

April 16, 2009

MEMORANDUM

TO: University Senate Members

FROM: Kenneth G. Holum
Chair of the University Senate

SUBJECT: University Senate Meeting on Thursday, April 23, 2009

The University Senate will meet on Thursday, April 23, 2009. The meeting will convene at **3:15 p.m.**, in **Room 0200, Skinner Hall**. 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 April 6, 2009, Senate Minutes (Action)
3. Report of the Chair
4. Report of the Senate Executive Committee
5. Report of a Committee:
 - Faculty Affairs Committee Report- Resolution on Open Access to Scholarly Publications. (Senate Doc. No. 08-09-25) (Action)
6. Reports of a Committee:
 - PCC Proposal to establish a Post-Baccalaureate Certificate in MSDE Administrator I Certification (Senate Document Number 08-09-26) (Action)
 - PCC Proposal to establish a Post-Baccalaureate Certificate in Science Education (Senate Document Number 08-09-27) (Action)
 - PCC Proposal to establish a B.S. in Public Health Science, to be offered at the Universities at Shady Grove (Senate Document Number 08-09-29) (Action)
 - PCC Proposal to rename the Bachelor of Arts in German Language and Literature as the Bachelor of Arts in Germanic Studies (Senate Document Number 08-09-30) (Action)

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

7. Report of a Committee:
 - Student Conduct Committee Report-Medical Amnesty Protocol (Senate Document number 07-08-20) (Action)
8. Report of a Committee:
 - APAS Committee Report on the 30-Credit Rule (Senate Document Number 07-08-14) (Action)
9. Report of a Committee:
 - ERG Committee Report- Eligibility Timeline for Staff Elections (Senate Document number 08-09-13)
10. New Business
11. Adjournment

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

University Senate

April 6, 2009

Members Present

Members present at the meeting: 84

Call to Order

Senate Chair Holum called the meeting to order at 3:22 p.m.

Approval of the Minutes

Chair Holum asked for additions or corrections to the minutes of the March 12, 2009 meeting. Hearing none he declared the minutes approved as distributed.

Report of the Chair/Report of the Senate Executive Committee

Chair Holum welcomed everyone. He requested that the Senators keep their interest high and he reminded them of the upcoming meetings [April 23rd and May 4th]. Chair Holum explained that the Senate will soon be addressing the Good Samaritan Policy, among many other important items, including the Nominations Slate for next year's Executive Committee, Chair-Elect position, and other committees and councils. He declared that he is looking forward to the Transition Meeting when Chair-Elect Miller-Hooks will assume her position as Chair of the Senate for the 2009-2010 Academic Year. Chair Holum ended asking the Senate to join him in congratulating Ann Wylie for her recent appointment as Vice President for Administrative Affairs.

Special Order of the Day

Interim Report of the Work of the Climate Action Plan Working Group

Matthias Ruth, Professor, Chair, Climate Action Plan Working Group

Chair Holum welcomed Matthias Ruth, Chair of the Climate Action Plan Working Group. Ruth gave an overview of the Climate Action Plan Working Group and began a formal presentation by the Office of Sustainability.

Ruth explained that the goal of the presentation was to explain why this working group existed and to give highlights of the entire report, which is available on the Office of Sustainability's website www.sustainability.umd.edu. Ruth stated that he would conclude with a question and answer session.

Ruth presented a PowerPoint presentation including information on Greenhouse Gases, Carbon Footprints, and climate-related goals for the University of Maryland. He explained that the plan is now open for a comment period.

Holum invited the Senate to comment on the report of the Climate Action Plan Working Group.

Senator Johnson, Faculty, A. James Clark School of Engineering, asked about facilities management equipment, especially regarding two-cycle engines.

Ruth mentioned a chart from the presentation and replied that research and investigation on strategies associated with reducing usage is ongoing, as well planning for alternatives to the equipment for removing leaves.

Senator McDonough, Faculty, College of Computer, Mathematical and Physical Sciences, stated that he would like to congratulate the Office of Sustainability on the presentation. He stated that it makes it him proud of the University, and that he would like for this action to be shared with members of the community at Maryland Day.

Ruth thanked Senator McDonough for his suggestion and assured him that much dialogue is ongoing, so the community is aware of their work.

Committee Reports

APAS Committee Report Regarding the Arbitrary & Capricious Grading Policy for Undergraduates (Senate Doc. No.06-07-51) (Action)

Claire Moses, Chair of the APAS Committee, gave an overview of the proposal. She explained that changes were made to the current proposal from 1990. Moses explained that the SEC had questions about the policy and asked APAS to review and report. Senator Moses explained that they clarified and narrowed some of the wording in regards to changing grades, as well as made changes to various sections within. She talked about the changes made to the composition of the grievance committee, so as to add credibility to the committee.

Senator Moses stated that APAS did not change the existing timeline, but the timeline did not necessarily meet the needs of graduating seniors, which explains why APAS added a line addressing the needs of second-semester seniors. She also explained that APAS decided to have the records be kept by the Office of Undergraduate Studies.

Chair Holum thanked Senator Moses for the work of the APAS committee and opened the floor to discussion.

Chair Holum recognized Senator Gullickson for discussion of the first proposed amendment.

Amendment #1

Proposed by: Gay Gullickson, Faculty, History, College of Arts and Humanities

Seconded by: Dan Falvey, Faculty, Chemistry, College of Chemical and Life Sciences

Page#: 5

Paragraph: Paragraph 4 of referenced section

Section: Stage 1: Informal Grievance Procedures

Original Text with APAS Committee Changes in Red:

The department chair (or college dean in those cases where the chair is the instructor), in consultation with the department's director of undergraduate studies, will make a

preliminary determination about the grievance, taking into account that a grievance based on the argument that one instructor's grading standards are stricter than another's; or on minor imprecisions in grading, will not be considered appropriate for consideration by a grievance committee.

Proposed Text (Amendment):

(Insert after the words 'undergraduate studies,' in the first line of part 4:)

(or another member of the faculty in those cases where the department's director of undergraduate studies is the instructor)

Page#: 5

Paragraph: Paragraph 1 of the referenced section

Section: Stage 2: Formal Grievance Procedures

Original Text with APAS Committee Changes in Red:

If the department chair and the director of undergraduate studies believe a grievance should proceed to the formal level, the chair will appoint an ad hoc grievance committee to consider the appeal. This grievance committee will consist of 1) **the director of undergraduate studies, who shall be a voting member and chair of the committee;** 2) two additional tenured members of the department (**not to include the instructor**); 3) a tenured member of another department; **4) an undergraduate student.** The student member of the committee will be appointed by the department's undergraduate association. If no such association exists, the department chair will appoint the undergraduate student. Normally, the student representative will be a third- or fourth-year major in the department.

Proposed Text (Amendment):

(insert after the words 'the director of undergraduate studies,')

(or another member of the faculty in those cases where the department's director of undergraduate studies is the instructor)

Chair Holum opened the floor to discussion of Senator Gullickson's Amendment.

Senator Moses declared that while she was unable to query the entire committee, she personally feels that it is a good amendment.

Hearing no further discussion, Chair Holum called for a vote on Senator Gullickson's Amendment.

The result was unanimous in favor of Gullickson's Amendment. **The motion to approve Senator Gullickson's Amendment passed.**

Chair Holum welcomed further discussion on the entire report by the APAS Committee.

Senator Zlatic, Undergraduate, College of Arts and Humanities, declared that she was speaking on behalf of the Undergraduate Caucus. Senator Zlatic proposed a second amendment.

Amendment #2

Proposed by: Lida Zlatic, Undergraduate, College of Arts and Humanities

Seconded by: David Zuckerman, Undergraduate, College of Behavioral and Social Sciences

Page#: 5

Paragraph: Paragraph 3 of referenced section

Section: Miscellaneous Changes

Original Text:

3) Given that we never had any idea whether formal grievances were numerous or very rare, or whether there were many instances of instructors disregarding the grievance committee's findings (the complaint that was brought to the SEC), we have proposed that a record of all formal grievance proceedings be maintained in the Office of the dean of Undergraduate Studies.

Proposed Text (Amendment):

(insert at the end of the paragraph)

and that the APAS Committee should review data on those records within 3 years to evaluate the effectiveness of the new procedures and to make additional recommendations as necessary.

Chair Holum opened the floor to discussion about Senator Zlatic's Amendment.

Senator Moses stated that the Amendment sounded reasonable.

Hearing no further discussion, Chair Holum called for a vote on Senator Zlatic's Amendment.

The result was the majority in favor, 1 against and no abstentions. **The motion to approve Senator Zlatic's Amendment passed.**

Chair Holum welcomed further discussion on the entire report by the APAS Committee.

Dean Hamilton, Ex-Officio, Undergraduate Studies, stated that she had spoken with Mr. Terry Roach (Executive Assistant to the President for Legal Affairs and Chief Counsel) about the proposal prior to the Senate Meeting. She stated that he advised that the proposed definition is contrary to the original Board of Regents policy. As a point of information, Hamilton stated that the original 1990 Board of Regents policy established the limits of the definition. According to the University of Maryland Consolidated Policies and Procedures Manual, under Section III: Academic Affairs, item III-1.20(A) University of Maryland, College Park Procedures for Review of Alleged Arbitrary and Capricious Grading—Graduate Students and item III-1.20(B) University of Maryland, College Park Procedures for Review of Alleged Arbitrary and Capricious Grading—Undergraduate Students, the limits of the definition have been set by the Board of Regents, and it is up to each campus to determine procedures. She also expressed concern with the departmental time specifications and detailed administrative procedures outlined in the proposal. Thus, Hamilton moved to return the proposal back to the APAS Committee for further consideration. The motion was seconded.

Chair Holum explained that the motion can be further discussed and amended. Chair Holum opened the floor to discussion on Dean Hamilton's motion.

Senator Wallis, Faculty, College of Behavioral and Social Sciences, asked whether the definition referred to by Dean Hamilton applies to the arbitrary and capricious grading policy or to grading in general.

Dean Hamilton, Ex-Officio, Undergraduate Studies, explained that the definition is of arbitrary and capricious grading as outlined in Section III-1.20(A) and III-1.20(B). She confirmed that the Board of Regents has set the limits of the definition.

Senator Moses, Faculty, College of Arts and Humanities, stated that she wondered whether Dean Hamilton had given consideration to the possibility of bringing forth an amendment from the floor, instead of introducing a motion to send the proposal back.

Dean Hamilton, Ex-Officio, Undergraduate Studies, stated that she had not given consideration to the possibility of bringing forth an amendment.

Senator Moses, Faculty, College of Arts and Humanities, stated that someone from the office of Undergraduate Studies sits on the APAS Committee and helped to write the proposal.

Dean Hamilton, Ex-Officio, Undergraduate Studies, stated that while that may be, it does not change the fact that there is still a problem.

Chair Holum reminded the constituents that discussion regarding the motion to send the proposal back was still ongoing.

Senator Docherty, Undergraduate, Robert H. Smith School of Business, stated that he was looking at the definition as outlined in the 1990 Policy, and believes that the definition does not seem to differ from the new definition. Senator Docherty declared that the definition as outlined in the new proposal would hopefully be included in the current statement. Rather than send it back to the committee, Docherty stated that he would move that the 1990 definition be included in the new proposal, so that the two would be aligned. He urged a vote against sending it back to the committee.

Senator Zuckerman, Undergraduate, College of Behavioral and Social Sciences, stated that he agreed with Senator Docherty, and he feels that the new language falls within the limits set by Board of Regents. He feels that the new wording reflects what was written in 1990 with greater specificity and does not think that they conflict. If the Senate body feels that they do conflict, he urged that an amendment be offered, rather than send this back to committee.

Senator Cohen, Faculty, College of Computer, Mathematical and Physical Sciences, stated that there are subtle differences between the two policies, and he believes that the new proposal is slightly narrower than the 1990 Policy. He thinks that some students could find that they would have had a cause for grievance under the old policy, but not under the new proposal. He expressed that creating amendments on the fly is not a good idea. He expressed his desire to send it back to the committee for redrafting.

Senator Robert Buchanan, Faculty, College of Agriculture and Natural Resources, asked whether it would be better to take time to get a legal review of the document. He declared that he found that some of the new issues discussed in the proposal by APAS do not fall under arbitrary and capricious grading guidelines. He suggested that the committee go back and have someone from the legal staff review the proposal.

Senator Klank, Faculty, College of Arts and Humanities, stated that it would be a shame to send it back to the committee. He declared that it was a very good report; however, any conflicts with legal implications do need to be reviewed. He asked whether there was a way to vote on its adoption pending any changes that may occur after legal counsel.

Chair Holum explained that the Senate cannot vote on the proposal with the provision suggested by Senator Klank. He stated that the proposal is already on the floor to include the language from the 1990 Policy. He further explained that should the report be passed by the Senate, it would then go to President Mote who, on the advice of his attorneys, would send it back to the Senate if there are any legal implications.

Senator Klank, Faculty, College of Arts and Humanities, reiterated that he liked the draft and felt that it would be a shame that it would have to go back to committee.

Senator Moses, Faculty, College of Arts and Humanities, declared that she wanted to make sure that she understood the process correctly: if the Senate approves the report, it then goes to the President before it is made effective, and the President will run it past the Legal Office. She asked that if it is not legally correct, the President will send it back? She asked that if Senators vote for it in favor and do not think that it is illegal, it still cannot be implemented if it is illegal, and would be sent back?

Chair Holum indicated that she was correct, but that it would delay the process.

Senator Docherty, Undergraduate, Robert H. Smith School of Business, stated that the only discrepancy he could see was under Sections 1, 2, and 3 of the new policy. He stated that if the Senate votes the motion down, and does not send it back to committee, then he would move an amendment to strike Sections 1, 2, and 3 and replace them with the definition from the current 1990 Board of Regents definition word-for-word. He stated that the edit would not change the document or its intent, and may resolve all legal discrepancies.

Senator Wallis, Faculty, College of Behavioral and Social Sciences, said that he was an undergraduate director for eleven years, and that he is not comfortable with the proposal not being correct on a University level, because he feels that parents would threaten to sue. He stated that it would be better to have the policy be very clear. He said that no one was clear when they walked into this meeting, so they should not vote at this time. He believes that it should be sent back to the APAS Committee.

Senator Gullickson, Faculty, College of Arts and Humanities, agreed that it should probably be sent back. She stated that she was Chair of the committee that wrote the first section, which she does not believe that the APAS Committee changed. What her committee did was look to see what peer institutions have written in the area of Arbitrary

and Capricious Procedures. She said that it was not the goal of the committee to change anything to which the University is legally bound. She stated that perhaps the committee members may have inadvertently created legal issues, which they were not aware of at the time. She said that they tried to clarify the standards so that undergraduate students would understand. She then introduced Robert Waters.

Robert Waters, Associate Vice President for Academic Affairs and Special Assistant to the President for Equity and Diversity, stated that he is a little worried about the fact we would have committees debating diversity discrimination or sexual harassment discrimination cases instead of experts to review these types of cases. He thinks that the 1990 version leaves enough room for a wide range of activities to be covered, without committees having to make determination regarding whether discrimination has occurred.

Hearing no further discussion, Chair Holum called for a vote on the motion to send the proposal back the APAS Committee. The result was 57 in favor, 15 opposed, and 1 abstention. The motion to send the report back to the APAS Committee for further consideration passed.

Chair Holum thanked Senator Moses, Senator Gullickson, and their committees for their work on this issue over the past two years.

PCC Proposals pertaining to the reorganization of the biological sciences graduate programs in the College of Chemical and Life Sciences; (Senate Document Number 08-09-23) (Action) including:

Proposal to rename the Ph.D. in Biology as the Ph.D. in Biological Sciences
Proposal to rename the Areas of Concentration in the Ph.D. in Biology
Proposal to rename the M.S. in Biology as the M.S. in Biological Sciences, and eliminate all Areas of Concentration

Carmen Balthrop, Chair of the PCC Committee, gave an overview of the proposals.

Chair Holum thanked Senator Balthrop and opened the floor to discussion.

Senator De Freitas Soares, Faculty, College of Chemical and Life Sciences, stated that she is here to bring up a topic from about fourteen of her faculty constituents who do not think that they are being represented under these areas of concentration. She said that there is a physiological group of people who think that another area of concentration should be added to this proposal.

Dean Allewell, Ex-Officio, College of Chemical and Life Sciences, stated that the objective is to start with this set of concentrations, with the goal of adding more areas in the future. She stated that even now another area is under discussion and may be added. But right now, in the interest of establishing the umbrella program, it would be useful to start with this set, which is clearly absolutely needed, and then to take the next steps once they have the basic steps in place.

Chair Payne, Ex-Officio, Department of Biology, clarified that they have had some colleagues who have proposed a fourth area of concentration to the proposal, and this

proposal does allow for new areas to be created if faculty should so desire, which is one of the strengths of program.

Hearing no further discussion, Chair Holum called for a separate vote on each proposal:

Proposal to rename the Ph.D. in Biology as the Ph.D. in Biological Sciences

Holum called for a vote. The result was a majority in favor, 0 opposed and 2 abstentions. **The motion to approve the proposal passed.**

Proposal to rename the Areas of Concentration in the Ph.D. in Biology

Holum called for a vote. The result was a majority in favor, 0 opposed and 3 abstentions. **The motion to approve the proposal passed.**

Proposal to rename the M.S. in Biology as the M.S. in Biological Sciences, and eliminate all Areas of Concentration

Holum called for a vote. The result was a majority in favor, 0 opposed and 2 abstentions. **The motion to approve the proposal passed.**

PCC Proposal to rename the M.S. and Ph.D. programs in Natural Resource Sciences as the M.S. and Ph.D. programs in Plant Sciences (Senate Document Number 08-09-24) (Action)

Carmen Balthrop, Chair of the PCC Committee, gave an overview of the proposal.

Holum opened the floor for discussion. Hearing no further discussion, he called. The result was unanimous in favor of the proposal. **The motion to approve the proposal passed.**

PCC Proposal to establish a Master of Fine Arts in Performance (Senate Document Number 08-09-22) (Action)

Carmen Balthrop, Chair of the PCC Committee, gave an overview of the proposal.

Holum opened the floor for discussion.

Senator Johnson, Faculty, A. James Clark School of Engineering, asked about the document submitted by the committee; he wondered why the committee wrote about financial risks rather than financial implications. His second question regarded the financial arrangements, including a gift given by the Smith family and the University's commitment for this proposed program. He asked whether the University's commitment was made only for this degree, whether it was made contingent on approval of this program, and whether it took Senate approval into account.

Dean Harris, Ex-Officio, College of Arts and Humanities, replied that the college would never accept money from a donor guaranteeing the creation of any program, nor was

this only for one program; rather, it covers a series of areas in theatre, dance, and music.

Senator Johnson, Faculty, A. James Clark School of Engineering, stated that the proposal lists that the University intends to continue the \$2M set of initiatives permanently. He asked how permanently is permanently, and whether we are talking about no more than \$2M.

Dean Harris, Ex-Officio, College of Arts and Humanities, replied that there is a dedicated \$1M gift from the Smith family for each year for six years. He clarified that the University will raise money to replace that money seven years out; however, we are only talking about the amount of that money that would pertain to theatre. He then read a statement from Brodie Remington, Vice President of University Relations and President of the University of Maryland College Park Foundation, stating Remington's confidence that the University will be able to secure philanthropic support for the MFA program. He also declared that they have already raised some of the money, although it is still seven years out. He also spoke on behalf of the Provost, who has also committed money and believes that this is highly sustainable.

Senator Johnson, Faculty, A. James Clark School of Engineering, clarified that it should then read that there is at least \$2M, which is committed permanently.

Dean Harris, Ex-Officio, College of Arts and Humanities, stated that Senator Johnson's statement is probably more accurate.

Senator Johnson, Faculty, A. James Clark School of Engineering, asked if that commitment is despite any possible economic downturns that may occur in the future.

Dean Harris, Ex-Officio, College of Arts and Humanities, stated that he did not think that would be a problem because of the money from the University that will be ongoing in base budget, which is likely to be permanent.

Senator Johnson, Faculty, A. James Clark School of Engineering, asked whether the new courses have been submitted to the Vice President's Advisory Committee (VPAC) and whether they have passed VPAC.

Dean Harris, Ex-Officio, College of Arts and Humanities, introduced Elizabeth Loizeaux.

Elizabeth Loizeaux, Associate Dean of the College of Arts and Humanities, stated that the Office of Academic Affairs requests that we put through the VPAC proposals for courses after the proposal has been approved. The courses are all ready to go.

Senator Klank, Faculty, College of Arts and Humanities, stated that he was thrilled about this possibility and stated that it goes along with the Strategic Plan. He asked whether the word 'performance' is broad for theatre, as there are more aspects of performance than theatre.

Dean Harris, Ex-Officio, College of Arts and Humanities, stated that the word 'performance' in this particular context is well-established; it was pioneered by other

institutions like Yale and Northwestern University. It talks about performance that can range from Anthropological performance in parades or even to ‘acting out.’

Senator Klank, Faculty, College of Arts and Humanities, asked about the clarification of using performance in other areas, such as visual art.

Dean Harris, Ex-Officio, College of Arts and Humanities, stated that this use of the word is particularly for Theatre.

Hearing no further discussion, Chair Holum called for a vote to approve the creation of a Master of Fine Arts in Performance. The result was the majority in favor, 1 opposed and 4 abstentions. **The motion to approve the proposal passed.**

Human Relations Committee Report-Prayer at Commencement (Senate Doc. No. 07-08-34)

Willie Brown, Chair of the Human Relations Committee, gave an overview of the proposal.

Brown introduced the Reverend Peter Antoci, Episcopal Chaplain of the University Core Board of Chaplains, who was present to speak as a representative of the Chaplains and as an adjunct professor. Reverend Antoci read a statement from the Chaplains regarding their history and involvement in different aspects of diverse University life.

Senator Zuckerman, Undergraduate, College of Behavioral and Social Sciences, declared that he was speaking on behalf of the Undergraduate Caucus. He stated that after considerable debate, the Undergraduate Caucus feels unanimously that the Senate should approve this proposal and remove the invocation from commencement. He stated that it feels that this is primarily a student issue, and he respectfully asked that the body consider his statement when voting.

Senator Johnson, Faculty, A. James Clark School of Engineering, stated that if the University of Maryland had not had prayer at commencement before, then the University would be neutral toward religion, but since there has been prayer at commencement in the past, he declared that the passing of this proposal would imply that the University is anti-religion. Senator Johnson stated that this is the wrong signal to send, and that he certainly disapproves.

Senator Gullickson, Faculty, College of Arts and Humanities, introduced Professor Marsha Rozenblit, Professor of Jewish History in the College of Arts and Humanities.

Marsha Rozenblit, College of Arts and Humanities, expressed her support of the proposal. She stated that prayer at commencement, even when it is utterly non-denominational prayer, feels Christian to non-Christians in this country, which includes a lot of people. She said that even moments of silence feel Christian, because not everyone prays with silence. She stated that her real concern regards the separation of Church and State, which is one of the most important features of our democracy. Therefore, it is best not to have prayer in public space. She stated that this proposal does not demean prayer, but rather it puts prayer where it belongs—in the hearts and

minds of people in religious activities. She believes that it does not denigrate prayer by not having it included in commencement.

Senator Cohen, Faculty, College of Computer, Mathematical and Physical Sciences, stated that he strongly supports the motion on two grounds. He stated that the first reason is practical in the sense of keeping graduation as short as possible. He stated that the second reason is because, as a non-believer, he feels very uncomfortable that the assumption is created at these events that people feel that prayer is appropriate. He stated that he thinks that it is important that religious speech be not only tolerated but encouraged on campus, and that religion is a very worthy topic of scholarly discussion, but that part of that discussion should include skepticism. He stated that when there is a formal procedure where non-secular speech is put up, and skeptical speech is not, it creates an imbalance at commencement. He stated that he feels very strongly that this motion captures correctly the diversity of opinion on campus, and he strongly urged people to support it.

Chair Holum reminded the assembly that six minutes were remaining in the statutory time available for the meeting. He stated that he would like to achieve a vote on this issue prior to the adjournment at 5:00 p.m.

Senator Orlando, Faculty, College of Arts and Humanities, stated that she is also on the Human Relations Committee, and that the committee had been researching this topic for three years. She shared her support for the proposal. Senator Orlando stated that she pointed out early on in the process that even though the University had rotated religious speakers in the past, there was no space for a secular humanist or for someone to support an atheistic point of view. She stated that therefore, if they had suggested keeping the current rotating system, there still would not be a place for non-believers.

Senator De Freitas Soares, Faculty, College of Chemical and Life Sciences, urged that this is a moment for undergraduates, and that she would like to support the view of the previous undergraduate senator speaker on behalf of the Undergraduate Caucus.

Senator Gaskin, Faculty, College of Behavioral and Social Sciences, stated that he is opposed to the proposal on a number of grounds. He stated that he believes the proposal is intolerant of religious speech. He stated that while he can understand that some people may feel uncomfortable with religious speech, but it seemed to him that imposing silence was not the way to deal with the issue. Rather, he suggested discussion, and stated that he would feel better about having someone who is skeptical about religion give an invocation at commencement than not to have an invocation at all. He stated that the University has rotated many different religious voices in the past, and that to include another voice does not seem to be inappropriate. He stated that to silence religious speech appears to be nonintellectual.

