



1. Call to Order
2. Approval of the February 7, 2023 Senate Minutes (Action)
3. Report of the Chair
4. Special Order
Darryll J. Pines
President, University of Maryland
2023 State of the Campus Address
5. PCC Proposal to Establish a Post-Master's Certificate in Supporting Immigrant Students for Professional School Counselors (Senate Document #22-23-24) (Action)
6. Review of the Interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs (Senate Document #22-23-03) (Action)
7. Special Order
Peter Sunderland
Chair, Faculty Affairs Committee
Presentation on Review of the Interim University Policy on Full-Time Faculty Workload and Responsibilities (Senate Document #22-23-12)
8. Special Order
Reka Montfort
Director, Research Transparency & Outreach
Presentation on Interim University of Maryland Consulting Policy (Senate Document #22-23-13)
9. New Business
10. Adjournment



CALL TO ORDER

Chair Newman called the meeting to order at 3:18 p.m.

ANNOUNCING NEW EXECUTIVE SECRETARY & DIRECTOR OF THE UNIVERSITY SENATE (INFORMATION)

Chair Newman introduced Veronica Marin, the new Executive Secretary and Director of the University Senate.

Chair Newman described Marin's leadership experience, knowledge of campus operations, appreciation for shared governance and collaborative nature. Newman shared that Marin had served as Assistant Director of Visitor Engagement for the Office of Undergraduate Admissions here at UMD, but most recently, she served as Director of Program Management for the McDonough School of Business at Georgetown University. Newman said that Marin started as the Senate Director on January 30, 2023.

APPROVAL OF THE MINUTES, DECEMBER 7, 2022 MEETING

Chair Newman announced that one correction was received for the December 7th minutes. The minutes previously read, "Senator Gandhi, PTK, BSOS, asked if APAS had consulted the Counseling Center..." and has been corrected to read "Senator Gandhi, PTK, BSOS, noted that APAS had consulted with the Counseling Center..."

Newman asked if there were any additional corrections or additions to the minutes as distributed.

Miriam Sharp, Exempt Staff, VPA, said that she would like for her name to be corrected.

Chair Newman asked that this be corrected in the minutes and asked if there were any other corrections. Seeing none, the minutes were approved as corrected.

REPORT OF THE CHAIR

Elections

Chair Newman announced that the candidacy period for the staff, student, and single-member constituency elections for the 2023-2024 Senate ended on February 3, 2023. Elections for these constituencies will begin on February 20, 2023. Newman encouraged attendees to vote for their Senators.

Newman also said that February 3rd was the deadline for the Deans to report the results of their faculty elections. Newly-elected faculty Senators will be eligible for nomination to our committees, councils, and leadership positions for the 2023-2024 academic year.

Nominations Committee

Chair Newman updated the Senate on the Nominations Committee's work. It is tasked with identifying potential nominees for the Senate's elected committees and councils, including the Senate Executive Committee, the Committee on Committees, the Athletic Council, and the Council of University System Faculty.

Newman said that Senators would receive an email in the coming days soliciting self-nominations and nominations of their colleagues. It is important to have strong nominees running in these elections, and all are encouraged to consider running for these important positions.

TECHNICAL REVISIONS TO THE UNIVERSITY OF MARYLAND PROCEDURES ON CONFLICT OF INTEREST AND CONFLICT OF COMMITMENT (SENATE DOCUMENT #22-23-17) (INFORMATION)

Chair Newman announced that provided in the materials today were the Technical Revisions to the University of Maryland Procedures on Conflict of Interest and Conflict of Commitment.

Newman summarized that on November 9, 2022, Patrick O'Shea, Chair, Conflict of Interest Committee, and Beth Brittan Powell, Director, Conflict of Interest Office, sent the Senate Office a proposal to update the Procedures on Conflict of Interest and Conflict of Commitment (II-3.10[B]) to reflect the current Conflict of Interest review procedures.

Newman mentioned that the procedures had been converted from paper form submissions to an electronic process through the Kuali Conflict of Interest (KCOI) disclosure system. The electronic system allows faculty and staff to disclose their outside activities and/or significant financial interests in outside organizations related to their University responsibilities by submitting a timely disclosure.

Newman said that these new processes made the references to paper submissions in the University of Maryland Procedures on Conflict of Interest and Conflict of Commitment (II-3.10[B]) obsolete. The policy's out-of-date web links were also in need of being updated to reference the new system.

Newman mentioned that the revisions to the procedures included removing the word "forms," incorporating terminology to align with the current practice in the KCOI system, and updating the title for an Office of Research administrator. Additional revisions addressed removing outdated terms and typographic errors.

Newman stressed that the revisions were all non-substantive and technical. Without the proposed revisions, the procedures caused confusion for campus community members who are required to comply with them.

Newman reported that the Senate Executive Committee was advised of the proposed technical revisions at its November 16, 2022 meeting. President Pines approved the revisions on December 16, 2022.

SPECIAL ORDER OF THE DAY

Jack Blanchard, Assistant Vice President, Associate Provost for Enterprise Resource Planning

Elevate Project Update

Newman welcomed Jack Blanchard, Associate Provost for Enterprise Resource Planning.

Blanchard began by explaining the purpose of Elevate, which is to modernize the Enterprise Resource Planning (ERP) system covering human resources, financial systems, and student-facing systems at the University. Blanchard said that the University is moving the ERP to the cloud by using Workday, a new software package.

Blanchard provided detailed information on how Workday was being integrated into University systems by highlighting the Project Implementation Teams (PIT Crews) who represented diverse perspectives from across the organization. These PIT Crews have contributed time to confirm configuration decisions, provide critical input, and communicate with their home units. There is also a faculty advisory committee that includes 20 faculty from both T/TK and PTK, instructional and research employees, and Chairs and Directors.

Blanchard went over the Elevate program timeline, announcing that the program was in the test and training preparation phase; he expects training to begin across campus in April 2023 and go through June 2023. Blanchard announced that Elevate is expected to go live in July 2023, but that there would be continued support for another 6 months.

Blanchard said that there is a new Workday Services Team being built up that will have 32 new staff positions dedicated exclusively to Workday support. He also said that additional Huron resources would be available between July and December.

Blanchard said that there would be critical evaluation of several technical metrics to assess the readiness of business units plus plans for transitioning from legacy systems to Elevate. This is part of the Go/No Go Assessment that will happen at each stage of the rollout. The first Go/No Go Assessment is scheduled for mid-February.

Blanchard described what would go into the Go/No Go Assessment and what would happen with each decision. If the decision was "Go," the Elevate implementation would proceed as planned and the next Go/No Go Assessment would take place in April. If the decision was "No Go," then Elevate would not be allowed to move forward in July. University leadership would re-evaluate the system and determine a new go live date. There are three Go/No Go checkpoints built into the implementation in February, late March, and June.

Blanchard announced that the training for Elevate will begin in April and offer on-demand computer-based training, instructor-led training via Zoom, user labs via Zoom, and over 400 job aids (instructions by task that are step-by-step) indexed on the web. Blanchard shared that he expected the general user to have about 45 minutes of training; the finance user will have about 5 hours of training; and human capital managers will have about 6 hours of training to become proficient in the new software. Blanchard also noted that pilot training modules are available and that some employees will get early access to Workday training so that feedback can be given.

Blanchard said that 2023 would be the time of preparation for Workday student-facing implementation, with a current go live date in the fall of 2026. Students will be the key stakeholders in this phase of development. Meetings are being held with the Graduate Student Government and the Student Government Association to ensure that every Student Advisory Council will be engaged, along with the administrators and staff involved with undergraduate and graduate programs. This phase is focused on assessing what students want in the new Workday systems, assessing the implications of the system, and developing communication strategies focused on continuous engagement of students throughout the project.

Blanchard announced that there would be two all-campus Zoom town halls in February that would cover the Go/No Go decision outcome, training and readiness, and the July transition. These meetings are scheduled for February 22, at 1pm, and February 23, 2023, at 11am, and will be recorded and available on the website at elevate.umd.edu.

Blanchard highlighted Elevate communication options including the website, a newsletter, and a contact form on the website for submitting questions about Elevate.

Chair Newman thanked Blanchard and opened the floor for questions.

Senator Straub, T/TK faculty, BSOS, asked Blanchard to provide more information on what would happen if the decision to move forward was “No Go.”

Blanchard explained that if the decision was “No Go,” the technical team, Elevate, and University leadership would review what was happening and decide how to mitigate the issues that were discovered. Once all of these had been assessed, a new go live date would be considered.

Newman asked whether there was any more discussion on Elevate. Seeing none, Newman thanked Blanchard for updating the Senate on the Elevate Project.

DISCUSSION OF ZOOM OR HYBRID MODALITY FOR 2023-2024 SENATE MEETINGS

Chair Newman said that in order to determine whether Senate meetings planned for the 2023-2024 academic year should take place in-person, using a hybrid model, or remain online exclusively, she would like to open the floor and have a discussion on opinions related to this topic.

Senator Vandergoot, T/TK Faculty, ARCH, said that she appreciated the Zoom format because of the chat function and the ability to record. She also suggested that having the meetings on Zoom helped the Senate reach quorum more easily.

Senator Moradi, PTK Faculty, CMNS, shared that Zoom was the only efficient way to attend Senate meetings because of the time, for him, that would be spent driving and parking for in-person meetings. Moradi said that he would prefer either a hybrid or online meeting.

Senator Moyle, T/TK Faculty, AGNR, said that he lives 2.5 hours away from the University and that a hybrid or Zoom meeting option was preferred.

Senator Lloyd, T/TK Faculty, ENGR, said that she had limited control over her teaching schedule and that Zoom made it much easier to attend Senate meetings.

Senator Ristvey, T/TK Faculty, AGNR, said that he taught on the eastern shore and that the flexibility of a hybrid option makes the Senate meetings much easier to attend.

Senator Raugh, PTK Faculty, CMNS, said that while she works on campus, her work hours make attending an in-person meeting inconvenient. Raugh asked if there has been more participation from Senators with the implementation of Zoom meetings.

Chair Newman suggested that with regard to Senators speaking during the meetings, Zoom meetings have been similar to in-person meetings, but that there has been no data collected.

Parliamentarian Falvey said that he thought more people were talking in the Zoom meetings than at in-person meetings.

Senator Hajiaghayi, T/TK Faculty, CMNS, said that he has read articles stating that Zoom meetings were much better for diversity and inclusion because people feel more comfortable giving their opinions.

Senator Goodman, T/TK Faculty, CMNS, said that since he was chair of the Senate, he has noticed that there has been a higher attendance for Zoom meetings. He noted that many faculty travel and teach and so attending Zoom meetings was easier.

Senator Straub, T/TK Faculty, BSOS, said that it seems to be unanimous that attendance at a Zoom meeting is higher and more diverse. Straub agreed that a Zoom meeting is more productive because he could look at two screens and see both information on the slides and people talking.

Chair Newman said that those commenting in the chat agreed with Straub regarding hybrid versus Zoom meetings.

Senator Tikekar, T/TK Faculty, AGNR, said that the benefits of Zoom included being engaged in the meeting but also being efficient. He said that hybrid meetings would be appropriate on certain occasions such as Presidential presentations, but that he preferred Zoom. Tikekar also stated that with a hybrid meeting the question and answer periods became more complicated.

Chair Newman said that it was clear that the Senate felt that Zoom meetings were preferable and thanked the Senate for all of their feedback.

NEW BUSINESS

Chair Newman said that one of the items discussed by Senate leadership is how to make Senators feel more engaged and invested in shared governance. Newman said that a lot of the work of the Senate happens in the committee meetings instead of the full Senate, and while being on the committees is a good way to get involved, many Senators do not have the time to do that. Newman asked for ideas on improving the Senate process and how the Senate works.

Senator Sharp, Exempt Staff, VPA, said that it was difficult for exempt staff Senators to communicate with their constituency because the listserv is limited to their home department.

Chair Newman said that this was a great point and that she had been talking with the provost about PTK faculty getting access to the listservs. T/TK faculty tend to be representing more discrete units and the PTK faculty represent their constituency as a whole. Newman said this same issue existed with staff and student constituencies and she would talk to administration about this.

Senator Cleaveland, T/TK Faculty, CMNS, suggested that at the beginning of each year there should be a reminder of the charge and structure of the Senate.

Senator Straub, T/TK Faculty, BSOS, said that he had created an ELMS page and invited BSOS constituents to register on it so that communication would be easier. He shared that while the ELMS page allowed for discussions and good communication, it was difficult to establish and maintain administratively.

Senator Hajiaghayi, T/TK Faculty, CMNS, suggested that there should be a session for new Senators to share some of their issues and discuss solutions. Hajiaghayi said that it might be good to have 15 minutes at the end of the Senate meetings for Senators to discuss ideas and issues that are mentioned by their constituents.

Chair Newman agreed and explained that while this had not been happening, that is what the new business section of the meetings is intended for. Newman noted that to start this discussion, a motion needs to be suggested and seconded. She also stressed that there has to be two way communication happening between the Senate and Senators and Senators and their constituents.

