROCEDURES FOR REVIEW OF ALLEGED ARBITRARY AND CAPRICIOUS GRADING--UNDERGRADUATE STUDENTS in order to create a more workable and effective process for handling and conducting such cases.
Committee Work:	<p>On April 12, 2007, Dr. Kathy Beardsley, Assistant Dean of the College of Behavioral & Social Sciences, presented concerns about the University's procedures for review of alleged Arbitrary and Capricious Grading of undergraduate students at a Senate Executive Committee (SEC) meeting. The SEC voted to charge the Academic Procedures and Standards (APAS) Committee with examining the policy. A report was submitted by the 2007-2008 APAS Committee in response to the charge. Upon receipt, the SEC decided to have the Senate Chair and Chair-Elect meet with the Provost to discuss the suggested revisions.</p> <p>On September 22, 2008, the SEC re-charged the new APAS</p>

	<p>Committee with continued review of the policy. After research and revisions, the 2008-2009 APAS Committee submitted a report, which was voted on by the full Senate on April 6, 2009. The Senate voted to send the proposal back to committee for further review.</p> <p>The 2009-2010 APAS Committee re-focused on the text of the current policy at its first meeting on September 9, 2009. Over the course of the fall semester, APAS continued to research the issue by comparing the University's current policy to those of our peer institutions, including: U. Illinois–Champagne, UNC Chapel Hill, UC Berkeley, UM Ann Arbor, UCLA, University of Wisconsin–Madison, Virginia Tech, and Rutgers. APAS also reviewed potential legal implications, as well as current rules and restrictions that impact these types of policies.</p> <p>Representatives from the Office of the Senior Vice President for Academic Affairs and Provost and the Office of Undergraduate Studies worked with APAS to develop language for proposed changes. The drafted language was also vetted through the President's Legal Office. The committee met on December 9, 2009, at which time APAS voted unanimously in favor of putting forth proposed changes to the current policy. Following its presentation to the SEC, the committee met on January 27, 2010, to review and implement changes recommended by the SEC.</p>
Alternatives:	The text of the policy could remain as is currently written.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required: <i>(*Important for PCC Items)</i>	Senate Approval, Presidential Approval

APAS Committee Report

Proposed Changes to the University Policy III-1.20(B) UMCP PROCEDURES FOR REVIEW OF ALLEGED ARBITRARY AND CAPRICIOUS GRADING— UNDERGRADUATE STUDENTS

In its evaluation of the policy on Arbitrary and Capricious Grading, the APAS committee considered the existing policy, policies at peer institutions, information provided by the AAUP, advice of the Office of Legal Counsel and the Office of the Provost, and examples of known and hypothetical examples of Arbitrary and Capricious Grading. It is important to note that Arbitrary and Capricious Grading is clearly distinct from other forms of inappropriate grading, including discriminatory grading and sexual harassment, which are prohibited by law and are covered by other aspects of University policy. Arbitrary and Capricious Grading has been defined by the Board of Regents, and the APAS committee worked within the boundaries established by that definition. It is also important to note that Arbitrary and Capricious Grading is not necessarily malicious; there are a number of scenarios in which a well-intentioned (if misguided) instructor might commit Arbitrary and Capricious Grading.

It is vital that any policy on Arbitrary and Capricious grading protect the rights and interests of the affected student, the accused instructor, and the University as a whole as represented by the Administration. In reviewing the existing policy, the committee concluded that although there were a number of minor issues, the primary problem with the existing policy is that it asks a faculty committee both to determine whether or not Arbitrary and Capricious grading has occurred, and to implement a remedy. It was the sense of the Committee that a more effective set of checks and balances could be implemented if these responsibilities were clearly separated. Consequently, in the proposed new policy, a committee of tenured faculty evaluates the charge of Arbitrary and Capricious grading and, if it finds that there is reasonable evidence that such grading has taken place, recommends a menu of possible remedies. Responsibility for implementing the remedy is placed with the administration (represented by the Chair of the program). This avoids the potential complications of asking faculty to reprimand or discipline their peers, but also helps ensure the rights of the faculty by placing clear limits on the actions that can be taken by the administration.