Senator Zonies, Staff, College of Chemical and Life Sciences, introduced Marsha Guenzler-Stevens, Director of Activities in the Division of Student Affairs.

Marsha Guenzler-Stevens, Division of Student Affairs, stated that her position is the liaison to all of the Chaplains. She offered a statement: On September 12, 2001, when this University needed to come together as a community, fourteen Chaplains joined in that effort. That is the cadre of recognized Chaplains at the University, who are an

incredibly diverse group of people. She stated that she did not want to leave anyone with the impression that when they put their cadre of colleagues before any type of ceremony, including commencement, that they are not putting forth a beautiful tapestry of diverse faith and secular humanists.

Senator Zuckerman, Undergraduate, College of Behavioral and Social Sciences, called the question.

Chair Holum declared that the motion to call the question was not debatable and required a second. Many Senators seconded the motion.

Chair Holum called for a vote on whether to call the question. The result was a majority in favor, 7 opposed and 0 abstentions. **The vote to call the question passed.**

Chair Holum declared that the body has decided that no further discussion will be held; the question has been called.

Chair Holum called for a vote to approve the proposal, which would put an end to invocation at commencement.

The result was 42 in favor, 14 opposed, and 3 abstentions. **The motion to approve the proposal and end invocation at commencement passed.**

Senate Chair Holum adjourned the meeting at 5:00 p.m.

**Resolution on Open Access to Scholarly Publications.
Faculty Affairs Committee Draft of 2/27/09**

WHEREAS the research mission of the University depends on both ability of faculty, staff, and students to access scholarly works and having effective means to disseminate scholarship produced at the University, and

WHEREAS the cost of scholarly journals continually rises in price faster than inflation, and

WHEREAS these cost increases are unsustainable and thus threaten the ability of the University Libraries to provide access to scholarly publications, and

WHEREAS certain publishers pressure or require authors to relinquish their copyrights and even prohibit or discourage open access to preprints or reprints of these works, and

WHEREAS much of the research at the University is publicly funded, and

WHEREAS the content disseminated by these publishers is often produced, reviewed, and edited by faculty and other researchers, usually with no compensation, and

WHEREAS several alternative models, including the National Institutes of Health PubMed Central and the Digital Repository at the University of Maryland (DRUM) archive have been shown to be effective in providing open access to scholarly publications,

THEREFORE BE IT RESOLVED THAT

- (1) The University Senate urges the President to work collectively with other universities, research institutions, and other appropriate entities to establish and advocate for nationwide open access policies, such as those recently adopted by the National Institutes of Health, that would apply to all disciplines.
- (2) The University Senate urges the Libraries to continue to inform the faculty about the pricing and open access policies of the journals in its collection and, where possible, to assist faculty in negotiating reasonable copyright and open access arrangements.
- (3) The University Senate encourages faculty, students, and other researchers, where practical and not detrimental to their careers, to (a) publish in open access journals or journals that make their contents openly accessible shortly after publication, (b) negotiate with the journals in which they publish for the right to deposit articles in an open access repository, and (c) consider the price of the journal as one factor in the decision on where to publish.
- (4) The University Senate encourages faculty, students, and other researchers to deposit all preprints and reprints of articles, when permitted, in an open access repository such as the DRUM archive or, where appropriate, in discipline-specific repositories such as PubMed Central.

TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate: April 23, 2009

Presenter: Carmen Balthrop, Chair, Senate Programs, Curricula, and Courses Committee

Subject of Report: Proposal to establish a Post-Baccalaureate Certificate in MSDE Administrator I Certification

Senate Document Number: 08-09-26

Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report

A. Statement of Issue:

The College of Education and the Department of Education Leadership, Higher Education, and International Education propose to establish a new Post-Baccalaureate Certificate in Maryland State Department of Education (MSDE) Administrator I Certification. The proposed program prepares current teachers who already hold master's degrees to obtain the necessary knowledge, skills, and support to become a certified administrator. This certificate program addresses a statewide shortage of certified principals and other administrators.

The proposed program formalizes an educational activity already in place, and further addresses a problem. Presently, Maryland teachers who wish to obtain Administrator I certification may take the required courses and the internship component at different institutions. This has created challenges for EDHI, because students who have taken their coursework elsewhere are not necessarily well prepared for the internship component, requiring an excessive amount of additional faculty time for satisfactory results. Furthermore, poor performance in the internship component reflects back on the institution through which the student takes the internship. Requiring teacher-students to enroll in a formal Post-Baccalaureate Certificate program and take all their preparatory coursework at UM will ensure faculty oversight for the program at all levels as well as improve the learning experience for the enrollees.

The program is comprised of 18 credits, including 15 credits of coursework and the 3-credit administrative internship. The courses address topic areas identified by MSDE: (1) curriculum, instruction and assessment; (2) development, observation and evaluation of staff; (3) legal issues and ethical decision-making; and (4) school leadership, management and curriculum. Admissions requirements to the Post-Baccalaureate Certificate program will

include a Master's degree, a cumulative 3.0 GPA, three years' teaching experience, and a recommendation by a supervisor.

The proposal was submitted to the Senate by the Office of Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) on February 2, 2009, the Graduate Council Programs, Curricula and Courses Committee on March 12 (with email notification to the full Graduate Council) and the Senate Programs, Curricula & Courses Committee on March 27. If the Senate approves the proposal, it would still require further approval by the President and the Chancellor (with notification to the Maryland Higher Education Commission).

B. Recommendation:

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve the proposed Post-Baccalaureate Certificate program.

C. Committee Work:

The Committee considered the proposal at its meeting on March 27, 2009. David Cooper (Associate Dean, College of Education) and Carol Sheffey Parham (Professor the Practice, Department of Education Leadership, Higher Education and International Education) were present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal.

D. Alternatives:

The Senate could decline to approve the proposed Certificate.

E. Risks:

If the Senate does not approve the proposed Certificate, the difficulties posed by unprepared students may continue.

F. Financial Implications:

There are no indications of a financial risk. All of the courses for the proposed certificate program already are offered on a regular basis.

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 9/17/08

PCC LOG NO.

08035

COLLEGE/SCHOOL: Education

DEPARTMENT/PROGRAM: Education Leadership, Higher Education and International Education (EDHI)

PROPOSED ACTION ADD X DELETE _____ CHANGE _____

It is proposed that the EDHI Department implement a Post-Baccalaureate Certificate in MSDE Administrator I Certification.

DESCRIPTION: This Graduate Certificate is designed for candidates who have a Master's degree, three years of teaching experience and who want to complete the requirements for Administrator I certification. The certificate requires a total of 18 credit hours, divided between coursework and an internship. The program provides 15 credit hours of coursework in the following areas as identified by MSDE:

- Curriculum, instruction, and assessment
- Development, observation, and evaluation of staff
- Legal issues and ethical decision-making
- School leadership, management and administration

The remaining 3 credit hours require a supervised internship within a school system. As part of the internship experience, students are required to complete the Performance Assessment System (PAS). This system requires candidates to submit evidence of proficiency for each indicator of the Education Leadership Constituent Council, the Maryland Instructional Leadership Framework and the Technology Standards for School Administrators at the school level. At completion, the PAS provides candidates with an electronic portfolio containing evidence of proficiency in all leadership standards, samples of the candidate's best work, and a professional development plan that will guide future growth.

JUSTIFICATION/REASONS/RESOURCES

The development of this certificate is in response to the state of Maryland's critical need for principals and other school-based administrators. MSDE identified the principalship as a critical shortage area in its annual staffing report for 2006-2008. Based on the information gathered, the report indicated that the current pool of qualified principal candidates would fill only 41% of the projected vacancies for 2006-2007. Maryland school districts reported a need for 111 new principals in 2006-2007 and their projected staffing pool contained only 46 qualified candidates for these positions. In fact, the number of qualified candidates for the principalship has shown a steady decrease from 2002-2003 to present. The shortage of school-based administrator candidates is of national, state, and local concern. The courses required for the Graduate Certificate are offered on a regular basis with spaces available for additional students and thus will not require additional resources.

APPROVAL SIGNATURES

- Please print name, sign, and date

1. Department Committee Chair Carol A. Parkman 1/12/09
2. Department Chair Sharon L. White 1/12/09
3. College/School PCC Chair Rachel B. Goring 1-12-09
4. Dean Denna L. Wiseman
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. Chair of Senate _____
8. Vice President for Academic Affairs & Provost _____

Proposal for a Post-Baccalaureate Certificate in MSDE Administrator I Certification

Rationale for the Program

The Department of Education Leadership, Higher Education and International Education (EDHI) proposes to establish a Post-Baccalaureate Certificate in MSDE Administrator I Certification to prepare candidates seeking Maryland State Department of Education certification for school-based administrative positions, including principal, assistant principal, supervisor. This proposal responds to the critical need for building-level school administrators by offering a defined high-quality program culminating in a University of Maryland Post-Baccalaureate Certificate. The requirements of the certificate will fulfill the Maryland State Department of Education (MSDE) requirements for Administrator I certification.

The development of this certificate responds to the state of Maryland's growing need for principals and other school-based administrators. MSDE identified the principalship as a critical shortage area in its annual staffing report for 2006-2008. Based on the information gathered, the report indicated that the current pool of qualified principal candidates would fill only 41% of the projected vacancies for 2006-2007. Maryland school districts reported a need for 111 new principals in 2006-2007 and their projected staffing pool contained only 46 qualified candidates for these positions. In fact, the number of qualified candidates for the principalship has shown a steady decrease from 2002-2003. The shortage of school-based administrator candidates is of national, state, and local concern.

This Post-Baccalaureate Certificate leading to MSDE Administrator I certification will be offered by EDHI. Priorities include conducting a more focused effort on student recruitment in coordination with the MSDE. This graduate certificate program is well defined yet provides sufficient flexibility to respond to changes in both state and national accreditation standards.

The creation of this graduate certificate program is consistent with the Land Grant mission of the Department and is responsive to a crucial staffing need that exists in Maryland's public school systems. Courses included in this certificate program are core department courses and are currently being offered. The creation of this certificate provides an administrative structure designed to be congruent with the mission of the Department and at the same time, a structure which ensures quality graduate education that prepares candidates with demonstrated leadership capability. The latter will be through careful attention to the admission process and the continuous assessment of students via the PAS, an integral component of this program.

This certificate program represents a focused, standards-based, self-reflective and rigorous effort to prepare candidates to be successful in administrative positions, including assistant principal, supervisor, and principal. The certificate requires a total of 18 credit hours, divided between coursework and a supervised administrative internship. The program provides 15 credit hours of coursework in the following areas as identified by MSDE:

- Curriculum, instruction, and assessment
- Development, observation, and evaluation of staff
- Legal issues and ethical decision-making
- School leadership, management and administration

The program also includes an internship collaboratively designed and supervised by the local school system and the EDHI faculty. The internship includes Department approved instructional leadership outcomes with verification of this experience submitted by the applicant. Students are required to complete the nationally recognized web-based Performance Assessment System (PAS) which was developed by the Department. This

technology driven assessment system requires candidates to submit evidence of proficiency for each indicator of the national standards established by the Education Leadership Constituent Council, as well as the standards of the Maryland Instructional Leadership Framework and the Technology Standards for School Administrators. Candidates must provide ongoing evidence of proficiency for each of the indicators. Upon completion, the PAS provides candidates with an electronic portfolio containing evidence of proficiency in all leadership standards, samples of the candidate's best work, and a professional development plan that will guide future growth. Candidates maintain access to the PAS for a period of five years after completing their program. This self-reflective assessment process assures that candidates for the Administrator I certificate are prepared to be successful in their future administrative endeavors as educational leaders. This is consistent with the following statement regarding the importance of leadership issued by the Maryland State Department of Education:

We recognize that we exist in a knowledge society, and that those in leadership positions with the most knowledge are more likely to succeed. We further recognize that leadership for the 21st century schools must prepare students to be competent and competitive in a global economy. In this age of unprecedented accountability in education, we must inspire and develop our leaders to a level that will enable them to meet these challenges. (Source: Leadership Succession Planning Guide for Maryland Schools, 2006-2008).

The proposed certificate program, which leads to MSDE certification as Administrator I, is most congruent with the principles contained in the College of Education (COE) Conceptual Framework for professional preparation and specifically addresses the following:

- *Elevate the quality of graduate and undergraduate education and of the candidate experience.*
- *Promote outreach and partnerships to increase K-16 collaboration, improve the lives of the citizens of the state and nation, and engage the community.*

The certificate program will enable the EDHI department to support the leadership capacity building initiative of MSDE and provide service to counties throughout the State as school districts struggle to fill their administrator positions with highly qualified candidates. As a University defined program, it will also have a portability which provides increased options for candidates in the region and beyond.

Description of Program for Catalog

This program is designed for candidates who possess a master's degree and have three years of teaching experience. Students can take 18 hours of post-masters credit to be eligible for MSDE Administrator I Certification. Currently, we find that students often enroll in graduate courses at a number of other institutions and elect to complete their remaining requirements, including the required internship, at the University of Maryland. In such instances, there are no admissions requirements, and we find that these students often lack the sequential learning preparation necessary for the required internship. The internship, a capstone experience in the program, requires an intensive commitment of faculty resources and should be reserved for those who have met the University's expectations for appropriate preparation. Establishing the Post-Baccalaureate Certificate will ensure that students are adequately prepared for and can successfully complete each component needed for MSDE certification, including the internship.

This certificate program includes:

1. Rigorous sequence of coursework designed to provide a strong research background in school leadership.
2. Mentored field experiences, including the capstone internship, where leadership knowledge and skills are applied.

3. Web-based performance assessment system to document evidence of each candidate’s progress in meeting national and state leadership indicators and standards for administrator certification.

Admission Requirements

1. Minimum of Master’s Degree
2. Minimum 3.0 GPA in all prior undergraduate and graduate course work.
3. Three (3) years of teaching experience
4. Letter of Recommendation from a direct Supervisor

Student Learning Outcomes

MSDE Administrator I certification stipulates the following learning outcomes:

Candidates who complete the program will demonstrate:

- Knowledge and understanding of the Education Leadership Constituent Council Standards, the Maryland Instructional Framework Outcomes, and the Technology Standards for School Administrators.
- An ability to think critically about leadership issues facing our education communities through self-reflection and analysis activities.
- An understanding of the issues of diversity and community relations and the roles these factors play in student achievement.
- An awareness of current leadership theory and the body of research that contributes to current practice.

Listed below is a depiction of the learning content as specified by MSDE and the corresponding EDHI course (s) learning outcomes responding to those requirements.

Required MSDE Content:

Course:

Curriculum, instruction, and assessment

EDPS 634: The School Curriculum (3)
 or
 EDPS 635: Principles of Curriculum Development (3)
 or
 EDHI 646: Leading Instructional Excellence (3)

Development, observation, and evaluation of staff

EDHI 645: Leading Instructional Improvement (3)

School leadership, management, and administration

AND

EDHI 640: Introduction to Educational Leadership (3)
 EDHI 670: Learning Communities (3)

Legal issues and ethical decision making

EDHI 671: Education Law and Policy (3)

Practicum or internship

EDHI 689: Practicum in Educational Administration and Supervision (3)
 Course Prerequisites: Admission into EDHI Post-Baccalaureate Certificate in Administrator I Certification program AND completion of or concurrent registration in EDHI 640 and EDHI 645. Permission of Department required.

Assessments of students in this certificate will include:

- Student grades in courses taken each year
- Annual student enrollment statistics
- Annual completion of program statistics
- Periodic review of progress of certificate students by EDHI faculty and
- Qualitative and quantitative analysis of the Performance Assessment System (PAS) data and the exit survey included within the PAS

Listing of Courses

EDPS 634: The School Curriculum

A foundations course focused upon the scope of the curriculum as a whole from early childhood through adolescence, including a review of historical developments, an analysis of conditions affecting curriculum change, an examination of issues in curriculum making, and a consideration of current trends in curriculum change.

EDPS 635: Principles of Curriculum Development

Research based curriculum planning, improvement, and evaluation in the schools; principles for the selection and organization of the content and learning experiences; ways of working in classroom and school on curriculum improvement.

EDHI 640: Introduction to Education Leadership

Analysis of the emerging role of educational administrator leaders in the social, political, and legal contexts of schools, also examines the role of leadership in school improvement.

EDHI 645: Leading Instructional Improvement

Development of knowledge and skills in the use of data bases, research findings and models of supervision, needed to improve instruction in schools.

EDHI 646: Leading Instructional Excellence

Prerequisite: EDHI 645 or permission of the instructor. Examination of leadership role in fostering high quality teaching and learning. Exploration of the relationship between curriculum, instruction, assessment as related to the organizational structure of K-12 public schooling. Development and assessment of models to improve instructional quality. Analysis of strategies designed to support teachers as they engage in curricular and professional development. Consideration of factors involved in creating and sustaining instructionally centered schools.

EDHI 670: Learning Communities

A review of contemporary research on student and teacher learning and understanding schools as learning organizations. It aims to build students' understanding of opportunities and challenges to implementing learning environments in various educational organizations. Readings, cases and assignments emphasize students' understanding of learning theories and their application to various organizational settings.

EDHI 671: Education Law and Policy

An examination of the way judicial interpretation of common, statutory, and constitutional law shapes and constrains educational policy making. Special emphasis on topics framed under the headings of liberalism and legalism.

EDHI 689: Practicum in Educational Administration and Supervision

Designed to develop and enhance research based management, leadership and supervisory skills. Practicum is individually designed based on results of diagnostic instruments and an individual professional development plan.

Course Prerequisites: Admission into EDHI Post Master's Administrator I Certificate Program AND Completion of or concurrent registration in EDHI 640 and EDHI 645 - Permission of Department required

Resources

Students will be enrolled in the Graduate School as non-degree candidates. A faculty member from EDHI will serve as Certificate Program Director and will provide the academic leadership for the program. Academic content and faculty oversight will be provided by the EDHI Department. All faculty, including adjunct faculty, will be members of the Graduate Faculty. A faculty member will provide support for candidates as they complete the requirements of the Performance Assessment System (PAS). A separate fee has been approved for participation in the PAS. There are no new courses proposed for this program and no additional sections of existing courses will be offered.

Sources

The following Maryland State Department of Education (MSDE) publications were used in the preparation of this proposal. The full text of each document can be viewed on the MSDE website:

www.marylandpublicschools.org.

Maryland Instructional Leadership Framework, 2005

Leadership Succession Planning Guide for Maryland Schools, 2006

Maryland Teacher Staffing Report, 2006-2008



UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION

Department of Education Policy Studies

Harold W. Benjamin Building
College Park, Maryland 20742-1165
301.405.3570 TEL 301.405.3573 FAX

January 29, 2009

Dr. Thomas Weible, Interim Chair
Department of Education Leadership, Higher Education,
and International Education
2115 Benjamin Building
University of Maryland
College Park, MD 20742

Dear Dr. Weible,

The Department of Education Policy Studies (EDPS) fully supports the Department of Education Leadership, Higher Education, and International Education's (EDHI) proposal to offer a Post-Baccalaureate Certificate for Administration I Certification. The proposed curriculum includes two courses offered by our department: (EDPS 634 The School Curriculum and EDPS 635 Principles of Curriculum Theory and Development). These courses are scheduled regularly and open to EDHI students as well as other students in the college. The proposed certificate is consistent with the Administrator I Certification requirements for the State of Maryland and will be an important addition to the College's professional preparation programs.

Sincerely,

A handwritten signature in cursive script that reads "Francine Hultgren".

Francine Hultgren, Interim Chair
Department of Education Policy Studies

TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate: April 23, 2009

Presenter: Carmen Balthrop, Chair, Senate Programs, Curricula, and Courses Committee

Subject of Report: Proposal to establish a Post-Baccalaureate Certificate in Science Education

Senate Document Number: 08-09-27

Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report

A. Statement of Issue:

The College of Education and the Department of Curriculum and Instruction propose to establish a new Post-Baccalaureate Certificate in Science Education. The proposed academic outreach program helps current elementary school teachers to increase their knowledge both of “big ideas” in science content and of new pedagogical approaches specific to teaching science to elementary school-aged students. The Certificate also responds to a state-wide need for improving science education at the elementary school level. The initial cohort of students will be teachers in the Montgomery County Public Schools, and the courses will be offered at the Shady Grove Regional Center.

The program is comprised of 18 credits: EDCI 604: Learning and Teaching in the Physical Sciences I; EDCI 605: Learning and Teaching in the Physical Sciences II; Learning and Teaching in the Biological Sciences I; Learning and Teaching in the Biological Sciences II; EDCI 675: Learning to Teach and Learn Science; and EDCI 676: Reflection and Practice in School Science Teaching. The program director will be advised by a steering committee, including representatives from the College of Education, the College of Computer, Mathematical and Physical Sciences, and the College of Chemical and Life Sciences.

The proposal was submitted to the Senate by the Office of Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) on February 2, 2009, the Graduate Council Programs, Curricula and Courses Committee on March 12 (with email notification to the full Graduate Council) and the Senate Programs, Curricula & Courses Committee on March 27. If the Senate approves the proposal, it would still require further approval by the President and the Chancellor (with notification to the Maryland Higher Education Commission).

B. Recommendation:

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve the proposed Post-Baccalaureate Certificate program.

C. Committee Work:

The Committee considered the proposal at its meeting on March 27, 2009. David Cooper (Associate Dean, College of Education) and Janet Coffey (Assistant Professor, Department of Curriculum and Instruction) were present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal.

D. Alternatives:

The Senate could decline to approve the proposed Certificate.

E. Risks:

If the Senate does not approve the proposed Certificate, the opportunity for outreach to nearby school districts may be lost.

F. Financial Implications:

There are no indications of a financial risk. The program will be funded through a self-support model.

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: October 28, 2009

PCC LOG NO.

08029

COLLEGE/SCHOOL: College of Education

DEPARTMENT/PROGRAM: EDCI

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.*)

The proposed graduate certificate seeks to address challenges counties face with respect to science education, particularly the education of elementary and middle school students. Representatives from Science Education at UMCP, in consultation with colleagues in the Department of Physics and the College of Chemical and Life Sciences, and Montgomery County Public schools developed a 6-course sequence (3 credits each class) for certified elementary school teachers. Courses will target big ideas in the science disciplines as well as issues involving teaching and learning science. Courses focus on core principles in the life and physical sciences, addressing big ideas highlighted in the State's voluntary science standards and in district indicators. Such courses offer elementary-certified, practicing teachers with an opportunity to learn how to support their students' growth in scientific understanding and reasoning.

Upon completion of the 18 graduate level credits, we propose graduates earn a certificate in Elementary and Middle School Science Education.

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.*)

Existing resources are adequate to support the proposed program. The size of the program relative to the size of existing programs administered by the EDCI Science Teaching Center means that the program will have minimal impact on the use of existing facilities and equipment. For the initial cohort, state funds were obtained that will cover costs for teaching, course and program design, and partial tuition for participating teacher.

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

1. Department Committee Chair Anna O. Graeber Anna O. Graeber 10/28/2008
2. Department Chair Linda R. Valli Linda R. Valli 10-28-08
3. College/School PCC Chair Whitney Mann 12/1/08
4. Dean DAVID COOPER [Signature] 11/25/08
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. Chair of Senate _____
8. Vice President for Academic Affairs & Provost _____

PROPOSAL FOR A SCIENCE EDUCATION CERTIFICATE
FOR ELEMENTARY AND MIDDLE SCHOOL TEACHERS

UNIVERSITY OF MARYLAND, COLLEGE PARK

University of Maryland/Montgomery County Public Schools
Elementary and Middle School Science Partnership Program
Certificate in Elementary and Middle School Science Education

COLLEGE OF EDUCATION

DEAN DONNA WISEMAN

KIND OF DEGREE: POST-BACCALAUREATE CERTIFICATE

Proposed Initiation Date: Fall 2009

I. Overview and Rationale

A. Briefly describe the nature of the proposed program and explain why the institution should offer it.

This proposal seeks to address challenges counties face with respect to science education, particularly the education of elementary and middle school students. We propose a 6-course sequence that offers elementary-certified, practicing teachers with an opportunity to learn how to support their students' growth in scientific understanding and reasoning. While we anticipate expanding this program in the future to serve other counties, initial work will begin in partnership with teachers from Montgomery County Public School (MCPS).

Both Montgomery County and University System of Maryland have identified Science, Technology, Engineering and Math (STEM) education as a high priority. Since 2002, MCPS has been involved in the Vertically Integrated Partnership (VIP) K-16, an NSF-funded partnership with the University System of Maryland to build capacity at the high school level and to improve teaching skills of college faculty members. These grant monies have funded summer professional development and curriculum development efforts for all county *high school* teachers. Despite this sustained and systemic professional development effort at the high school level, gaps in achievement across economic and racial groups continue to exist on the state's science assessment. MCPS countywide exams for other high school science subject areas reveal similar discrepancies: Caucasian and Asian students significantly outperform minority, lower socioeconomic, and ESOL students.