Senator Seybert, T/TK Faculty, BMGT, when considering making Senators feel that they are a part of the Senate process, said that he has at times felt the pressure of being a rubber stamp so as to not undo all of a committee's work by the time it is received by the Senate. Seybert asked if there might be a mechanism in place to see what the committees are working on before a final, Senate presentation.

Chair Newman said that the committees will share information with the Senate at an interim point of their work and mentioned that this has worked well in the past.

Senator Moradi, PTK Faculty, CMNS, seconded Seybert's comments and added that he felt as if he had to say yes to any recommendations presented because there was emphasis on how much time a committee had spent on their recommendations. Moradi agreed that there should be a way to provide information on policies that are being worked on before the committee presents the final recommendations to the Senate.

Senator Mark, T/TK Faculty, BGMT, agreed that interim reports from committees was a great idea and noted that the Student Conduct Committee did this last semester and the Senate appreciated the update. Mark fully endorsed this idea and said it would be useful to the Senate.

Senator Garcia Diaz, Exempt Staff, VPSA, added that some of the rules the Senate uses to allow Senators and others to speak can be considered exclusionary to women and people of color. There could be barriers that exist for these individuals that keep them from speaking in the Senate that should be addressed. Garcia Diaz noted that this was her first time speaking in a Senate meeting.

Chair Newman said that these suggestions are very helpful and that the Senate was going to work on this over the next year or so. She also asked that if anyone else has any suggestions for improving the Senate that they email her directly. Newman asked if there was any other new business.

Hajiaghayi asked about the Conflict of Interest policy. He asked what the timeline was for this policy revision and added that many faculty members in his department had expressed their unhappiness with the interim policy.

Newman said that the Conflict of Interest policy is currently in committee and that a survey for the whole campus is being created so everyone can contribute to the understanding of this issue. Newman said that there is no exact date yet, but the survey is supposed to be released this semester.

Interim Senate Director Brown said that the survey was likely to be released in March and the survey data collected should be released by May 1st at the latest.

Newman said that the committee will be presenting recommendations in the fall once the survey data is gathered and assessed.

Hajiaghayi said that the members on that committee will influence how the recommendations are formed and that regular faculty should be on the committee to provide feedback..

Moradi replied that there are a variety of people on the Research Council including faculty of different kinds and not just administration, students, and staff.

Newman said that the Research Council was charged with this policy work and it represented administration, faculty, staff, and students. Newman said that the interim policy was put in place because of legal issues and that recommendations from a variety of constituents will be taken into consideration.

Senator Deshpande, T/TK Faculty, CMNS, stated that if a permanent policy is not approved in the next few months, it could be problematic due to the delay and concerns around campus.

Newman stated that the need to put an interim policy in place is determined outside of the Senate or even University, by other factors. Newman mentioned that the committee, due to the complexity of the issue, wants to conduct their review correctly instead of quickly, even though the consequences of this is that the interim policy would be in place for a longer stretch of time.

Vice President Ball commented on Senators' concerns about the policy. He said that if a faculty member has an immediate issue, to email the chair of the Research Council. Ball noted that issues in CMNS have already been presented to the council and suggested that there could be a way to address the concerns within the interim policy.

ADJOURNMENT

The meeting was adjourned at 4:36 p.m.



PCC Proposal to Establish a Post-Master's Certificate in Supporting Immigrant Students for Professional School Counselors (Senate Document #22-23-24)

PRESENTED BY Piotr Swistak, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – February 22, 2023 | SENATE – March 8, 2023

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT

NECESSARY APPROVALS Senate, President, USM Chancellor, and the Maryland Higher Education Commission

ISSUE

The College of Education’s Department of Counseling, Higher Education, and Special Education proposes to establish a Post-Master's Certificate in Supporting Immigrant Students for Professional School Counselors. This program will equip Professional School Counselors with specialized skills to work with students of families who have recently immigrated to the United States. Program activities will focus on (a) helping students and families manage trauma, post-traumatic stress, culture shock, and poverty, as well as (b) promoting students’ health, well-being, English language acquisition, acculturation, academic achievement, and socioemotional growth and development.

Students are required to take twelve credits to complete the certificate program:

- TLPL788(TBD) Immigration and Education (3 Credits)
- TLPL440 Issues in the Education of English Language Learners (3 Credits)
- EDCP665 Family and Social Support Systems (3 Credits)
- EDCP789(TBD) Immigrant Child Counseling and Consultation (3 Credits)

This program has been developed in conjunction with Prince George’s County Public Schools. From Fiscal Years 2015 to 2022, Prince George’s County has been ranked in the top 10 of more than 3000 US counties in per capita "unaccompanied children released to sponsors" (data from the Unaccompanied Children (UC) Program, Office of Refugee Resettlement (ORR), Administration for Children and Families (ACF), USDHHS)). The County’s educators have observed a widening gap between the increasingly complex needs of its growing population of immigrant students and families, and the Professional School Counselors’ expertise to meet those needs. The program’s participants will be members of the County’s Professional School Counselor staff.

All of the program’s courses already exist. New course sections that are designated for certificate students will be taught in Prince George’s County school facilities or online, and any additional funds needed for salary will be covered by tuition revenue.

The proposal was approved by the Graduate School PCC committee on January 27, 2023, and the Senate Programs, Curricula, and Courses committee on February 3, 2023.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new academic program.

COMMITTEE WORK

The committee considered this proposal at its meeting on February 3, 2023. Jessica McKechnie and Paul Gold, from the Department of Counseling, Higher Education, and Special Education, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate declines to approve this certificate program, the university will lose an opportunity to establish a certificate program that will train Professional School Counselors in an area of critical need for Prince George's County Public Schools.

FINANCIAL IMPLICATIONS

Because this program will be self-supported, there are no significant financial implications for this proposal.

844: POST-MASTER'S CERTIFICATE PROGRAM IN SUPPORTING IMMIGRANT STUDENTS FOR PROFESSIONAL SCHOOL COUNSELORS

In Workflow

1. D-CHSE Curriculum Manager (blim@umd.edu)
2. D-TLPL PCC Chair (elby@umd.edu; johno@umd.edu)
3. D-CHSE PCC Chair (boblent@umd.edu)
4. D-TLPL Chair (npolat@umd.edu)
5. D-CHSE Chair (willmliu@umd.edu)
6. EDUC Curriculum Manager (ejohnson@umd.edu; kgriff29@umd.edu; mpeercey@umd.edu)
7. EDUC PCC Chair (ejohnson@umd.edu; djbolger@umd.edu)
8. EDUC Dean (kgriff29@umd.edu; mpeercey@umd.edu)
9. Academic Affairs Curriculum Manager (mcolson@umd.edu)
10. Graduate School Curriculum Manager (jfarman@umd.edu)
11. Graduate PCC Chair (jfarman@umd.edu)
12. Dean of the Graduate School (sfetter@umd.edu; jfarman@umd.edu)
13. Senate PCC Chair (mcolson@umd.edu; pswistak@umd.edu)
14. University Senate Chair (mcolson@umd.edu)
15. President (mcolson@umd.edu)
16. Chancellor (mcolson@umd.edu)
17. MHEC (mcolson@umd.edu)
18. Provost Office (mcolson@umd.edu)
19. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Wed, 23 Feb 2022 23:20:29 GMT
Blesilda Lim (blim): Approved for D-CHSE Curriculum Manager
2. Fri, 18 Mar 2022 20:30:00 GMT
Andrew Elby (elby): Rollback to D-CHSE Curriculum Manager for D-TLPL PCC Chair
3. Fri, 18 Mar 2022 23:07:05 GMT
Blesilda Lim (blim): Rollback to Initiator
4. Mon, 28 Mar 2022 18:25:02 GMT
Blesilda Lim (blim): Approved for D-CHSE Curriculum Manager
5. Fri, 08 Apr 2022 19:01:45 GMT
John O'Flahavan (johno): Approved for D-TLPL PCC Chair
6. Mon, 11 Apr 2022 01:11:38 GMT
Cixin Wang (cxwang): Approved for D-CHSE PCC Chair
7. Mon, 11 Apr 2022 01:45:27 GMT
Francine Hultgren (fh): Approved for D-TLPL Chair
8. Mon, 11 Apr 2022 14:23:51 GMT
William Liu (willmliu): Approved for D-CHSE Chair
9. Mon, 02 May 2022 18:17:36 GMT
Elizabeth Johnson (ejohnson): Approved for EDUC Curriculum Manager
10. Mon, 02 May 2022 18:20:25 GMT
Donald Bolger (djbolger): Approved for EDUC PCC Chair
11. Tue, 10 May 2022 21:21:48 GMT
Laura Stapleton (lstaplet): Approved for EDUC Dean
12. Thu, 12 Jan 2023 15:35:40 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
13. Fri, 27 Jan 2023 19:06:28 GMT
Jason Farman (jfarman): Approved for Graduate School Curriculum Manager

- 14. Fri, 27 Jan 2023 19:10:07 GMT
Jason Farman (jfarman): Approved for Graduate PCC Chair
- 15. Sun, 29 Jan 2023 18:09:43 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
- 16. Tue, 31 Jan 2023 19:51:45 GMT
Piotr Swistak (pswistak): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Sun, 27 Mar 2022 15:14:23 GMT

Viewing: 844 : Post-Master's Certificate Program in Supporting Immigrant Students for Professional School Counselors

Last edit: Mon, 09 Jan 2023 19:18:49 GMT

Changes proposed by: Jessica McKechnie (jmdiaz)

Program Name

Post-Master's Certificate Program in Supporting Immigrant Students for Professional School Counselors

Program Status

Proposed

Effective Term

Summer I 2023

Catalog Year

2023-2024

Program Level

Graduate Program

Program Type

Post-Baccalaureate Certificate

Delivery Method

Off Campus

Does an approved version of this program already exist?

No

Departments

Department

Counseling, Higher Education and Special Education

Teaching, Learning, Policy and Leadership

Colleges

College

Education

Degree(s) Awarded

Degree Awarded

Certificate, Post-Masters

Proposal Contact

Jessica McKechnie

Proposal Summary

Purpose: The Post Master's Certificate in Counseling for Immigrant Students is a one-year, four-course training experience--sponsored by the Departments of (a) Counseling, Higher Education and Special Education (CHSE) and (b) Teaching and Learning, Policy and Leadership (TLPL)--will

equip Professional School Counselors (PSC) employed by the Prince George's County Public Schools (PGCPS) with specialized skills to work with students of families who have recently immigrated to the County. The program's purpose and structure directly respond to the complex needs of immigrants and refugees, whose pace of resettlement to the County has been accelerating at one of the fastest rates in the nation (year-to-year unaccompanied children released to sponsors in the County ranks in the top 10 of the nations' 3,000+ counties).

Children of these families attending county schools require a complex mix of integrated services to (a) protect their basic health and well-being, (b) promote their academic and socioemotional growth and development, and (c) prepare them to manage daunting challenges of acculturating while coping with pandemic-associated risks to health and welfare. All educators, especially PSCs, must acquire highly-specialized knowledge and skills to work effectively with these new arrivals. The chairs of both the CHSE and TLPL departments have authorized specific faculty, staff, and infrastructure to operate this proposed program. We anticipate that graduates of this program will enhance efforts of all state and county stakeholders working with immigrant students and their families, which, over the medium and long-term, will contribute to building stronger educational systems and community solidarity.

(PCC Log Number 22013)

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

The Post Master's Certificate in Counseling for Immigrant Students is a one-year, four-course training experience that will equip Professional School Counselors with specialized skills to work with students of families who have recently immigrated to the United States. Program activities will focus on (a) helping students and families manage trauma, post-traumatic stress, culture shock, and poverty, as well as (b) promoting students' health, well-being, English language acquisition, acculturation, academic achievement, and socioemotional growth and development.

Catalog Program Requirements:

Course	Title	Credits
TLPL788	Special Topics in Education (TLPL788(TDB) Immigration and Education)	3
TLPL440	Issues in the Education of English Language Learners	3
EDCP665	Family and Social Support Systems	3
EDCP789	Advanced Topics in Counseling and Personnel Services (EDCP789(TBD) Immigrant Child Counseling and Consultation)	3
Total Credits		12

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

First Year

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits	Semester 4	Credits
TLPL440 (Online)		3 EDCP789 (Hybrid)		3 TLPL788 (Immigration & Education) ^{Hybrid}		3 EDCP665 (Family Systems in the Context of Immigration and Ethnic Diversity) ^{Hybrid}	3
	3		3		3		3
Total Credits 12							

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

Enhance knowledge of (a) English language acquisition and cross-cultural teaching approaches and (b) grasp how differences between the US and other nations' educational counseling systems require modification of evidenced-based counseling practices in the US to meet specific and unique immigrant student and family needs.

Accelerate immigrant student educational, career, social, emotional, and personal skills development through individual counselor-student meetings.

Gain insight into how Prince George's County's recent and historical immigration policies have influenced (a) immigrant student and family well-being, growth, and development, and (b) subsequent post-high school career paths, as a basis for modifying policies to enhance current and future students' equity of access to and benefit from PGCPS services.

