

December 1, 2010

MEMORANDUM

TO: University Senate Members

FROM: Linda Mabbs
Chair of the University Senate

SUBJECT: University Senate Meeting on Wednesday, December 8, 2010

The next meeting of the University Senate will be held on Wednesday, December 8, 2010. The meeting will convene at **3:15 p.m.**, in the **Atrium of the Stamp Student Union**. 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 November 11, 2010, Senate Minutes (Action)
3. Report of the Chair
4. Reapportionment of the Faculty & Undergraduate Senators of the College of Computer, Mathematical, and Natural Sciences (CMNS) (Senate Doc. No. 10-11-25) (Information)
5. PCC Proposal to Suspend the Bachelor of Science Program in Physical Education (Senate Doc. No. 10-11-29) (Action)
6. Nominations Committee Slate 2010-2011 (Senate Doc. No. 10-11-27) (Action)
7. Proposal for Changes to the Optional Retirement Plan (Senate Doc. No. 10-11-30) (Action)
8. Special Order of the Day

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

The Draft General Education Implementation Plan (Senate Doc. No. 10-11-31)

- A. Procedural motion
- B. Discussion of the Draft General Education Implementation Plan

9. New Business

10. Adjournment

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

University Senate

November 11, 2010

Members Present

Members present at the meeting: 102

Call to Order

Senate Chair Mabbs called the meeting to order at 3:20 p.m.

Approval of the Minutes

Chair Mabbs asked for additions or corrections to the minutes of the October 13, 2010 meeting. Hearing none, she declared the minutes approved as distributed.

Report of the Chair

Senator Pin

Mabbs announced that elected senators should have received a “senator pin” when they signed-in. The Senate Office will mail pins to any senators who have not yet received one. Mabbs encouraged senators to wear their pins proudly.

Board of Regents Staff Awards

Mabbs announced that the deadline for submitting nominations for the Board of Regents Staff Awards is November 15, 2010. She encouraged senators to nominate members of our hard-working staff.

Facilities Site Review Committee

Mabbs gave an update on the Facilities Site Review Committee, that was instituted by the Senate in the spring 2010 semester. She explained that the Vice President for Administrative Affairs, Ann Wylie, asked the Senate Executive Committee (SEC) to suggest members for the committee. The committee was constituted and has met once this year. They reviewed and approved the site for the new shed for heavy equipment. We expect additional business for the committee later in the year. Vice President Wylie has posted the membership of the committee on the University’s website.

Upcoming Meetings

Mabbs announced that the next meeting of the Senate would be held on December 8, 2010 to discuss the Draft General Education Implementation Plan. The first senate meeting of the spring semester will be held on February 9, 2011 to review and vote on the final General Education Implementation Plan.

Committee Reports

Update of the University of Maryland Mission Statement (Senate Doc. No. 10-11-18) (Information)

Mabbs announced that the next item on the agenda was the Update of the University Mission Statement. She explained that the University System of Maryland (USM) asked all system schools to update their mission statements. A Joint Provost/Senate Committee was formed to work on this update. The membership includes: Mahlon Straszheim as the Chair, Betsy Beise, Associate Provost for Academic Planning & Programs, Ken Holum, Past Senate Chair and Aaron Tobiason, Graduate Student and former Senator and SEC member. This report has been included in the materials as an informational item for the Senate.

PCC Proposal to Establish a BS Degree Program in Middle School Education (Senate Doc. No. 10-11-22)

David Salness, Chair of the Programs, Curricula, & Courses (PCC) Committee, presented the proposal to the Senate and provided background information.

Mabbs opened the floor to discussion; hearing none, she called for a vote on the proposal. The result was a majority in favor of the proposal. **The motion to approve the proposal passed.**

PCC Proposal to Change the Name of the Department of Public and Community Health to Behavioral and Community Health (Senate Doc. No. 10-11-23) (Action)

David Salness, Chair of the Programs, Curricula, & Courses (PCC) Committee, presented the proposal to the Senate and provided background information.

Mabbs opened the floor to discussion; hearing none, she called for a vote on the proposal. The result was a majority in favor of the proposal. **The motion to approve the proposal passed.**

Proposal to Amend the Membership of the University APT Committee (Senate Doc. No. 10-11-15) (Action)

Robert Schwab, Chair of the Faculty Affairs Committee, presented the proposal to the Senate and provided background information.

Mabbs opened the floor to discussion; hearing none, she called for a vote on the proposal. The result was a majority in favor of the proposal. **The motion to approve the proposal passed.**

**Amendment to the Membership of the Research Council to Include a
Representative of the President
(Senate Doc. No. 10-11-16) (Action)**

Devin Ellis, Member of the Elections, Representation, and Governance (ERG) Committee, presented the proposal to the Senate and provided background information.

Mabbs opened the floor to discussion; hearing none, she called for a vote on the proposal. The result was a majority in favor of the proposal. **The motion to approve the proposal passed.**

**Special Order of the Day
Wallace D. Loh
President of the University of Maryland, College Park
2010 State of the Campus Address**

Overview

Loh stated that he was honored to serve as president of this great University. He thanked his predecessors, Dan Mote and Brit Kirwan, for leading the University to national and global pre-eminence. He also thanked all the members and supporters of the University. Loh also recognized the veterans on our campus, thanking them for their service to our nation.

Background

Loh explained that he spent his initial days as president meeting with constituents and leaders of the community. He held listening sessions with faculty, staff, and students and met with local politicians and institutional and community college presidents. Loh stated that he has begun to cultivate relationships with these groups. He feels it is important to listen before acting because his leadership approach is to listen, consult, and engage stakeholders in an open and transparent process of communication.

Common Themes from Listening Sessions

Theme 1: Pride in the University's Ascension to National and World Standing

Loh stated that we would continue to be guided by the University's strategic plan. We will implement it in creative and resourceful ways. Loh stated that the University must continue to serve "the American Dream: to expand opportunity; to grow the economy; and to strengthen democracy." He also lauded the university as a force for economic vitality. The University of Maryland generates \$3 in external research funding for every \$1 in state-funded faculty salaries. Every \$1 in State funding also generates \$8 in economic activity in the State. The University is a \$3.4 billion economic engine for the State. Loh stated that the success of the University of Maryland is truly the future of the State of Maryland.

Loh commented that our university is a holistic institution. The arts, humanities and social sciences, as well as the sciences, engineering, and other professional fields are integral components to the excellence of a university. He explained that the

challenges that we will face in the future require our students to have a diverse understanding of science, technology, ethics, social justice, cultures, economics, history, languages, and politics.

Theme 2: Enhance the Quality of Life of the Surrounding Neighborhoods

Loh stated, "A vibrant University needs a vibrant local community". Graduate students have expressed concern about safety and affordable housing. Others have expressed the desire for expanded partnerships between the University and local schools.

Loh stated that we would continue with our efforts with the East Campus redevelopment project by working with local residents and elected officials. We will also continue to support the proposed new Purple Line for its positive impact on our university and the surrounding region. Loh stated that he would carefully study any reports on the issue and listen to the multiple perspectives on this issue. While he plans to work closely with campus stakeholders and government officials, the Governor will ultimately make the final decision on the alignment.

Theme 3: Faculty and Staff Morale

Loh stated that the past several years of furloughs, layoffs, and salary freezes have taken their toll on the University community. Because of this, we are losing some of our best people to other universities and to federal agencies. He promised to fight against further furloughs and to advocate for institutional flexibility.

Impact of Higher Education

Loh explained that we are in a time of great economic distress with significant budget challenges. He stated that the demography of the country is rapidly changing to one without minorities. It is anticipated that 60% of Maryland's post-secondary education students will be minorities by 2020, up from 40% currently.

Loh stated that higher education is the key to our country's ability to compete on a global stage. "Our quality of life and our standard of living depend more than ever on innovation, creativity, and entrepreneurial initiatives that are nurtured in research universities and in university partnerships with the public and private sectors." Our nation's success is strongly driven by the number of college graduates that we are able to produce. President Obama has challenged us to attain the high goal of 55% graduates of two-year and four-year institutions by 2020 and Governor O'Malley supports this goal for the State of Maryland. Presently, 44% of Marylanders have college degrees.

The University's Role in our Nation's Future

Loh stated that the University must rise to respond to the challenge of serving the State, the nation, and the world. We must lead the way for the State of Maryland to reach the 55% goal. We must help our nation regain global leadership in educational and economic competitiveness. The public research university is our best hope for the future.

In order to achieve these goals, we will work harder and smarter and draw on our strengths of innovation, creativity, and entrepreneurial spirit. We will also diversify and expand our partnerships and collaborations with industry, government, and non-profits and take advantage of our strategic location. And we will work with the University System of Maryland and the State of Maryland so that the flagship university has the resources to realize this excellence.

Loh closed his address by stating that the University will be better and stronger than it is today.

Mabbs thanked President Loh and opened the floor to questions.

Q & A

Senator Stromquist, Faculty, College of Education, stated her support for recognizing the University as both a land grant institution and the flagship institution for the University System of Maryland.

Senator Xie, Undergraduate, Clark College of Engineering, introduced Ira Richman. Richman asked President Loh to give his thoughts on improving the quality of life for residents on campus.

President Loh responded that we could not have a great university unless we improved the quality of the circumstances in which we live. He gave the East Campus Redevelopment Project as an example.

Senator Gulick, Faculty, College of Computer, Mathematical, and Natural Sciences, introduced Steven Thomas. Thomas asked what role the University plays in ensuring that people have what they need to achieve the "American Dream".