It is important to note that out of respect for academic freedom, no instructor should ever be placed in the position of issuing a grade that they do not condone. Consequently, in cases of Arbitrary and Capricious Grading that result in a change to the grade (e.g. Pass/Fail), the student should be placed in a separate section of the class with a different instructor of record.

Other important issues considered by the committee include the possibility of requiring the review committee to include one or more student members or a representative from another department, and the timing of the complaint and its evaluation. The proposed policy is intended to provide flexibility so that it can be implemented in a wide range of campus contexts. The consensus was that the Chair formulating the committee should have broad latitude concerning the composition of the committee, but that given the gravitas of the

charges, it should be limited to tenured faculty at or above the rank of the accused instructor. The APAS Committee extensively discussed the potential advantages and disadvantages of placing a student on the committee. The APAS Committee noted that while some other nominally similar committees have student membership, this committee differs from most such committees in that it is charged with evaluating faculty performance. This is why the proposed policy requires that the committee be composed of tenured faculty at or above the level of the accused instructor, and to include a student on such a committee would potentially be problematic.

The current policy that a complaint must be filed within 20 working days of the start of the next regular semester was found to be reasonable, but the proposed policy requires that if the complaint has not been resolved by the end of that semester, the reason for the delay must be reported to the next higher administrative level. This is intended to provide a strong incentive for timely resolution of complaints without altogether prohibiting longer deliberations.

The committee unanimously supports the attached proposal. The proposed policy can be found in Appendix Two. Changes are marked in blue/bold font. For the purpose of clarity, the existing text was reformatted in some areas of the proposed policy; however, the intention of the text is not lost. Attached to this report are the following items:

- 1) Appendix One – Current University Policy
- 2) Appendix Two – Proposed Policy by the 2009-2010 APAS Committee
- 3) Appendix Three – Second Charge from Chair Kenneth Holum
- 4) Appendix Four – Original Charge from Chair William Montgomery

Appendix One – Current University Policy



Consolidated USMH & UMCP Policies and Procedures Manual

III-1.20(B) UMCP PROCEDURES FOR REVIEW OF ALLEGED ARBITRARY AND CAPRICIOUS GRADING--UNDERGRADUATE STUDENTS

APPROVED BY PRESIDENT DECEMBER 4, 1990

PURPOSE

The following procedures are designed to provide a means for undergraduate students to seek review of final course grades alleged to be arbitrary and capricious. Before filing a formal appeal, students are urged to resolve grievances informally with the instructor and/or the administrator of the academic unit offering the course. Students who file a written appeal under the following procedures shall be expected to abide by the final disposition of the appeal, as provided in Paragraph E, below, and shall be precluded from seeking review of the matter under any other procedure within the University.

DEFINITIONS

When used in these procedures:

A. The term "arbitrary and capricious" grading means:

1. the assignment of a course grade to a student on some basis other than performance in the course; or,
2. the assignment of a course grade to a student by resorting to unreasonable standards different from those which were applied to other students in that course; or,
3. the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

B. The words "day" or "days" refer to normal working days at the University, excluding Saturdays, Sundays and University holidays.

C. The word "administrator" is defined as the administrative head of the academic unit offering the course.

PROCEDURES

A. A student who believes his/her final grade in a course is improper and the result of arbitrary and capricious grading should first confer promptly with the instructor of the course. If the instructor has left the University, is on approved leave, or cannot be reached by the student after a reasonable effort, the student shall consult with the administrator. If the student and the instructor or administrator are unable to arrive at a mutually agreeable solution, the student may file an appeal within twenty days after the first day of instruction of the next semester (excluding summer terms) to a standing committee consisting of three tenured faculty members of the academic unit offering the course. If the instructor of the course is a member of the committee, that instructor shall be disqualified and replaced by a tenured faculty member selected by the administrator.

B. The student shall file an appeal by submitting to the committee a written statement detailing the basis for the allegation that a grade was improper and the result of arbitrary and capricious grading, and presenting relevant evidence. The appeal shall be dismissed if:

1. the student has submitted the same, or substantially the same complaint to any other formal grievance procedure; or,
2. the allegations, even if true, would not constitute arbitrary and capricious grading;
3. the appeal was not timely; or,
4. the student has not conferred with the instructor or with the instructor's immediate administrative supervisor, in accordance with Paragraph A of these procedures.