MCPS had not developed any standard measures for elementary or middle school science achievement until the 2007-08 school year. As a result, no district-wide science achievement results exist for these grade levels. However, in 2000 and 2005, Maryland participated in the National Assessment of Education Progress (NAEP) Science Assessment, testing 4th and 8th grade students. Maryland students' performance on NAEP fell below national averages as a whole, including among students who have traditionally lower achievement levels in school science. Results from the 2005 administration of the test indicate that 64% of Grade 4 students in Maryland performed at or above the "Basic" level. (This is slightly below the national performance average of 66%.) Lower income Maryland students performed significantly worse than this statewide average: Only 38% students from this demographic performed at or above a "Basic" level. In 2005, 54% of Maryland 8th graders demonstrated performance at or above "Basic," falling below the national average of 57%. Here, again, lower income students did not fare as well. Only 28% of students from lower income backgrounds performed at the "Basic" level.

Population	% at or above “Basic”
Total 4th graders in MCPS	64 (national average 66%)
Low income – 4 th graders	38
Total 8th graders in MCPS	54 (national average 57%)
Low income – 8 th graders	28

Table 3. Performance for 4th and 8th graders from Maryland on 2005 NAEP exam NAEP 2000 and 2005 Science Assessments (see for standard errors of estimates); USED, NCES. *Council of Chief State School Officers, State Education Indicators, Washington, DC 2007.*

While high quality science education at all grade levels has long been a priority of professional development in the elementary grades in science has taken a back seat to literacy and mathematics. The results of the high school science assessments, namely the achievement gap among subgroups, and the results from Maryland’s NAEP performance in elementary and middle school point to the importance of focusing attention on elementary and middle school science teaching.

The issue of teacher science content knowledge is a particular challenge at the elementary grade levels. Most elementary school teachers have limited backgrounds in science and have experienced only minimal science coursework at the college level. The problem does not reside in grades K-5 alone. In the state of Maryland, many teachers teaching science at the middle school level have elementary certification, and few of those had concentrations or majors in science as part of their initial certification studies. Of the 314 current middle science school teachers, 99 of them are not considered to be “highly qualified” per No Child Left Behind legislation (NCLB) because they do not have degrees in science.

The need to invest in the existing science teaching corps is now pressing, particularly at the elementary and middle grade levels. For one, science has recently been added to the battery of state assessments that feed into a school’s AYP rating, which will elevate science in the curriculum. No longer will teachers be able to overlook the teaching of science in order to teach other core subjects. More importantly, elementary and middle years are foundational for laying groundwork for science learning in later years. It is here where students develop early ideas about the nature of science and begin to explore the seeds of key conceptual ideas. Teachers’ support of students’ science learning at the elementary and middle school levels can fuel students’ future success in the high school grades.

To address the specific issue of the science content knowledge and understandings of their elementary certified teachers (which includes current elementary and middle school teachers), in 2005 MCPS administrators (Russ Fazio and Michael Szczeze) approached the Department of Curriculum and Instruction (EDCI) at the University of Maryland (UM) to begin conversations about a partnership aimed at addressing professional development needs in science. Initial conversations focused primarily at the middle grades level, as the county tried to figure out how to come into compliance with NCLB requirements. In response to MCPS’ growing needs at the elementary school level, conversations expanded to include elementary teachers as well. After several meetings, MCPS staff invited UM faculty to visit county elementary leadership team meetings. At these meetings, UM faculty had opportunities to meet with district elementary teachers to hear their concerns and perceptions of professional development needs in science. The teachers’ comments echoed much of the perspective of the county science administrators: teachers needed improved content knowledge and understandings of scientific reasoning in order to better support their students’ science learning. Many expressed an interest for sustained science professional development but felt unable to commit to an entire master’s program. Together, faculty from the Department of Curriculum and Instruction, the Department of Biological Sciences, Department of Physics, and MCPS representatives have designed a certificate program for science education. The proposed certificate track consists of six 3-credit courses (18 credits total), that focus on science disciplinary content and reasoning and science teaching and learning.

The target audience is elementary and middle school teachers who need additional studies to strengthen their understandings of science (both content and reasoning) and abilities to teach science.

Such an emphasis is responsive to the needs in elementary and middle school teachers in Montgomery County and elsewhere, and forms the basis for this partnership.

B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?

The proposed certificate program will admit cohorts of 20 candidates (maximum) yearly. These candidates will be certified, currently practicing elementary and middle school teachers interested in improving their science content and teaching knowledge.

Our current master's program in science education primarily attracts secondary science teachers. This program will expand our reach and appeal to local teachers.

II. Curriculum

A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

To address the needs stated above, representatives from Science Education at UM, in consultation with colleagues in the Department of Physics and the College of Chemical and Life Sciences, and MCPS developed a 6-course sequence (3 credits each class) for certified elementary school teachers. Upon completion of the 18 graduate level credits, we propose graduates earn a Post-Baccalaureate Certificate in science education.

Courses will target big ideas in the science disciplines as well as issues involving teaching and learning science. Courses focus on core principles in the life and physical sciences, addressing big ideas highlighted in the Voluntary State Curriculum (VSC) science standards and in District indicators. As teachers develop more robust ideas of science, they will be learning how to learn science, enabling them to tackle "content" they have not been exposed to. Other program courses focus on student learning and reasoning in science and implications for instruction. This strand of coursework will focus on helping teachers recognize and respond to the seeds of students' good scientific reasoning, and to support these in tandem with content goals.

The objectives for the certificate program are to support the development of candidates' science content knowledge and knowledge about teaching and learning in science:

Science Content Knowledge

- Deep conceptual understanding of fundamental areas of physical science: especially the nature of matter, basic kinematics and dynamics, buoyancy, and electric circuits;
- Deep conceptual understanding of fundamental areas of biological science: especially ecology, structure and function of organisms, genetics, evolution;
- The ability and propensity to approach the learning of new topics in physical science through tangible sense-making, argumentation, and coherence-building, even when learning from "traditional" textbooks and lectures;
- The ability and propensity to engage in scientific argumentation, which includes engaging with other people's ideas, defending claims with evidence, and seeking coherence between different ideas;
- The ability and propensity to engage in scientific coherence-seeking, by which we mean trying to explain a large range of phenomena in terms of a small number of basic concepts and models.

Knowledge about Teaching and Learning in Science

- Understanding of the difference between sense-making and other common approaches to learning physical and biological sciences (such as rote memorization, focus on vocabulary, etc.);
- The ability to evaluate local curricular materials in terms of how well they scaffold the above activities;
- Planning and implementing instruction that elicits student thinking, in class discussions and assignments;
- Identifying and interpreting the substance of students' thinking as evident in their work, with respect to conceptual understanding, scientific inquiry, epistemologies and learning contexts;
- Formulating appropriate instructional responses to student thinking, including in customizing curriculum materials and objectives based on formative assessment;
- Analyzing student thinking, discussing possible responses, and providing constructive feedback based on case studies presented by colleagues.

B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any course that will be newly developed or substantially modified.

The six courses in the certificate program are as follows:

EDCI 604: Learning and Teaching in the Physical Sciences I (3 credits)

Engagement in laboratory and inquiry-based methods to develop coherent understandings about the physical world and explore issues of learning in the physical sciences. Personal engagement with phenomena and reflection on the learning and teaching experiences.

EDCI 605: Learning and Teaching in the Physical Sciences II (3 credits) (prerequisite: EDCI 604 or permission)

A second course in a sequence using laboratory and inquiry-based methods to study physical science learning and teaching. Candidates will move toward more sophisticated understandings of elementary/middle school curriculum topics in the physical sciences. Personal engagement with phenomena and reflection on the learning and instructional experiences.

EDCI 606: Learning and Teaching in the Biological Sciences I (3 credits)

Engagement in laboratory and inquiry-based methods to develop coherent understandings about the natural world and explore issues of learning in biology. Engagement with phenomena and reflection on learning and instructional experiences.

EDCI 607: Learning and Teaching in the Biological II (3 credits) (prerequisite: EDCI 605 or permission)

A second course in a sequence using laboratory and inquiry-based methods to study learning and teaching in biology. Candidates will move toward more sophisticated understandings of elementary/middle school curriculum topics in the life sciences. Personal engagement with phenomena and reflection on the learning and instructional experiences.

EDCI 675: Learning to Teach and Learn Science (3 credits)

Use of written and video case studies of student learning in science. Candidates focus on science as inquiry, looking for the beginnings of science in students' thinking, and examining students' thinking for tangible sense-making and argumentation. Candidates read and discuss literature on students' science learning and science instruction and construct case studies from students' science learning in their own classes.

EDCI 676: Reflection and Practice in School Science Teaching (3 credits)

Construction of case studies from students' science learning in candidates' own classes. Candidates present case studies of students' learning and discuss implications for teaching and curriculum design.

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

Participants in the program will be certified, practicing elementary and middle school teachers who are interested in improving their science content knowledge and teaching approaches. The initial cohort will also specify that teachers currently teach in a public school system. Candidates for admission must meet the requirements of the University of Maryland Graduate School. All applications will be reviewed by faculty in the Science Teaching Center with respect to program capacity.

III. Student Learning Outcomes and Assessment

A. List the program's learning outcomes and explain how they will be measured.

The learning outcomes for the certificate program are listed above as the educational objectives for the program. The table below describes the assessments that will be used to measure each of these outcomes and the courses in which each of the assessments is administered.

Learning Outcome	Assessment
Science Content Knowledge	
Deep conceptual understanding of fundamental areas of physical science: especially the nature of matter, basic kinematics and dynamics, buoyancy, and electric circuits.	EDCI 604, 605 Midterm and final exams Student work
Deep conceptual understanding of fundamental areas of biological science: especially ecology, structure and function of organisms, genetics, evolution.	EDCI 606, 607 Midterm and final exams
The ability and propensity to approach the learning of new topics in science through tangible sense-making, argumentation, and coherence-building, even when learning from "traditional" textbooks and lectures.	We will be unable to reasonably assess this outcome, but still think it is an important course goal.
The ability and propensity to engage in scientific argumentation, which includes engaging with other people's ideas, defending claims with evidence, and seeking coherence between different ideas.	EDCI 604, 605, 606, 607 Weekly argument/counterargument papers
The ability and propensity to engage in scientific coherence-seeking, by which we mean trying to explain a large range of phenomena in terms of a small number of basic concepts and models.	EDCI 604, 605, 606, 607 Weekly argument/counterargument papers
Understanding of the difference between sense-making and other common approaches to learning physical and biological sciences (such as rote memorization, focus on vocabulary, etc.)	EDCI 604, 605, 606, 607 Weekly argument/counterargument papers

Knowledge about Teaching and Learning in Science	
The ability to evaluate local curricular materials in terms of how well they scaffold the above activities.	EDCI 675 Curriculum analyses
Planning and implementing instruction that elicits student thinking, in class discussions and assignments.	EDCI 675, 676 Lesson plans Case studies
Identifying and interpreting the substance of students' thinking as evident in their work, with respect to conceptual understanding, scientific inquiry, epistemologies and learning contexts;	EDCI 675, 676 Lesson plans Case studies
Formulating appropriate instructional responses to student thinking, including in customizing curriculum materials and objectives based on formative assessment;	EDCI 675, 676 Lesson plans Case studies
Analyzing student thinking, discussing possible responses, and providing constructive feedback based on case studies presented by colleagues	EDCI 676 On-line (Blackboard) discussions of case studies

B. Include a general assessment plan for the learning outcomes.

The criteria for assessing each of these assignments is described below.

1.) Argument/counterargument papers

Papers will be evaluated against the outcomes articulated above. The specific outcome will be dependent on the specific prompt and response. Please see Appendix A for further clarification and illustration of these assessment criteria.

2.) Exams

Exams will target key scientific concepts discussed in class. Evaluation of student responses will lie with the professional judgment of the teaching faculty responsible for the course. All instructors will have strong backgrounds in the science being taught.

3.) Curriculum analyses

In evaluating students' curriculum analysis projects, we look for students to support their claims with evidence from the material or reference to course readings and student interviews. In particular, we focus on candidates' (1) attention to science content; (2) attention to inquiry, and the abilities to engage in scientific inquiry; (3) attention to the nature of science, and when relevant; (4) attention to relevant local and societal issues related to the desired content.

Science content

To be considered adequate, a candidate's analysis must involve attention to the science concepts addressed in the curriculum material. The form this attention may come in will vary depending on the material selected for analysis, however, evidence of attention to content could lie in their statements about the accuracy of content, the coherence across lessons or activities, and the relevance to key ideas within the discipline. All candidates must address whether the curriculum material provides opportunities for students to develop the conceptual understandings and knowledge reflected in the curriculum goals or objectives. This includes attention to both the teaching and learning activities. Some candidates may challenge the goals articulated by the material. While we may encourage this type of critique, we do not expect this of all candidates at this point in the program. For those that do, they must ground their challenge in the subject matter, understandings or conceptual understandings, and/or externally developed standards documents such as the National Research Council's National Science Education Standards.

Abilities for scientific inquiry

We expect candidates to critically consider the types of activities students will engage in with respect to the material. Specifically, we expect them to consider opportunities the students have to engage in scientific inquiry, and also consider the curriculum's support of the development of such abilities. We do not want candidates to look for evidence of inquiry out of the context of the scientific concept being taught. In fact, we expect them to address the relationship between the nature of the scientific inquiry presented and its alignment with the conceptual development targeted by the materials.

Epistemologies and understandings of the nature of science

Adequate analyses consider the nature of science set forth in the curriculum materials as well as the more traditional views of scientific content. Candidates' analyses are expected to examine assumptions of science learning underlying the material and speak to the views of science that are advanced by the curriculum material. When contradictions occur -- among the nature of science, epistemological underpinnings, and/or activity structures -- student are expected to uncover and address these as well.

Contexts

Candidates are specifically asked to look for connections made to societal or local issues. When explicit, candidates should comment on how they add to or complement existing material. Where they are not available, candidates should consider possible openings for extension activities that could meaningfully connect the existing curriculum material to social issues. The connections should be purposeful, serving to support the development of student conceptual development rather than serving as an end to itself (connection for connections sake) or even detract from the lesson or activity.

Support claims with evidence

A major criterion for evaluating candidate work will be on how well students support their major points and claims with evidence – from curricular materials, external readings, and what they've learned through student interviews.

4.) Lesson plans

Assessing and responding to lesson plans, we attend to three basic requirements: (1) clarity, (2) reasonability of objectives, and (3) opportunity for students to express their thinking. In the assignment and in discussion we emphasize a fourth that connects to the first three: (4) how well the plans anticipate possible student responses.

Clarity

This is the most basic need for the plans: We cannot think about whether a plan is realistic or sensible for the students if we do not know what it is. By the same token, the candidate cannot implement a plan if it is too vague.

For example, a candidate might write,

“The class will talk about why people look the way they do.”

“The students will explore buoyancy in small groups.”

“Talk about plant structure.”

None of these are specific enough to give a reader a clear sense of what the candidate intends, and perhaps the candidate is not clear either. What precisely is the focus of the activity? And how will the candidate introduce the activity to the students?

In contrast, the plan might say:

“I’ll ask the students ‘What makes people’s hair come out the color it does?’ and have them talk about it in small groups.”

“The students will work in pairs trying different objects in list A to see which float and which do not. I’ll ask them to try to come up with explanations for what they observe, and then I’ll ask them to use their explanations to predict whether each of the items in list B will float or sink.”

“I will give a lecture on plant structure, with a diagram [attached] to show the root and shoot systems, focusing on flowering plants, monocots and dicots. Here’s a draft of what I will say...”

These are more specific with respect to what the candidate intends to do, and they allow for detailed questions and comments from readers. (E.g. “I don’t think students will know exactly what you’re asking — can you make the question more specific? They might not be sure whether you mean what gives it that pigment, as it forms in the scalp, or whether you’re talking about heredity.”)

Reasonable, appropriate objectives

The lesson plans should have objectives that make sense given what we expect the students know and are able to do, including with respect to time, substance, and approach. There should also be a basic alignment between the objectives and the approach. By the time students construct these lesson plans, they have spent a semester studying research on student learning as well as conducting their own interviews of students on questions in science. Many will be inclined to set aside the ideas they had discussed in that reading, as they formulate their lesson plans (often in part because they are working from materials in the school that do not reflect research on learning). The lesson planning assignment is one of many opportunities in the program to make that connection. So students should come to see that a plan built primarily around lectures and demonstrations of conceptually difficult material is unlikely to help students achieve good understanding. It would not be reasonable, based on extensive findings from research, to expect that most students will be able to learn the laws of motion, of segregation, or of ideal gases based entirely on presentations and readings. Nor would it be reasonable to have students engage in a word-search activity, or crossword puzzle, to the purpose of developing conceptual understanding. Moreover, such lessons would present or reinforce misleading ideas about the nature of science, as a body of knowledge to be received on the authority of the teacher or text. Rather, students will need opportunities to wrestle with the ideas, to consider alternative ways of thinking, to study evidence for and

against different points of view, in the interest of their understanding both the concepts and what it means to engage in scientific thought.

Opportunities for students to express their reasoning

The lesson plans should include appropriate opportunities for students to express their reasoning, both because those opportunities are essential for their learning and because teachers need to see and hear from students in order to assess their progress and needs. Lesson plans that do not provide such opportunities are inadequate: Enacted as planned, they are likely to fail, and, worse, the teacher can remain unaware. It is important to note that planning in this way depends critically on the candidates' assessment of the students' current knowledge and abilities. In some classes, students have progressed to the point that lesson plans based on lectures and teacher presentations are perfectly appropriate; in those classes, the students pepper the teacher with questions and comments, and what is planned as a presentation is understood on all sides as interactive. In other words, the students have become sufficiently sophisticated as learners that they can create their own opportunities to express their thinking, for themselves and for the teacher to be aware. Of course, that is not typical, and for this assignment it would seldom be appropriate for a candidate to plan a purely presentation-based lesson. A somewhat more subtle difficulty with lesson plans are those that incorporate student "hands-on" activities that do not genuinely provide opportunities for them to express their thinking. For example, a teacher might design a lesson plan that has students move about the room to enact the process of mitosis, follow a prescribed experimental procedure to measure the dependence of solubility with temperature, or spend time at an amusement park to explore circular motion. All of these would have students active but not necessarily expressing their reasoning in such a way that the teacher could attend to it. An adequate lesson plan provides clear opportunity for student thinking, and for the teacher to gain a sense of it. For example, a plan might have students writing in journals the teacher can collect and read; working in groups as the teacher circulates around the room listening in or visiting with questions; engaging in a whole-class debate; and so on.

Insightful anticipations

A perennial challenge of lesson planning is to keep the attention focused on the students. For years the accepted means of doing this was (and in many places still is) to require that objectives be expressed in a form that explicitly denotes observable student performances. A liability of this approach is that it can be inauthentic: The form takes the foreground away from the substance. We have been using a different approach, in isolated courses; with our program redesign we are making it the local standard. Rather than require a particular form for lesson plans, we require that the plans include explicit discussion of anticipations: What are the ways students are likely to respond, to the instructions or questions or explanations set before them in the plan? What are some plausible ways they could respond? Anticipating possible responses, as opposed to only those responses the teacher intends, she or he can consider how to address them. As well, it may help the teacher be more perceptive in noticing what does happen, when it differs from those anticipations. To meet this requirement, the candidates must step back from the plan and imagine it from a student's perspective, and they must formulate reasonable expectations. For example, it would be reasonable to expect students to have some early ideas about children's hair color being related in some way to their parents', and that some students would speak of hair color as "genetic." But in general it would not be reasonable to expect students would already have in mind specific ideas about the mechanisms of inheritance.

5.) Case studies

Assessing and responding to case studies, we attend to (1) evidence of student knowledge and reasoning; (2) the candidate's interpretations of that evidence, at the time of the class and reflecting back on it; (3) the candidates' interactions with students; and (4) the candidate's reflections on the lesson.

Evidence of student knowledge and reasoning

To be considered adequate, a case study must present evidence sufficient to give readers and viewers insight into the student's knowledge and reasoning and sufficient to support the candidate's claims. That evidence is in the form of students' statements and behavior, as recorded on videotape and as recounted in the candidate's written report. The requirement of sufficient evidence, of course, has implications for what takes place during the class. In particular, consistent with the requirement of the lesson plan assignment, students need to be given opportunities to express themselves. Sufficient evidence means student generated explanations of ideas, student questions, and student actions. Statements such as "Yes, I understand" or "I don't know how to do number 6" are not sufficient evidence of student knowledge and reasoning. For many candidates, it takes a round and sometimes two of case studies before they produce one that shows sufficient evidence of student thinking. The requirement of this assessment is that, by the end of the course, every candidate must present an adequate case study.

Interpretations of evidence

The candidate should offer reasonable interpretations of the evidence available. We do not require that candidates catch everything that takes place; that is not possible. We require that they show evidence of attending to what does take place, both during the class and in reflecting on it later, and of recognizing ambiguities and alternative possibilities. We expect it to happen often that candidates change their interpretations of student thinking, on reflection later—the criterion is not that candidates' interpretations are correct. When candidates fail in this criterion, it is because they make judgments about student thinking they cannot support with data, or because they regularly ignore evidence of student thinking when it is available. It would not be reasonable, for example, to assess that students understand a concept based on their not asking questions, or their nodding during a lecture, or because they repeat back an explanation of the concept using the teacher's same words. Nor would it be adequate performance if the candidate generally misses signs of students' alternative understandings. Success by this criterion means a candidate regularly notices evidence of student thinking and giving plausible interpretations of it, and regularly supports assessments of student thinking with specific data. Our evidence of a candidate's success here would require us to identify examples of supported interpretations in the case study.

Interactions with students

There are several criteria by which we assess candidates' interactions with students. First, most basically, they should be respectful of the students as human beings, promoting their well-being, including treating them with dignity and integrity. Second, the interactions should reflect the candidate's understanding both of the concepts and of scientific practice. At the most basic level, the candidate should understand the concepts and practices involved in the lesson. At a more demanding level, the candidate should be able to assess the validity of students' arguments and reasoning, including and especially when expressed in the students' own words, and the candidate should be able to engage in scientific discussion about ideas s/he had not yet encountered. It would not be appropriate, for example, if the candidate were to communicate tacitly or explicitly that knowledge in science comes from authority, that they should refrain from asking questions or arguing alternative points of view.

Perceptive reflections on the lesson

We do not expect candidates (or teachers in general) to show "optimum" performance during class. Teaching, we recognize and want candidates to recognize, is full of uncertainties. Part of skilled, professional practice in teaching is to look back on lessons and reflect on how it went and on how it might have gone differently. What we expect in these case studies is that candidates engage in honest, perceptive reflections on what took place, to consider how their actions in class may have helped students make progress but may also have had unintended effects. An adequate response would show insight into specific interactions and decisions, and it would reflect on alternative possibilities. It would not be adequate, on the other hand, for the

case study simply to provide a rating — “I think I did a good job,” or “That went badly.” Candidates may revise a case study after presenting the video during class, which provides an opportunity for them to gain insight from others’ reactions. This would be another way to succeed with the assignment, to incorporate ideas that come up in interactions with colleagues. We do not require that the reflection in a case study be entirely independent; to the contrary, we expect and hope candidates will benefit from discussions.

6.) Online discussions of case studies

IV. Faculty and Organization

A. Who will provide academic direction and oversight for the program?

Oversight for this program will be with faculty members in the EDCI Science Teaching Center. Dr. Janet Coffey will serve as the primary point person. Dr. Coffey will be advised by a steering committee, which will include herself, one representative from the College of Mathematics, Computers and Physical Sciences (David Hammer, who is also on the faculty in the Department of Curriculum & Instruction), and two representatives from the College of Chemical and Life Sciences (Spencer Benson and Joelle Presson). For the initial cohort, the steering committee will also include two representatives from the MCPS science instructional unit (Anita O’Neill, K-12 Science Supervisor; Mary Doran Brown, Elementary Science Coordinator) and one representative from MCPS central office (Russ Fazio, Staff Professional Development Specialist). (This is the type of steering group we propose to develop for each partner district.) Formal staffing assignments will be made by the respective Department Chairs based upon recommendations from the steering committee.

During the initial cohort’s program, the steering committee will meet at least once per year to review progress, make policy and procedures recommendations, and guide program evaluation data collection for this initiative. They will communicate as needed by email.

If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure. **NOT APPLICABLE**

V. Off Campus Programs

- A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities if needed) will be assured.

The Universities at Shady Grove will provide classroom facilities and other technical assistance for the program. The director of outreach programs for the Universities at Shady Grove will work closely with the University of Maryland and Montgomery County Public Schools to support the programs objectives and to insure that the proper resources are available for the programs’ staff, faculty and participants. For classes where laboratory equipment is necessary, we will seek space on campus or at local MCPS schools.

- B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in Principles and Guidelines for Online Programs are to be addressed.
NOT APPLICABLE

VI. Other Issues

- A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of the program.

We negotiated letters of agreement with the participating school district (Montgomery County Public Schools) to ensure understanding and communicate responsibilities. They will take primary responsibility for the recruitment of teachers.

- B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

The program is subject to review by NCATE. We are not seeking certification or licensure at this time.

VII. Required Physical Resources

- A. Additional library and other information recourse required to support the proposed program. You must include a formal evaluation by library staff.
- B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.
- C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

Existing resources are adequate to support the proposed program. The program will have minimal impact on the use of existing facilities and equipment because the size of this proposed science certification program is quite small relative to the size of existing programs administered by the Science Teaching Center. For the initial cohort, we have obtained state funds that will cover costs for teaching, course and program design, and partial tuition for participating teachers.