President Loh responded that the role of a university is research, education, and service. He believes that the concept of the land grant, a university in service of the people of the state, is very important. He suggested that we should start discussing and imagining the mission of the land grant mission in the twenty-first century. It may not be agricultural-based but rather urban-based mission that reaches out to urban neighborhoods. We could work collaboratively with the larger community to address issues of education, health, employment, and to provide hope to our fellow citizens.

Senator Alexander, Undergraduate, College of Behavioral & Social Sciences, asked the President to comment on the importance of transparency and accountability in the Senate voting process.

President Loh responded that academic democracy could not thrive without openness, transparency, and accountability. In practice, that means that we share all of the information that we base our decisions on. However, this does not mean that we should share all of our internal deliberations. We should share information that we rely on so that everyone can reach his or her own conclusion. If our opinions differ, we should have a healthy debate on the issue.

Senator Glickman, Non-Voting Ex-Officio, Student Government Association (SGA) President, inquired about the discrepancy between our strategic plan that calls for a decrease in enrollment and the recent change in the University System of Maryland (USM) strategic plan that calls for an increase in undergraduate enrollment.

President Loh commented that our university's strategic plan is an excellent one. He agrees with its fundamental thrust of transformative excellence. Plans are not engraved in concrete and may be subject to minor adjustments and modifications in light of changing circumstances. He also commented that as the university has transformed, we have also grown in size, despite diminished funding. We estimate that if the State is to achieve its target of a 40,000-enrollment increase, we will be in the range of a 4,000 increase. This increase is not focused entirely on traditional freshman students. Many of the new enrollees may be community college transfers or career professionals. He clearly stated his commitment to only move towards this increase if full funding was provided.

Senator Miletich, Undergraduate, College of Arts & Humanities, asked the President to elaborate on the importance of the arts and humanities.

President Loh responded that he felt the arts and humanities are very important. He is working to raise the visibility for public funding for the arts and humanities. He noted that over the past 15-20 years, the budgets of the National Institutes of Health (NIH) and the National Science Foundation (NSF) have doubled but the budget for the National Endowments for the Humanities and Arts have declined by one third. It is not all about sciences and technology; it is also about who we are as people. Trying to understand our past, illuminate the present, and shape the future. We have to bring in the insights and perspectives of history, economics, literature, and the arts to that endeavor. All of these disciplines are part of the university family.

Senator Marinelli, Staff, College of Behavioral and Social Sciences, asked the President about his thoughts on our commitment to retaining and graduating our students.

President Loh responded that President Obama and Governor O'Malley have framed the issue in terms of college of completion, attainment, and producing graduates. Our country lags behind many others in terms of educational attainment. We need to do more to keep our top students within the state. Expanding access does not have to mean diminishing quality. Our goal should never be to lower our standards but to enable students to reach those standards. We need to provide increased opportunity without reducing quality.

Senator Bedford, Non-Voting Ex-Officio, President of the Graduate Student Government (GSG), stated that graduate students feel like a disposable labor force because of a lack of commitment to long-term funding. We have a less than fifty percent completion rate for students attaining their PhD within ten years. She asked the President if he has plans to address that and a way to support graduate students.

President Loh responded that proper support for our graduate students is absolutely important. The University is already taking steps towards that. We are ensuring that programs are right-sized so that we can ensure appropriate funding. We need to prepare our graduate students to become future leaders, researchers, and teachers. The prolonged period to PhD is an issue being debated across the country. He stated that it is not just an issue of funding but also the curriculum and demands that we make on our students. It is a complex issue but one that we are all addressing.

Senator Mar, Faculty, College of Arts & Humanities, asked what the President thought about making the bridge between community college and our University more special for transfer students.

President Loh responded that the key for our students is to shrink the psychological size of our University. The literature suggests that creating a small college experience in the context of a big research university is a key to retention and graduation. For those in their late twenties to mid thirties with families, it is a different situation. The challenge for us is to consider new ways of educating them, possibly through a hybrid curriculum of online and face-to-face interaction. It is just not about numbers but rather transforming how we deliver education to a different demographic.

Senator Xie, Undergraduate, Clark College of Engineering, introduced Matthew Popkin, Director of Sustainability for the SGA. Popkin asked if the President had any comments about the Climate Action Plan and his level of commitment to that plan.

President Loh stated that environmental sustainability is one of the grand challenges of the twenty-first century. Our current use of oil is unsustainable. We need to consider all aspects of environmental neutrality because we will run out of clean water before oil. How we address these issues is central to the mission of a research university. We are at the forefront of research on energy. This challenge must be approached not only by engineering and science perspectives but they also implicate issues of values, culture, and social justice.

Chair Mabbs thanked President Loh for addressing the Senate. She stated that we all look forward to working with him on our journey of transforming this institution to a higher level of excellence.

New Business

There was no new business.

Adjournment

Senate Chair Mabbs adjourned the meeting at 4:43 p.m.



University Senate TRANSMITTAL FORM

Senate Document #:	10-11-25
PCC ID #:	N/A
Title:	Reapportionment of the Faculty and Undergraduate Senators of the College of Computer, Mathematical, and Natural Sciences (CMNS)
Presenter:	Marc Pound, Chair, Elections, Representation, and Governance Committee (ERG)
Date of SEC Review:	November 17, 2010
Date of Senate Review:	December 8, 2010
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>Recently, the Senate approved the reassignment of units from the College of Life Sciences (CLFS) to the College of Computer, Mathematical, and Physical Sciences (CMPS). This newly formed college was then renamed to the College of Computer, Mathematical, and Natural Sciences (CMNS).</p> <p>It is possible that the Senate's calculation for apportionment of faculty and undergraduate senators has fluctuated slightly due to the integration of these two colleges. Therefore, the ERG Committee was asked to review the current population of tenured/tenure-track faculty and undergraduate students in CMNS and determine whether the number of senators should be adjusted to reflect the ratios prescribed in the Plan of Organization.</p>
Relevant Policy # & URL:	N/A
Recommendation:	The ERG Committee recommends that the number of tenure/tenure-track faculty senate seats for CMNS should be increased from 21 (14 for CMPS & 7 for CLFS) to 22 in order to account for the slight variation in the combined population. We also recommend that the undergraduate student senate seats for CMNS be increased from 3 (1 for CMPS & 2 for CLFS) to 4 in order to account for a similar fluctuation.

Committee Work:	The ERG committee met on November 3, 2010 and reviewed the data received from the Office of Institutional Research Planning & Assessment (IRPA). This data was verified with the Dean of CMNS. The ERG committee applied the ratio stipulated in the Senate Plan of Organization to calculate the apportionment of seats.
Alternatives:	The seats could remain the same as were apportioned to the individual colleges but would not appropriately reflect the total population of the integrated college.
Risks:	There are no associated risks with this change.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate notification.

**Senate Elections, Representation, and Governance (ERG) Committee
Report on the Reapportionment of the
Faculty & Undergraduate Senators of the
College of Computer, Mathematical, & Natural Sciences (CMNS)
November 2010**

Overview

Recently, the Senate approved the reassignment of units from the College of Life Sciences to the College of Computer, Mathematical, and Physical Sciences (CMPS). This newly formed college was then renamed to the College of Computer, Mathematical, and Natural Sciences (CMNS).

It is possible that the Senate's calculation for apportionment of faculty and undergraduate senators has fluctuated slightly due to the integration of these two colleges. Therefore, the Senate Executive Committee (SEC) requested on October 27, 2010 that the ERG Committee review the current population of tenured/tenure-track faculty and undergraduate students in CMNS and determine whether the number of senators should be adjusted to reflect the ratios prescribed in the Plan of Organization.

Committee Work

The ERG Committee worked with the Office of Institutional Research Planning & Assessment (IRPA) to collect the current populations of undergraduate students and faculty in CMNS. This data was verified with the Dean of CMNS.

The ERG Committee met on November 3, 2010 to review the charge and evaluate the apportionment. They used the following guidelines for apportionment as outlined in the Senate Plan of Organization:

Faculty constituencies are defined as:

(1) those who hold a full-time tenured or tenure-track appointment at the rank of Professor, Associate Professor, Assistant Professor or a rank recognized by the University as equivalent to these,

(2) Librarians, and

(3) Instructors and Lecturers who have job security.

One faculty senator shall be elected for each 17 faculty members or major fraction thereof (11 or more). Faculty serving as administrators shall be considered members of the units in which they hold faculty rank and are thus eligible for election to the Senate from those units. However, notwithstanding the above rate of representation, each College or School shall be entitled to at least

as many senators as there are academic departments. Any College or School with fewer than 9 faculty members shall be entitled to elect one senator.

Undergraduate Student Senators:

(1) One student Senator shall be elected for each 1000 full-time undergraduate students or major fraction thereof (501 or more). Each College or School with undergraduate enrollment and the Office of Undergraduate Studies shall elect at least one undergraduate student Senator.

The ERG Committee used the ratios stipulated in the Senate Plan of Organization, 1 faculty senator for every 17 faculty members and 1 undergraduate student senator for every 1000 undergraduates or major fraction thereof, to calculate the apportionment of seats. The data from IRPA showed that the total number of current faculty (according to the above definition) is 374 and the total number of undergraduate students (current enrollment) is 3,879 (**Appendix 1**).

Recommendation

After reviewing the data received from IRPA, the ERG Committee recommends that the number of tenure/tenure-track faculty senate seats for CMNS should be increased from 21 (14 for CMPS & 7 for CLFS) to 22 in order to account for the slight variation in the combined population. We also recommend that the undergraduate student senate seats for CMNS be increased from 3 (1 for CMPS & 2 for CLFS) to 4 in order to account for a similar fluctuation.