C. If the appeal is not dismissed, the committee shall submit a copy of the student's written statement to the instructor with a request for a prompt written reply. If it then appears that the dispute may be resolved without recourse to the procedures specified in Paragraph D, below, the committee will attempt to arrange a mutually agreeable solution.

D. If a mutually agreeable solution is not achieved, the committee shall proceed to hold an informal, non-adversarial fact-finding meeting concerning the allegations. Both the student and the instructor shall be entitled to be present throughout this meeting and to present any relevant evidence, except that the student shall not be present during the discussion of any other student. Neither the student nor the faculty member shall be accompanied by an advocate or representative. The meeting shall not be open to the public.

E. The committee shall deliberate privately at the close of the fact-finding meeting. If a majority of the committee finds the allegation supported by clear and convincing evidence, the committee shall take any action which they feel would bring about

substantial justice, including, but not limited to:

1. directing the instructor to grade the student's work anew; or
2. directing the instructor to administer a new final examination or paper in the course; or
3. directing the cancellation of the student's registration in the course; or
4. directing the award of a grade of "pass" in the course, except that such a remedy should be used only if no other reasonable alternative is available. The committee is not authorized to award a letter grade or to reprimand or otherwise take disciplinary action against the instructor. The decision of the committee shall be final and shall be promptly reported in writing to the parties. The administrator of the academic unit shall be responsible for implementing the decision of the committee.

Appendix Two – Proposed Policy Changes (in blue/bold font)

III-1.20(B) UMCP PROCEDURES FOR REVIEW OF ALLEGED ARBITRARY AND CAPRICIOUS GRADING--UNDERGRADUATE STUDENTS

PURPOSE

The following procedures are designed to provide a means for undergraduate students to seek review of final course grades alleged to be arbitrary and capricious. Before filing a formal appeal, students are urged to resolve grievances informally with the instructor and/or the administrator of the academic unit offering the course. Students who file a written appeal under the following procedures are expected to abide by the final disposition of the appeal, as provided **for in paragraph H**, below, and may not seek review of the matter under any other procedure within the University.

DEFINITIONS

When used in these procedures:

A. The term "arbitrary and capricious" grading means:

1. the assignment of a course grade to a student on some basis other than performance in the course; or,
2. the assignment of a course grade to a student by resorting to unreasonable standards different from those which were applied to other students in that course; or,
3. the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

B. The words "day" or "days" refer to normal working days at the University, excluding Saturdays, Sundays and University holidays.

C. The word "Instructor" unless otherwise specified refers to the instructor accused of arbitrary and capricious grading.

D. The word "Chair" refers here to the head of the administrative unit offering the class. In most cases this will be the Chair of the Department. In the case of non-departmentalized units and interdepartmental programs, this role should be taken by the Dean (or the Dean's designee).

E. The word "Committee" refers here to the committee charged with reviewing the appeal.

CONFLICT OF INTEREST

Every effort should be made to avoid conflicts of interest. Participants in the review process must identify and report potential conflicts of interest to the next higher administrative level. The next higher-level administrator is responsible for ensuring that conflicts of interest do not compromise the appeal process, and for appointing substitutes as needed to ensure fairness of the process. Under no circumstances may an instructor accused of arbitrary and capricious grading serve on the committee that evaluates the charge. If the accused instructor is the Chair then the student should consult with the Dean.

PROCEDURES

A. A student who believes his or her final grade in a course is improper and the result of arbitrary and capricious grading should confer promptly with the instructor of the course. If the instructor has left the University, is on approved leave, or cannot be contacted by the student after a reasonable effort, the student should **contact the Chair**.

B. If the student and the instructor are unable to arrive at a mutually agreeable solution, the student may file an appeal **to the Chair**. The appeal must be a written statement that details the basis for the allegation that a grade was the result of arbitrary and capricious grading and presents evidence that supports the allegation.

1. Appeals must be filed within 20 working days after the first day of instruction of the next regular semester.

2. The Chair is responsible for ensuring that the appeal is evaluated in a timely manner and should be sensitive to the potential impact a delay could have on the student. Any delay beyond the last day of the semester in which the appeal was filed must be reported and justified to the next higher administrative level.