IX. Resource Needs and Sources

Describe the resources that are required to offer this program, and the sources of these resources. Project this for 5 years. In particular:

- A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.**

New courses include: EDCI 604, EDCI 605, EDCI 606, and EDCI 607. These four courses were approved by the College of Education and have been submitted to VPAC for approval. The other two required courses, EDCI 675 and EDCI 676, are fully approved. We anticipate cohorts of 20 students, which would require one section of each course.

Staffing for the courses described above is aligned with department goals. Grant support was received to provide sufficient resources to cover faculty salary for the first cohort, as well as pay for course and program design. Clinical teaching faculty are being supported to teach these courses (Andy Elby and Dan Levin).

The initial grant will also cover program administration. We anticipate that much of this work will be turned over to the Amy Berman in the COE outreach office. We will continue to seek funding for subsequent years. We also plan to work in partnership with local districts to ensure enrollment numbers.

B. List new faculty, staff, and teaching assistants needed for the responsibilities in A. and indicate the source of new resources for hiring them.

Classes will be taught by clinical faculty (currently, Andy Ely and Dan Levin) whose job description involves courses of this nature.

C. Some of these teaching, advising and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the sources of any needed resources.

Outside funds have been obtained to support teaching for clinical faculty and graduate assistants who will oversee coursework. We will continue to seek funds, and maintain enrollment numbers to adequately cover teaching costs.

D. Identify the source to pay for the required physical resources identified in this section.

The main funding source for this program is an Improving Teacher Quality Grant (MHEC).

E. List any other required resources and the anticipated source for them.

We will see continuation funds from MHEC for a second cohort (probably with Prince Georges County Schools). Whether or not we receive funds, we will continue to work in partnership with local districts to maintain adequate enrollment numbers.

Appendix A: Illustrating Assessment Criteria for Argument/Counterargument Assignment

In this appendix, we use three hypothetical examples of student argument/counterargument papers to illustrate how we assess students' progress with respect to four of the Science Content Knowledge Learning Outcomes. We rate each student as showing poor, fair, good, very good, or excellent progress toward each learning outcomes and explain our reasoning.

The argument/counterargument papers respond to a classroom discussion about this question:

A small bowl sits on the floor. With your keys in your hand, and your hand held motionless in front of you, you run toward the bowl. To make the keys land in the bowl, should you drop them (i) before your hand reaches the bowl, (ii) when your hand is directly over the bowl, or (iii) after your hand has passed the bowl? Why?

As in all argument/counterargument papers, students express their answer and the reasoning behind it; give a plausible counterargument in support of a different answer; and try to achieve a synthesis that addresses the argument and counterargument.

1 Alina

2

3 **1. Make an argument about when you should drop the keys.**

4

5 I should drop the keys from directly over the pot. Gravity pulls things straight down when
6 they're dropped instead of thrown. It doesn't matter if I'm moving when I drop it. For instance,
7 when I ride in a car, if I drop my keys from directly above my feet, they fall down onto my feet,
8 proving that they fell straight down. Gravity doesn't "know" that I was moving, and that's
9 equally true whether I'm running toward the pot or riding in my car.

10

11 **2. Give a counterargument.**

12

13 Some people in the class think you should drop the keys before you reach the pot because the
14 keys will leave your hand with forward motion because you were moving when you dropped
15 them. By that argument, if you drop the keys from directly over the pot, they'll fly forward while
16 falling and land in front of the pot. So you've got to drop them earlier. An example Katie gave to
17 support this argument is that when you move your hand forward while throwing something, the
18 thing keeps moving forward even after the thrower lets go.

19

20 **3. Address the counterargument.**

21

22 I still think the keys should be dropped from right over the pot. If you *throw* something, then
23 sure, it goes forward. But holding your hand still while running or riding forward is different
24 from throwing something forward, because in the first case you're holding your hand still, while
25 in the second case you're *moving* your hand forward. If holding your hand still while running or
26 riding forward were the same thing as moving your hand forward while throwing, then when I
27 drop something in a car moving at 30 mph, it would be the same as if I threw it forward at 30
28 mph, in which case it would land way in front of my feet. But it doesn't.

Desired Outcome 1: *Deep conceptual understanding of fundamental areas of physical science: especially the nature of matter, basic kinematics and dynamics, buoyancy, and electric circuits.*

Although she gives the wrong answer to part 1, Alina shows evidence of a **good** understanding of the targeted kinematic concept. She knows that keys thrown forward continue moving forward while falling (lines 24-25) and that the relevant issue here is whether dropping keys while moving forward is equivalent to throwing keys forward. What's missing is a realization that, from the keys' perspective, those two scenarios are indeed equivalent. As discussed below, her understanding of the correct physics, spelled out in her part (2) response, is good,

Desired outcome 4: *The ability and propensity to engage in scientific argumentation, which includes engaging with other people's ideas, defending claims with evidence, and seeking coherence between different ideas.*

Alina displays **very good** argumentation here, despite her incorrectness. In defending her claim in part (1), she cites both empirical evidence, about dropping keys in a moving car (lines 7-8), and a theoretical argument, about what gravity can "know" about an object it's pulling down (lines 8-9). She articulately expresses the main counterargument to her position (lines 14-18), even citing empirical evidence to support it (lines 18-20). In part (3), she goes on to explain why she favors her part (1) over her part (2) response; a *reductio ad absurdum* hinging on a piece of empirical evidence about what happens when you drop keys in a moving car (lines 27-31).

Desired outcome 5: *The ability and propensity to engage in scientific coherence-seeking, by which we mean trying to explain a large range of phenomena in terms of a small number of basic concepts and models.*

Although the evidence pertaining to this indicator is thin, Alina appears to show **very good** progress. Instead of accepting (i) *throwing*, (ii) *dropping while motionless*, and (iii) *dropping while moving* as three separate phenomenon governed by three separate sets of laws/explanation, she argues coherently (see desired outcome 4 above) that *dropping while motionless* and *dropping while moving* are the same thing (lines 6-9; 27-31), inviting a unified explanation. Although a Newtonian would collapse (i) and (iii) instead of (ii) and (iii), Alina and the Newtonian are playing versions of the same coherence-seeking game.

Desired outcome 6: *Understanding of the difference between sense-making and other common approaches to learning physical and biological sciences (such as rote memorization, focus on vocabulary, etc.)*

Alina is showing **at least good** progress here; she is consistent in trying to make sense of what's going on, based on evidence and everyday experiences (lines 7-8; 27-31) and appeals to the plausibility of different mechanisms (lines 8-10; 26-27). Nowhere does she revert to vocabulary-spewing or authority citing. What we cannot tell from this paper is how conscious and articulate she is about the differences between what she's doing and other, more authority-based approaches.

1 Bob

2
3 **1. Make an argument about when you should drop the keys.**

4
5 The key should be dropped before the person reaches the pot. According to Newton’s 1st law, an
6 object in motion stays in motion unless acted upon by an outside force. So, the key keeps moving
7 forward after you drop it because it was moving forward when you dropped it. Newton’s 2nd law
8 says that force is mass times acceleration.

9
10 **2. Give a counterargument.**

11
12 Arnold says the key should be dropped from directly over the pot because gravity pulls things
13 down.

14
15 **3. Address the counterargument.**

16
17 I disagree with Arnold because that answer disagrees with Newton’s 1st law. The 1st law says you
18 have to drop the key *before* getting to the pot, since the key’s forward motion will make sure it
19 keeps going forward to land in the pot.

Desired Outcome 1: *Deep conceptual understanding of fundamental areas of physical science: especially the nature of matter, basic kinematics and dynamics, buoyancy, and electric circuits.*

Despite giving the correct answer in part (1), Bob displays a merely **good** understanding. He shows evidence of understanding how Newton’s 1st law applies to this scenario (line 7; 18-19). What’s missing is evidence that he has connected this understanding to his intuitions and everyday experiences. (He may well have made such connections; but the evidence here is lacking.)

Desired outcome 4: *The ability and propensity to engage in scientific argumentation, which includes engaging with other people’s ideas, defending claims with evidence, and seeking coherence between different ideas.*

Bob displays **fair** argumentation here, despite his correctness. In part (2), he states Arnold’s idea, and briefly gives the reason as “gravity pulls things down,” but doesn’t go into more detail about the common-sense ideas and everyday experiences underlying this answer. And in part (3), he doesn’t take on Arnold’s argument; his reason for rejecting it is simply that it disagrees with the law he cites in favor of his answer -- though Bob does discuss what would happen to the keys if dropped in the way Arnold suggests. In his part (3) response, Bob doesn’t write anything that would convince Arnold, if Arnold weren’t already convinced by Bob’s assertion back in part (1).

Desired outcome 5: *The ability and propensity to engage in scientific coherence-seeking, by which we mean trying to explain a large range of phenomena in terms of a small number of basic concepts and models.*

There is **insufficient evidence** to reach a conclusion about this. All we know is that Bob thinks Newton’s 1st law applies to this scenario. We don’t know if he would seek to apply that law to other situations.

Desired outcome 6: *Understanding of the difference between sense-making and other common approaches to learning physical and biological sciences (such as rote memorization, focus on vocabulary, etc.)*

Bob shows **poor** progress here; in this work, he enacts the view that explanations should consist of appeals to authority (specifically, authoritative physical laws) with at most incidental connections to sense-making.

1 Christina

2
3 **1. Make an argument about when you should drop the keys.**

4
5 I should drop the key before reaching the pot, because it will continue to move forward while
6 falling. So if you drop it from over the pot, or even from not far enough in front of the pot, it will
7 overshoot and miss the pot. The key keeps moving forward when you drop it because your hand
8 was in motion while you were carrying it, and the key acquires that motion, just as if you threw
9 the key forward. So for instance, if your hand was moving at 5 mph, then the “dropped” key was
10 also moving forward at 5 mph and therefore keeps going forward at 5 mph as it falls.

11
12
13 **2. Give a counterargument.**

14
15 The main counterargument to this was that the key is just “dropped” rather than thrown, and
16 dropped objects fall straight down. It’s dropped rather than thrown because although the person
17 is running, her hand is being held still. And it’s true; when you just drop something it falls
18 straight down. To illustrate this argument, someone talked about dropping keys in a car. The key
19 lands directly under the place from which it was dropped, and this allegedly goes to show that
20 throwing something (your *hand* is moving) leads to different results from just dropping
21 something (your hand not moving) even if your body as a whole is moving.

22
23 **3. Address the counterargument.**

24
25 The distinction between throwing something and dropping it while your body is in motion just
26 doesn’t hold up. The key can’t “know” whether your hand is moving because you’re thrusting it
27 forward of because it’s attached to your body which is moving. All the key “knows” is how fast
28 your hand is moving, for whatever reason. If your hand is moving forward at 10 mph when you
29 release the key, the key inherits that 10 mph of forward motion; and it doesn’t matter whether
30 your hand had that speed because you “threw” it forward at 10 mph or because you held your
31 hand still while riding I a car going 10 mph. To the key, it’s all the same. Now sure, the key
32 “dropped” in a moving car lands directly under the dropping point. But that actually support my
33 argument, not the counterargument. While the key is falling, the car itself — include its floor —
34 is moving forward. By the time the key lands on the car’s floor, that floor has moved forward;
35 it’s now in front of where the key was dropped from. So, in reality, when the key lands on the
36 floor “right under” the place it was dropped from, it’s really landing far *in front of* the place it was
37 dropped from. Someone standing on the road watching through the car window would correctly
38 see the key as moving forward while it falls and while the car also moves forward. The person in
39 the car sees the key as falling straight down only because she’s *also* moving forward, keeping up
40 with the forward motion of the car floor and falling key.

Desired Outcome 1: Deep conceptual understanding of fundamental areas of physical science: especially the nature of matter, basic kinematics and dynamics, buoyancy, and electric circuits.

Christina displays **excellent** progress here not simply because she is correct but because she deals with difficult conceptual issues such as the common perception that “passively” dropping something while running or riding is different from “actively” throwing something (lines 7-11). She reconciles her correct understanding of inertia with seemingly contrary intuitions (lines 28-33) and evidence (lines 34-44), relying on productive ideas about what the key can and can’t

“know” (lines 28-30) and on a good analysis of how a given motion appears from two different frames of references (lines 40-44). Note that Christina’s progress is excellent even though she doesn’t use “inertia” or “Newton’s 1st law” to name her ideas. Given what she understands, it will be quick and easy for her to learn those terms and apply them correctly.

Desired outcome 4: *The ability and propensity to engage in scientific argumentation, which includes engaging with other people’s ideas, defending claims with evidence, and seeking coherence between different ideas.*

Christina displays **excellent** argumentation here. She clearly expresses the main counterargument to her position (lines 16-19), including compelling evidence for it (lines 20-23). In refuting those counterarguments, she seeks and achieves coherence among theoretical ideas about what the keys “know” and empirical evidence about the keys dropped in the car, even incorporating the fact that the person riding in the car sees the keys fall straight down (34-40).

Desired outcome 5: *The ability and propensity to engage in scientific coherence-seeking, by which we mean trying to explain a large range of phenomena in terms of a small number of basic concepts and models.*

The thin evidence here suggests Christina is making **very good or excellent** progress; she seeks to apply her inertia ideas to situations in which different observers perceive different motions (lines 34-44).

Desired outcome 6: *Understanding of the difference between sense-making and other common approaches to learning physical and biological sciences (such as rote memorization, focus on vocabulary, etc.)*

Christina is making **at least very good** progress here; she shows evidence of being solid and robust in her sense-making. We don’t know, however, if she is conscious and articulate about the difference between what she’s doing and what Bob is doing.

TABLE 1: RESOURCES

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ² (c+g below)	79,920	139,860	119,880	119,880	119,800
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Annual Full Time Revenue (a x b)	0	0	0	0	0
d. # Part Time Students	20	35 ¹	30	30	30
e. Credit Hour Rate	444	444	444	444	444
f. Annual Credit Hours	9	9	9	9	9
g. Total Part Time Revenue (d x e x f)	79,920	139,860	119,880 239,760	239,760	239,760
3. Grants, Contracts, & Other External Sources ²³	59,400	59,400	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)³	139,320	199,260	119,880	119,880	119,880

¹ Subsequent cohorts will target 20 students, and will not run if the number is less than 15. Numbers here are calculated based on this minimum number.

² MHEC ITQ funds were received for the initial cohort. This number reflects non-participant monies awarded for program. We will continue to seek additional monies in future years.

³ Per College of Education agreement with campus, the outreach revenue to the Department is based on 70% of tuition.

JV. 12-8-04

¹ Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

² This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

³ Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

J.D. 12-8-08

TABLE 2: EXPENDITURES

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	22,000	44,000	44,000	44,000	44,000
a. # FTE	.5	1	1	1	1
b. Total Salary ⁴	22,000	44,000	44,000	44,000	44,000
c. Total Benefits	0	0	0	0	0
2. Total Administrative Staff Expenses (b + c below)	25,700	20,560	20,560	20,560	20,560
a. # FTE	.6	.5	.5	.5	.5
b. Total Salary	20,000	16,000	16,000	16,000	16,000
c. Total Benefits ⁵	5,700	4,560	4,560	4,560	4,560
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	2000	4000	4000	4000	4000
5. Library	0	0	0	0	0
6. New or Renovated Space ⁶	2,100	4,200	4,200	4,200	4,200
7. Other Expenses ⁷	1,000	1,000	1,000	1,000	1,000
TOTAL (Add 1 - 7)	78,500	99,460	99,460	99,460	99,460

⁴ Calculated at 12.5% of faculty academic year salary, and 10% for summer courses.

⁵ Benefits calculated at 28.5% of salary.

⁶ Costs at Shady Grove facility calculated at a rate of \$650/course, and \$50/course for program facility fees, totaling \$700/course.

⁷ Includes costs such as copies and relevant office supplies.

J.D. 12-8-08



DATE: February 17, 2009

TO: Dr. Anna O. Graeber
Interim Associate Chair for Teacher Education

FROM: Karen Patterson *KP*
Education Librarian

Gerri Foudy *GF*
Interim Budget Manager, Collection Management & Special Collections Division

Sue Baughman *SB*
Interim Director, Collection Management & Special Collections Division

RE: Library Resources to Support Science Education Certificate for Elementary and Middle School Teachers in the Department of Curriculum and Instructions, College of Education

The University of Maryland (UM) Libraries currently support the undergraduate and graduate students of the Department of Curriculum and Instruction in the area of science education. With this new proposal, the University of Maryland Libraries collections can adequately support the instruction and research needs of the newly proposed Science Education Certificate for Elementary and Middle School Teachers.

The Collection: Monographs and Serials

McKeldin Library houses the education collection of monographs and serials relevant to science education. Since science education is an interdisciplinary area of study, the library resources in Science [i.e. physics, life sciences, chemistry] and the Government Documents Collection will supplement the science education holdings.

Because this program will initially begin in partnership with teachers from Montgomery County Public Schools (MCPS), the Shady Grove Library will be the immediate library facility. With science education drawing from the sciences and education, it is difficult to provide precise figures on the number of library materials that support this program. A spot check of the University of Maryland, College Park catalog and the USMAI [University Systems of Maryland and Affiliated Institutions, which is a consortium of sixteen institutions] catalog was done for the following subject headings: "science—study & teaching-- elementary", "science – study & teaching – primary", and "science – study & teaching – middle school" was done. The "science – study & teaching – elementary" search retrieves: 5 titles from the Shady Grove library as its holding site, 210 titles from the University of Maryland, College Park catalog; and 687 titles from the USMAI catalog. The "science – study & teaching – middle school" search retrieves: 3 titles from Shady Grove library as its holding site, 48 titles from the University of Maryland, College Park catalog, and 71 from the USMAI catalog. Students at the Shady Grove campus can borrow books located at any USMAI library, which helps alleviate the concern of Shady Grove Library's limited collection on science education.

To further analyze the strength of our holdings, a spot check of the holdings of peer institutions was done. The search results for “science – study and teaching – elementary” from peer institutions are as follows: University of Wisconsin-Madison: 353 titles; University of North Carolina at Chapel Hill: 562 titles; Teacher’s College of Columbia: 383 titles; Michigan State University: 242 titles; Stanford University [Cubberley Education Library]: 125 and University of Michigan: 248 titles. When reviewing all of the catalog searches, our monographic holdings in UM libraries is lower than other university holdings in science education [elementary and middle school], but when you consider the USMAI consortium, the holdings are more than adequate. This catalog search does not consider specifics such as formats of materials (e.g. books, journals, multimedia, theses) and the rate of english to non-english language publications.

A search was performed in *Journal Citation Reports 2007*, a database that uses citation data to rank and determine the impact factor of journals in an academic field. To support the proposed courses, at the present time the Libraries provide access to the following top-ranked journals:

Journal of the Learning Sciences
International Journal of Science Education
Journal of Research in Science Teaching
Science Education
Learning and Instruction
Cognition and Instruction

Other academic journals to support the classes are *Science & Children*, *Science Teacher*, and *Elementary School Journal*. With the libraries moving toward electronic serials, the majority of these titles have holdings that are remotely accessible.

In the area of serials, our collection is strong in comparison with the other universities as revealed by the catalog check, but a few relevant titles could be added to the collection. A journal title to consider for purchase would be *Journal of Science Education and Technology* [Springer Netherlands] \$969. In order to provide support for the proposed classes, the Libraries would require \$969 per annum to purchase this journal.

The Collection: Government Documents

As a regional depository library, University of Maryland Libraries has a collection of over two million documents. This will provide historic and current relevant government documents for the Science Education program. Some of the agencies that publish documents include: from U.S. Department of Education; National Center for Education Statistics, U.S. Department of Education; the United States. Congress. House. Committee on Science and Technology.

The Collection: Electronic Resources

UM Libraries subscribes to the following significant databases that will support the certificate program. *Education Research Complete*, *ERIC*, *JSTOR*, and *Web of Science*. *Education Research Complete* is the definitive online resource for education research. The database covers all areas of curriculum instruction.

Staff Resources

All library personnel provide support to the curricular and research needs of academic departments at the University of Maryland. Library specialists will provide in-depth research consultations with the EDCI students, faculty and administration.

Interlibrary Loan

When resources are not part of our holdings within the sixteen University System of Maryland and Affiliated Institutions [USMAI] libraries, the Interlibrary Loan Office can obtain monographs, journal articles,

dissertations, government documents and technical reports at no charge to the student or faculty. This service will support the instruction and research needs of the EDCI faculty and students. Shady Grove students can request Interlibrary Loan items be shipped to the Shady Grove Library.

Conclusions

At the present time, library holdings are at least adequate to support the proposed set of courses, even without the purchase of the suggested journal title. Journal collections, however, remain particularly vulnerable. As a result, the level of future support is dependent upon ongoing funding and other circumstances affecting journal subscriptions.

TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate: April 23, 2009

Presenter: Carmen Balthrop, Chair, Senate Programs, Curricula, and Courses Committee

Subject of Report: Proposal to establish a B.S. in Public Health Science, to be offered at the Universities at Shady Grove

Senate Document Number: 08-09-29

Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report

A. Statement of Issue:

The School of Public Health proposes to establish a Bachelor of Science degree in Public Health Science, to be offered at the Universities at Shady Grove (USG), a regional center of the University System of Maryland. This degree would prepare students for graduate work in any of the principle public health disciplines (biostatistics, epidemiology, environmental health, health services and policy, and behavioral sciences) as well as for allied health disciplines. A national shortage of qualified public health personnel means that employment prospects are very good for appropriately-trained individuals. While this degree does not lead directly to certification or licensure, it is specifically designed to prepare students for success for graduate work in public health-related fields.

The degree is expected to draw students primarily from Montgomery College and other community colleges. However, the program may also attract College Park students who might currently choose the Community Health or Kinesiological Science majors. The specific science content is expected to be very attractive to students interested in public health who are looking for a rigorous, explicitly science-based degree.

The Public Health Science major would require 60 credits to be completed at USG. These final 60 credits are comprised of 15 credits in public health foundational courses; 19 credits in a public health science core; 14 credits in public health science electives; 9 credits in general education and a 3-credit elective. Students coming from Montgomery College or other institutions, including UMCP, will have taken a preparatory program of study that includes biology, chemistry, and physics, as well as 100-200 level courses in School of Public Health disciplines. Admission will be selective and students will be required to have completed all fundamental studies and almost all UMCP distributive requirements prior to beginning the program at USG.

This new degree program will be offered uniquely at USG. As an interdepartmental academic program within the School of Public Health, an interdisciplinary faculty and administrative board representing the units within the School will be formed to provide programmatic and administrative oversight.

The proposal was submitted to the Senate by the Office of Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) in April, 2009, and the Senate Programs, Curricula & Courses Committee on April 3, 2009. If the Senate approves the proposal, it would still require further approval by the President, the Board of Regents and the Maryland Higher Education Commission.

B. Recommendation:

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve the B.S. in Public Health Science.

C. Committee Work:

The Committee considered the proposal at its meeting on April 3, 2009. Robert Gold (Dean, School of Public Health) and Colleen Farmer (Assistant Chair, Kinesiology) were present to answer questions. After discussion, the Committee voted unanimously to recommend approval of the new program.

D. Alternatives:

The Senate could decline to approve the program.

E. Risks:

N/A

F. Financial Implications:

The program is expected to be fully self-supporting within two years as per the financial model for UMCP programs at USG. Some start up funds for the program from the Provost will be made available.

April 14, 2009

TO: SEC

FROM: Phyllis Peres

RE: Proposal for a new B.S. in Health Sciences to be offered at the Universities at Shady Grove (USG)

The School of Public Health proposes to offer a Bachelor of Science program in Health Sciences at Shady Grove effective Fall 2009. Please note the following:

- USG is a University System of Maryland Regional Center
- UM currently offers four bachelors programs at USG (BMGT, BSCI, CCJS, COMM) and several graduate programs (BMGT, CLIS, EDUC, and some Professional Engineering non-live courses).
- Undergraduates complete their last two years (60 credits) at USG. Most Shady Grove undergraduates transfer from one of the area two year colleges, primarily Montgomery College.
- The B.S. in Health Sciences would be a degree unique to Shady Grove and would not be offered on the College Park campus. College Park students could choose to complete the last two years of the B.S. program out at Shady Grove (internal transfers).
- The program would be housed in the School of Public Health itself, as it is an interdisciplinary degree program made up of courses in the undergraduate degree offering units (KNES, HLTH) and those that currently only offer graduate degrees.
- Oversight for the degree would be by a faculty committee representative of the School's academic units.
- Although a budget is included (primarily for MHEC purposes), the program is expected to be self-support within 2-3 years, but will have start up funds from Academic Affairs. The program is strongly supported by USM as the System seeks to increase undergraduate enrollment at the regional center.
- The program was developed with extensive collaboration and discussion with the College of Chemical and Life Sciences and, particularly, with Biological Sciences, so as to interact and build upon, not duplicate, the latter's program at Shady Grove. There are also excellent opportunities for collaboration with other College Park and non-College Park (Nursing, Pharmacy) programs at the Regional Center.