Appendix 1


CMNS Faculty

Full-time TTK Faculty Fall 2010				
only tenure home in cmps or clfs				330
Instructors & Lecturers Fall 2010				
Non Tenured track	Full-time	Instructors & Lecturers	With Job Security	44
Fall 2010 Full-time Research Faculty				
Non Tenured track	Full-time	Other Faculty	Research Faculty	430
Part-time Faculty Fall 2010				
Non Tenured track	part-time	Instructors & Lecturers	Inst	1
		Instructors & Lecturers	Lecturer	35
		Other Faculty	Research	75
				111
PT TTK Faculty Fall 2010				
Ten Tentrk	Tenure home of CMPS or CLFS			11

CMNS		U Id
Grad Student	Full-time	1279
	Part- time	231
Undergraduate	Full-time	3879
	Part- time	585
Count Distinct		5974



University Senate CHARGE

Date:	October 27, 2010
To:	Marc Pound Chair, Elections, Representation & Governance (ERG) Committee
From:	Linda Mabbs Chair, University Senate 
Subject:	Reapportionment of the Faculty & Undergraduate Senators of the College of Computer, Mathematical, and Natural Sciences (CMNS)
Senate Document #:	10-11-25
Deadline:	November 9, 2010

The Senate Executive Committee (SEC) requests that the Elections, Representation & Governance (ERG) Committee reviews the apportionment of tenured/tenure-track faculty and undergraduate senators in the College of Computer, Mathematical, and Natural Sciences (CMNS).

Recently, the Senate approved the reassignment of units from the College of Life Sciences to the College of Computer, Mathematical, and Physical Sciences (CMPS). This newly formed college was then renamed to the College of Computer, Mathematical, and Natural Sciences (CMNS). It is possible that the Senate's calculation for apportionment of faculty and undergraduate senators may fluctuate slightly due to the integration of these two colleges. The SEC requests that the ERG Committee review the current population of tenured/tenure-track faculty and undergraduate students in CMNS and determine whether the number of senators should be adjusted to reflect the ratios prescribed in the Senate bylaws. The ERG committee should work with the Institutional Research Planning & Assessment (IRPA) Office to obtain institutional data.

Because the Dean must sub-apportion the total number of faculty representatives among the units and the elections process for undergraduates begins in January, we ask that you submit your report and recommendations to the Senate Office no later than November 9, 2010. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



University Senate TRANSMITTAL FORM

Senate Document #:	10-11-29
PCC ID #:	10011
Title:	Proposal to Suspend the Bachelor of Science Program in Physical Education
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	November 17, 2010
Date of Senate Review:	December 8, 2010
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The Department of Kinesiology within the School of Public Health proposes to suspend its Bachelor of Science program in Physical Education. In place of the current Bachelor of Science, Kinesiology plans to offer a Master Certification (MCERT) program in Physical Education. This program will be offered in partnership with the College of Education.</p> <p>Low enrollment is the primary reason for the suspension of the Bachelor of Science in Physical Education. The program currently has a total of 29 students enrolled in the major. The department is in the position of having to offer required courses of only 5 to 10 students. Consequently, the department has determined that it is no longer feasible to offer the program. The department will continue to offer its Bachelor of Science in Kinesiology, which has more than 800 registered students.</p> <p>In order to continue preparing students to become certified teachers in Physical Education for kindergarten through twelfth grade, Kinesiology plans to offer a Physical Education option through the College of Education's Master Certification (MCERT) program. This is a year-long graduate program that will allow students to earn a Master of Education while also fulfilling the requirements to be certified as Physical Education teachers.</p>

	<p>Students currently enrolled in the Bachelor of Science program will be able to finish their B.S. degree in Physical Education. Faculty currently teaching in the B.S. program will have the choice to relocate into teaching in the Kinesiology major or in the new MCERT program.</p> <p>The Senate PCC committee unanimously approved the proposal at its November 5, 2010 meeting. The Academic Planning Advisory Committee approved the proposal in the fall of 2009.</p>
Relevant Policy # & URL:	
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this program suspension.
Committee Work:	The Committee considered the proposal at its November 5, 2010 meeting. Dr. Ana Palla-Kane, Director of Undergraduate Programs in Kinesiology, was present to discuss the proposal and answer questions.
Alternatives:	The Committee could decline to approve this program suspension.
Risks:	If the Senate does not approve this suspension, the Department of Kinesiology will have to continue to provide an unfeasible academic program for a small number of students.
Financial Implications:	The plan to suspend the Bachelor of Science in Physical Education and implement the MCERT program will save money for the Kinesiology Department and is part of the School of Public Health's financial reallocation proposed by Dean Gold to the Provost.
Further Approvals Required: <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it will still require approval by the President, the Chancellor, and the Maryland Higher Education Commission.

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

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

PCC LOG NO.

10011

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

College/School: School of Public Health

College/School Unit Code-First 8 digits: 01203300

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

Department/Program: Department of Kinesiology/ B.S. in Physical Education

Department/Program Unit code-Last 7 digits: 1330501

Type of Action (choose one):

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

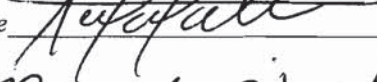

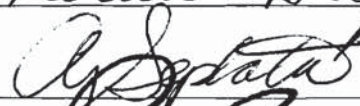
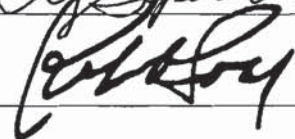
Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

The Department of Kinesiology is requesting the suspension of the Bachelor of Science in Physical Education (major code: 08350). Please refer to letter attached for rationale on this request.

=====

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

1. Department Committee Chair: Dr. Ana Palla-Kane 
2. Department Chair: Dr. Brad Hatfield 
3. College/School PCC Chair: Dr. Amy Sapkota 
4. Dean: Dr. Robert Gold 
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC David Salness 11/5/10
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

Dear Dr. Betsy Beise,

The Department of Kinesiology is requesting the suspension of the 4-year Bachelor of Science in Physical Education. We are committed to continuing to offer a quality professional preparation program in Physical Education preparing students for certification to teach Physical Education to students in grades Kindergarten to 12th grade. In place of the BS in Physical Education we will offer a Master Certification program (MCERT) in Physical Education.

Dr. Robert Gold and the faculty in the department of Kinesiology support the request for suspension of the Bachelor of Science in Physical Education (major code: 08350) due to the following reasons:

I. Program low enrollment and budget reallocation.

The B.S. in Physical Education currently has 34 students enrolled in the program. Enrollment has dramatically decreased in the past two years and, as of this Fall 2010, we have only admitted only one new freshman into the program. This general low enrollment in the major has resulted in low enrollment in all the major required courses.

a. Budget Implications for the School of Public Health and Department

Low enrollment has had implications for the budget at the department and school levels. The department budget has been compromised by offering required courses as part of the undergraduate program curriculum with very low enrollment (5-10 students). The current and predicted comparative cost of the program has determined that it is not feasible to continue offering the undergraduate program.

The plan to suspend the B.S. in Physical Education and to implement the MCERT program is part of the SPH financial reallocations proposed by Dr. Gold to the Provost.

b. Current students and faculty

The Department of Kinesiology has the structure to guarantee that current students in the undergraduate program (n=34) will be guaranteed the opportunity for completion of the undergraduate degree at UMD (i.e., required coursework, internship, professional requirements).

Appointments of faculty currently teaching in the BS in Physical Education will not be affected. They will have the choice to relocate into teaching in the Kinesiology major or in the new MCERT program.

II. Implementation of Master Certification Program in Physical Education

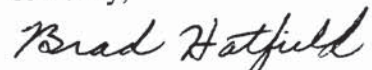
After the suspension, the B.S. program will be replaced by the MCERT program. The goals of the professional preparation program in physical education are directly aligned with the mission of the School of Public Health, College of Education and the Department of Kinesiology. In Summer 2011 we will begin offering a Master Certification Program in Physical Education (MCERT). This is a year-long master's certification program offered in partnership with the College of Education (<http://www.education.umd.edu/EDCI/MCERT/>).

Freshman and transfer students interested in becoming a physical education teacher may complete the B.S. in Kinesiology and then have the opportunity to apply for the one-year MCERT program in Physical Education. Students presently in the B.S. in Physical Education will be notified of the new masters program and they will have the option to graduate with the B.S. in Physical Education or pursue the MCERT program.

We are certain this is the right initiative to continue to deliver a quality physical education teaching certification program to contribute to the mission of our school and attend to the needs of our community and students. We request that the Bachelor of Science in Physical Education be suspended beginning on January 1st 2011.

Please contact me if you need additional information.

Sincerely,



Bradley D. Hatfield, Ph.D.
Professor and Chair

Subject: suspension of BS in Physical Education teacher education
From: Stephen M Koziol <skoziol@umd.edu>
Date: Fri, 8 Oct 2010 10:32:18 -0400
To: "Elizabeth J. Beise" <beise@umd.edu>, Kathleen Ann Angeletti <kangel@umd.edu>, Ana Palla-Kane <anapalla@umd.edu>

Dear Betsy,

The College of Education supports the proposed suspension of the Bachelor's degree option in Physical Education Teacher Education. The planned transition to graduate options is the wise and appropriate action to take.