Describe (a) diverse immigrant family cultural and family dynamics, (b) build trust and partnerships with families, and (c) deliver culturally appropriate counseling interventions.

Increase sensitivity to how the diversity of immigrant students—especially intersecting identities of race, gender, religion, ethnicity, ability/disability, culture, sexual orientation, and immigration status—must be considered in crafting counseling strategies maximizing health, mental health, acculturation, and achievement.

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

Professional School Counselors (PSCs) strive to protect the welfare and promote the growth and development of students. In Prince George's County, the population of families who have immigrated to the United States and settled in the County has been rapidly increasing over recent years. During the best of times, immigrant families face formidable challenges in acculturating to routine demands of everyday living in sociocultural contexts vastly different from their home countries. However, threats to health from the persisting COVID-19 pandemic complicate and impose further physical and psychological demands on students and families as they (a) recover from trauma, post-traumatic stress, poverty, and (b) acculturate to community life while developing English language proficiency.

Unfortunately, in the State of Maryland, graduate-level school counseling degree programs do not target specialized training for working with this high-need population. Therefore, we propose a post-master's certificate program, a one-year four-course training experience, to equip PSCs to work with students of families who have recently arrived and settled in the County. Over the medium- and long-term, we hope the benefits of this PSC training program will extend to other educators and stakeholders in their work to improve the welfare, growth, and development of students and families, who have recently immigrated and settled in the County.

Program Characteristics

What are the educational objectives of the program?

Children of families who have recently started attending County schools require a complex mix of integrated services and supports to (a) ensure their basic health and well-being, (b) promote academic and socioemotional growth and development, and (c) develop strategies for coping with inevitable and unanticipated pandemic-associated problems. To meet the unique needs and services of these students and families, all educators, especially PSCs, require highly-specialized knowledge and skills for recognizing and addressing the many ways that cultural disruption and pandemic threats interfere with student welfare and development. The proposed Post Master's Certificate in Counseling (PBC) for Immigrant Students provides PSCs a one-year, four-course program to equip them with novel skill-sets specifically targeting the unique need-sets of students and families, who have recently immigrated to the County.

Describe any selective admissions policy or special criteria for students interested in this program.

Professional School Counselors (PSCs) practicing in Prince George's County Public Schools (PGCPS) will comprise the PBC program applicant pool. We will set up a three-step admissions process: (a) PSCs will submit a statement of interest and a letter of support from a direct supervisor or administrator; (b) a panel of PGCPS and UMD faculty will screen statements and letters, and select candidates for a panel interview; and (c) finalists will be invited to submit full applications to UMD, from which CHSE faculty will make admission determinations.

Enrollment will be restricted to Professional School Counselors holding a master's degree in counseling or a related field.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

Over recent years, PGCPS educators have observed a widening gap between the increasingly complex needs of its growing population of immigrant students and families, and Professional School Counselors (PSCs) expertise to meet those needs. A team of PGCPS PSCs reached out to the UMD School Counseling M.Ed. Program to formulate a post-graduate training program specifically targeting current and anticipated future needs of the immigrant students and families that PGCPS serves. Over the past two years, we formed an Advisory Board of County community members, PGCPS PSCs, PGCPS alumni, and UMD faculty, which mapped out the structure, process, and content of a Post-Baccalaureate Certificate program, which consists of four courses to be completed over a one-year period: (a) two existing CHSE courses (EDCP 665, EDCP 789), and two TLPL courses (TLPL 440, TLPL 788). On July 7, 2021, the Advisory Board deemed the current four-course curriculum and program plan as ready for review and improvement by a broader range of PGCPS stakeholders of immigrant students and families.

TLPL 788(TBD): Special Topics in Education; Immigration and Education (3 Credits) Focus on the experiences of immigrants as well as how immigration status impacts students' educational opportunities and social mobility. (Attachment (Appendix A): Syllabus)

TLPL 440: Issues in the Education of English Language Learners (3 credits) Introduction to, and analysis of, current and historical research, practice, trends, and public policy issues affect the progress of English language learners in K-12 and other settings. (Attachment (Appendix B): Syllabus)

EDCP 665: Family and Social Support Systems (3 credits) Principles for understanding the role of family support systems, and specialized methods for counseling immigrant and refugee families. (Attachment (Appendix C): Syllabus)

EDCP 789(TBD): Immigrant Child Counseling and Consultation (3 credit) Theory, research, and experiential learning of child therapy for immigrant families, through an integrated didactic-practicum format. (Attachment (Appendix D): Syllabus)

Select the academic calendar type for this program (calendar types with dates can be found on the [Academic Calendar](https://www.provost.umd.edu/calendar) page)

Traditional Semester

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

Post-Baccalaureate Certificate Program participants will be recruited directly from our partner, the Prince George's County Public Schools System (PGCPS). PSCs must have the support of their principals or administrators to be eligible for consideration.

Across the nation, the vast majority of PSCs are women, and a simple majority are White, which closely resembles profiles of K-12 teachers, and both master-level social workers and nurses. Anecdotally, based on many years of deep working relationship with the County, we know that a majority of PGCPS PSCs are women of color. We have requested PGCPS to provide us with an official internal PSC demographic profile, which we will append to this proposal upon receipt.

Off Campus

Indicate the location for this off-campus program.

There are three locations that are available and up for consideration for this program depending on the start date. These off campus locations were chosen for their central location to Prince George's County public school locations and ease of access to the beltway.

1) Largo High School

505 Largo Road

Largo, MD 20772

2) Non-school options that have space:

Bonnie Johns Educational Media

8437 Landover Road

Landover, MD 20785

or

3) Thomas Clagett Teacher Leadership Center

2001 Addison Rd S

District Heights, MD

Describe the suitability of the site for the off-campus programs.

These off-campus sites have been used before for professional development course offerings at PGCPS and for partner programs with UMD. Because of the nature of the sites (school settings), they are set up for a classroom environment, are centrally located, and are accessible

Describe the method of instructional delivery, including online delivery, on-site faculty, and the mix of full-time and part-time instructors (according to MHEC 13B.02.03.20.D(2), "At least # of the classes offered in an off-campus program shall be taught by full-time faculty of the parent institution").

TLPL 788: Immigration and Education (3 Credits) - This course will be taught by a TLPL full-time faculty member, Dr. Sophia Rodriguez, and the instructional method is hybrid.

TLPL 440: Issues in the Education of English Language Learners (3 credits) - This course will be taught by an advanced graduate student from the TLPL department. The instructional method is online.

EDCP 665: Family and Social Support Systems (3 credits). This course will be taught by one of the School Counseling program's adjunct instructors, Dr. Ileana Gonzalez. The instructional method for this course is hybrid.

EDCP 789: Immigrant Child Counseling and Consultation (3 credit). This course is being taught by a CHSE full-time faculty member, Associate Professor Dr. Colleen O'Neal. The instructional method for this course is hybrid.

Discuss the resources available for supporting faculty at the location. In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

The three facilities available to us for this program are public school facilities and are set up for a classroom environment. Any resources (projectors, computers, printers, etc) the instructor may need will be cleared ahead of time and made available prior to the start of the semester. (See Appendix I)

Discuss how students will have reasonable and adequate access to the range of student support services (library materials, teacher interaction, advising, counseling, accessibility, disability support, and financial aid) needed to support their learning activities.

Students will have access to CANVAS and all services available through our online platform. As advanced special students at UMD and the outreach program, students will have the support they need to be successful.

Discuss how the off-campus program will be comparable to the existing program in terms of academic rigor. What are the learning outcomes for the online offering? Do they differ from the existing on-site program?

The instructors teaching the courses are the same instructors who teach the courses to UMD students. The quality and rigor are the same.

Describe the quality control and evaluation of the off-campus program's effectiveness. How will the program be evaluated?

Colleen O'Neal is working on a research grant that will help us assess the efficacy of the program. Aside from the grant in progress, students will be assessed just as graduate students are assessed in both CHSE and TLPL departments.

Relationship to Other Units or Institutions

If a required or recommended course is offered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

Francine H. Hultgren, Ph.D., Chair of TLPL, has authorized two courses (TLPL 440 & TLPL 788) (a) to be dedicated to the certificate program, (b) taught by department faculty and/or advanced doctoral students, and (c) restricted to certificate program students. (Attachment (Appendix F: Letters). Thus, we anticipate no undue cost or personnel burden on TLPL operations; course enrollment will result in a net revenue gain for TLPL.

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

No accreditation or licensure will be required.

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

UMD will design, offer, deliver, and modify the Post-Baccalaureate Certificate Program in collaboration with Prince George's County Public Schools (PGCPS). Professional School Counselors currently practicing in PGCPS will constitute the applicant pool. Funds from PGCPS's Title III Grant will cover 80% of participants' program costs, with participants responsible for the remaining 20%.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

Graduate Director (Core Area): Jessica Diaz McKechnie, Ph.D., School Counseling M.Ed. Program.

Graduate Faculty, Member: Paul B. Gold, Ph.D., School Counseling M.Ed. Program.

Indicate who will provide the administrative coordination for the program

CHSE Staff will oversee program administration, and involve program faculty as needed. Caroline Ordiales Scott, CHSE Coordinator of Graduate Studies, will coordinate academic activities, and involve other CHSE staff and program faculty, as needed.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

Library Assessment attached, see Appendix I.

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

This certificate program will be hybrid. The in-person classes will be likely conducted at one of three likely facilities central to PGCPS listed earlier. No University of Maryland classrooms will be required.

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

No new additional resources are anticipated. All courses are existing. New sections that are designated for certificate students will be taught on off-campus facilities or online and any additional cost needed for salary will be covered by revenue generated.

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

CHSE staff assigned to program academic and administrative coordination will collaborate with PGCPS to schedule courses, secure infrastructure needs, address student concerns, and monitor student progress towards program completion.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

See Appendix G and H.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for “expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.” Also, explain how need is consistent with the [Maryland State Plan for Postsecondary Education](https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf).

Our proposed Post-Baccalaureate Certificate Program will be a highly specialized training experience within the subspecialty of School Counseling, that targets a unique, complex, and diverse population of students and families, who have recently immigrated to and settled in Prince George's County.

Prince George's County has experienced settlement of immigrant families at one of the highest rates in the United States since 2015. Extracting and analyzing publicly-available county-level data on the number of year-to-year Unaccompanied Children Released to Sponsors (2015 to present) from the federal Office of Refugee Resettlement (Office of the Administration for Children & Families. (2021, November 26). Unaccompanied Children Released to Sponsors by County. <https://www.acf.hhs.gov/orr/grant-funding/unaccompanied-children-released-sponsors-county>), we calculated that Prince George's County ranked in the top 20 of the nation's 3,000+ counties on a per capita basis (ranging between 100-200/100,000 people), and in the top 10 for five (5) of the seven (7) years for which data is available.

PGCPS reports that it serves students from 150 countries, who speak more than 140 languages. The top five countries from which students and families have come are El Salvador, Guatemala, Honduras, Mexico, and Nigeria. More than 70% speak Spanish as their primary language. The County anticipates sharp near-term increases in immigration and settlement due to changes in (a) federal immigration policies (e.g., revocation of so-called “Muslim Ban”, <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/proclamation-ending-discriminatory-bans-on-entry-to-the-united-states/>), (b) large numbers of people seeking asylum, especially from Haiti and Afghanistan, and (c) possible new federal executive orders, congressional acts, and US Supreme Court opinions on policies, such as Deferred Action for Childhood Arrivals (<https://www.dhs.gov/deferred-action-childhood-arrivals-daca>) that may loosen restrictions on immigration.

Thus, given (a) estimates of need for new Professional School Counselors (PSC) by the State of Maryland's Departments of Labor and Education, (b) our analysis of federal data reporting immigrant settlement patterns (Office of Refugee Resettlement [ORR]), and (c) PGCPS documented need for specially-trained PSCs, our proposed program meets a clear and pressing need that has not to date been addressed by State and County stakeholders working on protecting the welfare and promoting the growth and development on immigrant students and their families.

Our proposed program meets the following needs, priorities, and strategies of Maryland State Plan for Post-Secondary Education (2017-2021).

(1) Principles of Public Higher Education in Maryland (p. 15)

Principle #03: Public higher education should provide a diversity of quality educational opportunities

(2) State Plan Goals and Strategies

Strategies for Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents (p. 30).

Strategy #03: “Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels” (p. 40), especially “Focusing on First-Generation Students” (p. 44)

Strategies for Success: Promote and implement practices and policies that will ensure student success

Strategy #05: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students, especially “A Continued Focus on Non-traditional Students” (p. 51-52)

Strategies for Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Strategy #10: Expand support for research and research partnerships (p. 72) (Jess/Colleen grant), especially “support[ing] doctoral-level research and scholarship”, and, “Coordination of Resources”

Is the proposed Post-Baccalaureate Certificate derived entirely from the core requirements of an existing master's degree program?

No

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the [USBLS Occupational Outlook Handbook](https://www.bls.gov/ooh/), or Maryland state [Occupational and Industry Projections](http://www.dllr.state.md.us/lmi/iandoproj/) over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis [webpage](http://mhec.maryland.gov/publications/Pages/research/index.aspx) for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.