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

PUBLIC HEALTH SCIENCE

**SCHOOL OF PUBLIC HEALTH
DEAN ROBERT S. GOLD**

**Bachelors Degree to begin
Fall 2009**

I. OVERVIEW and RATIONALE

A. The field of public health is experiencing a dramatic increase in interest nationally, driven by rising health care costs, 43 million uninsured Americans, the aging of the population, growing health disparities, and the rise in human-made and natural disasters such as 9-11 and Hurricane Katrina. Amelioration of any of these problems will require professionals with a strong knowledge base in public health science. Public health is concerned with protecting the health of entire populations. The field of public health draws on and applies knowledge from many different disciplines in its research, teaching, practice, and service. A 2003 Institute of Medicine (IOM) report, "Who Will Keep the Public Healthy?" identified several issues facing all cities and states, including uncertainties about the impacts of environmental changes on disease occurrence and an increasing recognition of the impacts of lifestyle choices on health status and wellness. The IOM committee emphasized the need for health professionals to understand public health issues. The report also underscored the need for broad, interdisciplinary public health training. It is in this light that we propose the creation of a new program opportunity at Shady Grove – an undergraduate degree in Public Health Science that would prepare students for graduate work in any of the principle public health disciplines (including biostatistics, epidemiology, environmental health, health services and policy, and the behavioral sciences) and also enable them to pursue other allied health science disciplines.

The IOM report estimates that there are approximately 450,000 people employed in salaried positions in public health in the United States, with an additional 2,850,000 who volunteer their services. Nationally, it has been estimated that 80% of public health workers lack specific public health training, and only 22% of chief executives of local health departments have graduate degrees in public health. Data from the American Public Health Association (APHA) indicate that 50% of the federal public health workforce and 25% of the state public health workforce will retire in the next five years. The APHA concludes that "this massive attrition in personnel will create a critical shortage of workers that clearly can not be remedied through existing training programs and recruitment efforts." These factors present a tremendous opportunity for a Maryland public institution to provide high quality public health training in anticipation of future public health workforce needs in Maryland and the nation.

The impending retirements of middle and executive level health practitioners, combined with the growing demand for professionals to address public health problems, have produced a very promising occupational outlook for graduates of public health training programs. Occupational employment data from the U.S. Department of Labor, Bureau of Labor Statistics, indicate that there will be a strong demand for graduates with training in public health. Specifically, these disciplines provide support for public health surveillance, research, assessment, practice, and evaluation.

B. The Public Health Science program is expected to reach an annualized major FTE of 60 by FY13, starting with a target enrollment of 20 annualized major FTEs for FY10 and increasing by 10 annualized major FTEs through FY12. It is expected that students will come primarily from Montgomery Community College, but also from other state community colleges whose students planned to transfer to the University of Maryland and from the University of Maryland. It is expected that this major will attract current Community Health and Kinesiological Science

majors whose career goals are medically based (such as nursing, occupational therapy, and physical therapy), but also find an interest in public health. It should also prove appealing to students (both at community colleges and from UMCP) who originally thought medicine was their interest, but have come to question this goal. This program is expected to appeal to very bright students who may be considering the University of Maryland, but looking for very specific public health content. For example at one of the Academically Talented Programs this year, one student who came to the School session was specifically interested in infectious diseases and another student expressed interest in public health policy. This program might be more useful in recruiting these students to the University of Maryland than current programs.

II. CURRICULUM

The Public Health Science degree is a science-based program which prepares students to work with people at the local, state, national, and international level in all aspects of disease prevention, environmental protection, and health promotion. This University of Maryland Bachelor of Science degree in Public Health Science is located at Shady Grove campus and is predicated on the completion of 60 credits at another institution. A basic foundation in public health and health behavior, biology, chemistry, microbiology, physics, anatomy and physiology, and genetics are specific pre-requisite requirements to the program. Course work at Shady Grove includes introduction to all aspects of public health and the implications that biology, immunology, genetics, the environment, and public policy have on health and health behavior. Students are particularly well prepared to pursue graduate work in any of the principal public health disciplines (biostatistics, environmental health, epidemiology, health services and policy, and the behavioral sciences). Preparation for pursuit of other professional health degrees such as nursing, occupational therapy, and physical therapy is also possible. Students have the opportunity to build their own emphasis through the selection of public health science electives and field/research experiences.

Specific goals of the program include:

- Facilitate integrative thinking necessary for understanding the role of science in public health.
- Facilitate critical thinking necessary for applying scientific concepts to solutions for public health problems.
- Develop the ability to use public health science to inform public laws, policies, and regulations relevant to public health.

B. Courses and Course Descriptions

The Public Health Science Program is a two-year program at Shady Grove, predicated on students completing 60 credits prior to coming to Shady Grove. This includes specific courses that students must complete prior to matriculating at Shady Grove. Flexibility to these requirements will be discussed in section C.

PUBLIC HEALTH SCIENCE
Overview

Public Health Foundations	15 credits
Public Health Science Core	19 credits
Public Health Science Electives	14 credits
General Education	9 credits
Elective	<u>3 credits</u>
Total=60 credits	

PUBLIC HEALTH SCIENCE
Requirement Summary

Course	TITLE	Credits	Exists Revision
General Education Requirements			
ENGL 390	Science Writing	3	Exists
300/400	Advanced Study (300/400 outside Public Health)	3	Exists
Comm 482	Advanced Study –Intercultural Communication	3	Exists
Public Health Foundations			
SPHL 401	History of Public Health (SH)	3	New
MIEH 300	Introduction to Environmental Health	3	New
HLSA 302	Introduction to Health Policy & Services	3	New
BSCI 425	Epidemiology & Public Health	3	Exists
EPIB 350	Introduction to Biostatistics	3	New
Public Health Science Core			
Bsci 330	Cell Biology and Physiology	4	Exists
KNES 360	Physiology of Physical Activity	3	Exists
SPHL 400	Intro to Global Health	3	New
SPHL402	Public Health Preparedness	3	New
SPHL 405	Public Health Internship	3	New
SPHL 409	Social, Political and Ethical Issues in Public Health	3	New
Public Health Science Electives			
KNES 464	Exercise Metabolism	3	Exists
KNES 465	Exercise and Disease Prevention	3	Exists
KNES 467	Genetics in Physical Activity & Sport	3	Exists
HLTHxxx	Public Health Program Planning and Evaluation	3	New
HLTH 377	Human Sexuality	3	Exists
HLTH 434	Intro to Public Health Informatics	3	Exists
HLTH 472	Health and Medical Terminology	3	New
BSCI422	Immunology	3-5	Exists

NEW COURSES

EPIB 350. Introduction to Biostatistics (3). Basic statistical concepts and useful biometric inference procedures focusing on applications in public health. Emphasis on drawing appropriate inferences for research data obtained from public health studies.

MIEH 300. Introduction to Environmental Health (3). Exploration of chemical, physical and biological hazards present in our environment and their effects on human health, including, community and indoor air pollution, pesticides, food-borne agents, solid and hazardous wastes, and water pollution.

HLSA 302. Introduction to Health Policy and Services (3). Overview of U.S. health care system and the social and political forces that mold it.

SPHL 401. History of Public Health (3). Public health in the Western world from antiquity to the present. Development of public health institutions, policies, and methods with specific attention to the history of major infectious diseases and epidemics and the evolution of public health's concern with the effects of environment, nutrition, lifestyle behavior, and other factors on health and disease.

SPHL 400. Introduction to Global Health (3). Exploration of theoretical frameworks and practical perspectives on issues shaping the global health panorama. Determinants examined through: biological and epidemiologic; 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.

SPHL 402 Public Health Preparedness (3). Introduction to issues related to public health emergency preparedness and response, including bio-terrorism as well as natural events and threats. Examines practices of the Public Health Corp, other governmental and nongovernmental organizations in response to both natural and unnatural (i.e. terrorist, human-caused) events, with emphasis on providing support to communities affected by these disasters.

SPHL 409. Social, Political, and Ethical Issues in Public Health (3). Understanding the social, political, and ethical factors that influence the health of populations through the analysis of historical, theoretical, and current public health issues.

SPHL 405. Public Health Science Internship (1-4). Repeatable to 9 credits. An independent, guided experience in public health research or practice.

HLTHxxx. Public Health Program Planning and Evaluation (3). A systematic approach to the planning and evaluation of Public Health programs, including program monitoring, impact assessment and measurement of efficiency.

HLTH 472. Health and Medical Terminology (3). Examination of how health and medical compound words are developed, constructed and used to describe and diagnose health and medical problems, disorders and diseases.

C. Selective admission

- Completion of 60 credits at another institution (up to 9 of these credits can be completed while enrolled in the first year excluding Anatomy and Physiology).
- Meet Fundamental Studies requirements (General Education at UMCP)
- Meet all Distributive Studies Requirements except Social History (General Education at UMCP)
- If transferring from another institution, meet transfer requirements
- Have completed the following pre-requisites with a C or better: HLTH 130, HLTH 230, MATH 220, BSCI 105, CHEM 131/132, CHEM 231/232, BSCI 201 and 202, PHYS 121, ANTH 260, BSCI 222, and BSCI 223 (for the first two cohorts, a different acceptable social behavioral course can be substituted for ANTH 260).

The following is an outline of the Public Health Science Program with the first two years of this program at the University of Maryland, College Park and the comparable first two years at Montgomery College.

**PUBLIC HEALTH SCIENCE
First 2 Years at UMCP**

Year 1 Fall			Year 1 Spring		
ENGL 101 Intro to Writing	3	FE	CHEM 231/232 Organic Chemistry	4	
MATH 220 Elementary Calculus I	3	FM	History/Theory of the Arts	3	HA
BSCI 105 Principles of Biology I	4	LL	HLTH 230 Intr HLTH Behavior	3	SB
HLTH 130 Intro Pub and Comm. HLTH	3		PHYS 121	4	
CHEM 131/132 Chemical Fundamentals	4	PL	Elective	1	
Year 2 Fall			Year 2 Spring		
BSCI 201 Human Anatomy & Physiology I	4	LL	BSCI 202 Anatomy and Physiology II	4	
Literature	3	HL	HL/HA/HO	3	HO
ANTH 260 Intro to Sociocultural Anthropology & Linguistics	3	SB/D	BSCI 222 Principles of Genetics	4	
BSCI 223 General Microbiology	4		Elective	3	

First 2 Years at Montgomery College

Year 1 Fall			Year 1 Spring		
EN 102 Tech Reading & Writing	3	FE	CH 101 Principles of Chemistry I	4	PL
MA 181 Calculus I or MA181Elem Applied Calculus	4	FM	History/Theory of the Arts	3	HA
BI 107 Principles of Biology I	4	LL	HE 230 Intro HLTH Behav	3	SB
HE 120 Science/theory of HLTH	3	IE	PH 202 Physics Non-Engr I	4	
Year 2 Fall			Year 2 Spring		
BI 204 Human Anatomy and Physiology I	4	LL	BI 205 Anatomy and Physiology II	4	
Bi 203 Microbiology	4		Approved Literature	3	HL
AN 101 Intro to Sociocultural Anthropology	3	SB/D	BI 209 Principles of Genetics	4	
CH 102 Prin. of Chemistry II	4		Elective*	3	
Elective*	3		Elective	1	

*Recommended electives include: HE 101-Personal and Community Health, SO 108- Women and Men in American Society, SO 208-Race and Ethnic Relations, SO 210-Aging in America, So 240-Globalization Issues

Years 3 & 4 at Shady Grove

Year 3 Fall		Year 3 Spring	
SPHL 401 History of Public Health (SH)	3	ENGL 390 Science Writing (FS)	3
MIEH 300 Intro to Environmental Health	3	SPHL 400 Intro to Global Health	3
KNES 360 Physiology of Physical Activity	3	HLSA 302 Intro to Health Policy and Services	3
COMM 482 Intercultural Communications (AS)	3	EPIB 350 Biostatistics	3
Public Health Elective	3	Elective	3
Year 4 Fall		Year 4 Spring	
BSCI 330 Cell Biology and Physiology with Lab	4	SPHL 409 Social, Political, and Ethical Issues in Public Health	3
BSCI 425 Epidemiology and Public Health	3	SPHL 402 Public Health Preparedness	3
Public Health Elective or SPHL 405 Public Health Science Internship	3/2	SPHL 405 Public Health Science Internship or Public Health Elective	2/3
Advanced Study (any non Public Health 300/400 level class)	3	Public Health Elective	3
Public Health Elective	3	Public Health Elective	3

III, STUDENT LEARNING OUTCOMES AND ASSESSMENT (see attached forms)



Assessment Plan

Public Health Science—B.S.

(PROGRAM OF STUDY / MAJOR / DEGREE LEVEL, ETC.)

Program Contact: TBA Phone: ext. E-mail: _____

Date submitted to Academic Unit Head: _____

Program Goals: 1. Facilitate integrative thinking necessary for understanding the role of science in public health; 2. Facilitate critical thinking necessary for applying scientific concepts to solutions for public health problems; 3. Develop the ability to use public health science to inform public laws, policies, and regulations relevant to public health..

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable:

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. Identify the biological, chemical, physical, environmental, genetic, social, and behavioral determinants of public health issues.	At the conclusion of Global Health (HLTH 400) students will be given a real or hypothetical health issue and asked to identify the biological, environmental, and behavioral determinants of the issue and to explain why/how these determinants impact the issue. The instructor of the class will develop a 3 X 5 rubric for scoring the question. Both the	Plan & collect data year one fall semester. Collect data, and year two spring semester. Thereafter assessment on this LOA will be completed every 4 years using a sample

	<p>program director and the instructor will score the rubric. The Interdisciplinary Committee will review the results using the overall score for each factor to determine strengths and weakness of the current program in developing an understanding of the role of each of these determinants in public health. Where issues arise, the Interdisciplinary Committee will work with the Program Director and the Academic Dean on curriculum improvement.</p>	<p>(minimum 20) of students in the class until this LOA is replaced with another.</p>
<p>2. Apply scientific principles to disease prevention, control, and management in public health programs.</p>	<p>As a part of Intro to Health Policy and Services (HLSAXXX) and Public Health Preparedness (SPHL 402), students will be given a real or hypothetical public health program and asked to apply the scientific principles relevant to prevention, control, and management in this particular program. The instructor of the class will develop a 5 by 3 rubric for evaluating the response. The Instructor as well as the Program Director will score the rubric. The Interdisciplinary Committee will review the results using the overall score for each factor to determine strengths and challenges of the current program in developing application of biological principles to disease prevention, control, and management in public health programs. Where issues arise, the Interdisciplinary Committee will work with the Program Director and the Academic Dean on curriculum improvement.</p>	<p>Plan year two during fall semester. Collect data and analyze year 2 and 3 during spring semester. Thereafter assessment on this LOA will be completed every 4 years using a sample (minimum 20) of students in the class until this LOA is replaced with another.</p>

<p>3. Use public health science to inform public laws, policies, and regulations.</p>	<p>During Social, Political, and Ethical Issues in Public Health (SPHL 409) groups (no larger than 5) of students will be given a current issue or event and asked to develop a plan to inform public laws, policies, or regulations using evidence based-biological or molecular concepts. The group efforts will be evaluated on a 4X5 rubric. The projects will be scored by the instructor in the class and the Program Director. The Interdisciplinary Committee will review the results of each aspect of the rubric to determine strengths and challenges of the current program in developing students ability to utilize evidence-based biological and molecular concepts to inform public laws, policies, or regulations. Where issues arise the Interdisciplinary Committee will work with the Program Director and the Academic Dean on curricular improvement.</p>	<p>Plan fall year 3. Collect data and analyze year 3 and 4 during spring semester. Thereafter assessment on this LOA will be completed every 4 years using a sample (minimum 4) of groups in the class until this LOA is replaced with another.</p>
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IV. FACULTY AND ORGANIZATION

- A. The program will be administered by an on-site Faculty Program Director with oversight by a faculty committee for interdisciplinary programs.
- B. The program will be housed in the School of Public Health with an oversight committee
 - i. The oversight committee will have three members with faculty from at least two different public health masters' emphasis areas and representation from at least two undergraduate programs in the School of Public Health.
 - ii. The academic home will be the Dean's Office with academic oversight by the Assistant/Associate Dean for Academic Affairs and the School Interdisciplinary Committee.
 - iii. The oversight committee will approve curriculum, course outlines, and review assessment making recommendations for changes. Appointment will be by the Dean with collaboration and approval of the Department Chairs. Appointment is for a three-year period with rolling change in membership.
 - iv. Faculty will be adjunct, Research Faculty housed in the dean's office, and department faculty upon negotiation with individual department chairs. Teaching assignments will be negotiated with department chairs to enable department faculty to teach at overload or on load with the department being reimbursed from the Dean's Office.
 - v. The Program Director will handle recruitment, orientation, advising, scheduling, teach one class per semester, and supervise all Public Health Science Internships.
 - vi. Recommendations for changes to the program can originate from the Program Director, the Assistant/Associate Dean for Academic Affairs, or members of the Interdisciplinary Programs Committee. All proposal must be approved first by the School Interdisciplinary Committee and then by the School Program, Courses, and Curriculum Committee before being sent to campus.

V. OFF CAMPUS PROGRAMS

- A. The program will be offered at Shady Grove with utilization of all the resources there and those on College Park campus at the disposal of students.
- B. No

VI. OTHER ISSUES

- A. There will need to be communication between community colleges and this program, but no formal agreements are needed as articulation with University of Maryland and state two-year schools already exist.
- B. School of public health are accredited with review of all graduate and undergraduate programs within the school. When this program becomes a major within the School, the review

of it will be part of the accreditation process for the School of Public Health. This program does not lead to a certificate or licensure.

VII. COMMITMENT TO DIVERSITY

Due to the nature of the content of this major and the population from which it will be drawn, it is believed that 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 42% of the undergraduates from diverse backgrounds.

VIII. REQUIRED PHYSICAL RESOURCES

A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.

The courses proposed have been forwarded to the Library for determination of costs.

B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

See attached description of lab space needed.

C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

No impact as this is being offered at Shady Grove

IX. RESOURCE NEEDS and SOURCES

Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:

A. List new courses to be taught and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

All courses to be taught each semester will need to be covered as the program is at Shady Grove. For the first year this would mean five classes fall and five in spring. For the second year and thereafter, this would mean 9 classes fall and 10 in spring. Of this, the Program Director will teach one class each semester and manage any research or field internships. All other courses will be taught by either faculty on-load with reimbursement to the department, faculty overload, or adjuncts. The Program Director will manage all recruitment, orientation, and advising of students. As the student body grows, plans will be made to add either a graduate assistant, faculty assistant director, or an assistant director depending upon the size of the student body.

B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.

Program director will teach at least one course per semester and handle all administrative matters in the program which includes recruitment.

Adjuncts will be needed to teach courses the cost of which is anticipated to be offset by the revenue after FY2010. Through FY2010 start-up costs will be provided by provost.

C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.

Research associate professor currently on staff will be integral to teaching as well as several adjunct instructors. In addition the business transactions (e.g. appointments, payroll) will be absorbed by the School's business office.

D. Identify the source to pay for the required physical resources identified in Section VIII.

Funds have been encumbered to cover costs of parking, offices and initial start up costs for class offerings through FY2010.

E. List any other required resources and the anticipated source for them.

Lab costs have not been included in this proposal.

F. Provide the information requested in **Table 1** and **Table 2** (for Academic Affairs to include in the external proposal submitted to USM and MHEC).

E. List any other required resources and the anticipated source for them.

Lab costs have not been included in this proposal.

F. Provide the information requested in **Table 1** and **Table 2** (for Academic Affairs to include in the external proposal submitted to USM and MHEC).

TABLE 1: RESOURCES					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	n/a	n/a	n/a	n/a	n/a
2. Tuition/Fee Revenue ¹ (c+g below)	\$160,098	\$240,147	\$320,196	\$480,294	\$480,294
a. #F.T Students	20	30	40	60	60
b. Annual Tuition/Fee Rate	\$8,004.90	\$8,004.90	\$8,004.90	\$8,004.90	\$8,004.90
c. Annual Full Time Revenue (a x b)	\$160,098	\$240,147	\$320,196	\$480,294	\$480,294
d. # Part Time Students	n/a	n/a	n/a	n/a	n/a
e. Credit Hour Rate	n/a	n/a	n/a	n/a	n/a
f. Annual Credit Hours	n/a	n/a	n/a	n/a	n/a
g. Total Part Time Revenue (d x e x f)	n/a	n/a	n/a	n/a	n/a
3. Grants, Contracts, & Other External Sources	n/a	n/a	n/a	n/a	n/a
4. Other Sources ²	\$118,450	n/a	n/a	n/a	n/a
TOTAL (Add 1 - 4)	\$278,548	\$240,147	\$320,196	\$480,294	\$480,294

1 = full time instate yearly tuition for undergraduate x number of full time students

2 = provost support: program director, instructions, office/parking, operating

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Total Faculty [*] (b+c below)	\$51,840	\$112,320	\$112,320	\$112,320	\$112,340
a. #FTE	2.00	4.25	4.25	4.25	4.25
b. Total Salary	\$48,000	\$104,000	\$104,000	\$104,000	\$104,000
c. Total Benefits	\$3,840	\$8,320	\$8,320	\$8,320	\$8,320
2.Total Administrative ^{**} (b+c below)	\$84,500	\$84,500	\$84,500	\$84,500	\$84,500
a. #FTE	1	1	1	1	1
b. Total Salary	\$65,000	\$65,000	\$65,000	\$65,000	\$65,000
c. Total Benefits	\$19,500	\$19,500	\$19,500	\$19,500	\$19,500
3.Total Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE					
b. Total Salary					
c. Total Benefits					
4. Equipment ^{***} (see attached details)	\$59,300	\$9,717	\$9,717	\$9,717	
5. Library					
6. New or Renovated Space					
7. Other Expenses ^{****}	\$11,500	\$18,000	\$19,300	\$19,300	\$19,300
TOTAL (Add 1 - 7)	\$207,140	\$224,537	\$225,837	\$225,837	\$216,120

*= calculation based on 3 credits per course, adjunct is .25 FTE @ \$6,000 and \$2,000 after year 1 for TA;

**= Program Director;

***= equipment for KNES labs (see attachment);

****= Others: office space/parking, operating, and classrooms

TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate: April 23, 2009

Presenter: Carmen Balthrop, Chair, Senate Programs, Curricula, and Courses Committee

Subject of Report: Proposal to rename the Bachelor of Arts in German Language and Literature as the Bachelor of Arts in Germanic Studies

Senate Document Number: 08-09-30

Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report

A. Statement of Issue:

The College of Arts and Humanities and the School of Languages, Literatures, and Cultures propose to rename the Bachelor of Arts in German Language and Literature as the Bachelor of Arts in Germanic Studies, to more accurately describe the curriculum.

The study of German languages, literatures and cultures also includes and reflects the historical, cultural and linguistic inter-relationships of Germanic societies. The curriculum of the B.A. in German Language and Literatures has for many years included courses on Viking cultures, mythology, Scandinavian literatures, etc., and this action is intended to clarify for students that the field of German language and literature includes subjects beyond the borders of the modern nation of Germany.

The proposal was submitted to the Senate by the Office of Academic Affairs following favorable recommendation by the Senate Programs, Curricula & Courses Committee on April 3 2009. If the Senate approves the proposal, it would still require further approval by the President and Chancellor, with notification to the Maryland Higher Education Commission.

B. Recommendation:

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve the renaming action.

C. Committee Work:

The Committee considered the proposal at its meeting on April 3, 2009. Elizabeth Bergmann Loizeaux (Associate Dean, College of Arts and Humanities) and Laretta Clough (Acting Associate Director, School of

Languages, Literatures and Cultures) were present to answer questions. After discussion, the Committee voted unanimously to recommend approval of the renaming action.

D. Alternatives:

The Senate could decline to approve the degree name change.

E. Risks:

If the Senate does not approve the change, the name of the degree program will not reflect the curriculum as accurately as it might.

F. Financial Implications:

There are no indications of a financial risk.

**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 January 1, 2009

PCC LOG NO. 08047

COLLEGE/SCHOOL ARHU

DEPARTMENT/PROGRAM GERM

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

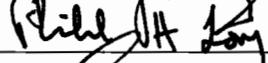
DESCRIPTION (*Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide **old** and **new** sample programs for curriculum changes.*)

Change title of BA from "German Language and Literature" to "Germanic Studies."

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.*)

The proposed title more accurately reflects the range of the degree, with its triple focus on language, literature, and culture, and its inclusion of Germanic cultures beyond Germany. No new resources are required.

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

1. Department Committee Chair Louetta Clough  2.2.09
2. Department Chair Michael W. Lowe  2/2/2009
3. College/School PCC Chair MARJORIE VENIT  2/2/09
4. Dean Elizabeth Loizeaux  2/2/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. Chair of Senate _____
8. Vice President for Academic Affairs & Provost _____

TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate: April 23, 2009

Presenter: David Freund, Chair of the Student Conduct Committee

Subject of Report: Good Samaritan Policy

Senate Document Number: #07-08-20

Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report

A. Statement of Issue:

The Office of Student Conduct's adoption of an administrative protocol entitled *Promoting Responsible Action in Medical Emergencies*.

B. Recommendations:

In an effort to address the current problem of perceived hesitation by students calling for help in medical emergencies when alcohol possession or consumption is involved and would otherwise be in violation of University policy, the Student Conduct Committee recommends that The Office of Student Conduct (OSC) adopt an administrative protocol entitled *Promoting Responsible Action in Medical Emergencies*.

The Office of Student Conduct can utilize Senate approval of this approach to effectively communicate the provisions of *Promoting Responsible Action in Medical Emergencies* to the campus community, and specifically to students. A protocol is an interpretation of how an existing rule is enforced; the passing of this motion further codifies OSC practices with regard to administration of the Code of Student Conduct.