Stephen Koziol
Associate Dean
College of Education



University Senate TRANSMITTAL FORM

Senate Document #:	10-11-27
PCC ID #:	N/A
Title:	Nominations Committee Slate 2010-2011
Presenter:	Eric Kasischke, Chair of the 2010-2011 Committee on Committees
Date of SEC Review:	November 17, 2010
Date of Senate Review:	December 8, 2010
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The University Senate Bylaws state that “by no later than the scheduled December meeting of the Senate, the Committee on Committees shall present to the Senate at least eight (8) nominees from among outgoing Senate members to serve on the Nominations Committee. The nominees shall include four (4) faculty members, one (1) exempt staff member, one (1) non-exempt staff member, one (1) graduate student, and one (1) undergraduate student. Further nominations shall be accepted from the floor of the Senate. The Senate, as a body, shall elect four (4) faculty members, one (1) exempt staff member, one (1) nonexempt staff member, one (1) graduate student, and one (1) undergraduate to serve as the Nominations Committee.”</p>
Relevant Policy # & URL:	N/A
Recommendation:	To approve the slate as presented.
Committee Work:	<p>The Committee on Committees met on October 26, 2010, to discuss a process for collecting nominations for the Senate Nominations Committee. The Senate Office had previously emailed the Outgoing Senators regarding the opportunity to serve on the Nominations Committee and received volunteers. The Committee on Committees discussed the volunteers at the meeting. Members were assigned recruitment tasks as needed. As required by the Senate Bylaws, the Committee on Committees assembled at least eight nominees from among the Outgoing Senators to present to the Senate. The Committee on Committees voted via email to approve the attached slate on</p>

	November 5, 2010.
Alternatives:	To not approve the slate or to hold an election following any additional nominations received from the floor of the Senate.
Risks:	There are no related risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Presidential Approval.

2010-2011 Senate Nominations Committee Slate

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Term</u>
Non-Voting Ex-Officio			
Eric Kasischke	Geography	BSOS	2010
Faculty			
Radu Balan	Ctr for Scientific Comp. & Math Modeling	CMNS	2010
Timothy Hackman	Libraries	LIBR	2010
Valérie Orlando	School of Languages, Literatures, & Cultures	ARHU	2010
John Wallis	Economics	BSOS	2010
Exempt Staff			
Sherrita Rose	Center for Advanced Study of Language	VPR	2010
Non-Exempt Staff			
Cynthia Shaw	Center for Teaching Excellence	UGST	2010
Graduate Student			
Patricia Joseph	Criminology & Criminal Justice	BSOS	2010
Undergraduate Student			
VaRysa Williams	Letters & Sciences	UGST	2010



University Senate TRANSMITTAL FORM

Senate Document #:	10-11-30
PCC ID #:	N/A
Title:	Proposal for Changes to the Optional Retirement Plan (ORP)
Presenter:	Bob Schwab, Chair of the Senate Faculty Affairs Committee Cynthia Shaw, Chair of the Senate Staff Affairs Committee
Date of SEC Review:	November 17, 2010
Date of Senate Review:	December 8, 2010
Voting (highlight one):	On resolutions or recommendations one by one, or In a single vote To endorse entire report
Statement of Issue:	During its review of Senate Document 10-11-10, the Retirement Program Selection Process Working Group—containing three members from both the Faculty Affairs and Staff Affairs Committees—determined that the University of Maryland has a notably low employer contribution to the Optional Retirement Program (ORP), amongst other inequities.
Relevant Policy # & URL:	N/A
Recommendation:	<p>Both the Senate Faculty Affairs and Staff Affairs Committees recommend that, for Faculty and Exempt Staff members who participate in the ORP, the following proposal be put forth:</p> <ol style="list-style-type: none"> 1. Increase the employer's contribution to the ORP from the current 7.25% of annual pay to 10%, phased-in over two years. 2. Require employees participating in the ORP to contribute 2% of their annual pay to the program. This would be phased in over a two-year period, with a 1% employee contribution to kick in on 7/1/2012, and an additional 1% employee contribution on 7/1/2013. Notably, in 1998, the State began requiring an employee contribution for the Retirement and Pension System Participants, and it is the next logical step to require the same of ORP participants. 3. Establish parity between the ORP and Maryland State Retirement and Pension System with regards to retiree health

	insurance benefits for dependents by making the benefits available with 16 years of employee service, irrespective of the retirement program.
Committee Work:	<p>On September 3, 2010, the Senate Faculty Affairs and Staff Affairs Committees were charged by the Senate Executive Committee with jointly reviewing a proposal submitted by a faculty member regarding the retirement program selection process for Faculty and Exempt Staff at the University.</p> <p>The committees were asked to conduct a preliminary evaluation that will help determine whether there are areas of concern. A Working Group was established, containing six members—three from Faculty Affairs and three from Staff Affairs. The Working Group met over the course of two months to research, review, and report back to the full committees on its findings and recommendations.</p> <p>The Working Group presented its draft report to both full committees on November 1, 2010. The draft report included a proposal for changes to the ORP. The committees subsequently voted to extract the proposal, due to its time-sensitive nature, and submit it for action now.</p>
Alternatives:	The ORP employer contribution could stay at its comparably low current level.
Risks:	There are no associated risks.
Financial Implications:	This proposal has financial implications for individuals participating in the Optional Retirement Program (ORP), as well as an increased employer contribution rate for the University/State of Maryland.
Further Approvals Required: <i>(*Important for PCC Items)</i>	If approved by the University Senate, this proposal would require approval of the President and Board of Regents before requiring legislative action of the Maryland General Assembly.

Senate Faculty Affairs & Staff Affairs Committee Report November 2010

On September 3, 2010, the Senate Faculty Affairs and Staff Affairs Committees were charged by the Senate Executive Committee with jointly reviewing a proposal submitted by a faculty member regarding the retirement program selection process for Faculty and Exempt Staff at the University.

The committees were asked to conduct a preliminary evaluation that will help determine whether there are areas of concern. They were asked to review the current and past retirement program selection processes for faculty and staff and comment on whether they are, and have been, appropriate. A Working Group was established, containing six members—three from Faculty Affairs and three from Staff Affairs. The Working Group met over the course of two months to research, review, and report back to the full committees on its findings and recommendations.

The largest area of concern identified by the Working Group in its preliminary report is the notably low employer contribution to the Optional Retirement Program (ORP). With the guidance of Dale Anderson, Director of University Human Resources, the Working Group put together a Proposal for Changes to the Optional Retirement Plan in order to remedy the inequities that exist. This issue has been brought up a number of times over the years at the University of Maryland System level. Both the Senate Faculty Affairs and Staff Affairs Committees support this proposal.

Because of the time-sensitive nature of this proposal, the Faculty Affairs and Staff Affairs Committees decided to put this proposal forth separately from the final recommendations on Senate Document 10-11-10. If approved by the University Senate, this proposal would require approval of the President and Board of Regents before requiring legislative action of the Maryland General Assembly.

Proposal for Changes to the Optional Retirement Plan

In order to attract, hire, and retain the highest caliber faculty and exempt staff, the University of Maryland must offer competitive retirement benefits as part of the employee's total compensation package.

Concerns:

- 1) The University currently contributes 7.25% of an employee's base salary into the Optional Retirement Program (ORP) – the plan that most faculty and exempt staff are enrolled in. This is among the lowest employer contribution among UM's peers and other higher education institutions surveyed (see attached chart). In comparison, the Maryland State Teachers' Retirement and Pension System currently requires an employer contribution of 14.34% of the employee's base salary; the Maryland State Employees' Retirement and Pension System currently requires an employer contribution of 11.69%.
- 2) There is also significant disparity between participants in the Maryland State Retirement and Pension System versus the ORP in the way subsidized health insurance benefits are afforded to retiree dependents. Employees enrolled in the State Pension System have the full array of dependent health benefits when they retire with 16 years of service; however ORP members

must wait until 25 years of service to receive fully subsidized dependent health benefits. This is a basic matter of equity that should be remedied.

Recommendations:

For Faculty and Exempt Staff members who participate in the Optional Retirement Program, it is the recommendation of the Senate Faculty Affairs and Staff Affairs Committees that the following proposal be put forth:

1. Increase the employer's contribution to the ORP from the current 7.25% of annual pay to 10%, phased-in over two years.
2. Require employees participating in the ORP to contribute 2% of their annual pay to the program. This would be phased in over a two-year period, with a 1% employee contribution to kick in on 7/1/2012, and an additional 1% employee contribution on 7/1/2013. Notably, in 1998, the State began requiring an employee contribution for the Retirement and Pension System Participants, and it is the next logical step to require the same of ORP participants.
3. Establish parity between the ORP and Maryland State Retirement and Pension System with regards to retiree health insurance benefits for dependents by making the benefits available with 16 years of employee service, irrespective of the retirement program.

Retirement Plans Comparison, UMCP

<u>Institution</u>	<u>Employer</u>	<u>Employee</u>
Duke	8.9% <\$53,750 over \$53,750 = 13.2%	0%
Florida State	10.43%	0%
Georgia Tech	9.24%	5%
Illinois	7.6% but 0.5% goes towards disability	8%
Indiana	10% Level	50% or more full-time equivalent (FTE) appointed academic or professional staff employee hired in an eligible position after June 30, 1999.
	11.25% Level	100% FTE professional staff employee, grade 15 and below, and other appointed academic or professional staff 100% employees who are less than 100% FTE, but are at least: * 50% FTE for 12 pay status; or * 60% FTE for 10 pay status; or *65% FTE for 9 pay status And was hired in an eligible position before July 1, 1999
	12% Level	100% FTE appointed academic or professional staff employee, grade 16 and above hired in an eligible position between January 1, 1989 and June 30, 1999.
	15% Level	100% FTE appointed academic or professional staff employee, grade 16 and above hired in an eligible position before January 1, 1989.