The Maryland Department of Labor's Occupational Projections for Professional School Counselors (PSC) for the decade between 2018 and 2028 is one of considerable increase in demand (16.4% increase from those employed in 2018 [7,725] to an anticipated workforce requirement for 2028 [8,471], giving an absolute change of about 750). (<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>). In the State of Maryland, four universities offer graduate-level training in school counseling leading to award of master's degrees (University of Maryland College Park [2019 graduates, n = 10], Bowie State University [n = 58], Loyola University Maryland [n = 124], Johns Hopkins University [n = 278]), and one providing post-master's training without award of a credential (Loyola University Maryland) (MHEC Office of Research and Policy Analysis (<https://mhec.maryland.gov/publications/Pages/research/index.aspx>)). Given the inevitable and anticipated turnover of PSCs (e.g., retirement, leaving the field, relocating), it is likely that current graduate programs will need to increase their annual enrollment to meet County school district demands for PSCs over the next decade.

However, because our proposed Post-Baccalaureate Certificate Program will be a highly specialized training experience within the subspecialty of School Counseling, that targets a unique, complex, and diverse population of students and families, who have recently immigrated to and settled in Prince George's County, estimating demand for PSCs in this subspecialty area is straightforward: (a) in the State of Maryland, we are not aware of any existing school counseling programs at any degree level that specifically trains students to work with the target population, and (b) Prince George's County has experienced settlement of immigrant families at one of the highest rates in the United States since 2015. Extracting and analyzing publicly-available county-level data on the number of year-to-year Unaccompanied Children Released to Sponsors (2015 to present) from the federal Office of Refugee Resettlement (Office of the Administration for Children & Families. (2021, November 26). Unaccompanied Children Released to Sponsors by County. <https://www.acf.hhs.gov/orr/grant-funding/unaccompanied-children-released-sponsors-county>), we calculated that Prince George's County ranked in the top 20 of the nations 3,000+ counties on a per capita basis (ranging between 100-200/100,000 people), and in the top 10 for 5 of the 7 years for which data is available.

Moreover, PGCCPS reports of internal data indicate that it serves students from 150 countries, who speak more than 140 languages. The top five countries from which students and families have come are El Salvador, Guatemala, Honduras, Mexico, and Nigeria. More than 70% speak Spanish as their primary language. The County anticipates sharp near-term increases in immigration and settlement due to changes in (a) federal immigration policies ((e.g., revocation of so-called "Muslim Ban", <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/proclamation-ending-discriminatory-bans-on-entry-to-the-united-states/>), (b) large numbers of people seeking asylum, especially from Haiti and Afghanistan, and (c) possible new federal executive orders, congressional acts, and US Supreme Court opinions on policies, such as Deferred Action for Childhood Arrivals (<https://www.dhs.gov/deferred-action-childhood-arrivals-daca>) that may loosen restrictions on immigration.

Thus, given (a) estimates of need for new PSCs by the State of Maryland's Departments of Labor and Education, (b) our analysis of federal data reporting immigrant settlement patterns, and (c) PGCCPS documented need for specially-trained PSCs, it is clear that our proposed program meets a pressing need that has not to date been addressed by State and County stakeholders working on protecting the welfare and promoting the growth and development on immigrant students and their families.

Identify similar programs in the state. Discuss any differences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program differences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state: http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx

There are no similar programs in the state. In an in-house market research study, UMD's OES identified only five (5) other institutions across the entire United States offering training somewhat similar to what we proposed, and briefly described their degree types, target population, and prior educational pre-requisites (Universities of Nebraska Lincoln, Georgetown University, Harvard Graduate School of Education, Claremont Graduate University (California), and Webster University (Missouri). All of these programs provided post-graduate certificates; none are degree programs.

Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

Please see our response to the above question regarding similar programs in the state.

Supporting Documents

Attachments

Appendix A - TLPL 440.pdf
 Appendix F - TLPL Endorsement Letter.pdf
 Appendix E - CHSE Endorsement Letter.pdf
 Appendix D - EDCP 665.pdf
 Appendix C - TLPL 788.pdf
 Appendix B - EDCP 789.pdf
 Appendix G - School Counseling cert program budget-rev.xlsx
 Appendix H - Instructors.pdf
 Appendix I - Library Assessment.pdf
 Appendix J.pdf
 Appendix K Plan For Assessing Learning Outcomes table.pdf

Reviewer Comments

Andrew Elby (elby) (Fri, 18 Mar 2022 20:30:00 GMT): Rollback: Requested by author

Blesilda Lim (blim) (Fri, 18 Mar 2022 23:07:05 GMT): Rollback: as requested - to add library resources

Key: 844



UNIVERSITY OF MARYLAND
DEPARTMENT OF TEACHING & LEARNING, POLICY & LEADERSHIP

TLPL 440: Issues in the Education of English Language Learners
Day/Time TBA

Instructor Information:

Email:

Office:

Office hours:

Course Description:

This course investigates historical, theoretical, and public policy issues and current practice in the field of education as it relates to English language learners (ELLs) in K-12 and other settings. Language educators need a broad understanding of the multiple factors related to teaching and learning in multicultural and multilingual contexts. As such, this course explores issues and themes of cultural identity, language and schooling, second language teaching and learning, and bilingualism and biliteracy in light of current policy, pedagogy, program models, and standards for academic excellence.

Course Standards and Objectives:

This course is designed to address the following TESOL Standards:

- a. Standard 1b- Language acquisition and development
- b. Standard 2- Culture as it affects English language learning
- c. Standard 5a- ESL research and history

In addressing these standards, by the end of the course students will be able to:

- Demonstrate understanding of current and historical theories and research in language acquisition as applied to English learners (ELs) and bilingual students.
- Recognize the importance of ELs' L1s and language varieties and build on these as a foundation for learning English.
- Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the processes of learning English and bilingual acquisition.
- Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning of ELs.
- Understand and apply knowledge of the interrelationship between language and culture.
- Demonstrate knowledge of the evolution of laws and policy in the ESL profession.
- Demonstrate ability to read, critique, and synthesize research on EL-related issues.

Course Texts:

- Wright, W. (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice* (3rd edition). Philadelphia: Caslon Publishing.
- All other readings will be posted on ELMS- <https://myelms.umd.edu>

Course Topics: The "Issues":

Throughout the semester, we will cover the following issues related to the education of English learners (ELs). For the readings associated with each topic, please see the "Schedule of Readings" for this course (pp. XX).

- Introduction to English Learners (ELs)

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- Second Language Acquisition
- Culture
- Language and Education Policy for ELs
- Program Models for ELs
- Assessment
- ELs in Maryland
- Case Studies of School Systems in Other Countries

Assignments and Evaluation:

Assignment	Due Date	Percent
Participation, Attendance, and Professionalism		15%
Weekly Discussion Board Posts		20%
Initial Reaction Questionnaire (IRQ)		15%
Culture Kit		15%
Final Research Project		35%
TOTAL		100%

1. Participation, Attendance, and Professionalism (15%)

Students are expected to fully participate in every session or activity in this course. Thus, it is necessary that students prepare the assignments due for that day's class (check ELMS regularly for updates), attend the entire class period, and actively participate in whole-class discussion and group-work activities. Students are also expected to show respect for all those in the course and take ownership of their and their colleagues' learning.

Regular attendance is essential for this course. More than two absences or late arrivals/early departures without a legitimate reason will result in an automatic decrease in the Participation grade. In cases of absence, you have 48 hours to inform me of your legitimate excuse to miss class; otherwise, your absence will be "unexcused" until further clarified.

In sum, every classroom community member is expected to:

- be present in all classes
- be prompt for all classes
- have thoroughly read and processed assigned readings
- provide thoughtful contributions to class discussion
- listen to and respond to classmates
- be open to different perspectives
- be respectful to others
- have prepared any informal or "homework" assignments

2. Weekly Discussion Board Posts (20%)

Most weeks, students will be reflecting on information from the readings in weekly discussion board postings. Students are responsible for (a) INITIATING one topic/thread on the information presented and pose a question for others to answer, and then (b) REPLYING to ONE PERSON'S thread. That means students need to have a total of 2 posts each week. Note that all Discussion Board Postings for a given week are **due on _____**.

The following information can be used to brainstorm for your initial reflection paragraph:

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- What did you find interesting in the readings that you did not realize before?
- What do you agree with and why?
- What do you disagree with and why?
- What was difficult to understand?
- How does this connect to teaching ELs?
- What connections can you make between this information and your other TESOL courses?
- What would you like to know more about?

Your initial reflection paragraph should be a minimum of 7-sentences long (no more than 9- keep it direct, to the point). The information should be something you want to address in some way in class. The last sentence should be in the form of a question that you want another student to address (keep the question specific, not general, i.e., no "What do you think?" types of questions).

The following is expected for your response paragraph (do not reply to someone's thread that already has a reply):

- Clear answer to what was asked.
- Justification for the answer you give.
- At least 4 sentences in the answer.

Evaluation Criteria:

In-depth Reflection	In-depth Response	Total Points
/4	/2	/6

3. Initial Reaction Questionnaire (IRQ) (15%)

You will receive a set of questions based on the course topics. You will also interview someone outside of the field of education on their views on the same set of questions.

Part 1. You will complete a set of questions based on course topics, before you start your readings for the first day of class.

Part 2. You will interview a person outside of the field of education on their views on the same set of questions.

Part 3. You will write a two-to-three-page, double-spaced reflection paper regarding the content of your initial reaction to the questions and the responses of the person you interviewed.

- Use the following questions to guide your reflection paper:
- How do your responses compare to the interviewee?
- What surprised you most from the interview?
- What topics are you most interested in learning about based on your responses, your interviewee's responses, and your conversation?

4. Culture Kit (15%)

It is extremely important to create positive learning environments that promote and respect diversity in the classroom. One simple, yet effective way to begin this process is simply by getting to know each other in the classroom (beyond "Hi my name is..."). Creating a Culture Kit is an activity that allows you to create a short presentation focusing on YOU and your background! You must include 5-7 artifacts that are representative of your culture in your culture kit. Please note that your actual kit should be representative of you as well. I STRONGLY recommend that you practice your presentation beforehand so that you have enough time to cover all of the materials in your kit. Classmates will have opportunities to ask questions about your artifacts and presentation.

5. Final Research Project (35%)

For this final research project, you are required to conduct an in-depth examination of a K-12 school system from a country outside of the United States. You are strongly encouraged to select a country that is representative of the student population at your school site. Once you have identified a country, you will need to investigate the following topics related to the school system: the structure of the educational system (e.g., levels of schooling, years at each level), training and working conditions of teachers, the place of school in students' lives, education standards, services for diverse learners, required assessments, opportunities/requirements for continuing education, etc. If possible, you should interview at least one student (or their family) that participated in the school system from your selected country. You need to identify the country you will focus on by [redacted].

Once you have completed your research and interview (if possible), you will write an original paper about your selected country. The paper should be double-spaced, 12 pt. font, Times

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New Roman, 1-inch margins all around (be sure to change the margins in Word), APA-style title page, in-text citations, and reference page (7th edition).

Prior to submitting your paper, you will participate in roundtable presentations. These presentations will take place on the last day of class, _____, where you will present your research, have the opportunity to ask your colleagues any questions you are uncertain about, and get feedback from them before turning in the final paper on _____. More information about this will be provided in class

Late Work:

Late work is NOT accepted for unexcused absences.

For excused absences, late work will only be accepted if you contact me by email, phone, or in person ahead of time, or as soon as is practical. If you know in advance that you will not be able to turn something in on the due date because of religious observance or participation in university activities at the request of university authorities, you must make arrangements with me to turn the work in PRIOR TO the due date. All work missed due to an excused absence must be made up in a timely manner per the instructor's discretion.

Evaluation Scale:

	B+ = 88-89.99%	C+ = 78-79.99%	D+ = 68-69.99%	F = 0-59.99%
A = 94-100%	B = 84-87.99%	C = 74-77.99%	D = 64-67.99%	
A- = 90-93.99%	B- = 80-83.99%	C- = 70-73.99%	D- = 60-63.99%	

Course Policies:

- Attendance - Attendance and active participation are mandatory. More than ONE absence, habitual tardiness (more than TWO), and/or leaving early will lower your final grade by at least one letter grade. You are subject to be dropped from the course after THREE absences. Please contact me via e-mail if you are unable to attend class. Remember, it is your responsibility to get homework assignments, notes, materials, etc. from a classmate. Furthermore, it is expected that you will submit all assignments on or before the due date and you will be fully prepared for discussion, activities, assignments, etc. upon your return. I will not provide "make-up" work for missed class activities or other learning opportunities, nor will I provide Extra Credit assignments.
- Tardies and Early Departures - Students who are more than 10 minutes late to class, and/or those who leave more than 10 minutes early will be assessed an unofficial absence. Roll is taken during the first few minutes of each class, so please be on time.
- Deadlines - Assignments are due on or before the due date. If you know in advance that you will not be able to turn in an assignment on the due date due to religious observances or participation in University activities, you must make arrangements with me to turn in the work prior to the due date. I do not accept late work!