C. Committee Work:

This issue of adopting a Medical Amnesty Policy was considered by the SCC during the 2007-2008 Academic Year, but was ultimately not recommended for consideration by the full Senate. The SEC's renewed charge to the SCC was to examine emergency situations specific to the University of Maryland that were not researched by the SCC during the 2007-2008 year.

On December 12, 2008, the Senate Executive Committee charged the Student Conduct Committee to revisit the need for a Medical Amnesty Policy (MAP). In order to complete this assignment expeditiously, as directed by the Senate Executive Committee, the SCC organized a working group on January 23, 2009. This working group included committee members,

April 14, 2009

engaged students, and representatives of the Office of Student Conduct and the Student Honor Council. This working group collected and evaluated new data regarding Good Samaritan Policies and Medical Amnesty Policies. The working group presented its findings and research report at an SCC meeting on Friday, March 27, 2009.

The report of the Working Group and its recommendations is enclosed with this transmittal form.

At the SCC meeting on Friday, March 27, 2009, the following motion was made:

Motion #1

It was moved that the Student Conduct Committee accept the findings of the report and charge the Office of Student Conduct with crafting a policy which will implement the recommendations of the report.

This motion was carried unanimously.

As a result of this meeting, the Office of Student Conduct drafted a document, which incorporated the recommendations of the Working Group. That document is also enclosed with this transmittal form.

At the SCC meeting on Thursday, April 9, 2009, the following motions were made:

Motion #2

It was moved that the committee forward the current draft document (as amended by The Office of Student Conduct to reflect the changes made to the title and the document by the SCC) to the Senate Executive Committee as a protocol to be adopted by the Office of Student Conduct. This motion was carried by a majority (the result was 5 in favor, 0 opposed, and 1 abstention).

Motion #3

It was moved that the Student Conduct Committee recommend that the Senate Executive Committee accept the recommended protocol to be adopted by the Office of Student Conduct. This motion was carried unanimously.

D. Alternatives:

The Office of Student Conduct could continue with its current practice and not officially adopt the protocol.

E. Risks:

There are no associated risks.

F. Financial Implications:

There are no financial implications.

April 14, 2009

Reka Montfort

From: Terry Roach [troach@umd.edu]
Sent: Tuesday, April 21, 2009 4:23 PM
To: Kenneth G. Holum
Subject: Resolutions on Promoting Responsible Action in Medical Emergencies

Ken: In anticipation of Senate debate on the Report of the Student Conduct Committee (April 14, 2009 Senate Document #07-08-20), I think it prudent and would respectfully request you place this note in the legislative history of this initiative.

It is important there be no misunderstanding about the distinction between an approved policy and a recommended protocol. This difference is placed in high relief in the context of the subject matter of SD #07-08-20. The debate and resolution pertain to the University Code of Student Conduct. This Code is a Board of Regents policy. It may not be amended to insinuate "Amnesties" of various types, except by the Regents themselves.

Matters pertaining to the administration of the Code, on the other hand, lie within the judgment and prerogative of the Director of Student Discipline (John Zacker). For example, the Director's "prosecutorial discretion" is subject only to the authority of the Vice President for Student Affairs, unless a University policy, approved through the established campus legislative process (including approval by the President) directs to the contrary. Said differently, whether the Director elects not to institute charges in some situations and to institute them in others, is a matter of his seasoned discretion, unless the decision becomes subject to a duly authorized mandate to the contrary. A Resolution and Recommendation of the Senate would not change this.

The Director of Student Discipline on his own institutional authority has offered to implement on a trial basis certain operating guidelines or "protocols" that describe when some alcohol related violations of the Code of Student Conduct may be handled in a manner apart from a campus judicial proceeding. He has worked with the Senate Student Conduct Committee and elements of these protocols are found in the Committee document "Promoting Responsible Action in Medical Emergencies." The Senate may endorse this Committee document by Resolution; but, it is important all parties recognize that not being an approved Regent or Campus Policy, the document has only the status of a recommended set of operating practices. It would place no obligation on the Director of Student Discipline.

The above matter must be clear, lest there be any misunderstanding or future suggestion of bad faith by the proponents of "Promoting Responsible Action in Medical Emergencies." The Director of Student Discipline may or may not elect to implement them, whether in whole or in part. The protocols in this document have not been reviewed for form and legal sufficiency. There are parts, which to our thinking, are unmanageably vague. They would require change. For example, the intersection between alcohol misconduct and criminal conduct (and other violations of the Code of Student Conduct) requires better definition. It is likely, too, that if implemented, the experience of practical application will require modification.

I would respectfully request this note be placed in the records of the Senate where it may accompany this Senate action.

Terry Roach
Executive Assistant to the
President for Legal Affairs & Chief Counsel



UNIVERSITY OF
MARYLAND
UNIVERSITY SENATE

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<http://www.senate.umd.edu>

April 23, 2009

TO: C. D. Mote, Jr.
President, University of Maryland, College Park

FROM: Kenneth G. Holum
Chair, University Senate

SUBJ: Resolutions on Promoting Responsible Action in Medical Emergencies

In its meeting of this date, April 23, 2009, the Senate adopted the following resolutions in response to the report of the Student Conduct Committee dated April 14, 2009, Senate Document #07-08-20 :

1. To accept with gratitude the report of the Good Samaritan Policy Working Group dated March 27, 2009. The Senate recognizes the quality research that went into this report and in general endorses its findings and recommendations.
2. To endorse likewise the administrative protocol entitled *Promoting Responsible Action in Medical Emergencies* formulated by the Student Conduct Committee, and to recommend that the Office of Student Conduct adopt it as administrative procedures for cases of medical emergencies involving a student in possession or under the influence of alcohol who summons medical emergency assistance for him/herself or on behalf of a fellow student.
3. To request that the Office of Student Conduct, after a one-year trial period, report to the Senate Executive Committee on the results of the implementation of the new administrative procedures. The University Senate of 2010-2011 will then examine whether it is advisable to propose a new University policy to apply in such cases.

Signed: _____
Kenneth G. Holum
Chair, University Senate

Promoting Responsible Action in Medical Emergencies

Introduction

The health and safety of University students is of paramount concern. All members of the University community are encouraged to act in a responsible manner when an individual may require medical assistance by calling 911 or 301.405.3333 or seeking a University official. In situations in which either a student summoning or requiring help is under the influence of alcohol, the threat of disciplinary sanctions for violating the University's alcohol policy should not be a barrier to responsible action. *Promoting Responsible Action in Medical Emergencies* is an administrative protocol implemented by the Director of Student Conduct intended to provide limited relief from disciplinary action in an effort to encourage students to seek assistance for medical emergencies.

Protocol

A student in possession or under the influence of alcohol who summons medical emergency assistance for him/herself or on behalf of a fellow student experiencing a medical emergency will not face disciplinary charges under the *Code of Student Conduct* or Residence Hall Rules for either possession or use of alcohol. This protocol will also extend to the student for whom medical emergency assistance has been summoned. In lieu of disciplinary charges, students receiving relief under this protocol may be required to be evaluated by Health Center staff and successfully complete an approved alcohol intervention program.

Provisions

This protocol shall not extend to aggravated offenses, when the distribution of alcohol to a person under the legal drinking age is involved, or other offenses not related to the possession or use of alcohol for which this protocol addresses. It also does not provide relief from criminal or civil action. Students with a prior disciplinary record for alcohol related offenses will be evaluated on an individual basis as will be repeat uses of this protocol.

Students falling under the purview of this protocol will be interviewed by either representatives from the Office of Student Conduct or Department of Resident Life, depending upon the location of the incident. Disciplinary and/or residence hall charges will be "deferred" under Part 29 of the *Code* and will be dismissed upon successful completion of an approved alcohol intervention program leaving the student with no disciplinary record. Failure to successfully complete an approved alcohol intervention program will result in the processing of alcohol use or possession charges and, if proven, may result in more severe sanctions.

Representatives of a student organization who summon medical emergency assistance will be relieved from alcohol use or possession disciplinary charges under this protocol for their personal actions. Organization charges and consideration of disciplinary sanctions, if necessary, may be mitigated by the actions taken by representatives.

GOOD SAMARITAN POLICY WORKING GROUP REPORT
Regarding Senate Document Number 07-08-20
Presented to the Senate Student Conduct Committee on March 27, 2009

I. Introduction and Background

At the end of the spring 2008 semester, the Student Conduct Committee (SCC) was charged by the Senate Executive Committee (SEC) with considering a Good Samaritan Policy (GSP) on the University of Maryland, College Park campus. A Good Samaritan Policy would exempt students from university sanctions relating to the possession or consumption of alcohol that may be incurred while calling emergency services for a fellow student in danger due to alcohol consumption (*Please note—a Good Samaritan Policy is distinguished from a Medical Amnesty Policy (MAP) by the fact that an MAP protects the student whose condition has prompted an emergency call. This report makes this distinction when referring to the two respective policies, but it can be assumed that some students and organizations may use these terms interchangeably.*). This issue was considered by the SCC during the 2007-08 year, but was ultimately not recommended for consideration by the full Senate. The SEC's renewed charge to the SCC was to examine emergency situations specific to the University of Maryland that were not researched by the SCC during the 2007-08 year.

A Working Group was formed under the SCC at the beginning of the spring 2009 semester in order to collect the information requested by the SEC. The SCC Good Samaritan Working Group was comprised of senators and non-senators, representing faculty, staff, and students.

The Working Group sought to approach the issue by attempting to answer the following questions:

1. Is the fear of university sanctions causing doubt and/or hesitation about whether to call emergency services for fellow students in life threatening situations due to alcohol consumption a problem on the University of Maryland campus?
2. If yes, would the implementation of a Good Samaritan policy help in alleviating these fears?

The Working Group began working on both questions simultaneously. Dr. Lee Friedman, faculty member of the SCC, and Dr. John Zacker, Director of the Office of Student Conduct, were tasked with examining similar policies implemented at other institutions, as well as new research findings on the topic in higher education.

The remaining members of the Working Group, all undergraduate students, attempted to capture the realities of these situations on campus by talking to those who are directly involved. This included attending the Residence Hall Association (RHA) Amethyst Dialogue on Good Samaritan Policies, conducting a survey of University Student Judiciary members, and hosting an open forum for all undergraduate students to provide testimony.

II. Findings from other institutions

While the charge of this committee was to collect data at this institution, there are some things that can be learned about Good Samaritan Policies at other institutions. The institutions that

will be covered in this section are Muhlenberg College (Allentown, PA) and Cornell University (Ithaca, NY). It should be noted that the Working Group was also contacted by an employee in the Office of Judicial Affairs at Virginia Tech University (Blacksburg, VA) who was compiling a report on adopting a Good Samaritan Policy. The Working Group is currently attempting to obtain a copy of this report when it becomes available, as Virginia Tech is a very comparable large, public, land-grant institution.

Muhlenberg College

Muhlenberg College is a small liberal arts college located in eastern Pennsylvania, with an enrollment of approximately 2,000 students. In January of 2006, Muhlenberg instituted a trial period for a Medical Amnesty Policy that covered a three semester period. Prior to instituting the trial period, focus groups were held, and there was an attempt to determine the kinds of activities that were leading to hospitalizations of students who consumed alcohol. One of the issues the policy sought to address was the fact that many freshmen were drinking in dorms in what is best described as the rapid consumption of hard liquor. During the trial period, Ms. Anita Kelly, the director of the Counseling Center, conducted exit interviews with every student who was hospitalized for alcohol related reasons. The goal of these exit interviews was to be therapeutic in nature rather than judicial. Ms. Kelly also sought to verify if there were issues regarding alcohol abuse for students who sought medical treatment. Not surprisingly, the implementation of this trial period led to an increase in emergency calls for medical assistance due to the excessive consumption of alcohol. This increase in calls was interpreted as an indication that the policy was working. After the three semester trial period, the policy was made permanent.

Cornell University

Cornell University is a large Ivy League university located in upstate New York, with an enrollment of approximately 20,000 students. Cornell instituted a MAP in the fall of 2002. A full paper describing the policy, follow-up research, and a discussion of MAPs in general, was published by Lewis and Marchell in the *International Journal of Drug Policy* (pp. 329–338, volume 17, issue 4, July 2006) and is available online at <http://www.sciencedirect.com>. To lower the barrier towards students calling for help in alcohol related emergencies, Cornell took two steps. The first was to disseminate information about the warning signs of alcohol poisoning via educational means (e.g. posters in dorms). The second was to implement a MAP which included “follow-up psycho-educational intervention[s]” (Lewis & Marchell, 2006, p. 331). To evaluate the policy, medical records involving alcohol related emergencies were examined, reports regarding calls for emergency services were examined, and student surveys were performed. After implementation of the policy, surveys indicated that students were more inclined to call for medical help for an alcohol related emergency as opposed to prior to the implementation of the policy (although the change was not statistically significant). The data collected over a two-year period suggested that calls to emergency services for alcohol consumption did increase, and that there was a decrease in avoiding calling for fear of getting someone in trouble. The increase in calls was interpreted as evidence that the MAP was doing its job. The most common reason cited for not calling for emergency assistance for alcohol consumption was that a person was not sure that someone was sick enough to require medical

intervention – an attempt to address this issue was made through educational means.

Two important conclusions from the Cornell studies are worth mentioning. One is that the authors, citing specific data, state that they “believe MAP alone had an impact because the percentage of students who reported that they did not call for help in an alcohol-related medical emergency because they ‘didn’t want to get the person in trouble’ decreased” (Lewis & Marchell, 2006, p. 335). Secondly, the policy had the unanticipated effect of “[demonstrating] that the university genuinely is concerned about the health and safety of its students” (Lewis & Marchell, 2006, p. 336). This latter comment about the effect of such a policy at the University of Maryland was made by more than one student during the open forum held by the Working Group, which will be discussed further in section IV of this report.

Lewis, D. k., & Marchell, T. C. (2006). Safety first: A medical amnesty approach to alcohol poisoning at a U.S. university. *International Journal of Drug Policy*, 17, 329-338.

III. Recent Research

Director of Student Conduct and Working Group member John Zacker attended a national convention in early February at which a program session addressed this specific topic. Two colleagues of Dr. Zacker from Northwestern University surveyed over 89 colleges and universities asking respondents detailed questions about the creation and administration of these policies. A comprehensive presentation was made to program participants outlining definitions, key elements for a policy, and advantages and disadvantages. In addition, a thorough examination in spreadsheet format was provided to participants and released to our Working Group with the researcher’s permission.

The conclusion drawn after researching these higher education institutions is that not enough data exists to conclude that such policies have the desired effect and that more research is necessary. Anecdotally, however, evidence seems to indicate that a positive effect has resulted at some institutions. Beyond policy implementation, education continues to be a high priority and that a MAP and/or Good Samaritan policy alone is not recommended.

IV. Maryland State Legislation

The Working Group has been tracking legislation introduced by Delegate Kriselda Valderrama (D-Prince George’s County) that would create a Maryland state law similar to the Good Samaritan Policy. The bill protects both the caller and the victim from prosecution for possession and consumption of both alcohol and drugs. The proposed legislation is included as Attachment 1 of the Appendix. Mr. Daniel Reardon, whose son Danny died of alcohol poisoning on campus in 2002, testified in support of the bill. He has also supported the adoption of a Good Samaritan Policy by the University, and has written a letter to the members of the University Senate, which is included as Attachment 2 in the Appendix.

V. University of Maryland Police Department (UMPD)

The Working Group contacted the University of Maryland Police Department (UMPD) in order to obtain experiences of police officers in dealing with students in such situations. All

communications were with Paul Dillon, spokesperson for the department. Mr. Dillon declined the request of the Working Group to speak with individual officers and requested that any questions be directed through him. Mr. Dillon, after speaking with Police Chief Ken Krouse, stated that it is not in the interest of the department to take stances on specific policy proposals such as the Good Samaritan Policy. He noted that the policy would only apply to University sanctions, and would not affect how the UMPD enforced the law. While Mr. Dillon indicated that he believed some officers would agree that students in some cases may hesitate to call for emergency services out of fear of facing sanctions, Chief Krouse said the department “would not be prepared to support or endorse a blanket amnesty statement that we had knowledge or experience or evidence that we have had a problem with reporting an incident where a person was in need of medical assistance.”

VI. Forum and Anecdotal Evidence

The Working Group recognized that the questions at hand, those of fear and uncertainty, could not be answered with statistical evidence alone. The Working Group decided that anecdotal evidence had a significant role to play in determining whether “fear of university sanctions causes doubt and/or hesitation about whether to call emergency services for fellow students in life threatening situations because of alcohol consumption.”

To gather such evidence, the Working Group hosted an open forum on Wednesday, March 11, 2009 for undergraduates to share their stories, experiences, and firsthand knowledge of instances of alcohol-induced medical emergencies. The Working Group’s open forum saw the attendance of approximately 25 students, 16 of which shared personal anecdotes. The minutes from the forum are included as Attachment 3 in the Appendix. Students shared stories of encouraging their roommates or friends to “sleep it off” rather than risk sanctions, of large groups of underage students fleeing scenes of alcohol induced emergencies to avoid sanctions, and of other situations where fear outweighed action. Working Group members responded to student stories by questioning the degree to which fear and uncertainty played a role in their decision making process. They also sought input as to how hesitation could be alleviated. Within the context of these conversations, it was revealed that some students would prefer to receive a citation from the police that would be considered a “charge” rather than a sanction from the University which could be considered a “conviction” and be placed their permanent record. Several students knowledgeable of current sanctions for alcohol violations expressed concern that even being accused of a violation of student conduct could have negative future consequences, such as being forced to reveal this information when applying to post-graduate programs. Overall, the forum provided strong anecdotal evidence to Working Group members that a climate of fear exists among the undergraduate community regarding being sanctioned for underage alcohol consumption.

The Residence Hall Association (RHA) hosted an “Amethyst Initiative and Medical Amnesty Policy Dialogue” on Tuesday February 10, 2009 to foster a discussion of medical amnesty policies among students, many of whom are not involved with the University Senate. The RHA’s Dialogue aimed to promote discussion of medical amnesty policies among undergraduates. Two members of the Working Group were able to attend. The thoughts, opinions, and stories of the

approximately 25 students that spoke conveyed wide-spread student support for the adoption of a Medical Amnesty Policy, although there was significant disagreement over the specifics of a policy. The view that university sanctions cause fear and hesitation when deciding to call for help was particularly pervasive. Working Group members observed that the majority of students at the dialogue did not understand the specifics and the scope of a Good Samaritan Policy, indicating the need for a strong education and outreach strategy if a policy is implemented.

VII. Summary of Student Support

Many students on this campus are aware that this issue is being considered in the University Senate and, where they have been able, have expressed overwhelming support for the need for this policy. In the spring of 2008, the Student Government Association attempted to measure not only undergraduate support for a Good Samaritan/Medical Amnesty Policy, but also whether undergraduates believed such a policy would be effective. A referendum was included on the ballot of the elections for 2008-09. The questions and results are included in Attachment 4 of the Appendix. These results indicate that undergraduate students support the adoption of a Good Samaritan/Medical Amnesty Policy, and believe that it will be effective in increasing the likelihood that they would call for emergency services under such a policy.

One concern that is often cited is that students fear sanctions because they are not aware of which sanctions are actually administered by the University for alcohol violations. To determine whether this was a valid concern, an anonymous survey was sent to members of the University Student Judiciary (USJ) who are well-versed in the University conduct codes. This survey and the results are included as Attachment 5 in the Appendix. It is important to note that half of these students indicated that they would be concerned with future consequences when deciding to call help for a friend that was seriously intoxicated. One of the most frequently cited consequences that these students fear is University sanctions. Thus, many students who are familiar with both the University Code of Student Conduct, as well as the judicial proceedings that follow violations, believe that a Good Samaritan Policy as well as a Medical Amnesty Policy are necessary to alleviate fear of University sanctions.

VIII. Recommendations

Based on the research conducted, the Working Group reached consensus on both of the original questions that we set out to answer. Members agreed that fear of university sanctions causes doubt and/or hesitation in calling for emergency services for fellow students in life threatening situations due to alcohol consumption. The magnitude of this problem is difficult to measure, but it was clear from both the open forum conducted, as well as the results of the USJ survey, that these situations occur frequently enough to pose a potential risk to the safety of students. The Working Group also reached a consensus on the second question that a Good Samaritan Policy would increase the likelihood that students would call for emergency services by alleviating the fear of being sanctioned.

Therefore, the Working Group recommends the following:

- ✦ The University should adopt a Good Samaritan Policy, which would protect the caller from being sanctioned by the University for possession or consumption of alcohol, as well as a Medical Amnesty Policy, which would protect the student whose condition prompted the call from similarly being sanctioned. The applicable section of the Code of Student Conduct is 9(m) and section B21 of the Residence Hall Rules.
- ✦ The Office of Student Conduct and the Office of Rights and Responsibilities, depending on which office the student would be referred to, should take appropriate steps to prevent serious and aggravated incidents by habitual offenders in the administration of this policy. Any student whose condition has prompted a call for emergency services and subsequently exercised the Medical Amnesty Policy may be evaluated to determine if he/she should be required to participate in some form of substance abuse intervention program. The goal of this should be to identify and assess whether or not this student has a problem with alcohol abuse, to get him/her the necessary help, and to prevent the abuse of this policy by habitual offenders. This should be rehabilitative rather than punitive, and should not affect the student's judicial standing with the University.
- ✦ The University should closely monitor cases in which the GSP or MAP are used in order to assess the policy's effectiveness and mitigate any unintended consequences. This should include exit interviews with both a caller who invokes the GSP as well as a student whose condition prompted the call. Also, the University should track and periodically review important statistics related to these cases. The goal should be to ascertain how many students are using the policy, whether or not it tends to be the same students, and the number of emergency calls made. This will help administrators to determine the policy's effectiveness and to make any necessary adjustments to the policy.
- ✦ A strong educational component should accompany this policy:
 - Students should be educated on what the policy is designed for and how it works. The University should stress that, while not condoning underage drinking and dangerous behavior, its foremost concern is the safety of its students. The policy will only be effective in increasing the likelihood that a call is made if students know what protections the policy offers.
 - After discussing the policy with students at the forum and in surveys, it is clear to the Working Group that many current students cannot identify signs of alcohol poisoning and when a situation is serious enough that professional help is required. This policy cannot be successful if students do not recognize that medical assistance is needed in the first place. It must be stressed in this educational aspect what signs students need to look for when determining if someone is in need of help, and then who to call if/when it is determined that assistance is needed.
 - Educational efforts may include, but should not be limited to, the following:

- Floor meetings conducted by RAs going over both the policy and the warning signs of alcohol poisoning accompanied by posters in every hallway
- New student orientation
- Freshman classes such as UNIV100
- A major advertising campaign when the policy is first introduced, including fliers in residence halls and academic buildings, advertisements in the Diamondback, and an e-mail sent to all undergraduate students by the Division of Student Affairs

- ✦ Implementation of the policy into the Code of Student Conduct and the Residence Hall Rules should be charged to the Office of Student Conduct and the Office of Legal Affairs. It should include the elements outlined above.

APPENDICES

Appendix		Pages
1	House Bill 1273	13 - 15
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HOUSE BILL 1273

E1

9lr2333

By: **Delegates Valderrama, Anderson, Barnes, Carter, Conaway, Dumais, Gutierrez, Kramer, Lee, Ramirez, Rosenberg, Schuler, and Vallario**
Introduced and read first time: February 13, 2009
Assigned to: Judiciary

A BILL ENTITLED

1 AN ACT concerning

2 **Criminal Law – Limited Immunity – Seeking Medical Assistance for Alcohol**
3 **or Drug-Related Overdose**

4 FOR the purpose of providing that a certain person who seeks medical assistance for a
5 person experiencing an alcohol or a drug-related overdose may not be charged
6 with or prosecuted for a certain crime under certain circumstances; providing
7 that a certain person who seeks medical assistance for a person experiencing an
8 alcohol or a drug-related overdose may not be detained on a certain warrant
9 under certain circumstances; providing that a person who seeks medical
10 assistance for a person experiencing an alcohol or a drug-related overdose may
11 not be required to provide personal identifying information except for a certain
12 purpose of assisting in certain medical treatment; creating a certain exception;
13 providing that a certain person experiencing an alcohol or a drug-related
14 overdose may not be charged with or prosecuted for a certain crime under
15 certain circumstances; providing that a certain person experiencing an alcohol
16 or a drug-related overdose may not be detained on a certain warrant under
17 certain circumstances; providing that the act of seeking medical assistance for a
18 certain person may be used as a mitigating factor in a certain criminal
19 prosecution; and generally relating to limited immunity for seeking medical
20 assistance for an alcohol or a drug-related overdose.

21 BY adding to
22 Article – Criminal Law
23 Section 5-601.1
24 Annotated Code of Maryland
25 (2002 Volume and 2008 Supplement)

26 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
27 MARYLAND, That the Laws of Maryland read as follows:

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



Article - Criminal Law

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5-601.1.