Retirement Plans Comparison, UMCP

Iowa	<p>Nov. 09 - Jun 10</p> <p>1st \$4800 of salary-First 5 years 5.33%</p> <p>Salary above \$4800- First 5 years 8%</p> <p>After 5 years - all salaries - 8% July 2010 1st</p> <p>\$4800 of salary-First 5 years 6.66%</p> <p>Salary above \$4800 - First 5yrs 10%</p> <p>After 5 years - all salaries - 10%</p>	<p>Nov. 09 - Jun 10</p> <p>1st \$4800 of salary - First 5 years - 3.33%</p> <p>Salary above \$4800 - First 5 years 5%</p> <p>After 5 years - all salaries - 5%</p> <p>July 2010</p> <p>1st \$4800 of salary-First 5 years 3.33%</p> <p>Salary above \$4800 - First 5yrs 5%</p> <p>After 5 years - all salaries -5%</p>
LSU	5.70%	8%
Michigan	10%	5%
Michigan State	10%	5%
Ohio State	13.23%	10%
Penn State	9.29%	5%
Purdue	<p>11% for salary up to \$9,000</p> <p>15% for salary over \$9,000</p>	<p>0% for salary up to \$9,000</p> <p>0% for salary over \$9,000</p>
Rutgers	8%	5%
SUNY at Buffalo	<p>1st 7 years 8%</p> <p>7 - 10 years 10%</p> <p>10+ years 13%</p>	<p>1st 7 years 3%</p> <p>7 - 10 years 3%</p> <p>10+ years 0%</p>
UC – Berkley	DEFINED BENEFIT PLAN	DEFINED BENEFIT PLAN
UCLA – Medical School	DEFINED BENEFIT PLAN	DEFINED BENEFIT PLAN
University of Colorado	10%	5%

Retirement Plans Comparison, UMCP

University of Florida	10.42%	0%
University of Georgia	9.24%	5%
University of Kansas	8.50%	5.50%
University of Missouri	DEFINED BENEFIT PLAN	DEFINED BENEFIT PLAN
University of North Carolina	6.84%	6%
University of Oregon	6%	6%
University of Texas	8.50%	6.65%
University of Washington	<div>Age < 35 years 5%</div> <div>Age > 35 years and < 50 years 7.5%</div> <div>Age > 50 years 10%</div>	<div>Age < 35 years 5%</div> <div>Age > 35 years and < 50 years 7.5%</div> <div>Age > 50 years 10%</div>
USC	<div>5%</div> <div>6%</div> <div>7%</div> <div>8%</div> <div>9%</div> <div>10%</div>	<div>0%</div> <div>1%</div> <div>2%</div> <div>3%</div> <div>4%</div> <div>5%</div>
MEAN (average)	<div>Prior to 7/1/2010 = 8.87%</div> <div>After 7/1/2010 = 9.346%</div>	<div>Prior to 7/1/2010 = 5.46%</div> <div>After 7/1/2010 = 5.25%</div>
MODE (most repeated)	10%	5%
MEDIAN (middle)	9%	5%

**SENATE EXECUTIVE COMMITTEE
PROCEDURAL MOTION FOR THE DISCUSSION OF THE
DRAFT GENERAL EDUCATION IMPLEMENTATION
PLAN
DECEMBER 8, 2010**

The Senate Executive Committee (SEC) proposes a procedural motion for discussion of the General Education Implementation Plan.

1. In order to focus discussion on each topic, the draft implementation plan will be reviewed in five major areas:
 - a. General Education Learning Outcomes
 - b. Faculty Boards
 - c. Guidelines and Requirements for the Course Categories
 - d. CORE and the New General Education Program
 - e. Other
2. Speakers will be limited to 2 minutes on each topic.
3. Speakers may not speak a second time on a topic until all others who wish to speak have had the opportunity.

General Education Implementation Plan

December 1, 2010

DRAFT

General Education Implementation Committee

Michelle Appel	Director, Enrollment Policy and Planning, Office of Institutional Research, Planning, and Assessment
Elizabeth Beise	Associate Provost, Academic Planning and Programs
Hugh Courtney	Professor of the Practice & Vice Dean, Robert H. Smith School of Business
Colleen Farmer	Assistant Dean, School of Public Health
William Fourney	Professor & Associate Dean, A. James Clark School of Engineering
Donna B. Hamilton	Professor & Dean, Undergraduate Studies, Committee chair
Christopher Higgins	Interim Director, Academic Support, Office of Information Technology
Robert Infantino	Associate Dean, College of Computer, Mathematical, and Natural Sciences
Stephen Koziol	Professor & Associate Dean, College of Education
Elizabeth Loizeaux	Professor & Associate Dean, College of Arts and Humanities
Katherine McAdams	Associate Professor and Associate Dean, Philip Merrill College of Journalism
Wayne McIntosh	Professor & Associate Dean, College of Behavioral and Social Sciences
Douglas Roberts	Associate Professor & Associate Dean, College of Computer, Mathematical, and Natural Sciences
Madlen Simon	Associate Professor & Architecture Program Director, School of Architecture, Planning, and Preservation
Leon Slaughter	Associate Professor & Associate Dean, College of Agriculture and Natural Resources
Paul Smith	Associate Professor & Associate Dean, College of Computer, Mathematical, and Natural Sciences
Jacqueline Vander Velden	Associate Registrar, Office of the Registrar
Richard Ellis	Professor, College of Computer, Mathematics, and Natural Sciences, Senate representative
Mark Leone	Professor, College of Behavioral and Social Sciences, Senate representative
Laura Rosenthal	Professor, College of Arts and Humanities, Senate representative

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General Education Implementation Plan

Overview

The new General Education program presents us with an intellectually challenging and provocative curriculum whose higher requirements speak to the quality of our University, and to our desire to prepare our students for success at Maryland and when they leave. The program features new course categories and new learning outcomes. Much in the new plan is familiar, and much that is new deserves careful thought and broad campus faculty engagement in implementation. The program will be required for new freshmen matriculating in Fall 2012. The implementation of the General Education program will be reviewed by the Senate in Fall 2014.

The program raises the requirements in Fundamental Studies. It eliminates the SAT exemptions for Mathematics and Academic Writing, requires Professional Writing of all students, adds a course in Analytic Reasoning, and adds a course in Oral Communication.

The program has four Distributive Studies categories: History and Social Sciences, Humanities, Natural Sciences, and Scholarship in Practice.

The program has three additional categories that may be taken on their own or, through double counting, may be rolled up into the Distributive Studies categories. Two of these comprise the diversity requirement: Understanding Plural Societies and Cultural Competence. The third is the innovative I-Series program which offers students two courses that deal with major issues and usually from an interdisciplinary perspective. With double-counting, students will have a minimum of 40 credits in General Education.

The New General Education Requirements include:

- Fundamental Studies (Academic Writing, Professional Writing, Mathematics, Analytic Reasoning, and Oral Communication) [5 courses, 15 credits]
- Distributive Studies (2 Humanities, 2 Natural Sciences [1 must be a lab course], 2 History and Social Sciences, and 2 Scholarship in Practice [only 1 may be in student's major]) [8 courses, 25 credits]
- The I-Series courses [2 courses, may be double counted w/Dist. Studies and/or Diversity]
- Diversity (Understanding Plural Societies and Cultural Competence) [2 courses, may be double counted w/ Dist. Studies]

Total credits: minimum 40.

General Education Learning Outcomes

In late May 2010, the Dean for Undergraduate Studies, in collaboration with the Deans of the Colleges, appointed 11 committees to write the Learning Outcomes for the new General Education categories, work that was undertaken in June and July. The Learning Outcomes document that resulted has been available for review by the campus community

since the end of July 2010. The General Education Implementation Committee began meeting at the end of August 2010.

The Implementation Committee completed this work by determining the number of outcomes that each course must address. This information has been added to the Learning Outcomes document and will be included as well in the online General Education Course Submission system.

Faculty Boards

The Implementation Committee has developed the following definition of and policies for the Faculty Boards.

The Faculty Boards are faculty panels that will supervise the initiation and semester-by-semester operations of the various elements of the General Education program. These Boards will be appointed by the Dean for Undergraduate Studies in consultation with the Collegiate Deans. The Boards will review and measure success of the program; they will also assess specific elements and requirements. The Boards will base their evaluation of new and existing courses for suitability in the new General Education categories on the extent to which they fulfill the learning outcome goals for each category, as well as on overall quality and potential effectiveness. The Boards will periodically review approved General Education courses and/or review learning outcomes assessments of the General Education categories.

Faculty Board membership will be primarily tenured/tenure-track faculty members. Membership will come from across the campus: each Board will have membership comprised of representatives from the colleges and departments that offer General Education courses in the Board's relevant category and possibly membership from consumer colleges and departments. Each Board will also have as a member either the Dean or an Associate Dean from Undergraduate Studies. This practice will help ensure uniform application of policy and standards across Boards. The size of each Faculty Board should be kept small in order to assure efficiency and agility. Members' terms on the Boards should be two years, with approximately half of the Board turning over each year.