TLPL 440 SYLLABUS

- Cell Phones, Laptops, and Other Electronic Devices - As a courtesy to others, please place electronic devices on silent mode during class. Answering cell phones during class will not be allowed; if you have an emergency call that you must take, please excuse yourself and continue your conversation in the hall. However, please note that excessive instances (more than 2) of leaving class to get phone calls will be counted as an absence. Likewise, using time from the class to engage in other activities unrelated to the course (i.e., texting, checking email, surfing the internet) is not permitted and will affect your final grade. If you need to use a laptop to access the readings through Canvas during class, be respectful of classmates when participating in class discussions by minimizing computer use.
- Written Assignment Guidelines - Please include page numbers and use traditional 12-point fonts, such as Times New Roman. Double space and use one-inch margins. Use in-text citations and references when necessary, following APA format. For more information regarding APA, use the following link: <https://owl.english.purdue.edu/owl/resource/560/01/>. Be sure to check your work to make sure it is free of editing errors.
- Subject to Change Notice - All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with the instructor, review the course site regularly, and communicate with other students to adjust as needed if assignments or due dates change.

University Policies:

This course complies with all relevant University policies. Please visit the Graduate School website (<https://gradschool.umd.edu/policies>) and the links below for pertinent information:

- Code of Student Conduct (<https://www.studentconduct.umd.edu/>)
- Code of Academic Integrity (Honor Code) (<http://www.studenthonorcouncil.umd.edu/>)

Students are required to comply with the University's Honor Code, which prohibits cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The Honor Code must be written and signed on the exam, on the Literature Review and on the Materials project.

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

- Course Evaluations (www.courseevalum.umd.edu) - As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

TLPL 440 SYLLABUS

- Disability Support Services - Students who have documented disabilities and who wish to discuss approved academic accommodations for this course should inform me as soon as possible. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodation request each semester. Information is available on the web at http://www.counseling.umd.edu/DSS/receiving_serv.html.
- Religious Observances - The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up assignments that are missed due to such absences. However, they must contact the instructor before the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.
- Inclement Weather - If the university is closed due to inclement weather on a day this course is scheduled, check the status of university closure or delays at www.umd.edu, 301-405-SNOW, and local radio and TV stations.



Immigrant Counseling Certificate Course: Immigrant Child Therapy and Consultation

**EDCP 789N
Spring 2020**

Learning Outcomes

The primary purpose of the Immigrant Child Counseling and Consultation course is to study the theoretical and empirical underpinnings of the therapeutic process with children from a strengths-focused, ecological perspective. This course is a didactic-practicum course involving a combination of both child therapy theory, research, and experiential learning. As a result, we will discuss, evaluate effectiveness, demonstrate, and role-play empirically effective treatments and techniques in addition to putting these techniques into practice in the field.

Objectives: At the completion of the course, students will be able:

- To increase skills for immigrant child psychotherapy within an integrated, eclectic, ecological theoretical framework. (APA Profession-Wide Competencies: (iii) *Individual and Cultural Diversity*, (v) *Communication and Interpersonal Skills*, and (vii) *Interventions*)
- To contrast and integrate across the conceptual models and methods of service underlying immigrant child therapy, including emotion-focused, cognitive behavioral, solution-focused, among other models. (APA Profession-Wide Competencies: (vii) *Interventions*; APA *affective bases*)
- To identify, understand, and implement empirically-supported prevention and intervention programs and techniques for immigrant children. (APA Profession-Wide Competencies: (vii) *Interventions*)
- To consult with teachers and immigrant parents, with the goal of advocacy and communication on behalf of immigrant children and parents, along with a strengths-building approach and with an awareness of one's biases as a non-immigrant. (APA Profession-Wide Competencies: (iii) *Individual and Cultural Diversity*, (v) *Communication and Interpersonal Skills*, and (vii) *Interventions*)

Required Resources

Course website: elms.umd.edu

Texts/Readings:

- Cohen, J., Mannarino, A., & Deblinger, E. (2017). *Treating trauma and traumatic grief in children and adolescents* (2nd ed.) [Second edition.]. NY: Guilford Press.
- Friedberg, R.D., & McClure, J.M. (2015). *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts, 2nd edition*. NY: Guilford Press.
- Malchiodi, C. (2014). *Creative interventions with traumatized children*. NY: Guilford.
- Murphy, J. J. (2015). *Solution-focused counseling in schools*. Alexandria, VA: American Counseling Association.

Colleen O'Neal, Ph.D.

Associate Professor
School Psychology
onealc01@umd.edu

Class Meets

TBA

Office Hours

Hours by appt.

Credits: 3

Course Communication

I will communicate information to students via email. Students can contact me via email or meet in person to discuss questions, absences, or accommodations.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> for a comprehensive guide to UMD course policies and <http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record> for the full list of UMD graduate school-related campus-wide policies. I encourage you to follow up with me if you have questions.

Activities, Learning Assessments, & Expectations for Students

Seminar Organization: A seminar format will predominate, for the most part, with discussions facilitated by the instructor and class members. Readings are listed to aid you in your preparation for participation in the weekly sessions. Please be prepared to engage in a lively discussion of the week's topic based on the readings and your own thoughts and experience. Student discussion questions and topic leadership are an essential aspect of making the course a rich experience balanced by both instructor and student contributions.

Seminar Activities and Learning Assessments:

Discussion questions: Each student is expected to share one or two discussion questions which they have developed for each reading. Please submit the question(s) via ELMS' "Discussions" by noon on the day before class, Mondays. Student questions will be used to guide class discussion. I have found that your contribution of student questions helps keep discussion focused on issues and problems of most interest to you and your classmates.

Experiential Learning (EL):

Supervision. Other than in exceptional circumstances, the following order is expected for supervision of individual immigrant child counseling sessions: (a) session with immigrant client, audio-recorded; (b) immediately upload audio to the audio box for this course (please set a reminder on your calendar for right after your session because it's easy to forget and the instructor needs ample time to listen to the audios; (c) student listens to entire audio; (d) reflective log notes (minimum 2 paragraphs), including a connection with readings, and transcription of select challenging part(s) of both of your clients' sessions after you listen once through each audiotaped session; (e) selected parts of the audio record and transcription reviewed with faculty supervisor and peers during peer group and/or individual supervision session; and (f) log uploaded to log folder by xx at noon after your session, unless your session was the day before class. This may require careful scheduling.

Topic leadership (TL): Each student will lead two class discussions which last one to one and a half hours each. At the start of the class you lead, you will share an outline of the readings, include your peers' submitted questions, and discussion in addition to an activity handout, for an activity you planned around the readings. Ideally, the activity will involve a role play for practice of the skills. When you lead the class, please keep your review of your outline to a minimum since we have all

read the articles, and we want to focus more on discussion. Please upload your outline to the outline folder in time for class.

Empirically-supported immigrant child therapeutic intervention case paper (IC): The goal of the paper is to apply intervention theory, research and clinical methodology to one of your cases. The paper should be on a topic relevant to your ongoing experiential case. A thorough literature search of recent literature should be included. Research and clinical evidence should be critically reviewed and summarized. Ideally, a brief therapeutically-consistent assessment which is evidence-based will have been completed towards the beginning of therapy. A clear evaluation of your therapeutic progress should also be visually depicted, ideally, and discussed, based on your evaluation tools used in therapy. Both initial assessment and evaluation tools need to be justified as consistent with diagnosis and empirically supported. The emphasis will be more on pragmatic rather than theoretical issues. Papers will be graded based on quality, not quantity. Please limit papers to 20 double spaced pages, APA style. The 20 pages will only include the text, separate from the references.

- o Final paper will be graded on:
 - Clear immigrant counseling and consultation theory link to practice
 - *Affective bases addressing emotions and emotion regulation strategies.* Identify how theory and research around emotions and emotion regulation strategies may have applied to your case; include a section describing the emotions and emotion regulation strategies which may have been part of the therapeutic process in your case. Or, explain how you might have applied emotion regulation strategies to your case, if you could have.
 - Clinical need and appropriateness of your evaluation tool
 - Empirical research base of interventions (APA competency (vii) *Interventions*; NASP 2.7)
 - Thorough, clear intervention steps
 - Complex, ecological links to immigrant family, community, and societal factors
 - Critical, deep coverage of the topic
 - Writing skills - Logical flow, organization, clarity, and APA format

Grading Guideline Scales are on the last page of this syllabus. Assignments in addition to sample discussion outline, activity, and papers are shared on ELMS for each learning assessment.

Course-Specific Policies

Please only use a computer to accomplish class objectives, like to consult readings and make notes. I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. When each study presents their case for peer group discussion, please avoid using your computer for anything other than notetaking on lessons you have learned about the presented case.

***Communication policy.* If there is an urgent need related to your counseling case pertaining to the safety of the student or others, you should first contact your school-based supervisor**

or designated point of contact at your school site (remember, do not leave the student unattended). For urgent issues, you should also contact me by calling my cell phone (listed above) as soon as possible.

For all non-urgent issues, we will do weekly supervision in class. You can also meet with me in person for extra supervision at any time. Feel free to email me, and we will set up a time to meet.

Grades

Your grade is determined by your performance on the learning assessments in the course. After I score papers, I put your assessment grading guideline scale scores and final score at the top of each paper you completed, and I email you the paper with the scores on it. If you would like to review any of the material, papers, or your grades with me, please email me to schedule a time for us to meet in my office. Late work will not be accepted for course credit so please plan to have it submitted by the scheduled deadline.

Learning Assessments	#	Points Each	Category Total	Category Weight
Topic leadership (TL): each student leads discussion of 2 topics	2	5	10	15%
Empirically-supported intervention case paper (IC): each student writes a final paper applying theory/research to their case	1	35	35	40%
Experiential learning (EL): each student writes a log including transcription, reflection, and connection to readings	1	45	45	45%

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 \neq 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs					
+	97.00 %	+	87.00 %	+	77.00 %
		+		+	67.00 %
A	94.00 %	B	84.00 %	C	74.00 %
				D	64.00 %
				F	<60.0%
-	90.00 %	-	80.00 %	-	70.00 %
				-	60.00 %

Course Schedule

Topic Leadership (TL)

Empirically-supported intervention case paper (IC)

DUE BY CLASS	CLASS TOPICS	READINGS DUE BY CLASS
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1		<p>Introduction and Overview</p> <ul style="list-style-type: none"> ❖ Course goals ❖ Course clinical activities ❖ Your immigrant and ethnic background ❖ The background of your students and families ❖ Review therapy evaluation assessments: GAS, CORS, CSRS, & Feelings Thermometer (Coffee & Ray-Subramanian, 2009; Cooper et al., 2013) (see ELMS) 	
2		<p>Immigrant student mental health</p> <ul style="list-style-type: none"> ❖ Immigrant mental health background for schools ❖ CBT for anxiety 	<ul style="list-style-type: none"> ❖ Diaz & Fenning, 2017 ❖ Rapee et al., 2000, chs. 4-5 –CBT for anxiety: Feelings and cognitive restructuring
3	SFT -TL	<p>Strengths-focus: Solution-focused therapy (SFT)</p> <p>Immigrant counseling</p>	<ul style="list-style-type: none"> ❖ Murphy, 2015 chs. 4 – 10: SFT ❖ Lee & Cort chapter 7 in Coleman, H. L., & Yeh, C. (Eds.). (2011).
4		<p>Therapeutic Approaches for Trauma (TF-CBT)</p>	<ul style="list-style-type: none"> ❖ Cohen, Mannarino, & Deblinger (2017), Ch. 3 ❖ Choose one chapter and report to group: Chs. 11, 12, & 13 ●
5	TL	<p>Trauma therapy with creative arts</p> <ul style="list-style-type: none"> ❖ Choose one trauma and creative arts activity to present to the class from either Malchiodi book or Martin et al. (2018). Explain its rationale and background you learned from the book. Be prepared to discuss what you learned in the next class. 	<ul style="list-style-type: none"> ❖ Malchiodi (2014) e-book (see above) ❖ Martin et al. (2018) ❖ Squiggle Game, Schaefer & Cangelosi, 2002, Ch. 18 ❖ Many activities to choose from in the books and article above, like: <ul style="list-style-type: none"> ● Clay therapy ● Drawing therapy ● Body mapping ● Music therapy ● Choice of art as a stress reduction tool ● Expressive writing ❖ Winnicott’s Squiggle Game: https://childhub.org/en/child-protection-multimedia-resources/squiggle-game-approach-donald-winnicott-video