C. The appeal may be dismissed **administratively** if:

1. the student has submitted the same, or substantially the same complaint to any other formal grievance procedure; or,

2. the allegations, even if true, would not constitute arbitrary and capricious grading; or,

3. the appeal was not timely; or,

4. the student has not **made a good-faith effort to** confer with the instructor or with the instructor's immediate administrative supervisor as described above.

D. The Chair shall refer the case to a committee consisting of **at least** three tenured faculty members **at a rank equal or superior to that of the instructor. As appropriate within the context of the academic unit, this committee may be a**

standing committee, or may be appointed *ad hoc*. The committee should be formulated to provide fair and unbiased consideration of the case, and the charge to the committee should remind them of this responsibility.

E. The committee shall provide a copy of the student's written statement to the instructor with a request for a prompt written reply. **Unless otherwise specified by the committee, the Instructor must provide a written reply within ten working days of the committee's request.**

1. If the opportunity for informal resolution of the dispute arises, the committee **is authorized and encouraged to mediate** such informal resolution.

F. If a mutually agreeable solution is not achieved, the committee shall convene a fact-finding meeting with both the instructor and student. This meeting should be conducted in as non-adversarial a manner as possible. **If specific circumstances make a meeting with both instructor and student impractical, the committee may make reasonable accommodations in the interest of a fair and speedy resolution of the case.**

1. Neither the student nor the instructor may be accompanied by an advocate or representative.
2. The meeting is not open to the public.

G. The committee is responsible for determining whether the case in question constitutes arbitrary and capricious grading, and if so, what potential remedies exist. The deliberations of the committee are to be private and confidential. A finding of arbitrary and capricious grading is made if the majority of the committee finds the allegation to be supported by clear and convincing evidence. **The findings of the committee shall be reported to the Chair.**

1. **The report should include the findings of the committee, the vote count, and an explanation of the basis for dissenting opinions, if any. It should include a brief summary of the particulars of the case, including any aggravating or mitigating circumstances.**
2. **If the committee finds that arbitrary and capricious grading has taken place, then the report must include two or more alternative remedies to be implemented by the Chair. These remedies must be chosen to represent the best interests of the student and must include one of the following (but other remedies may also be recommended):**
 - a. Cancellation of the student's registration in the class.
 - b. Opening a new section of the class and allowing the student to satisfy its requirements by examination alone, with the exam administered by a disinterested member of the faculty.**
 - c. Opening a new section of the class and awarding a grade of "Pass."**

3. If the committee fails to specify more than one alternative remedy, then the available remedies should be interpreted to be any of those listed above.

H. The Chair (or acting administrator) shall be responsible for implementing a remedy if the committee finds that the case constitutes arbitrary and capricious grading. **The Chair should communicate the findings of the committee to the student affected by the decision, and if appropriate should solicit his or her input when considering possible solutions.**

1. No administrator may overrule the grade issued by an instructor without a finding by the committee of arbitrary and capricious grading.

2. Only those remedies that were recommended by the committee are available to the Chair. It is acceptable for the Chair and committee to communicate, but the chair is expected to respect the independence of the committee. If the Chair prefers a remedy that was not suggested by the committee, she or he may request a revised report that includes that remedy. However, the committee is free to decline such a request.

3. Under no circumstances may an instructor be listed as the instructor of record for a grade that they do not condone. If the finding of the Committee, as endorsed by the chair, calls for a new grade to be issued, then provision must be made to enroll the student in a different section of the class.

4. The Chair shall convey the report of the committee, along with a cover letter identifying the remedy selected, to the next higher administrative level.



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UNIVERSITY SENATE

September 22, 2008

TO: Claire Moses
Chair, Senate Academic Procedures and Standards Committee

FROM: Kenneth G. Holum 
Chair, University Senate

SUBJECT: UMCP Policy on Review of Alleged Arbitrary and Capricious Grading of Undergraduate Students (Senate Document Number 06-07-51)

As the enclosed documents reveal, in the fall of 2007 the APAS Committee, under the leadership of Gay Gullickson, conducted a review of the policy on arbitrary and capricious grading, as charged by the SEC and Chair William Montgomery in his memorandum of August 27, 2007. Professor Gullickson submitted her report, recommending a revised policy, on December 4, 2007, and the SEC discussed the proposed revisions in its meeting on December 13, 2007. After discussion, the SEC voted to return the revised policy to the APAS committee for further consideration, but no further action was taken in the spring of 2008.