(A) (1) A PERSON WHO, IN GOOD FAITH, SEEKS MEDICAL ASSISTANCE FOR A PERSON EXPERIENCING AN ALCOHOL OR A DRUG-RELATED OVERDOSE MAY NOT BE:

(I) CHARGED WITH OR PROSECUTED FOR POSSESSION OF A CONTROLLED DANGEROUS SUBSTANCE UNDER § 5-601 OF THIS SUBTITLE IF THE EVIDENCE FOR THE CRIMINAL PROSECUTION WAS OBTAINED SOLELY AS A RESULT OF SEEKING MEDICAL ASSISTANCE;

(II) DETAINED ON AN OUTSTANDING WARRANT FOR ANOTHER NONVIOLENT CRIME IF THE SEEKING OF MEDICAL ASSISTANCE IS THE REASON FOR THE ENCOUNTER WITH LAW ENFORCEMENT; OR

(III) REQUIRED TO PROVIDE ANY PERSONAL IDENTIFYING INFORMATION FOR ANY PURPOSE OTHER THAN ASSISTING IN THE MEDICAL TREATMENT OF THE PERSON EXPERIENCING AN ALCOHOL OR A DRUG-RELATED OVERDOSE.

(2) THIS SUBSECTION DOES NOT APPLY TO A PERSON WHO PROVIDED, SOLD, GAVE, OR EXCHANGED FOR OTHER GOODS OR SERVICES THE ALCOHOL OR DRUGS CAUSING THE OVERDOSE TO THE PERSON FOR WHOM MEDICAL ASSISTANCE IS SOUGHT.

(B) A PERSON WHO EXPERIENCES AN ALCOHOL OR A DRUG-RELATED OVERDOSE AND IS IN NEED OF MEDICAL ASSISTANCE MAY NOT BE:

(1) CHARGED WITH OR PROSECUTED FOR POSSESSION OF A CONTROLLED DANGEROUS SUBSTANCE UNDER § 5-601 OF THIS SUBTITLE IF THE EVIDENCE FOR THE CRIMINAL PROSECUTION WAS OBTAINED SOLELY AS A RESULT OF THE OVERDOSE AND THE SEEKING OF MEDICAL ASSISTANCE; AND

(2) DETAINED ON AN OUTSTANDING WARRANT FOR ANOTHER NONVIOLENT CRIME IF THE SEEKING OF MEDICAL ASSISTANCE IS THE REASON FOR THE ENCOUNTER WITH LAW ENFORCEMENT.

(C) THE ACT OF SEEKING MEDICAL ASSISTANCE FOR A PERSON WHO IS EXPERIENCING AN ALCOHOL OR A DRUG-RELATED OVERDOSE MAY BE USED AS A MITIGATING FACTOR IN A CRIMINAL PROSECUTION.

1 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
2 October 1, 2009.

Letter from Daniel P. Reardon, D.D.S.

Dear Members of the University Senate:

The question of reaching out to help one's fellow man is as ancient as time and is one of the pivotal questions in the Bible:

“The the Lord said to Cain, “Where is Abel your brother?” He said, “I do not know; Am I my brother's keeper?”

This same question is asked again in Luke 10:36, “Which of these three, do you think proved neighbor to the man who fell among the robbers?”

The Good Samaritan Parable.

My son, Daniel Francis Reardon, died on Valentine's Day, 2002 due to complications of a severe alcohol overdose due to a fraternity hazing gone awry at the University of Maryland. It was ascertained by the Prince George's County Police Department that Danny passed became unconscious around 11:30 and was sequestered in a separate room and supervised by six members of the fraternity to make certain that he was okay. None of them called 911 for fear of getting either Danny or the fraternity into trouble. The fire barn and EMT were less than ½ mile away, and that evening, the technicians waited around for the phone call that didn't come until it was too late. They found Danny dead at 3:30 a.m., and even then were able to resuscitate a non-beating heart and bring Danny to the Adventist Hospital, alive, but brain dead. Danny's mom and I had to make the decision the day before Valentine's Day to take him off of life support and say good-bye to our son forever.

Five days after Danny's death, I received a letter of condolence from Dr. Mote on behalf of the University:

“With a heavy heart I write to express my deepest condolences for the tragic loss of your son Dan. You are having every parent's nightmare. When my children were young, I spent many nights fearing the late night phone call that I hoped would never come. I suppose that I was anxious because I can remember many times in my youth when I did things that could have turned out tragically, but fortuitously did not. There is no replacing luck in life, especially to protect young men growing up. I regret deeply that luck eluded Dan. It could have happened so easily to anyone.”

I do not believe that this was a simple matter of good luck or of bad luck. I feel that the University policy towards alcohol and drug use had a direct role in Danny's death. Many of those in attendance at that hazing had cell phones in their pockets, and anyone of them could have made the call if the policy of the University of Maryland had encouraged that phone call. Each of those unused cell phones were a direct link to the EMT and could have saved Danny's life.

I am not eschewing that Danny also had a role in this matter, but it must be recognized that 44 states recognize that the environment of hazing is such a dangerous setting that they allow for both criminal prosecution and civil suits in this specific occurrence. It is well documented that the age group between 18 and 22 has a poorly developed ability to assess risk. It is for this reason that the Army sends 18 year olds into battle. Every university and college is all too well aware of this low risk assessment capacity in this age group.

I am certain that Dr. Mote and every member of the University Senate would want someone to make that call if one of their children were in danger. Without exception.

This issue of saving a life in trouble is a very different issue than the issue of the binge drinking and drug use on the university campus. And must be recognized as such. The one hundred or so college and universities that have in place a policy of no punishment when a life threatening situation occurs also have a track record of a use of this lifeline and a track record of getting post-emergency counseling and help for the victims.

But here again, it must be understood that the university administration and officials can only set policy and a tone toward the greater issue of binge drinking on campus. I believe that a solution for that can only come about from a change in attitude from the student body itself. From my point of view, it is a great privilege that we parents bestow upon our children giving them the opportunity for academic and scholastic training. For this to be wasted with alcohol and drugs is one of the great shames of our society and of our university and college systems.

So, I do write on behalf of Danny's lost voice in support of the efforts of the Students for Sensible Drug Policy that the University Senate will provide support for this initiative. But I feel that this is only ½ of the issue. The other ½ lies with the student body in creating a type of campus wide Danny Project to mirror a Danny Bill so that not only is there a balanced policy in regards to alcohol and drug use, but more important actions from the student body to change the culture of alcohol and drugs that is doing so much damage to our universities and colleges.

Sincerely,

Daniel P. Reardon, D.D.S.

GOOD SAMARITAN POLICY WORKING GROUP
OPEN FORUM – WEDNESDAY, MARCH 11, 2009 5:00pm-6:30pm

Due to the anonymous nature of the forum, no electronic recording were in use. Therefore, the following conversations are not verbatim and are derived from the notes taken by a neutral member of the Senate Office.

Members Present: Brad Docherty (Chair), Joanna Calabrese (Undergraduate), Lee Friedman (Faculty), Kevin Tervalva (Undergraduate), John Zacker (Judicial Affairs), Mitch Zuckerman (Undergraduate)

Members Excused: Sterling Grimes (Undergraduate), Anshul Gupta (Undergraduate), David Zuckerman (Undergraduate)

Senate Office Staff: Chelsea Benincasa (Coordinator)

Chair Docherty welcomed the student participants and called the forum to order at 5:08 p.m.

Chair Docherty gave background information on the Senate and its history with the proposed Good Samaritan Policy. He explained that the forum was designed to allow students to share stories, experiences, and firsthand knowledge on instances of alcohol induced medical emergencies.

The members of the working group introduced themselves. Chair Docherty explained that all stories will be kept anonymous. He opened the floor for stories and discussion.

Student #1: I was at a house party in an undisclosed area on College Avenue. Students were drinking and some were smoking marijuana. One student had a terrible anxiety attack and asked if anyone would bring him to the hospital, but everyone refused because the student was underage and engaging in illegal activity (underage drinking and smoking marijuana).

Docherty: The policy that we are reviewing does not cover drugs. It is strictly looking at alcohol related cases. Do you think that the students were hesitant to call because of his drinking?

Student #1: Yes, because one big factor in the decision of whether to take him to the hospital was that he was underage and drinking, and no one wanted to get involved.

Docherty: Do you feel confident in your ability to identify the warning signs of alcohol poisoning?

Student #1: Yes; I am twenty-five years old, and I've been in situations where people show the signs of alcohol poisoning and I've seen similar symptoms (i.e. "crying for your mother," passed out and not moving).

Docherty: If a Good Samaritan Policy was in effect, do you think that would have changed the minds of the people at the party so that they would have called for help?

Student #1: Well, I don't feel as if I can project, because of the drug use involved. I did not realize that this policy would not cover drugs.

Student #2: [Student #1] mentioned that he would know the symptoms of alcohol poisoning, but as a junior, I wouldn't know the symptoms. It would be important for the University to better educate students on the symptoms and what to do.

Docherty: Are you saying that the University should launch an education piece regardless of a Good Samaritan Policy?

Student #2: It would be good to add in an education factor to a policy like this.

Student #3: Because of the ambiguity of the signs, it is easy to think, "Oh, well, I am not sure if he is suffering from alcohol poisoning, so I am not going to call."

Student #4: I was reading an article in the Washington Post about a fraternity brother who died a while back at the University of Maryland from alcohol poisoning. He was at a fraternity party and passed out from drinking. His fraternity brothers periodically checked-in on him throughout the night, thinking that he was just "sleeping it off." However, it was in an alcohol induced coma, and he died. Of course, this is a sensational story that doesn't happen every day, but I do have a story from a friend from her freshman year. She just told it me; I have it here to read. She was at a formal party for her sports team, and she knew that she was going to arrive late to the party. So, she "pre-gamed" to catch-up. She drank many shots of alcohol quickly during the first twenty minutes of her time at the party. She apparently drank for hours, but cannot remember anything after those first twenty minutes. Eventually, some guys drove her back to her residence hall on campus. They put her in bed and she slept through the night. During the early hours of the morning, her roommate looked in on her and saw that she was pale white and shaking, but her roommate did nothing and did not call for help. Her roommate assumed that she was just sleeping it off.

Zacker: Do you think that if a Good Samaritan Policy were in effect, the students would have realized that she needed help and called? Do you think that they did not call because they were afraid of judgment from the University?

Student #4: I believe that instead of receiving judgment or punishment, it would be better if students receive counseling, in addition to being covered by a Good Samaritan Policy.

M. Zuckerman: What do you think happens when someone is judged by the University? What do you think is the sanction for underage drinking according to University policy?

Student #4: Well, you would be sent to the Student Judiciary Committee, and they would decide what happens. You may not get kicked out of your dorm, but there is always a chance and a fear.

M. Zuckerman: How would you feel if you knew that the maximum sanction you could receive would be losing two priority points and receiving probation—with no chance of getting kicked out?

Student #4: I think that it doesn't matter—even a moment of hesitation due to fear of University sanctions could lose a life.

M. Zuckerman: But what about police sanctions? Under this policy, we could not control what the police do.

Student #4: Well, it is my personal belief that we should have a statewide Good Samaritan Policy, but I understand that that would be a stretch. However, I believe that the number one goal of this University should be safety. Students care enough to be here—they want to be good students. The University perspective is important to the students. If we do the most that

we can (i.e. give medical amnesty), then that will at least give them a couple more minutes for help.

Student #5: There are limits as to what a Good Samaritan Policy can accomplish. But minimizing hesitation is key. The positives of this policy “ridiculously outweigh” the negatives.

Zacker: Yes, but isn’t it contradictory on the part of the University to give amnesty for something that is illegal?

Student #5: If the goal of the University is to punish students, then yes, it is. But, the goal should be to protect the students. And there wouldn’t be negative consequences, like abuse of the policy. Are members of the Student Conduct Committee worried that people would abuse this policy? Abusing a policy like this wouldn’t come into the “rational calculus” of someone’s thinking when deciding to call for medical assistance.

Docherty: We, on the working group, represent those who were asked to review this policy. We cannot make the policy, and some of our members do serve on the Student Conduct Committee. We will be making a recommendation based on our findings to the Senate as to whether the University should adopt a policy.

Friedman: There could be opportunities for repeat offenders, so we have to look into chances of abuse of policy.

Student #6: I’d like to point out that the penalty from the police is the equivalent of a speeding ticket. It’s minor when compared to the consequences of violating the Code of Student Conduct. It would be a civil sanction—not a crime.

M. Zuckerman: And you think that the civil sanction is less harmful to students than judiciary probation?

Student # 6 and multiple students: Yes. Absolutely.

Student #8: I have a story I’d like to share. In a residence hall, a guy got drunk in a room and became very violent. He started threatening everybody and even punched a couple people. He was making a lot of noise, so the students locked him out of the room, because they were afraid that the police would come and arrest them all.

Docherty: So, the students were drinking in their room in the residence hall and they showed fear of getting help.

Student #8: Yes.

Docherty: I also have a story relating to a residence hall. As a Resident Advisor (R.A.), I responded to a call for help. A girl was passed out from drinking alcohol at an off-campus fraternity party. Two of the fraternity brothers drove her back to her residence hall and they called the service desk. The fraternity brothers didn’t want to stay and talk, because they were afraid of getting their fraternity in trouble. As we waited for the police and medical assistance, I noticed that they kept inching away like they wanted to leave. The girl was underage, and they were worried. Thankfully, they stayed. But it brings up the question of whether the Greek community, student organizations, or athletic teams present unique situations. What happens when younger students are driven back from off-campus parties so that they are then under University Code regulations?

Student #9: Well, if members of groups are together drinking, there only has to be a certain number (i.e. three members), before they are recognized under the University policy has having an organization party and could be punished accordingly.

Zacker: That is true.

Docherty: So what could we do about addressing those unique issues?

Student #9: I guess we could be the first University to take strides toward protecting groups as a whole.

Docherty: Under this proposed policy, we are not reviewing that possibility.

Student #10: I am 22 years old, but when I was 20, I lived in the Leonardtown residence community. We drank alcohol and had parties frequently. There were times when students were unconscious and nobody ever called. I wouldn't have expected anyone to call for help for me. Our rationale for making those decisions was that there was a "95% chance that they'll sleep it off."

Docherty: Did you ever doubt yourself or your decisions not to call for medical assistance?

Student #10: It happened a couple of times, yes. But being subject to judicial University penalties negatively tipped the scale in my decision-making of whether to call.

Student #11: I am a senior now, but when I was a freshman, there was a girl in my hall whose boyfriend was either in high school or from another university. They went to an off-campus party and got completely wasted. Her boyfriend was extremely drunk and practically passed-out; someone put something in his mouth and told him that it would "make it better." It turns out that what they slipped him was LSD. He ended up getting violent and dangerous. But everyone wanted to wait it out and monitor the situation. They tried to restrain him. They decided to take him back to our residence hall. When they got there, there were plenty of sober people in the hall. And everybody, including the sober people, hesitated in calling for help.

Docherty: How much of the fear do you think was about the students not wanting to get in trouble and how much of the fear was for him, since he was underage and had taken drugs?

Student #11: I think it certainly was a mix of both; but even though he hadn't accepted the drug—it had been forced upon him—they were still scared.

Tervalva: I have a story to share that just happened to me recently. I passed by a person's room on my hall that I don't know, and I noticed that a party was going on inside. Thirty minutes later, I heard a person screaming. A boy had taken somewhere between 8-10 shots of alcohol and he slammed his head on something and was gushing blood. People were running around frantically trying to decide what to do. Before they even called their R.A., they were deliberating the options. Every single person who had been drinking left the room and ran. The only people who were left when they called for help were the injured boy and his roommate.

M. Zuckerman: I would like to pose a question. Aside from police sanctions or University sanctions, what else plays a role in determining whether someone calls for help? For instance, what about cost of medical transport? Or, what about your [Student #10] personal wishes?

Student #10: People don't think about those costs, because there are some federal rules that allow anyone to utilize the Emergency Room, plus these are students who are paying tuition for college, so I don't think cost is a significant factor. My personal wish of not having anyone call on my behalf was because I would not want to feel guilty if they received repercussions because of me and it turns out that it wasn't really that serious.

Student #12: I think how long the consequence will stick matters more. For instance, a punishment is a punishment. Students are not thinking about fees. They are not the same as University sanctions.

M. Zuckerman: What about when parents find out?

Student #12: Well, I can only speak for me, but that definitely wouldn't be a factor in my thinking process.

Student #13: I am a junior and a couple of years ago I was about to go to a party on College Avenue, but before I left I was stopped by a few of my hallmates. They told me that their friend had taken about eleven shots of alcohol in four minutes. I was able to revive him, but my worry is that if my hallmates hadn't been able to locate me, I don't know what they would have done.

Docherty: What knowledge did you have to be able to handle the situation?

Student #13: I had been taught by an EMT program back home. And they sort of looked up to me as an older student.

Docherty: If you had also been drinking, would you have called for help?

Student #13: I have the maturity to know to call for help when someone needs it, so if I could have, I would call and take the licking.

Zacker: You say that you would be the one to "take the licking" for making the call. Why do you say that?

Student #13: Well, I believe that 'no good deed goes unpunished.' Other people would certainly not have called. Even these guys were trying to dissuade me from calling; I believe that "the law is a poor parent."

Docherty: Here's a different scenario to discuss. Since I am an R.A., I know that there is a response process to answering calls for help. I am going to call on a fellow R.A. to answer this question—[Student #14] do you think that having a Good Samaritan Policy in place where students could directly call for help would help save time?

RA/Student #14: Yes, because the process takes about fifteen minutes. Time is crucial in these cases. By the time someone calls the main desk, they switch the call to me, I get to the scene, and then I call the police and EMT—it can take a bit of time. Also, even with my residents, who are over age twenty-one, they still appear to have hesitance before calling for help. Why is this?

Student #13: I think a problem is that the ratio of underclassmen to upperclassmen in the high-rise residence halls isn't good. Many of these kids are young—freshman and sophomores—who are immature. At the beginning of their academic careers, they have just tasted freedom and are wilder than ever. And they view their R.A. more as a parental figure than a big brother or sister.

RA/Student #14: But we'd like to see that calling for help is their immediate reaction. Why is there still hesitancy even in older students?

Calabrese: It could be because they are having parties where underclassmen might be present and they don't want to get into trouble.

Student #12: The fact of the matter is that students are still drinking and breaking the rules and needing medical help. In terms of the University being contradictory, isn't it more contradictory that the University is basically saying 'we'll punish you if you do the right thing?'

Student #4: I also read about brain development, and it appears that the brain is still developing even after age eighteen—especially in the areas needed for making judgment calls. The first thing students are going to think when something bad happens is "will I get in trouble?"

Student #13: There is a huge lack of maturity in the young students at first, and if we have a Good Samaritan Policy, it can create a culture of safety and freshmen can become educated. People might not give the advice of calling for help to freshmen right now.

Student #15: I am twenty-nine years old, and once while I was at a party I blacked out for two hours. No one called until I had been out for an hour and a half. An EMT came and found that I was ok.

Docherty: Why do you think it took them so long to call?

Student #15: Because they viewed the authority figure as the enemy. Even the person who called wasn't drinking.

Student #10: If you are in the mindset that the authority figures aren't on your side when you are eighteen to twenty-one years old, when you turn twenty-one that mindset isn't just going to immediately change.

Student #4: Has setting up a mechanism for anonymous calls been discussed in the plans for this policy?

Zacker: This working group did not consider anonymous calls. But in the past, it has been considered. Anonymous calls may help, because students are not only fearful of University punishments, but they are also afraid of their parents finding out, and of embarrassment.

Student #4: I don't personally think so, because students are here on campus and their parents are away. Parents might get angry, and they could call and yell for a few minutes, but it certainly wouldn't be a factor for me.

Zacker: That may be true for some, yes. But the real fear with anonymous calls is that someone would call for help and then everyone would leave the person in need alone.

Student #9: I understand that [Docherty] described earlier than the Senate is looking for data-driven research, but if this policy saves one person from having one minute of hesitation—that could save a life. And if people disagree with that, then they should be the ones to call the parents in the morning.

Docherty: We must prove that there is a problem that students fear to call for help, which this policy would address. If we can put provisions into a policy to offset potential negatives and create a policy that is tailored enough to help the majority of students in need, then I would agree with your statement.

Student #15: But how can you gather data from parties from which nobody calls for help? How could you know that there were people in need if no one calls? How else would you find out that alcohol-induced medical emergencies are a problem unless people call for help regardless of a policy?

Student #16: I was walking back to my house, and I was near Fraternity Row. On the other side of the street there is a fence that separates off-campus from campus territory. Right next to the fence I saw three girls looking crazed and frantic. I crossed the street and asked if they needed help. There was a person passed out on the ground, and he was extremely clammy and didn't look good. I decided to call for an ambulance, because he was still off-campus. I would certainly have been hesitant to call if he was on the other side of the fence, on campus. When the EMTs arrived they couldn't even get the gurney to him; they actually had to lift him up and put him on the stretcher.

Docherty: Why would you have been hesitant to call if he was on campus?

Student #16: Because of University sanctions. I assumed they were all underage. The girls really didn't want me to call. They kept saying, "We don't think you should call." I actually stepped away from them before I called. But the next day I got a Facebook message from one of the girls thanking me for calling. The boy had his stomach pumped at the hospital.

Friedman: Do you know what the University sanctions are? (**Student #16 came in late; he was not present when M. Zuckerman posed the same question to Student #4).*

Student #16: Yes, I do. The student would be sent to the Judicial Board and then it would be up to Dr. Zacker and the council to make a determination as to what would happen next.

Zacker: Right, well the situation is that there is a societal perception of police as the enemy.

Student #10: But the police would still have discretion in determining sanctions, as well.

Student #16: The University can't do anything about the law, sure, but what we can control is whether the Code will charge students.

Friedman: Do you agree that police sanctions are less harmful than Code sanctions?

Student #16: Oh, yes. Definitely. I'm interning in legal affairs, and I've sat in chambers with judges and watched as they give unsupervised probation and a slap on the wrist to underage offenders. But in regards to the University Code sanctions, students will have to report that they received a judiciary sanction on applications for graduate school, medical school, law school. And those applications have specific wording that reads, "Have you ever been *charged...?*," as opposed to the United States judicial system, which mandates that applications ask, "Have you ever been *convicted...?*"

Student #4: Dr. Linda Clement said that we pretty much use a Good Samaritan Policy with discretionary tools anyway, so there really should not be any fear of harsh penalties. So I don't understand why we don't just put it in writing. The Student Government Association has gathered more than three hundred names on a petition for a Good Samaritan Policy, and no one who was approached declined to sign.

Student #10: On a side note, I told my mom on the phone that I was coming here tonight to speak in support of a policy, and she was like, "Oh yeah, I support that for sure."

Student #16: Remember, when our parents were our age, the legal drinking age was eighteen. There are many reasons why the drinking age is twenty-one now, of which I will not go into all of them, but mostly it is due to red tape and highway regulations. However, the point is that drinking in college is a part of life. People are going to do it no matter what regulations the University has. But the top priorities are safety and the well-being of the students. In my opinion, the goals of this University should be to help and protect the students, inform the students, and guide the students. College in its entirety is a learning experience. Learning does not always just happen in the classroom.

Docherty: We thank you for your thoughts and stories. We are certainly going to utilize this information as we move forward. We are considering suggesting a trial period of the policy, which might help to gather some of the data we need. You have provided invaluable testimony.

The forum adjourned at 6:32 p.m.

Submitted by: Chelsea Benincasa

Spring 2008 SGA Elections Ballot Results

In the Spring of 2008, the University of Maryland Student Government Association placed two questions on its Spring 2008 SGA Elections Ballot.

The questions, along with the results, are listed below.

Ballot Question 1A: Do you support the adoption of a Good Samaritan Policy which would shield students from University-based punishments if they called emergency services to receive help as result of drug and/or alcohol use?

Yes: 94%

No: 6%

Ballot Question 2A: Would you be more inclined to call emergency services to receive help as a result of drug and/or alcohol use if a Good Samaritan Policy were in place?

Yes: 93%

No: 7%

University Student Judiciary (USJ) Survey

(this survey was submitted ONLY to the student members of the USJ)

Please keep this survey confidential until the University Student Judiciary decides to release it.

Total Started Survey: 42
Total Completed Survey: 42 (100%)

Question	Response Percent	Response Count
1. What USJ Branch do you serve on?		
Central Board	19.0%	8
Honor Council	26.2%	11
Resident Board	23.8%	10
Education Team	7.1%	3
Community Advocate	16.7%	7
Appellate Board	7.1%	3
<i>Answered Question: 42</i> <i>Skipped Question: 0</i>		
2. Are you 21 years old or older?		
Yes	64.3%	27
No	35.7%	15
<i>Answered Question: 42</i> <i>Skipped Question: 0</i>		
3. Do you live on campus?		
Yes	54.8%	23
No	45.2%	19
<i>Answered Question: 42</i> <i>Skipped Question: 0</i>		

4. Based on your current knowledge, what is the punishment for a first time alcohol offense?

Loss of priority points	61.9%	26
Educational Sanction (ex: AlcoholEDU)	61.9%	26
Suspension	9.5%	4
Warning	50.0%	21
Housing Probation	54.8%	23
Disciplinary Reprimand	16.7%	7
Expulsion	2.4%	1
Disciplinary Probation	14.3%	6
Loss of Housing	2.4%	1
None	2.4%	1

Answered Question: 42

Skipped Question: 0

5. What do you believe a reasonable punishment for a first time alcohol offense?

Loss of priority points	40.5%	17
Educational Sanction (ex: AlcoholEDU)	59.5%	25
Suspension	4.8%	2
Warning	69.0%	29
Housing Probation	35.7%	15
Disciplinary Reprimand	19.0%	8
Expulsion	2.4%	1
Disciplinary Probation	9.5%	4
Loss of Housing	2.4%	1
None	4.8%	2

Answered Question: 42

Skipped Question: 0

6. If a friend were seriously intoxicated, would you be concerned with the future consequences when deciding to call for help?