6		<p>Affective base and emotion-focused approaches:</p> <ul style="list-style-type: none"> ❖ CBT approach to identifying and connecting thoughts and feelings ❖ Affect theory ❖ Emotion regulation applications to psychopathology and child therapy 	<ul style="list-style-type: none"> ❖ Suveg et al. (2007) – Emotions theory and research in child therapy development ❖ Cohen, Mannarino, & Deblinger (2017) e-book, Ch. 9
7	TL	<p>Prevention and treatment of anxiety</p> <ul style="list-style-type: none"> ❖ CBT approach ❖ Emotion regulation therapy for anxious children 	<ul style="list-style-type: none"> ❖ F&M, Ch 12 – CBT with anxiety ❖ Renna et al. (2017) - Emotion regulation therapy for anxiety and depression
8	TL	<p>Treatment of depression and suicidal threat</p> <ul style="list-style-type: none"> ❖ Working with depressed children and adolescents ❖ Mindfulness-based cognitive therapy for depression 	<ul style="list-style-type: none"> ❖ F&M, ch. 11 – CBT with depression ❖ Kovacs et al. (2006) – Contextual Emotion Regulation Therapy (CERT) with depressed children
9	TL	<p>Mindfulness- and Emotion-focused Approaches:</p> <ul style="list-style-type: none"> ❖ Mindfulness training ❖ Mindfulness empirical support ❖ Mindfulness to manage stress 	<ul style="list-style-type: none"> ❖ Cohen, Mannarino, & Deblinger (2017), Ch. 8 ❖ Ortiz, R., & Sibinga, E. M. (2017). The role of mindfulness in reducing the adverse effects of childhood stress and trauma. <i>Children</i>, 4(3), 16. ❖ Watch videos which you can use in therapy along with - https://www.appi.org/Carrion ❖ Skim: Diesner (2016) Peace of Mind manual – A socioemotional learning and mindfulness training curriculum for elementary students
10		<p>Immigrant counseling and acculturation</p> <p>Racial and immigrant bias in counseling immigrant students</p>	<ul style="list-style-type: none"> ❖ Kopala et al. (1994). ❖ Constantine & Gushue (2003)
11		<p>Consultation for English Learners and Immigrant Students</p>	<ul style="list-style-type: none"> ❖ Barba et al., (2019) – Assets-based consultation for immigrant students ❖ Schussler (2012) - Improving an English Language Learner client’s comprehension through Consultee-Centered Consultation.
12		<p>School-family-community collaboration with immigrant students/families</p>	<ul style="list-style-type: none"> ❖ Suárez-Orozco, C., Onaga, M., & de Lardemelle, C. (2010)

		Consultation and restorative practices for CLD students	❖ Ingraham et al. (2016) - Consultation and restorative practices in a CLD elementary school
13		School counselors as leaders and advocates for immigrant students and families: “Immigrant Ambassadors” Compassion fatigue	❖ Wingfield, R. J., Reese, R. F., & West-Olatunji, C. A. (2010) ❖ Goh et al. (2007) ❖ Figley (1995)
14	IC	Student Presentations and Paper due	

Note: This is a tentative schedule, and subject to change as necessary – I will email you any updated versions of this syllabus.

Note: This course was developed using the syllabi and course materials prepared by a number of previous instructors from the University of Maryland and other institutions. Special thanks to Drs. Jill Berger, Bill Strein, and Cixin Wang for their contributions!

Reading List

Assigned and Supplemental Readings

- Ahmed, S., Wilson, K., Henriksen, R., & Jones, J. (2011). What does it mean to be a culturally-competent counselor? *Journal for Social Action in Counseling and Psychology*, 3, 17-28.
- Barba, Y., Newcombe, A., Ruiz, R., & Cordero, N. (2019). Building bridges for new immigrant students through asset-based consultation. *Contemporary School Psychology : The Official Journal of the California Association of School Psychologists*, 23(1), 31-46. doi:10.1007/s40688-018-00212-1
- Black (2016). Mindfulness training for children and adolescents (Ch. 16). In Brown, K., Creswell, J., & Ryan, R. (Eds.). *Handbook of mindfulness: Theory, research, and practice* (Paperback edition ed.). New York: Guilford Press.
- Bubrick, K., Goodman, J. & Whitlock, J. (2010). *Non-suicidal self-injury in schools: Developing and implementing school protocol*. [Fact sheet] Cornell Research Program on Self-Injurious Behavior in Adolescents and Young Adults. Retrieved from <http://crpsib.com/userfiles/NSSI-schools.pdf>
- Chang, D. F. & Yoon, P. (2011). Ethnic minority clients' perceptions of the significance of race in cross-racial therapy relationships. *Psychotherapy Research: Journal of the Society for Psychotherapy Research*, 21(5), 567-82.
- Cohen, J. A., & Mannarino, A. P. (2019). Trauma-focused cognitive behavioral therapy for childhood traumatic separation. *Child Abuse & Neglect*, 92, 179-195.
- Coleman, H. L., & Yeh, C. (Eds.). (2011). *Handbook of school counseling* Routledge.
- Constantine, M. G., & Gushue, G. V. (2003). School counselors' ethnic tolerance attitudes and racism attitudes as predictors of their multicultural case conceptualization of an immigrant student. *Journal of counseling & development*, 81(2), 185-190.
- Diaz, Y., & Fenning, P. (2017). Toward understanding mental health concerns for the Latinx immigrant student: A review of the literature. *Urban Education*, 0042085917721953.
- Dieterich-Hartwell, R. & Koch, S. (2017) Creative Arts Therapies as Temporary Home for Refugees: Insights from Literature and Practice, Behavioral Sciences. 1-11.
- Diesner, J. (2016). *Peace of Mind curriculum series: Effectively integrating mindfulness, socioemotional learning, and conflict resolution to create a kinder and more positive school climate*.
- Figley, C. (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized* (Routledge psychosocial stress series). Hoboken, NJ: Taylor and Francis. [e-book]
- Figley, C., & Ludick. Chapter 29. Secondary traumatization and compassion fatigue. In Gold, S. N. (2017). *APA handbook of trauma psychology: Foundations in knowledge, Vol. 1* (pp. 573-593). American Psychological Association.
- Goh, M., Wahl, K. H., McDonald, J. K., Brissett, A. A., & Yoon, E. (2007). Working with immigrant students in schools: The role of school counselors in building cross-cultural bridges. *Journal of Multicultural Counseling and Development*, 35(2), 66-79.
- Goodman, T. A., & Greenland, S. K. (2009). In Didonna, F. (Ed.) *Clinical handbook of mindfulness* New York, NY: Springer.

Ingraham, C. L., Hokoda, A., Mochlenbruck, D., Karafin, M., Manzo, C., & Ramirez, D. (2016). Consultation and Collaboration to Develop and Implement Restorative Practices in a Culturally and Linguistically Diverse Elementary School. *Journal of Educational and Psychological Consultation*, 26(4), 354-384.

Kopala, M., Esquivel, G., & Baptiste, L. (1994). Counseling approaches for immigrant children: Facilitating the acculturative process. *The School Counselor*, 41(5), 352-359.

Kovacs, M., Sherrill, J., George, C. J., Pollack, M., Tumuluru, R. V., & Ho, V. (2006). Contextual emotion-regulation therapy for childhood depression: Description and pilot testing of a new intervention. *Journal of the American Academy of Child and Adolescent Psychiatry*, 45(8), 892-903.

Martin, L., Open, R., Bauer, K., Nottensteiner, A., Mergheim, K., Gruber, H., & Koch, S. C. (2018). Creative arts interventions for stress management and prevention—a systematic review. *Behavioral Sciences*, 8(2), 28.

Mychailyszyn, M., Brodman, D., & Kendall, P. (2012). Cognitive-Behavioral school-Based interventions for anxious and depressed youth: A meta-analysis of outcomes. *Clinical Psychology: Science and Practice*, 19(2), 129-153.

Ramirez, M. (2016). English one day, Español the next: Dual-language learning expands with a South Bronx school as a model. Retrieved from <http://hechingerreport.org/english-one-day-espanol-the-next-dual-language-learning-expands-with-a-south-bronx-school-as-a-model/>

Rapee, R. (2000). *Treating anxious children and adolescents: An evidence-based approach*. Oakland, CA: New Harbinger Publications.

Renna, M., Quintero, J., Fresco, D., & Mennin, D. (2017). Emotion regulation therapy: A mechanism-targeted treatment for disorders of distress. *Frontiers in Psychology*, 8.

Seligman, M., Rashid, T., & Parks, A. (2006). Positive psychotherapy. *American Psychologist*, 61, 774-788.

Sajnani, N. & Johnson, D.R. (2014). *Trauma-informed drama therapy: Transforming clinics, classrooms, and communities*. Springfield, IL: Charles C. Thomas.

Schussler, L. (2012). Improving an English Language Learner client’s comprehension through Consultee-Centered Consultation. In S. A. Rosenfield (Ed.), *Becoming a School Consultant: Lessons Learned*. Routledge: NY, NY.

Semple, R., Lee, J., Rosa, D., & Miller, L. (2010). A randomized trial of Mindfulness-Based Cognitive Therapy for children: Promoting mindful attention to enhance social-emotional resiliency in children. *Journal of Child and Family Studies*, 19(2), 218-229.

Suárez-Orozco, C., Onaga, M., & de Lardemelle, C. (2010). Promoting academic engagement among immigrant adolescents through school-family-community collaboration. *Professional School Counseling*, 14(1), 2156759X1001400103.

Suveg, C., Southam-Gerow, M., Goodman, K., & Kendall, P. (2007). The role of emotion theory and research in child therapy development. *Clinical Psychology: Science and Practice*, 14(4), 358-371.

Wingfield, R. J., Reese, R. F., & West-Olatunji, C. A. (2010). Counselors as Leaders in Schools. *Florida Journal of Educational Administration & Policy*, 4(1), 114-130.

Resources

Therapy videos through UMD library database
<http://search.alexanderstreet.com.proxy-um.researchport.umd.edu/counseling-therapy>

Counseling webinar archive by Education Management Solutions
<http://www.simulationiq.com/counselor-education/counseling-webinar-archive/>

FOR ADDITIONAL CBT ACTIVITIES AND WORKSHEETS: Friedberg, R. D., McClure, J. M., & Garcia, J. H. (2009). *Cognitive therapy techniques for children and adolescent: Tools for enhancing practice*. New York: Guilford Press.

FOR ADDITIONAL ART AND PLAY THERAPY ACTIVITIES: Schaefer, C. E., & Cangelosi, D. M. (Eds.). (2002). *Play therapy techniques*. Rowman & Littlefield.

General Grading Scale for Student Products

<i>Topic Leadership</i>	Below Expectations	Meets Expectations	Exceeds Expectations
Evidence of careful reading of assigned materials	1	2	2.5
Quality of discussion questions and activity	1	3	5
Knowledgeable discussion leadership	1	2	2.5

Total Points: 10

<i>Experiential learning (EL)</i>	Below Expectations	Meets Expectations	Exceeds Expectations
Identification of techniques, dialogue, and communication and how to improve	35	45	50
Reflection and application of readings to your session(s)	35	45	50
Total Points: 100			

<i>Empirically-supported intervention case paper (IC)</i> (APA competency (vii) <i>Interventions</i>)	Unsatisfactory	Good	Very Good	Excellent
Theory (Approximately 3-5 pages) – What is the intervention’s theory of how change happens? Make sure you review actual theorists and the theories, not just the techniques based on the theories. The theory section needs to seem like a clear basis for the steps.	1	9	12	15
Affective bases (1 – 2 paragraphs). Identify how theory and research around emotions and emotion regulation strategies may have applied to your case; include a section describing the emotions and emotion regulation strategies which may have been part of the therapeutic process in your case. Or, explain how you might have applied emotion regulation strategies to your case, if you could have. (APA <i>affective bases</i>)	1	3	4	5
Empirical background (Approximately 3-5 pages) – What is the evidence supporting and/or not supporting the intervention? Be nuanced – include a critique and more than just evidence in support of the intervention.	1	9	12	15
Clinical Strategies/Intervention Description (Approximately 3-5 pages) – Include methods for intervention with some details on techniques.	1	8	9	10
Case Study (Approx. 8-10 pages) - The biggest goal of this case study is that you know how to apply the techniques to your case. Take one case and write about it as if you were the therapist writing a diary of your case. It would be good to have a clear link in your paper between the theory of change, empirical work, strategies and case study.	1	40	45	50
Style and Organization, Clarity and APA style	1	3	4	5
25 pages max; Total points: 100				



Family Systems in The Context of Immigration and Ethnic Diversity

Professor: Ileana A. Gonzalez, Ph.D.

Office Hours: By appointment

Pronouns: she/her/hers

Email: ileanag@umd.edu

Credits: 3 credits

Method: Hybrid

Course Description

The class will focus on the application of family counseling theories to advocating for and counseling families from immigrant and refugee backgrounds in the school context and will examine challenging risks and crises that diverse families face daily. Principles and methods useful for understanding the role of family support systems in counseling will be explored to include evidence-based practices.

Learning Outcomes

After successfully completing this course, you will be able to:

- Describe the origins and growth of family counseling, as well as professional issues and ethical considerations specific to immigrant and refugee family counseling.
- Understand basic family systems concepts and its application to counseling.
- Describe the family life cycle and associated tasks and changes specific to these populations.
- Describe the major models of family therapy (including assessment and treatment approaches).
- Explore a family resilience framework to working with and strengthening immigrant and refugee families.
- Discuss how gender, culture, ethnicity, and other sociocultural factors impact immigrant and refugee families and family counseling.
- Grow in their own self-awareness with regard to their families of origin and the impact on family counseling.
- Explore: (a) the dysfunctional dynamics of client families, and (b) the application of selected family therapy concepts and techniques in the contexts of schools.