The Faculty Boards include Writing, Mathematics/Analytic Reasoning, Oral Communication, History and Social Sciences, Humanities, Natural Sciences, Scholarship in Practice, Understanding Plural Societies/Cultural Competence, and I-Series Courses. The Dean for Undergraduate Studies will post the membership of all boards and include the membership in the annual report to the proposed General Education Committee of the Senate. Along with other implementation materials, the committee's document on Faculty Boards is posted on the Undergraduate Studies website at www.ugst.umd.edu.

Guidelines and Requirements for the Course Categories

The Implementation Committee has developed guidelines for the General Education course categories.

Fundamental Studies

Pre-requisites for Fundamental Studies courses (Mathematics/Analytic Reasoning, Academic Writing/Professional Writing, Oral Communication) are limited to other Fundamental Studies courses.

Mathematics and Analytic Reasoning

Students are required to take one course from the approved Fundamental Studies Mathematics list or any higher-level mathematics course which has a Fundamental Studies Mathematics course as its pre-requisite.

Students are required to take one course from the approved Analytic Reasoning list. If a student takes a course from the approved Analytic Reasoning list that has a Fundamental Studies Mathematics course as a pre-requisite, both Fundamental Studies Mathematics and Analytic Reasoning requirements will be fulfilled.

Oral Communication

The Implementation Committee has determined that students may fulfill the Oral Communication requirement through course offerings in one of two formats: (1) a standard 3-credit course format offered at either the lower or upper level, or (2) a “Learning Outcomes” format that meets the following criteria:

- 3 credits may be spread over more than one course (no more than 3 courses, with at least 1 credit per course) that function in a sequence. Coherence and sequencing should be evident from the syllabi.
- Each course in the sequence should have “at least 1 credit equivalent” devoted to the teaching of oral communication.
- Syllabi should identify which Oral Communication learning outcomes are satisfied in each course, and the course sequence should satisfy the same number of learning outcomes as would be done in the 3-credit/single course.
- Courses must demonstrate elements of feedback and formal instruction, not just practice with speaking.

Distributive Studies

Students will take two courses from each Distributive Studies category: History and Social Sciences, Humanities, Natural Sciences, and Scholarship in Practice. Distributive Studies courses are intended primarily for first- and second-year students, and as such need to be widely available. As under CORE, some pre-requisites are needed for lower-level courses in a sequence. As a rule, however, new General Education courses will not have pre-requisites. Most Distributive Studies courses will be at the lower level. Upper level Distributive Studies courses are allowed. Courses for the new General Education program may be proposed and approved for more than one Distributive Studies category; however, students may only count a Distributive Studies course in one Distributive Studies category. The online submission form will facilitate proposal of a course in multiple categories.

Scholarship in Practice

As with other Distributive Studies categories, every student must take two Scholarship in Practice courses. However, in the case of this category, at least one must be outside the major. “Outside the major” means “outside all major requirements.” This stipulation is intended to ensure that students truly have a distributive general education.

Diversity

The new General Education program requires two courses (at least four credits) in Diversity, through course offerings in two categories—Understanding Plural Societies and Cultural Competence.

1. Understanding Plural Societies: Students must take at least one 3-credit course in Understanding Plural Societies. Courses approved for Understanding Plural Societies may carry Distributive Studies and I-Series designations. Such courses would simultaneously fulfill a Diversity and a Distributive Studies requirement. Students may fulfill the Diversity requirement by taking two Understanding Plural Societies courses.
2. Cultural Competence: The new Cultural Competence category provides students with the opportunity to understand different cultural practices and communicate effectively. Students may take a course from 1-3 credits in this area, or may opt out of the Cultural Competence requirement by taking two Understanding Plural Societies courses.

I-Series Courses

I-Series courses are the signature of the new General Education program. Students must take two I-Series courses. I-Series courses are not a separate Distributive Studies category, but may be coded as one or more Distributive Studies category and may double count as the student wishes.

CORE and the New General Education Program

The CORE General Education program will continue for several years after the new General Education program is implemented. Current students and many incoming transfer students will remain under the CORE requirements. Courses approved for the new General Education program categories will be assigned CORE categories as needed and appropriate. When proposing a new course or consideration of an existing non-CORE course for the new General Education program, it will not be necessary to submit a separate CORE proposal; the online submission form will ask what CORE category may be appropriate.

There is no Interdisciplinary and Emerging Issues (IE) category in the new program. However, CORE IE courses may be submitted for review as appropriate to the new General Education program (in a single category, or for multiple category designation).

Experiential Learning

The Implementation Committee has defined the place of experiential learning in the new General Education program. We value the importance of hands-on experience through mentored research or internships, however, experiential learning is *not* a General Education course category and is not required of a student. Rather experiential learning refers to a particular type of learning experience that may be used to meet a Distributive Studies requirement, provided it meets certain criteria.

Students may use individualized experiential learning opportunities, such as internships or well-structured research experiences, to satisfy a Distributive Studies requirement provided that: (1) the experience is taken for at least 3 credits, and (2) the student submits and receives approval of a “Learning Contract” that stipulates how the experience meets the learning outcome goals of the Distributive Studies category. Students may only use one “Learning Contract”-based experience towards Distributive Studies.

Proposed Senate General Education Committee

The proposed General Education Committee of the Senate will exercise broad oversight and supervision of the General Educational program. It will review and make recommendations to the Senate and the Dean for Undergraduate Studies concerning the General Education Program, its requirements and its vision, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories. It will periodically review the General Education Program to ensure that it is meeting its goals. The specifics of the proposed committee’s charge, membership, and other details are currently under review by the Senate.

Delivery of the General Education Program

The new General Education program requires a minimum of 40 credits, as opposed to CORE, which requires 43-46. In Distributive Studies the number of required courses has been reduced from nine to eight, along with added flexibility. New resources, in the form of graduate TA lines and faculty stipends, have already been committed through the I-Series Request for Proposals. The Provost has committed to providing incentives for I-Series courses each year as the suite of available courses continues to grow.

However, there will also be some new costs. Overall, the new structure should allow more “curricular space” and free some resources to devote to major programs. However, there will be some new costs, and some shifts in instruction, as new elements of the program, such as Oral Communication, are implemented. Resources will also be required for additional seats in the areas of Fundamental Studies where exemptions have been removed.

Most instruction, including CORE/General Education, is funded directly by colleges and departments. The Provost provides supplemental funding to colleges annually to meet the areas of greatest demand and of highest impact: these include incremental support for General Education. While the Provost is committed to providing some new resources for new elements of the program, the annual budget adjustments, which are a small fraction of

college budgets, will continue to be used to provide funds in areas of greatest demand. The set of courses and instruction that will form the basis of the new General Education will evolve as the program is implemented over its first several years. Areas of demand will be carefully monitored as student enrollment patterns unfold, and investments will be made in each area as needs are identified. A detailed funding model will only be possible once the evaluation of courses by the Faculty Boards is relatively complete.

Appendix A: General Education Learning Outcomes

Implementation of the new General Education program is scheduled for Fall 2012 and one of the first steps in realizing this program is the definition of its learning outcome goals. During the summer of 2010, 11 committees were convened and charged with, among other things, defining the specific learning outcomes that will characterize courses fulfilling the General Education categories. Sixty-seven members of the campus community agreed to serve on these committees. What follows is the result of their work. We invite your feedback to Donna Hamilton, Dean for Undergraduate Studies, or Douglas Roberts, Associate Dean for General Education. This document is also posted at <http://www.ugst.umd.edu>.

Fundamental Studies

Academic Writing

The Fundamental Studies Introduction to Writing requirement prepares students with a foundational understanding of academic writing and the skills for success in further studies at Maryland and beyond.

Courses in Academic Writing must address at least 4 of the 6 learning outcomes.

On completion of an Academic Writing course, students will be able to:

- Demonstrate understanding of writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources, and as a process that involves composing, editing, and revising.
- Demonstrate critical reading and analytical skills, including understanding an argument's major assertions and assumptions and how to evaluate its supporting evidence.
- Demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of special situations and audiences in academic writing.
- Demonstrate research skills, integrate their own ideas with those of others, and apply the conventions of attribution and citation correctly.
- Use Standard Written English and edit and revise their own writing for appropriateness. Students should take responsibility for such features as format, syntax, grammar, punctuation, and spelling.
- Demonstrate an understanding of the connection between writing and thinking and use writing and reading for inquiry, learning, thinking, and communicating in an academic setting.

Professional Writing

The Fundamental Studies Professional Writing requirement strengthens writing skills and prepares students for the range of writing expected of them after graduation.

Courses in Professional Writing must address at least 4 of the 7 learning outcomes.

On completion of a Professional Writing course, students will be able to:

- Analyze a variety of professional rhetorical situations and produce appropriate texts in response.
- Understand the stages required to produce competent, professional writing through planning, drafting, revising, and editing.
- Identify and implement the appropriate research methods for each writing task.
- Practice the ethical use of sources and the conventions of citation appropriate to each genre.
- Write for the intended readers of a text, and design or adapt texts to audiences who may differ in their familiarity with the subject matter.
- Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visual) and be able to use this knowledge to revise texts.
- Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

Oral Communication

Human relationships, from the most formal to the most personal, rest in large measure on skilled listening and effective speaking. Skillful listening and speaking support success in personal relationships, educational undertakings, professional advancement, and civic engagement.