As the minutes of December 13 make clear, the SEC raised several major concerns with the proposed policy revisions:

- What were the specific rationales for adding a faculty member from outside the Department and two students to the grievance committee?
- What was the rationale for giving the grievance committee, now including student members, the power to award a passing grade? Should a committee, as opposed to a faculty member, have the power to award a grade?
- More generally, should students, in a close case, be able to determine a passing grade for another student? Is grading not a faculty responsibility?
- The proposed policy empowers the grievance committee "to take any action it feels will bring about substantial justice, including, but not limited to..." Does this language not go much too far, giving the committee the right (for example) to change a low grade to an A?

At the beginning of the new semester, I therefore request that the APAS committee reconsider the proposed revisions to the policy on arbitrary and capricious grading, bearing in mind the concerns that the SEC raised in its meeting on December 13, 2007. I ask that you submit your report and recommendations to the Senate Office no later than December 12, 2008. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

KGH/rm

Enclosures



UNIVERSITY OF
MARYLAND

UNIVERSITY SENATE

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August 27, 2007

MEMORANDUM

TO: Gay Gullickson
Chair, Senate Academic Procedures and Standards Committee

FROM: William Montgomery
Chair, University Senate

SUBJECT: Review of the UMCP Procedures for Review of Alleged Arbitrary
and Capricious Grading of Undergraduate Students
(Senate Document Number 06-07-51)

Assistant Dean Katherine Beardsley met with the Senate Executive Committee in the spring to present her concerns about the university's Procedures for Review of Alleged Arbitrary and Capricious Grading of Undergraduate Students. Dr. Beardsley discussed cases where excellent undergraduate students had received a grade that was in marked variance with their other grades. In the College of Behavioral and Social Sciences the policy, as written, had failed to remedy egregious cases where faculty committees had found arbitrary and capricious grading.

Dr. Beardsley maintained that the policy, first established in 1990, has proven unworkable. For this reason, the President's Legal Office had approved an administrative process that circumvents the policy by granting a dean the authority to enroll an undergraduate in an independent study course to replace the course in dispute. This administrative solution could only be implemented when a faculty committee, on the basis of clear and convincing evidence, concludes a grade is capricious or arbitrary. Some members of the Executive Committee believed that Dr. Beardsley made a compelling argument for a revision of the policy even though there are few appeals. In part, the committee decided to initiate a review because it seemed unwise to have a Senate policy that administrators were able to abrogate.

The Executive Committee voted to charge the Academic Procedures and Standards Committee with examining the language and the regulations of the policy to see whether a revision or a clarification is warranted. Please consider the following questions in your deliberations:

- Who is the responsible administrator in cases of arbitrary and capricious grading? Is it the dean, the chair, or the director of undergraduate studies within the department offering the course?

- According to the present policy, the composition of the committee reviewing the grade is composed of three tenured faculty members of the academic department offering the course. Should a faculty member from outside the department also be included?
- If a grade is found to be arbitrary and capricious, the faculty committee is given in section E of the policy the right to make a ruling. However, the instructor of the course can ignore the ruling. Should he or she be held harmless for refusing to acknowledge the decision of the committee?
- According to the procedures laid down in this policy, a student has 20 days to appeal a grade after the start of the next semester. Is this 20-day period sufficient?
- Please look at the practices of other universities, particularly our peers. Do they have policies or procedures on capricious grading? If so, could they serve as models for revising the University of Maryland's policy and procedures?

The Executive Committee also welcomes consideration of any other issues that the Committee on Academic Procedures and Standards thinks are relevant to a complete examination of the UMCP Procedures for Review of Alleged Arbitrary and Capricious Grading of Undergraduate Students. Although I realize this charge to your committee is extensive, would you, if possible, submit your committee's recommendations by Wednesday, February 27, 2008, to the Senate Office. If you have any questions or need assistance, please call Dr. Mary Giles on extension 5-5804.

WLM:mdg

✓ cc: Vera McCoy-Espinoza

Enclosure