Required Resources

Course Website: elms.umd.edu

Kilpatrick, A. C., & Holland, T. P. (2008). *Working with families: An integrative model by level of need* (5th ed.). Boston: Allyn & Bacon

Required Readings on Family Resilience in (CANVAS):

Walsh, F. (2016). Family resilience: a developmental systems framework. *European Journal of Developmental Psychology*, 13(3), 313-324.

Chapter 1 from Walsh, F. (2016). *Strengthening family resilience*. (2nd or 3rd ed.). New York: Guilford Press.

Additional Reading Sources and Materials:

Gerhart, D. R. (2016). *Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation 3rd Edition*

Gladding, S. T. (2014). *Family therapy: History, theory, and practice (6th ed.)*. Upper Saddle River, NJ: Pearson.

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Additional Resources: On the class' CANVAS page you will find the course syllabus, assignments, course resource materials.

Genopro (www.genopro.com): A free copy of genogram software. It provides you with short-term access and limited features.

Course Structure

This course has 6 days of live sessions via Zoom that are mandatory. This class provides opportunities for both theory and experiential learning. Family practice models will be presented through a combination of lectures, in-class role plays and demonstrations of the practice interventions, and discussions about skills and experiences. Small groups will be formed to facilitate peer learning and application of techniques. The online nature of this class will push you to take an active role in the learning process. You will do this by engaging and collaborating with other students and the instructor on a regular basis both, in live sessions, as well as through group work and activities. Additionally, this course has a five-hour learning module that can be completed independently.

Tips for Success in an Online Course

1. **Participate.** Discussions and group work are a critical part of the course, and I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Students are often very busy, and I understand that you have obligations outside of this class. However, it's important that I note that students do best when they have adequate time to devote to the class. Schedule time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** I recommend that you log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me and your classmates for support.

Policies and Resources for Graduate Courses

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please see the University's website for graduate course-related policies at:

<https://gradschool.umd.edu/course-related-policies>

Course Guidelines

Academic Integrity for Family and Social Support Systems

For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the

integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

Names/Pronouns and Self-Identifications:

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all your fellow Terps.

Communication with Instructor:

Email: If you need to reach out and communicate with me, please email me at ileanag@umd.edu. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e., When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions.

While I will do my best to respond to emails within 24 hours, you will more likely receive email responses from me during business hours.

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers:

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions.

I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit, and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Major Assignments

For all assignments, you should use APA style 7th edition. Points will be subtracted for spelling, grammatical, and APA formatting errors.

1. Attendance and Active Participation (10 points) See Appendix A for Rubric

Attendance and active participation in class including engaging in class discussion and any online discussion are an important requirement in this class. An important goal of this course is for you to begin to see the persons you work with through a wider lens. To get the most out of the readings you must be engaged with the material and participate in class/online discussions and activities. Learning support groups will also be formed as research on adult learners suggests that you will learn as much from each other in the class as from the instructor. Most class meetings will have time allotted for groups to discuss topics and/or questions posed in class. We are training you to be counselors; therefore, you are required to demonstrate important professional dispositions. These dispositions include adherence to professional ethics, respect for diverse views, tolerance of ambiguity, appreciation and openness to cultural difference and to exploring multiculturalism, willingness to challenge your own cultural biases, openness to feedback, awareness of impact on others, CONFIDENTIALITY, respect for the professor and your classmates, willingness to engage in self-reflection and self-exploration, willingness to collaborate with classmates, and other professional attitudes required of a counselor and counselor educator.

2. Theory Presentation (25 points) Due on Assigned Date See Appendix B for Rubric

A flipped classroom model will be used to discuss family therapy theories. Students will be randomly assigned to a theory by the second day of class. Student learning groups (1-2 students) will each research evidence-based articles and materials and present one of the family theories to help students explore how the theory could be applied to counseling families in schools. The aim is to help students understand the theory and the skills and techniques associated with them and then explore how to apply it in their work with families in schools. Specifically, the presentation must include main goals of the theory; any stages or phases of family development; major terms or tenants with definitions; techniques or skills that can be used in the school counseling context including strengths and limitations; multicultural and ethical concerns and a reference slide. A one-page handout with this information will also be created as a reference sheet for students. The handout should be in the form of a one-page resource sheet that a counselor could consult to help counsel a family in session (see template in CANVAS). The PowerPoint and one-page handout should be submitted to the professor and shared with everyone in CANVAS. The theory presentation should be 40 mins [AND NO MORE]. Present the theory in 20-25 mins and then use an interactive activity to help students apply the theory within the context of schools and leave time for questions.

3. My Family Paper (30 points) Due Sunday January 23rd Midnight See Appendix C for Rubric

This paper will consist of 5 parts.

Part 1: Family Metaphor: Include your family metaphor developed in class.

Part 2: Family Description: This can be 5-6 pages in length. You must complete each of the following questions:

Briefly describe each member of your immediate family of origin. What family life cycle stage would you consider your family to be in presently? What events shaped moving from one stage to another? Describe examples of rules, sequences, subsystems, feedback loops, hierarchy, and organization in your family of origin. What social, cultural, economic, and governmental changes have impacted your family of origin?

How would you define your family in terms of structure (Symmetrical/Complementary, disengaged or enmeshed, rigid or adaptable?) How does your family struggle to find the right balance of independence and interdependence? What processes and/or patterns that you have been learning about are emerging that you feel could be impacting your family (complimentary patterns, attachments, triangulation, etc.)

Describe any salient vertical and horizontal stressors and how your family were able to cope with these stressors. In your family of origin, what were the basic homeostatic behaviors and roles for each person? When there was positive feedback, what were the forms of negative feedback used to restore balance and “normalcy” to the family?

Part 3: Family Interview: You are to interview a family member or family members from your family of origin (if possible) and share what you learned. Please include: Interview notes (e.g., additional list of questions you asked your family members and their responses).

Ask the following questions in a way that is developmentally and culturally appropriate:

1. What do you consider the rules of our family (both overt and covert)?
2. How is the family structured? Who has the most power in our family? The least?
3. What social, cultural, economic, and governmental changes have impacted the family?
4. How do we handle stress as a family? What are our sources of strength and resilience a family?
5. What family secrets and rituals have been important in our family?
6. What do you think our family values the most?
7. In times of crisis, how do we restore “normalcy” to the family?
8. Ask additional questions you feel would be appropriate to learn more about your family of origin dynamics discussed in the course.

Part 4: Integration & Personal reflection: How did interviewing family members reinforce what you already now or uncover things you were unaware of? What surprising things did you learn about your family? Choose a family counseling theory that helps you understand your family and discuss the rationale behind choosing this particular theory. What types of techniques would be most applicable if your family went to counseling? What does this all teach you about yourself and how does this shape you as a school counselor? (3 pages total)

Part 5: Family Genogram: Draw a genogram of your family of origin spanning at least three generations (i.e., your grandparents) or four generations (i.e., your great grandparents) if you can get that far. Information on additional generations, though interesting and meaningful, is optional. Use structural family therapy and Bowen’s therapy to show the family interactional patterns you see between members of your family. You may choose to use any software to help you draw your genogram including a free trial version

of the software Genopro (<http://www.genopro.com/genogram/>). Other genogram programs may also be available free on the internet. You may also use to hand draw your genogram. Hand-drawn genograms are typically the case in clinical work, but if you want to go computerized you can. If hand drawn, use straight edges and fine-tipped writing instruments for neatness. Don't sacrifice content for fancy design. A sloppy genogram sends a negative message to a family.

References

Note: Please remember that you oversee what you choose to disclose in this project. You do not have to reveal any information that you choose not to reveal. I consider any information that you do disclose confidential unless I am required by law to disclose as a mandated reporter.

4. Media Case Conceptualization (25 points) Due Sunday January 23rd Midnight See Appendix D for Rubric

You will compose a case study analysis of the family dynamics identified in a film or television series of your choice (see suggestions below). **Please send the media family you choose to the instructor by Wednesday, January 12th.** Everyone in the course will choose a different family. You will conceptualize these identified dynamics through the lens of an integrated theoretical framework based on the theories presented in class and in the readings. You are **required** to complete Theory 1 & 2, then you must select and complete 3 other theoretical orientations. Use the Framework template in CANVAS to complete your case conceptualization.

Suggestions for Media Case Conceptualization

A Bronx Tale	West Side Story	Precious
A Raisin in the Sun	Joy Luck Club	Prince of Tides
Bend It Like Beckham	Kramer vs. Kramer	Raising Victor Vargas
Boyz n the Hood	Life is Beautiful	Soul Food
Color Purple	Grace & Frankie	Steel Magnolias
Daddy Day Care	Meet the Fockers	Stepmom
Eve's Bayou	Meet the Parents	Bridgerton
Encanto	My Big Fat Greek Wedding	The Godfather, Parts I & II
Father of the Bride	National Lampoon's Vacation	The Kids are Alright
Schitts Creek	On Golden Pond	The Royal Tenenbaums
Home for the Holidays	Ordinary People	The Story of Us
It's a Wonderful Life	Parenthood	What's Eating Gilbert Grape

The Simpsons	Fresh off the Boat	Family Matters
The Sopranos	Transparent	Parenthood
Wonder Years	Jane the Virgin	Growing Pains
Family Guy	Roseanne	Malcom in the Middle
Blackish	Married with Children	Bobs Burgers
Arrested Development	Two and a Half Men	Fresh Prince of Bel-Air
The Goldbergs	The Middle	Family Guy

One Day at a Time	Shameless	Succession
Modern Family	This is Us	Game of Thrones
Everybody Loves Raymond	Six Feet Under	Coco
Never Have I Ever	Fuller House	Big Fish
Brady Bunch	Gilmore Girls	Moana

5. Family Resilience Module (10 pts) Individual Responses Due Sunday, January 16th, midnight Responses to student postings Due Friday January 21st midnight. See Appendix E for Rubric Students will (a) read the assigned readings and watch webinar (available on CANVAS) on family resilience, (b) respond to discussion questions about their thoughts on the readings/video, and (c) finally respond to three other students' postings. Students' discussion posts should focus on their thoughts about the reading as well as their thoughts about their own family resilience and the protective factors that have been/are present in their own lives that helped them to be resilient in the face of personal and family challenges and risk. See discussion questions on CANVAS.

Grading Structure

Assignment	Percentage %
Attendance and Active Participation	10%
Theory Presentation	25%
My Family Paper	30%
Media Case Conceptualization	25%
Family Resilience Module	10%
Total	100%

Academic Integrity

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as CourseHero, are not permitted sources, unless the instructor explicitly gives permission for you to use one of these sites. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and that shortcut the learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this

course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc.

Finally, on each exam or assignment you must write out and sign the following pledge:

"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."

Please visit the [**Office of Undergraduate Studies' full list of campus-wide policies**](#) and follow up with me if you have questions.

To help you avoid unintentional violations, ***the following table*** lists levels of collaboration that are acceptable for each type of assignment. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, ***if you are ever unclear*** about acceptable levels of collaboration, ***please ask!***

Grades

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I must establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 \neq 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
A+	97.00%	B+	87.00%	C+	77.00%	D+	67.00%		
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
A-	90.00%	B-	80.00%	C-	70.00%	D-	60.00%		

Course Outline

Date	Topics Discussed	Readings Due	Assignment Due
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Monday, January 10	<p>Morning Session: Syllabus Review; Introductions; Define Family; Marriage and Family Therapists vs. School Counselors</p> <p>Afternoon Session: Family Stages/Life Cycle; Functionality of Families; Level of Family Need</p>	Syllabus Kilpatrick and Holland Chapters 1-4	
Wednesday, January 12	<p>Morning Session: Competency in Working with Families; Multicultural Considerations</p> <p>Afternoon Session: Evidence Based Research</p>	Kilpatrick and Holland Chapters 5-6 Evidence Based Articles on Theory	Media Case Conceptualization Family Choice DUE via email
Friday, January 14	<p>Morning Session: Overarching Philosophical Traditions of Family Therapy</p> <p>Afternoon Session: First Level of Family Need: Basic Survival; Theoretical Interventions; Family Need on Level 2</p>	Kilpatrick and Holland Chapters 7-12 for reference	Family Resilience Module Responses DUE by Sunday Midnight
Monday, January 17 th MLK Holiday – No Class Meeting			
Tuesday, January 18	<p>Morning Session: Theory Presentations: Systemic & Strategic Therapy; Structural Family Therapy</p> <p>Afternoon Session: Family Need Level 3 and 4; Intergenerational</p>	Kilpatrick and Holland Chapters 7-12 for reference	Theory Presentation DUE

	and Psychoanalytic Therapy Theory Presentation		
Wednesday, January 19	Morning Session: Theory Presentations: Experiential/Humanistic Family Therapy; Solution- Focused Family Therapy Afternoon Session: Theory Presentations: Cognitive Behavioral Family Therapy; Narrative & Collaborative Therapy; Functional Family Therapy	Kilpatrick and Holland Chapters 7- 12 for reference	Theory Presentation DUE
Friday, January 21	Morning Session: Families in Schools; Family Ethics in Schools; Accessing Your Competency Afternoon Session: Genograms; Course Wrap Up & Next Steps	McCarthy & Watson (2018); Amatea et al. (2004); Genogram Materials in CANVAS	Responses to Classmates in Family Resilience Module Due
Sunday, January 23rd Midnight			My Family Paper DUE; Media Case Conceptualization DUE

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Resources & Accommodations

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks

before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about [sharing your accommodations with instructors](#), [note taking assistance](#) and more is available from the [Counseling Center](#).