Courses in Oral Communication must address at least 6 of the 9 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of an Oral Communication course, students will be able to:

- **Demonstrate competency in planning, preparing, and presenting effective oral presentations.**
- **Use effective presentation techniques including presentation graphics.**
- Demonstrate an understanding of the role of oral communication in academic, social, and professional endeavors.
- Demonstrate effectiveness in using verbal and nonverbal language appropriate to the goal and the context of the communication.
- Demonstrate an ability to listen carefully.
- Demonstrate an enhanced awareness of one's own communication style and choices.
- Demonstrate an ability to communicate interpersonally and interculturally with others in conversation, interview, and group discussion contexts.
- Demonstrate skill in asking and in responding to questions.
- Demonstrate awareness of communication ethics in a global society.

Mathematics

The Fundamental Studies Mathematics requirement prepares students with the mathematical understandings and skills for success in whatever majors they choose, as well as in everyday life.

Courses in Mathematics must address at least 3 of the 5 learning outcomes.

On completion of a Mathematics course, students will be able to:

- Interpret mathematical models given verbally, or by formulas, graphs, tables, or schematics, and draw inferences from them.
- Represent mathematical concepts verbally, and, where appropriate, symbolically, visually, and numerically.
- Use arithmetic, algebraic, geometric, technological, or statistical methods to solve problems.
- Use mathematical reasoning with appropriate technology to solve problems, test conjectures, judge the validity of arguments, formulate valid arguments, check answers to determine reasonableness, and communicate the reasoning and the results.
- Recognize and use connections within mathematics and between mathematics and other disciplines.

Analytic Reasoning

Courses in Analytic Reasoning will foster a student's ability to use mathematical or formal methods or structured protocols and patterns of reasoning to examine problems or issues by evaluating evidence, examining proofs, analyzing relationships between variables, developing arguments, and drawing conclusions appropriately. Courses in this category will also advance and build upon the skills that students develop in Fundamental Mathematics. For most courses here, a course taken for the Fundamental Mathematics requirement is a prerequisite.

Courses in Analytic Reasoning must address at least 4 of the 6 learning outcomes.

On completion of an Analytic Reasoning course, students will be able to:

- Demonstrate proficient application of the skills required by the Mathematics Fundamental Studies requirement, including the ability to communicate using formal or mathematical tools.
- Distinguish between premises and conclusions, or between data and inferences from data.
- Understand the differences among appropriate and inappropriate analytical methods for drawing conclusions.
- Apply appropriate analytical methods to evaluate inferences and to reason about complex information.
- Systematically evaluate evidence for accuracy, limitations, and relevance, and identify alternative interpretations of evidence.
- Use formal, analytical, or computational techniques to address real-world problems.

The I-Series

As the centerpiece of the University's new General Education program, I-Series courses will become the intellectual and pedagogical marker for which the University of Maryland is known: broad, analytical thinking about significant issues. In branding the University's General Education curriculum, the signature courses begin the process of defining what is unique about education at the University of Maryland. Through these courses, students will be challenged from their first moments

on campus to master the intellectual tools needed to wrestle with matters of great weight and consequence, the so-called Big Questions.

A signature course could take students inside a new field of study, where they may glimpse the utility, elegance and beauty of disciplines that were previously unknown, unwanted, disparaged, or despised. Students may be able to see how such areas of investigation could become a subject for extended study, a major, or even a lifetime commitment. By addressing both contemporary problems and the enduring issues of human existence, the signature courses will speak to the University's historic role both as a timeless repository of human knowledge and as a source of solutions to burning issues of the day. At their best, the signature courses might do both. The I-Series offers extraordinary opportunities for increasing the level of intellectual discourse on campus and for providing occasions where new pedagogical methods may be introduced. The possibilities are large and exciting.

Courses in the I-Series must address at least 4 of the 6 learning outcomes.

On completion of an I-Series course, student will be able to:

- Identify the major questions and issues in their I-series course topic.
- Describe the sources the experts on the topic would use to explore these issues and questions.
- Demonstrate an understanding of basic terms, concepts, and approaches that experts employ in dealing with these issues.
- Demonstrate an understanding of the political, social, economic, and ethical dimensions involved in the course.
- Communicate major ideas and issues raised by the course through effective written and/or oral presentations.
- Articulate how this course has invited them to think in new ways about their lives, their place in the University and other communities, and/or issues central to their major disciplines or other fields of interest.

Distributive Studies

History and Social Sciences

Courses in this area introduce students to history and to the social science disciplines and their combination of qualitative and quantitative methods. It includes courses in criminology, economics, history, psychology, sociology, and other social sciences.

Courses in History and Social Sciences must address at least 4 of the 7 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of a History and Social Sciences course, students will be able to:

- **Demonstrate knowledge of fundamental concepts and ideas in a specific topical area in history or the social sciences.**
- Demonstrate understanding of the methods that produce knowledge in a specific field in history or the social sciences.

- Demonstrate critical thinking in evaluating causal arguments in history or in the social sciences, analyzing major assertions, background assumptions, and explanatory evidence.
- Explain how culture, social structure, diversity, or other key elements of historical context have an impact on individual perception, action, and values.
- Articulate how historical change shapes ideas and social and political structures.
- Explain how history or social science can be used to analyze contemporary issues and to develop policies for social change.
- Use information technologies to conduct research and to communicate effectively about social science and history.

Humanities

Courses in the foundational humanities disciplines study history and the genres of human creativity. It includes courses in literatures in any language, art, art history, classics, history, music, and music history as well as courses in the foundational disciplines of linguistics and philosophy.

Courses in the Humanities must address at least 4 of the 6 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of a Humanities course, students will be able to:

- **Demonstrate familiarity and facility with fundamental terminology and concepts in a specific topical area in the humanities.**
- Demonstrate understanding of the methods used by scholars in a specific field in the humanities.
- Demonstrate critical thinking in the evaluation of sources and arguments in scholarly works in the humanities.
- Describe how language use is related to ways of thinking, cultural heritage, and cultural values.
- Conduct research on a topic in the humanities using a variety of sources and technologies.
- Demonstrate the ability to formulate a thesis related to a specific topic in the humanities and to support the thesis with evidence and argumentation.

Natural Sciences

Courses in the Natural Sciences introduce students to the concepts and methods of the disciplines studying the natural world. It includes courses in the traditional physical and life sciences, environmental science, animal and avian science, and plant science, among others. It also includes a substantial, rigorous laboratory experience.

Courses in the Natural Sciences must address at least 4 of the 6 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of a Natural Sciences course, students will be able to:

- Demonstrate a broad understanding of scientific principles and the ways scientists in a particular discipline conduct research.

- Apply quantitative, mathematical analyses to science problems.
- Solve complex problems requiring the application of several scientific concepts.
- Look at complex questions and identify the science and how it impacts and is impacted by political, social, economic, or ethical dimensions.
- Critically evaluate scientific arguments and understand the limits of scientific knowledge.
- Communicate scientific ideas effectively.

In addition to the Learning Outcomes above, on completion of a Natural Sciences course with a laboratory experience students will be able to:

- **Demonstrate proficiency in experimental science by: making observations, understanding the fundamental elements of experiment design, generating and analyzing data using appropriate quantitative tools, using abstract reasoning to interpret data and relevant formulae, and testing hypotheses with scientific rigor.**

Scholarship in Practice

Courses in Scholarship in Practice teach students how to assess and apply a body of knowledge to a creative, scholarly, or practical purpose. The resulting application should reflect an understanding of how underlying core disciplines can be brought to bear on the subject. It should go beyond the traditional survey and interpretation that culminate in, for example, a final research paper or activity often used in courses that are designed to be introductions to a specific topic or area of study.

While Scholarship in Practice courses will be evaluated for appropriateness through the learning outcomes listed below, essentially every college on this campus has relevance to this area of Distributive Studies. Examples include (but are not limited to) the following: courses in Business that focus on the design of productive systems and enterprises, drawing upon knowledge from economics, psychology, mathematics, and other disciplines; courses in Engineering that require students to design environments, technologies, and systems by applying knowledge from the natural sciences and mathematics; courses in Education, Journalism and Architecture that provide students with an opportunity to engage in well defined professional practices; courses in Studio Art, Music Performance, Dance, etc., that introduce students to creative skills and performance arts; applied proficiency in a foreign language; extensive research experiences; and internships.

Courses in Scholarship in Practice must address at least 4 of the 7 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of a Scholarship in Practice course, students will be able to:

- **Demonstrate an ability to select, critically evaluate, and apply relevant areas of scholarship.**
- Articulate the processes required to bring about a successful outcome from planning, modeling, and preparing, to critiquing, revising and perfecting.
- Demonstrate an ability to critique existing applications of scholarship, in order to learn from past successes and failures.
- Demonstrate an ability to collaborate in order to bring about a successful outcome.
- Recognize how an application of scholarship impacts or is impacted by political, social, cultural, economic or ethical dimensions.
- Produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course.
- Effectively communicate the application of scholarship through ancillary material (written, oral, visual and/or all modes combined).

Diversity

Understanding Plural Societies

Life in a globally competitive society of the twenty-first century requires an ability to comprehend both theoretical and practical dimensions of human difference. From that perspective, Understanding Plural Societies is the centerpiece of the University's Diversity requirement. Courses in this category speak to both the foundations—cultural, material, psychological, historical, social, and biological—of human difference and the operation or function of plural societies.

Courses in Understanding Plural Societies must address at least 4 of the 7 learning outcomes.

On completion of an Understanding Plural Societies course, students will be able to:

- Demonstrate understanding of the basis of human diversity: biological, cultural, historical, social, economic, or ideological.
- Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies.
- Explicate the processes that create or fail to create just, productive, egalitarian, and collaborative societies.
- Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as, for example, dance, foodways, literature, music, and philosophical and religious traditions.
- Articulate how particular policies create or inhibit the formation and functioning of plural societies.
- Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, and within a single historical timeframe or across historical time.