Yes	50.0%	21
No	50.0%	21

*Answered Question: 42
Skipped Question: 0*

7. Is so, what future consequences would you be concerned with?

Friend's Wishes	21.4%	9
False Alarm	16.7%	7
Permanent Record	47.6%	20
Police	47.6%	20
University Sanctions	47.6%	20
Friend's Reputation	11.9%	5
Parents	31.0%	13
Personal Inconvenience	9.5%	4
Hospital Bill	19.0%	8
Disapproval of Friends	9.5%	4
Other	4.8%	2
I would not be concerned with future consequences when deciding to call for help	35.7%	15

*Answered Question: 42
Skipped Question: 0*

8. Have you heard of the proposed Good Samaritan Policy?

Yes	95.2%	40
No	4.8%	2

*Answered Question: 42
Skipped Question: 0*

9. The Good Samaritan Policy currently under review by the University Senate would grant amnesty to students who call 911 with concerns about seriously intoxicated friends. As currently proposed, this policy would only cover alcohol violations under the Code of Student Conduct and the Resident Hall Rules. The proposed policy would not protect the caller from any violation other than alcohol (ex: lying to a Resident Assistant or destruction of University property). Furthermore, this policy would have no impact on how police may act when they arrive at the scene. Do you support this proposed Good Samaritan Policy?

Yes	90.5%	38
No	9.5%	4

*Answered Question: 42
Skipped Question: 0*

10. Please explain your support or disapproval of the Good Samaritan Policy as a member of the University Student Judiciary?

1. I would rather someone make the decision to call for help regardless of consequences but if it takes the implementation of such a policy to get people the help they need I fully support it. Someone's life is always more important than punishing them.
2. The policy makes sense in all respects. Safety must come before any concern for consequences after the fact.
3. I think if I was under 21 I would be even more worried about doing the right thing. That concern should not exist when people's lives are potentially in the balance.
4. Students' safety is top priority. If this policy is necessary to protect this safety, then it must be enacted.
5. The Good Samaritan Policy could possibly save lives. The hesitation that students feel because of punishments for themselves and friends could be harmful and/or deadly. Alleviating some of that pressure off of the caller/friend could be a great way to help.
6. In a life or death situation, students should not be worried about helping a friend versus being reprimanded. With the Good Samaritan Policy, a student would not endanger their friend(s)' lives further by having to weigh their own consequences against the decision.
7. Its good
8. Isn't this already a policy outside the University?
9. I support this because the university's priority should be to ensure the safety of its students, and by granting amnesty to "good samaritans," it encourages students to help their seriously intoxicated friends.
10. I think it will entice campus residents to be more proactive regarding helping their friends and peers in times of crisis.
11. Doing the right thing to preserve health/life is more important, in my opinion, than punishing it. I feel that this legislation would allow for more students to get the help they need in an alcohol related incident.
12. I think if someone is in serious trouble, one should not have to worry about what will happen afterwards. In the end, what is most important is that everyone is safe. And to better promote safety I think the good samaritan policy should be in effect. No one should be punished for trying to help

someone, and students who would call for help should not be deterred by the threat of punishment. It is not fair for anyone

13. I believe that a student's health and safety should be the University's number one concern. The health and well-being of the student body should take precedence over disciplinary goals.

14. I can't see how it would hurt. As far as I understand it there may still be consequences for this misconduct it would just be that they don't get the maximum which could be potentially losing housing or something

15. The good Samaritan policy really gives students a way out of trouble. What is to stop them from when an RA knocks on a door, to call for help, thereby protecting them from harm. Though it has good intentions, the good Samaritan policy will be used as a loophole in a judicial code that has far too many loose ends as it is. The judicial code is not terribly strict on individuals that are caught drinking as it is, and the sanctions need to be upheld. By giving into this policy, I do sincerely believe that we are opening up to a gateway of drinking and alcohol consumption at this University.

16. If such a policy gets students the help they need when they are severely intoxicated then it is worth it to have.

17. I think the number one priority should be student's safety. Without the Good Samaritan policy, I think a situation would have to be very dangerous before a student would call 911 on behalf of a friend if they are intoxicated themselves. Students are very concerned about getting in trouble as well as about getting their friends in trouble. There is a lot of pressure between friends to have each other's back and keep each other from getting caught. I think the Good Samaritan policy would at least remove the question in a student's mind about getting in trouble themselves if they are trying to take care of a friend. I'm an RA who is conscious about enforcing the drinking policy and I don't drink myself and I still feel this way.

18. It's safer and healthier for everyone involved

19. As members of the University Student Judiciary we have many duties and considerations when we sit on the board. This includes balancing the integrity of university policies with fairness towards those who are being charged with violating the Code of Student Conduct. However, all of these duties are intended to do one thing: benefit the university and thus benefit the students. Thus, when I analyze the usefulness of the Good Samaritan policy my main consideration is the safety of the students. Although not all students consider future consequences when a friend is in need, some certainly do. For the dangerously intoxicated friends of those who do, the Good Samaritan Policy ensures they immediately receive the help they need. I understand that some believe it is irresponsible for the university to grant amnesty to students for violating university policy. However, it is even more irresponsible for the university to put the safety of dangerously intoxicated students in the hands of their intoxicated friends who may not be able to logically assess the risks of getting in trouble vs the benefits of helping a friend when they are in such a state of mind.

20. If something can only help a situation, and not hurt it, then I support it. In this case, the chances of saving people from serious injury who are seriously intoxicated is beneficial to enact this policy.

21. Questions 4 and 5 do not specify if the first time offense yields a board finding for the standard sanction. As such, my opinions are based on the severity of potential situations. If presented this question when I was under 21, I would have supported this policy, but now being over 21 I do not. I am concerned that having a Good Samaritan policy may promote underage drinking while not breaking students' fears of calling in an event. Thus this policy would have the exact opposite effect. I would need to see data from other universities before I could make a definitive decision. But if students are going to drink underage, they should bear the consequences if they played a negative role.

22. Students should not have to worry about personal consequences if they are calling for help for a friend. A student could simply ignore the health of another student if they are concerned about getting in

trouble or ruining their college career because of consequences linked to alcohol use. Good Samaritan policy would allow for students in need to get help and those calling the police/medical service can have peace of mind that they won't get in trouble and helping a friend in need.

23. All people should face responsibility for their actions and should be held accountable.

24. I think the USJ should support the policy, as the welfare of friends should come first before anything else. Punitive measures are sometimes a concern when friends want to call for help, and there should be no reluctance to do so. Therefore, I think this policy would go a long way to resolving this issue. I know that some may be concerned that this policy will be abused, but the offenders should also take alcohol.edu and have a disciplinary reprimand as well, or face harsher consequences. I would also support this policy if it were extended to drugs as well (the offenders would have to meet with University officials and take a drug course after as well).

25. I support this policy as it protects the caller from helping their friend who is in need of assistance. However, as it is structured, it has a major philosophical flaw. The assumption is that the student calling for help only cares about his or her self and the consequences for themselves. But this student, almost by definition, is concerned about their friend who needs help. But I feel the biggest deterrent from getting help is the fear that the intoxicated student will suffer dramatic consequences. What if a sober roommate or designated driver wants to help a friend, but they know their roommate has nowhere else to live if he loses housing? Protect the student who can not make decisions for themselves in that state, so that the ones who are making the decision have no disincentive to make the right decision for them.

26. I approve of this policy because it will help save lives and stop unnecessary penalties from hurting students who make irresponsible decisions.

27. I believe that this policy will make it less likely for students to underestimate the situation that their friend is in. If they know they cannot get in trouble they will be more likely to play it safe and call the police if their friend is in trouble.

28. Students are often too afraid to call when doing so is critical. Therefore, incentives should be offered to make doing so less overwhelming. Although it seems selfish, the safety of our students necessitates a certain amount of leeway in the alcohol policy if it is to be most effective at preventing dangerous incidents which often go unreported.

29. I support the Good Samaritan Policy because realistically not everyone who drinks is 21. I would rather be safe than sorry. I do not think a person should have to suffer to help a friend. However, if you have never been in a situation where your friend is in trouble you will be worried about the consequences of yourself, who is probably a little intoxicated as well and of your friend who is most likely underage. The last thing you want to do is have your parents know or have your reputation questioned. Therefore if students know this option is available I think more alcohol related incidents can be avoided.

30. There should be no reason why someone cannot make a call to help a friend that could potentially be dying in a situation like this. Some people are capable of doing things based on what their own repercussion may be, but at the same time some won't. Regardless if this was passed this would give those who thought twice to call without wasting time and potentially causing harm to their intoxicated friend.

31. I support this Policy because some students might be less likely to call for help of an intoxicated friend if they have also been drinking and are under age. However, my fear is some under age students will take advantage of this Policy in order to avoid consequences.

32. I support the Good Samaritan Policy. More than hurt I feel it would help when dealing with intoxication situations. People would not be worried about the consequences of calling for help. They would call right away. Also, calling for help for a friend does not constitute punishment in my eyes.

- 33.** It can help save lives!
- 34.** I think it's more important to help people who are sick than to punish those who break the code.
- 35.** It would lead people in the right direction to do the right thing without consequences.
- 36.** I think student's who make the hard choice to call for help when their friends are in trouble should be rewarded, not get in trouble for doing the right thing, regardless of whatever role they might have played in the situation escalating to a level that requires formal assistance.
- 37.** If the GSP helps in even one case, it would be worth what I see as a relatively minor cost (not being able to charge callers with alcohol offenses). I think a GSP is good, but what about more education about symptoms of alcohol poisoning? I think there are very few students who wouldn't call if they KNEW help was needed, but plenty who would hesitate if they weren't sure.
- 38.** I support it because I think student safety is priority. It is more important that a student is treated instead of punished for a bad decision.
- 39.** In the college environment, where underage alcohol use is rampant, it is important that care for others is prioritized over fear of sanctions. While it is necessary for students to understand the consequences of their actions, particularly those in violation of University and state laws, it is also important that students take care of one another. There still must be sanctions for those who call the police to help a friend, but the fact that the act was one of care and concern is a definite mitigating factor.
- 40.** It would help guarantee that individuals put safety above the potential fear of negative repercussions. The university cannot keep students from choosing to violate the alcohol policy. It can help make sure that if a bad decision is made, it doesn't have to have life-threatening consequences.
- 41.** I support this Policy because I think a life is FAR more important than any possible sanction!
- 42.** I believe it could lead to unintended consequences that would hurt the goal of the policy.

Answered Question: 42
Skipped Question: 0

TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate: April 23, 2009

Presenter: Claire Moses, Chair of the Senate APAS Committee

Subject of Report: Residency Requirement – Final 60-Hour Rule

Senate Document Number: #07-08-14

Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report

A. Statement of Issue:

The goal of this proposal is to make changes to the current University regulation that the final 30 credits in an undergraduate's course of study be taken at this campus.

B. Recommendations:

The following text is proposed as a replacement for the entry in the Undergraduate Catalog labeled "Residency Requirement – Final 30-Hour Rule." This entry is the first of several "Degree Requirements" found in Chapter 4 of the Undergraduate Catalog, "Registration, Academic Requirements, and Regulations/Degree Requirements/Residency Requirement – Final 30-Hour Rule," and is intended to replace all 3 paragraphs (paragraphs a, b, and c) of that section. Please take note that the heading should now read "Residency Requirement – Final 60-Hour Rule."

1. Residency Requirement – Final 60-Hour Rule

To graduate with a University of Maryland degree, students are required to have a minimum of 120 credit hours of coursework taken either on this campus or approved here for transfer credit; to have met all of the requirements of the General Education Program, either by transfer or resident courses; and to have fulfilled all of the requirements of a major.

Of the final 60 credit hours of the student's course of study, 30 must be taken on this campus. The requirement that half of the final 60 credit hours be taken on campus ensures that students earning a Maryland degree will take a substantial number of advanced courses in the major and as electives at the University of Maryland. At the same time, this requirement allows for students to take part in opportunities such as Study Abroad and off-campus internships and exchange programs during the senior year, as well as the junior year. Permission to transfer upper-level credits from another

institution during the final 60 credits of study is not automatic, but requires approval of the major department.

2. Credit Requirements

While several ...

[resume existing copy]

C. Committee Work:

The Academic Procedures and Standards (APAS) Committee, at the request of the Senate Executive Committee, has considered the current university regulation that the final 30 credits be earned on this campus and has determined to request a change to this requirement.

The 2007-2008 APAS Committee was originally charged with Senate Document #06-07-51 during the 2007-2008 Academic Year. The APAS Committee began working on this topic during the 2007-2008 Academic Year, but did not come to a final conclusion. Therefore, the 2008-2009 APAS Committee continued to research the topic, delving into the issues surrounding transfer credit, Advanced Placement credits, Study Abroad, and other pertinent situations that are affected by this rule.

The 2008-2009 committee identified several reasons that a student may want to take her or his final credits elsewhere. The most frequent of students' requests to transfer credits from some other institution appears to be the student's desire to participate in a Study Abroad program in the senior year; but students have made requests to transfer their final credits for other reasons as well. Some students have wished to study elsewhere, in their senior year, because they have married and are moving to join a spouse. Other students—with as few as 6 credits remaining—have moved to another city to start a job. The committee believes that these requests (and others we did not consider) are reasonable and that the current policy is unnecessarily rigid.

One compelling discovery that influenced our recommendation was that currently students may transfer up to 90 credits from another institution and thus graduate with a University of Maryland degree having taken as few as 30 credits on this campus. We compared this case to that of the student who has earned 105 credits on this campus and wishes to earn the remaining 15 (a typical semester) in a study abroad program. The former case is permitted under the present policy, while the latter is not. We agreed that this disparity is unjustifiable.

The committee did recognize that departments may have varying views on the value of upper-level credits taken elsewhere. For example, a foreign language department might encourage students who were unable to study abroad in their junior year to do so in the senior year; the physics department, however, may offer some of the courses required for the major in the student's final year and be justified in wishing these courses to be taken at this campus. The APAS Committee dealt with this problem by making the permission of the department and fulfillment of all the requirements of the major the crucial elements in the recommended policy. Also, the committee recognized that taking upper-level credit hours on this campus is important for any University of Maryland diploma. The committee's request that the current policy be modified is intended merely to add flexibility.

At its meeting on February 6, 2009, the APAS Committee drafted the "Residency Requirement – Final 60-Hour Rule." The committee subsequently worked with the Office of Undergraduate Studies and the Registrar's Office to ensure that the language was satisfactory and suitable.

D. Alternatives:

The text of the Undergraduate Catalog labeled “Residency Requirement – Final 30-Hour Rule” could remain as is.

E. Risks:

There are no associated risks.

F. Financial Implications:

There are no financial implications.

MEMO

TO: Senate Executive Committee

FROM: Claire Moses, Chair, Senate APAS Committee

DATE: April 6, 2009

SUBJECT: A proposal to make changes to the current University regulation that the final 30 credits in an undergraduate's course of study be taken at this campus.

This text is proposed as a replacement for the entry in the Undergraduate Catalog labeled "Residency Requirement – Final 30-Hour Rule." This entry is the first of several "Degree Requirements" found in Chapter 4 of the Undergraduate Catalog, "Registration, Academic Requirements, and Regulations/Degree Requirements/Residency Requirement – Final 30-Hour Rule," and is intended to replace all 3 paragraphs (paragraphs a, b, and c) of that section. Please take note that the heading should now read "Residency Requirement – Final 60-Hour Rule."

1. Residency Requirement – Final 60-Hour Rule

To graduate with a University of Maryland degree, students are required to have a minimum of 120 credit hours of coursework taken either on this campus or approved here for transfer credit; to have met all of the requirements of the General Education Program, either by transfer or resident courses; and to have fulfilled all of the requirements of a major.

Of the final 60 credit hours of the student's course of study, 30 must be taken on this campus. The requirement that half of the final 60 credit hours be taken on campus ensures that students earning a Maryland degree will take a substantial number of advanced courses in the major and as electives at the University of Maryland. At the same time, this requirement allows for students to take part in opportunities such as Study Abroad and off-campus internships and exchange programs during the senior year, as well as the junior year. Permission to transfer upper-level credits from another institution during the final 60 credits of study is not automatic, but requires approval of the major department.

2. Credit Requirements

While several ...

[resume existing copy]

Rationale

Discussion: The Academic Procedures and Standards (APAS) Committee, at the request of the Senate Executive Committee, has considered the current university regulation that the final 30 credits be earned on this campus and has determined to request a change to this requirement.

In response, the committee has identified several reasons that a student may want to take her or his final credits elsewhere. The most frequent of students' requests to transfer credits from some other institution appears to be the student's desire to participate in a Study Abroad program in the senior year; but students have made requests to transfer their final credits for other reasons as well. Some students have wished to study elsewhere, in their senior year, because they have married and are moving to join a spouse. Other students—with as few as 6 credits remaining—have moved to another city to start a job. The committee believes that these requests (and others we did not consider) are reasonable and that the current policy is unnecessarily rigid.

One compelling discovery that influenced our recommendation was that currently students may transfer up to 90 credits from another institution and thus graduate with a University of Maryland degree having taken as few as 30 credits on this campus. We compared this case to that of the student who has earned 105 credits on this campus and wishes to earn the remaining 15 (a typical semester) in a study abroad program. The former case is permitted under the present policy, while the latter is not. We agreed that this disparity is unjustifiable.

The committee did recognize that departments may have varying views on the value of upper-level credits taken elsewhere. For example, a foreign language department might encourage students who were unable to study abroad in their junior year to do so in the senior year; the physics department, however, may offer some of the courses required for the major in the student's final year and be justified in wishing these courses to be taken at this campus. The APAS Committee dealt with this problem by making the permission of the department and fulfillment of all the requirements of the major the crucial elements in the recommended policy. Also, the committee recognized that taking upper-level credit hours on this campus is important for any University of Maryland diploma. The committee's request that the current policy be modified is intended merely to add flexibility.



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Degree Requirements

The requirements for graduation vary according to the character of work in the different colleges, schools, departments and academic units. It is the responsibility of the colleges, schools, departments and other academic units to establish and publish clearly defined degree requirements. Responsibility for knowing and meeting all degree requirements for graduation in any curriculum rests with the student. Specific degree requirements are listed in this catalog under the college and/or department as appropriate.

Each student should check with the proper academic authorities no later than the close of the junior year to ascertain his or her standing with respect to advancement toward a degree. For this purpose, each student should be sure to review their semester grades and unofficial transcript on the MyUM website (www.my.umd.edu) at the close of each semester or request a semester grade report.

1. Residency requirement - Final 30-Hour Rule

a. All candidates for University of Maryland, College Park, degrees should plan to take their final 30 credits in residence since the advanced work of their major study normally occurs in the last year of the undergraduate program. Included in these 30 semester hours will be a minimum of 15 semester hours in courses numbered 300 or above, including at least 12 semester hours required in the major field (in curricula requiring such concentrations).

b. A student who at the time of graduation will have completed 30 credit hours in residence at the University of Maryland, College Park, may, under unusual circumstances, be permitted to take a maximum of 8 of the final 30 credits of record, comprising no more than two courses, at another institution. A student who has completed 75 credit hours in residence at the University, may, under unusual circumstances, be permitted to take a maximum of 16 of the final 30 credits of record, comprising no more than 4 courses, at another institution. In such cases, written permission must be obtained in advance from the dean and chair/director of the academic unit from which the student expects to graduate. Any course taken at another institution and intended to satisfy a specific major requirement at the University of Maryland must be approved as an equivalent course by the chair/director and the dean. Normally, no more than two courses required by the major, including major and supporting courses, will be approved. Exceptions beyond the articulated maximum credits and/or courses will be made only under highly unusual circumstances; requests for an exception must be made through the Dean's office to the Office of the Senior Vice President for Academic Affairs.

c. For students in the combined three-year, preprofessional programs, the final 30 hours of the 90-hour program at the University of Maryland, College Park, must be taken in residence.

2. Credit Requirements

While several undergraduate curricula require more than 120 credits, no baccalaureate curriculum requires fewer than 120. No baccalaureate will be awarded in instances in which fewer than 120 credit hours have been earned. It is the responsibility of each student to familiarize himself or herself with the requirements of specific curricula. The student is urged to seek advice on these matters from the departments, colleges, or the Office of the Dean for Office of Undergraduate Studies. To earn a baccalaureate from the University of Maryland, College Park, a minimum of 30 credits must be taken in residence.

3. Enrollment in Majors

A student who is eligible to remain at the University of Maryland, College Park, may transfer among curricula, colleges, or other academic units except where limitations on enrollments have been approved. By the time they complete 60 credits, students are

TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate: April 23, 2009

Presenter: Sabrina Baron, Chair of Elections, Representations, and Governance Committee

Subject of Report: Eligibility Timeline for Staff Elections

Senate Document Number: 08-09-13

Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report

A. Statement of Issue: On November 18, 2008, the SEC charged the ERG Committee to provide advice on the eligibility timeline requirements for the election of Staff to the Senate. ERG considered this charge at our regular meeting on November 19, 2008.

B. Recommendation: The Committee believes that the following should be added to the end of clause 2.1.c of the Bylaws: “Staff candidates for the Senate must have been employed at the University of Maryland College Park for 12 months prior to standing as candidates for Senate. Staff members may not stand for Senate elections while in the probationary period of employment.”

Further, clause 2.1.d should have the following language added at the end: “Such ex officio members should also have been employed by the University of Maryland College Park for 12 months prior to standing as candidates for the Senate.”

In short, the Committee believes that 12 months of prior employment should apply to all members of the University community who stand for Senate seats.

The committee considers that Contingent 2 Staff are entitled to Senate representation and should be subject to the twelve months of prior employment timeline with everyone else. The idea of the twelve-month period was to provide an opportunity for employees of all categories to obtain familiarity and experience with University policies and practices.

This orientation serves to make them more thoughtful and productive members of the campus community and of the University Senate. It also provides parity across categories of employees.

C. Committee Work: The Committee voted unanimously that there should be changes in the way the Eligibility Timeline reads for Staff Elections.

D. Alternatives: The Senate could decline to vote for the Eligibility Timeline for Staff Elections.

E. Risks: None

F: Financial Implications:

There are no indications of a financial risk.



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March 24, 2009

TO: Kenneth G. Holum
Chair, University Senate

FROM: Sabrina Baron
Chair, ERG Committee

SUBJECT: Eligibility Timeline for Staff Elections (Senate Document number 08-09-13) Further Advice on Contingent Staff

ERG considered the need for further advice on Contingent Staff at our regular meeting this morning, March 24, 2009.

This question turns on the fact that under University personnel rules, there are two categories of Contingent Staff: Contingent 1 and Contingent 2. In the Senate By-Laws there is reference only to Contingent Staff without distinction.

Contingent 1 Staff are hired on six-month contracts that may be renewed for only one additional six-month period, or a total of twelve months. Moreover, they are considered to be hourly employees. As such they are not considered official University employees and thus are not included in apportionment counts.

Contingent 2 Staff are hired on one-year contracts that are renewable for three years. They are considered official University employees and as such, are included in apportionment counts. They are not subject to a probationary period in their employment.

Thus the Committee considers that Contingent 2 Staff are entitled to Senate representation and should be subject to the twelve months of prior employment timeline with everyone else. The idea of the twelve-month period was to provide an opportunity for employees of all categories to obtain familiarity and experience with University policies and practices. This orientation serves to make them more thoughtful and productive members of the campus community and of the University Senate. It also provides parity across categories of employees.

Under this rubric, Contingent 1 Staff are not entitled to participate in Senate representation.

The Committee further recommends that the Senate By-Laws should be amended in accordance with this finding. Section 2.2.d of the By-Laws currently reads:

The contingent 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 Committee recommends this language be amended to read:

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.



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March 3, 2009

TO: Kenneth G. Holum
Chair, University Senate

FROM: Sabrina Baron
Chair, ERG Committee

SUBJECT: Eligibility Timeline for Staff Elections (Senate Document number 08-09-13)

On November 18, 2008, the SEC charged the ERG Committee to provide advice on the eligibility timeline requirements for the election of Staff to the Senate. ERG considered this charge at our regular meeting on November 19, 2008.

From the minutes of our meeting:

The Senate Bylaws do not clearly state the length of time that a Staff member has to be employed at the University of Maryland College Park prior to becoming a Senator. Senate Office documentation states that Staff must be employed as of May of the year prior to taking their Senate seat. This timeline is reflected in copies of the Senate candidacy applications for the past 10 years. There is no written guideline as to why this timeline was implemented.

In this context, the Committee believes that the following should be added to the end of clause 2.1.c of the Bylaws: "Staff candidates for the Senate must have been employed at the University of Maryland College Park for 12 months prior to standing as candidates for Senate. Staff members may not stand for Senate elections while in the probationary period of employment."

Further, clause 2.1.d should have the following language added at the end: "Such ex officio members should also have been employed by the University of Maryland College Park for 12 months prior to standing as candidates for the Senate."

In short, the Committee believes that 12 months of prior employment to should apply to all members of the University community who stand for Senate seats.