- Use information technologies to access research and communicate effectively about plural societies.

Cultural Competence

Cultural competence is the ability to demonstrate skills necessary to work with diverse individuals and teams. More specifically, cultural competence covers the following: awareness of one's own culture; knowledge of different cultural practices; and cross-cultural skills. Cultural competency contributes to an individual's ability to understand diversity, communicate effectively, and approach issues with a global world view.

Courses in Cultural Competence must address at least 3 of the 5 learning outcomes.

On completion of a Cultural Competency course, students will be able to:

- Describe the concept of culture.
- Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels.
- Analyze their own cultural beliefs with respect to attitudes or behaviors.
- Compare and contrast differences among two or more cultures.
- Effectively use skills to negotiate cross-cultural situations or conflicts.

Appendix B: Faculty Boards

The Faculty Boards will supervise the initiation and semester-by-semester operations of the various elements of the General Education program. These Boards will be appointed by the Dean for Undergraduate Studies in consultation with the collegiate deans. The Boards will review and measure success of the program; they will also assess specific elements and requirements. The Boards will base their evaluation of new and existing courses for suitability in the new General Education categories on the extent to which they fulfill the learning outcome goals for each category, as well as on overall quality and potential effectiveness. The Boards will periodically review approved General Education courses and/or review learning outcomes assessments of the General Education categories.

Faculty Board membership will be primarily tenured/tenure-track faculty members. Membership will come from across the campus: each Board will have membership comprised of representatives from the colleges and departments that offer General Education courses in the Board's relevant category and possibly membership from consumer colleges and departments. Each Board will also have as a member either the Dean or an Associate Dean from Undergraduate Studies. This will help ensure uniform application of policy and standards across Boards. The size of each Faculty Board will be kept small in order to assure efficiency and agility. Members' terms on the Boards will be two years, with staggering such that approximately half of the Board turns over each year.

Faculty Board Definitions

The following lists each of the Faculty Boards, its membership, and size (including Undergraduate Studies administrators).

Fundamental Studies

Math/Analytic Reasoning

Membership: CMNS/Mathematics, ARHU/Philosophy, and others

Size: 6-8 members

Writing

Membership: ARHU/English and across campus

Size: 6-8 members

Oral Communication

Membership: Colleges/departments offering Oral Communication and others who do not

Size: 6-8 members

Distributive Studies

All colleges with undergraduate course offerings will have representation on the Faculty Boards for Distributive Studies. Board membership will be comprised primarily of faculty

with disciplinary expertise in a given area, and from colleges and departments offering relevant courses. Colleges and departments may find it advantageous to have one member serve on more than one board at a time.

Humanities

Size: 6-8 members

History and Social Sciences

Size: 6-8 members

Natural Sciences

Size: 6-8 members

Scholarship in Practice

Membership: Broad membership across campus

Size: 8-10 members

Diversity

Understanding Plural Societies/Cultural Competence

Membership: ARHU, BSOS, and across campus

Size: 6-8 members

I-Series

I-Series Course Development and Selection Committee

The I-Series Course Development and Selection Committee will develop, shape, and continually renew the intellectual agenda of the I-Series Courses, which stand as the *signature* of our new General Education program. The courses chosen and the topics featured represent and establish the intellectual standards, academic priorities, and student engagement goals for undergraduate education at the University. The committee will participate in I-Series Course information workshops, review I-Series Course proposals and make recommendations regarding selection or revision and resubmission of proposals. Representation on the Committee will come from across campus, and should include a number of past I-Series faculty members, as well as Distinguished Scholar-Teachers. The Dean for Undergraduate Studies will chair the committee, and will appoint the committee in consultation with collegiate deans.

Membership: Across campus, past I-Series Faculty, Distinguished Scholar-Teachers

Size: 8-10 members

Appendix C: Prerequisites for General Education

Fundamental Studies

Pre-requisites for Fundamental Studies course are limited to other Fundamental Studies courses.

Mathematics and Analytic Reasoning

Students are required to take one course from the approved Fundamental Studies Mathematics list or any higher-level Mathematics course that has a Fundamental Studies Mathematics course as its pre-requisite.

Students are required to take one course from the approved Analytic Reasoning list. If a student takes a course from the approved Analytic Reasoning list that has a Fundamental Studies Mathematics course as a pre-requisite, both Fundamental Studies Mathematics and Analytic Reasoning requirements will be fulfilled.

Distributive Studies

Distributive Studies courses are intended primarily for first- and second-year students and as such need to be widely available, and accessible without requiring prerequisites. There are no prerequisites for Distributive Studies courses, with the following types of exceptions: courses in sequence (e.g. PHYS 121/122, BSCI 105/201, or GVPT 100/200), or courses that require a certain level of mathematics (e.g. Math 141 is a pre- or co-requisite for PHYS 141). Exceptions may also include Scholarship in Practice courses within a major and Scholarship in Practice courses that belong to a continuum of courses in a living-learning program, notation, or minor.

Scholarship in Practice

Every student must take two Scholarship in Practice courses. At least one must be outside the major. “Outside the major” means “outside all major requirements.” This stipulation is intended to ensure that students truly have a distributive general education.

Experiential Learning

Students may use individualized experiential learning opportunities, such as internships or well-structured research experiences, to satisfy a Distributive Studies requirement provided that: (1) the experience is taken for at least 3 credits, and (2) the student submits and receives approval of a “Learning Contract” that stipulates how the experience meets the learning outcome goals of the Distributive Studies category. Students may only use one “Learning Contract”-based experience towards Distributive Studies.

Additional information

The Dean for Undergraduate Studies and her staff are happy to meet with you to discuss the program and answer questions. Call 301-405-9357.

Appendix D: Guide to General Education Course Submission and Review Process

In preparation for the launch of our new General Education program in Fall 2012, all Fundamental Studies, Distributive Studies, and Diversity courses—old and new—will need to be submitted for review and coding into the new system. CORE courses will be submitted for the new program, but will continue to carry their CORE code as well. Departments and colleges will determine how the submission process will be organized within units. A document detailing the learning outcomes to be addressed in the General Education categories is included in Appendix A, and posted at www.ugst.umd.edu. General Education requirements and categories may also be found at www.ugst.umd.edu. The on-line course submission application itself is located at www.ugst.umd.edu/GenEdCourseApproval.

The online course submission system for the new General Education program opens on November 10, 2010. All Fundamental Studies courses, all Distributive Studies courses, and all Diversity courses are to be submitted between November 10, 2010, and April 15, 2011. Departments and colleges will decide who will submit existing CORE courses for re-coding in the new system. They will set internal deadlines for old and new course submissions. College representatives on the General Education Implementation Committee will have access to the sign-off system and will have responsibility for adding department and other college representatives. It is imperative that colleges and departments schedule submissions in a timely way so that Faculty Boards will have only a reasonable number of submissions left to review after April 15, 2011.

What needs to be submitted for approval of courses for the new General Education program?

All course submissions will be expected to:

- State how the course will address the relevant General Education Learning Outcomes
- Submit a representative copy of the course syllabus
- Answer a few question about the course

Existing CORE courses and other existing courses

No VPAC proposals are needed unless you are changing the course number, title, prerequisites, etc.

New courses or existing courses with significant changes

VPAC proposals are needed for any new courses that will have regular (permanent) course numbers. Existing courses with significant changes (course number, title, prerequisites, etc.) will also have to go through VPAC. VPAC and General Education proposals may be submitted in tandem. However, to assure accurate and consistent course data, the General Education approval will not be recorded until the VPAC proposal has been approved.

More Information

Instructions for online General Education course submission will be available on the General Education course submission system. There is also a list of Frequently Asked Questions posted in the system. Any suggestions, comments or problems with this system should be directed to Doug Roberts, Associate Dean for General Education (roberts@umd.edu).

Instructions for VPAC submission (*if needed*) are available at <http://www.vpac.umd.edu/>.

What are the Learning Outcomes for the new General Education categories and how many of the outcomes must a course address?

The Learning Outcomes for the new General Education categories are available in Appendix A, and at <http://www.ugst.umd.edu/GeneralEducationLearningOutcomes.pdf>, along with the minimum number of learning outcomes for each category. They are also available on the General Education course submission system. Note that some categories have **required** Learning Outcomes.

Other Issues

- **The CORE General Education program will continue.**
 - Current students and many incoming transfer students will remain under the CORE requirements. Courses approved for the new General Education program categories will be assigned CORE categories as needed and appropriate. When proposing a new course or an existing non-CORE course for the new General Education program, it will not be necessary to submit a CORE proposal in addition. To facilitate CORE category designation, the online submission form will ask what CORE category may be appropriate.
- **Courses for the new General Education program may be proposed and approved for more than one Distributive Studies category.**
 - The online submission form will facilitate proposal of a course in multiple categories. Students may, however, only count a Distributive Studies course in one Distributive Studies category.
- **Courses may be either Fundamental Studies or Distributive Studies, but not both.**
- **All I-Series courses must be designated in a Distributive Studies category.**
 - Two of the eight Distributive Studies courses that a student takes must be I-Series. To make the most of the resources being placed in the I-Series, these courses should count toward a student's General Education.

- Courses for the new General Education program may be at the 100- through 400-level
 - Unlike CORE, there is no restriction on Distributive Studies courses being at the 100- or 200- level.

Pre-requisite rules for the new General Education program

See Appendix C or www.ugst.umd.edu.

December 1, 2010