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources

UMD provides some additional supports to our student veterans. You can access those resources at the office of [Veteran Student life](#) and the [Counseling Center](#). Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Technology Policy

Please refrain from using cellphones, laptops, and other electronic devices during class sessions unless we have designated such use as part of a class exercise.

Netiquette Policy [Optional]

Netiquette is the social code of online classes. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

Participation

- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.

- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.
- Students who miss a live session are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the [Course Eval UM website](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Copyright Notice

Course materials are copyrighted and may not be reproduced for anything other than personal use without written permission.

Appendix A
Class Participation/Discussion Rubric
10 points

	Unacceptable 0 Points	Proficient 1 point	Exemplary 2 points
Attendance	Not present in class – unexcused absence	Not present- excused absence	Present in class
Preparation	Exhibits little evidence of having read, prepared assignment or thought about assigned material	Arrives mostly prepared with assignments completed, and some notes on reading, observations, questions	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions, and online discussion
Quality of Contributions	Comments reflect little understanding of either the assignment or previous remarks in class	Comments are relevant and reflect understanding of: assigned texts(s); previous remarks of other students; and insights about assigned material	Comments add depth and richness to class and reflect deep structural understanding of: assigned texts(s); previous remarks of other students; and insights about assigned material
Impact on Course	Comments do not advance the conversation or are actively harmful to it	Comments frequently help move classroom conversation forward	Comments consistently help move classroom conversation forward

Frequency of Participation	Seldom participates and generally not engaged	Actively participates at appropriate times	Actively participates at appropriate times and balances the right to speak with the need to listen and hear others
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Appendix B
Theory Presentation
25 points

	Unacceptable 1 point	Approaching Proficient 2 points	Proficient 3 points	Exemplary 4-5 Points
Presentation-Knowledge: Main goals Major terms Phases/Stages	Unacceptable analysis and little evidence of main goals, major terms with definitions, and phases/stages of family counseling theory	Approaching acceptable organization of analysis and some evidence of main goals, major terms with definitions, and phases/stages of family counseling theory	Reasonably well-organized analysis and substantial evidence of main goals, major terms with definitions, and phases/stages of family counseling theory	Well organized, forthright, and insightful analysis and a preponderance of evidence of main goals, major terms with definitions, and phases/stages of family counseling theory
Presentation-Skills: Skills and Techniques associated with theory including strengths and limitations for	Unacceptable analysis of skills and techniques associated with theory and no exploration of strengths and limitations for school counselors and no exploration of multicultural and ethical concerns	Approaching acceptable analysis of skills and techniques associated with theory and some exploration of strengths and limitations for school counselors and some exploration of	Reasonable analysis of skills and techniques associated with theory and meaningful exploration of strengths and limitations for school counselors and meaningful exploration of	Clear and focused analysis of skills and techniques associated with theory and thorough exploration of strengths and limitations for school counselors and exemplary exploration of

school counselors		multicultural and ethical concerns	multicultural and ethical concerns	multicultural and ethical concerns
Presentation-Interactive Activity:	Weak activity that allows audience to explore how to apply family counseling theory in their work with families in schools.	Approaching acceptable activity that allows audience to explore how to apply family counseling theory in their work with families in schools.	Reasonable activity that allows audience to explore how to apply family counseling theory in their work with families in schools.	Well organized, forthright, and insightful activity that allows audience to explore how to apply family counseling theory in their work with families in schools.
One Page Resource Sheet	Little to no information included	Limited information is included	Most information is included	All information is included
APA 7th Edition Format and writing Mechanics including references	Meets limited APA formatting requirements and writing has significant mechanical errors with no reference information	Somewhat meets APA formatting requirements and writing has some mechanical errors with limited reference information	Mostly meets all APA formatting requirements and writing is mostly free of mechanical errors with some reference information	Meets all APA formatting requirements and writing is free of mechanical errors including all reference information and materials

Appendix C
My Family Paper
30 points

	Unacceptable (0-1 point)	Approaching Proficient (2 points)	Proficient (3 points)	Exemplary (4-5 points)
I. Family Metaphor	No inclusion of Family Metaphor	Poor Family Metaphor	Proficient Family Metaphor	Exemplary Family Metaphor
II. Family Description	Poor responses to questions missing several responses to questions posed in Family Description section	Approaching acceptable in responses to most of the questions posed in Family Description section	Reasonable Well-organized responses to all the questions posed in Family Description section	Well organized, concise, and insightful responses to all the questions posed in Family Description section
III. Family Interview	Missed many questions in the interview, poor transcription	Missed a few questions in the interview, proficient transcription	Include all the elements in the interview, proficient transcription	Well organized, concise, and insightful inclusion of all elements of interview, exemplary transcription
IV. Integration & Personal Reflection	Poor analysis of integration and personal reflection missed many elements in the outline	Approaching acceptable analysis of integration and personal reflection Missed a few elements in the outline	Reasonable well-organized analysis of integration and personal reflection. Include most of the elements in the outline	Well organized, concise, and insightful analysis of integration and personal reflection. Include all the elements in the outline

V. Family Genogram	Poor analysis of family genogram, major elements missing	Approaching acceptable analysis of family genogram a few elements missing	Reasonable well-organized analysis of family genogram Includes most of the elements	Well organized, concise and insightful analysis of family genogram. Includes all the elements
APA 7^h Edition Format and writing Mechanics	Meets limited APA formatting requirements and writing has significant mechanical errors.	Somewhat meets APA formatting requirements and writing has some mechanical errors	Mostly meets all APA formatting requirements and writing is mostly free of mechanical errors	Meets all APA formatting requirements and writing is free of mechanical errors

Appendix D
Media Case Conceptualization
25 Points

	Unacceptable	Approaching Proficient	Proficient	Exemplary
Part 1 & Theory 1 Systemic and Strategic 6 points	Unacceptable analysis of presenting concerns, background information, strengths and diversity and Theory 1 components (0-1)	Approaching acceptable organization analysis of presenting concerns, background information, strengths and diversity and Theory 1 components (2-3)	Reasonably well-organized analysis of presenting concerns, background information, strengths and diversity and Theory 1 components (4-5)	Well organized, forthright, and insightful analysis of presenting concerns, background information, strengths and diversity and Theory 1 components (6)
Theory 2 Structural Theory 4 points	Unacceptable analysis of Theory 2 components (1)	Approaching acceptable analysis but needs a clearer articulation of Theory 2 components (2)	Reasonably well-organized analysis but could be improved with a clearer articulation of Theory 2 components. (3)	Clear and focused analysis with a clear articulation of Theory 2 components (4)
3 Additional Theories 5 points per Theory 15 points total	Unacceptable analysis of Theory components (0-1)	Approaching acceptable analysis but needs a clearer articulation of Theory components (2)	Reasonably well-organized analysis but could be improved with a clearer articulation of Theory components. (3)	Clear and focused analysis with a clear articulation of Theory components (4-5)

Appendix E
Family Resilience Module
10 Points

	Unacceptable 1 point	Approaching Proficient 2 points	Proficient 3 points	Exemplary 4-5 Points
Discussion Question Responses 5 points	Ideas are not well presented, and responses show limited understanding of family resilience readings.	Ideas are mostly well presented, and responses mostly reflect an understanding of family resilience readings.	Ideas are thoughtful and responses reflect an understanding of family resilience readings.	Ideas are incisive, logical, and responses reflect in-depth understanding of family resilience readings.
Responses to two Students Postings 5 points	Weak responses to student postings	Approaching acceptable responses to student postings	Reasonably well-organized and insightful responses to student postings.	Exemplary and insightful responses to student postings.



UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING, HIGHER EDUCATION,
AND SPECIAL EDUCATION

3214 Benjamin Building
College Park, Maryland 20742-1161
301.405.2858 TEL 301.405.9995 FAX

January 20, 2022

Dear Colleagues,

As Department Chair for Counseling, Higher Education, and Special Education (CHSE), I am in full support of the post masters certificate program in counseling on immigrant studies. This collaborative program with the Department of Teaching and Learning, Policy and Leadership (TLPL) is innovative and meets a growing demand from our communities to understand how to better work with immigrant students. This program will equip Professional School Counselors (PSC) to work more effectively with students and their families in the Prince George's County Public Schools. The program of study is comprehensive and effective, and will allow PCSs to have the skills and knowledge necessary to work with our growing immigrant communities. I am happy to elaborate more on my letter of strong endorsement.

Sincerely,

A handwritten signature in black ink, appearing to read "William Ming Liu".

William Ming Liu, Ph.D.
Professor & Department Chair, CHSE



UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION
Teaching and Learning, Policy and Leadership

2311 Benjamin Bldg.
3942 Campus Dr.
College Park, Maryland 20742-1125
301.405.3324 TEL 301.314.9055 FAX

January 24, 2022

Jessica Diaz McKechnie
Assistant Clinical Professor/Director of Field Experiences
Counseling, Higher Education, and Special Education
University of Maryland
College Park, MD 20742

Dear Jessica,

I am writing this letter of support for the interdepartmental program agreed to by CHSE and TLPL for the Post Master's Certificate in Counseling on Immigrant Students. In this 1-year program of 4 courses, it is understood that TLPL will offer two of the courses: TLPL 440 and TLPL 788.

This 4 course sequence will make significant contributions to the preparation of School Counselors with the specialized skills necessary to work with recently immigrated families in Prince George's County. TLPL is pleased to offer the specialized knowledge and skills that faculty have in working with immigrant children and their families. We look forward to this program commencing and the collaboration that lies ahead.

Sincerely,

Francine Hultgren, Professor and Chair
Department of Teaching and Learning, Policy and Leadership
University of Maryland

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$ -	\$ -	\$ -	\$ -	\$ -
2. Tuition/Fee Revenue (c+g below)	\$ 230,400	\$ 237,312	\$ 244,431	\$ 251,764	\$ 259,317
a. #FT Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	\$ -	\$ -	\$ -	\$ -	\$ -
c. Annual FT Revenue (a x b)	\$ -	\$ -	\$ -	\$ -	\$ -
d. # PT Students (all graduate students)	25	25	25	25	25
e. Credit Hour Rate	\$ 768.00	\$ 791.04	\$ 814.77	\$ 839.21	\$ 864.39
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$ 230,400	\$ 237,312	\$ 244,431	\$ 251,764	\$ 259,317
3. Grants, Contracts, & Other External Sources	\$ -	\$ -	\$ -	\$ -	\$ -
4. Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL (Add 1 - 4)	\$230,400	\$237,312	\$244,431	\$251,764	\$259,317

Undergraduate

(FY2022)

resident tuition

non-resident tuition

Full time

annual

\$ 9,000.00

\$ 36,683.00

Part Time

per credit hour

\$ 374.00

\$ 1,529.00

inflation

1.03

Full time

Part time

% in-state

0.80

0.20

0.90

0.10

Graduate

(FY2022)

resident

non-resident

Change 2b and 2e, depending on whether this is a graduate or undergraduate program.

annual

\$ 13,824.00

\$ 30,708.00

per credit hour

\$ 768.00

\$ 1,706.00

Tuition and Fees can be found at <https://bursar.umd.edu/>

If the program is using something other than the standard rates, it must be approved by the Finance Committee prior to program delivery. Please contact the Office of Academic Planning and Programs.

Mandatory fees should not be included, because they support specified campus activities that are not part of an academic program.

Specific program fees should be included as a resource to operate the program.

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$98,384	\$101,335	\$104,376	\$107,508	\$105,367
a. #FTE	0.40	0.40	0.40	0.40	0.50
b. Total Salary	\$91,350	\$94,091	\$96,914	\$99,821	\$97,834
c. Total Benefits	\$7,034	\$7,245	\$7,462	\$7,686	\$7,533
2. Admin. Staff (b+c below)	\$19,364	\$19,945	\$20,543	\$21,160	\$21,794
a. #FTE	0.20	0.20	0.20	0.20	0.55
b. Total Salary	\$14,930	\$15,378	\$15,839	\$16,314	\$16,804
c. Total Benefits	\$4,434	\$4,567	\$4,704	\$4,845	\$4,991
3. Total Support Staff (b+c below)	\$5,236	\$7,004	\$7,214	\$7,431	\$7,299
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	\$3,850	\$5,150	\$5,305	\$5,464	\$5,628
c. Total Benefits	\$1,386	\$1,854	\$1,910	\$1,967	\$1,671
4. Equipment	\$6,000	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Marketing	\$0	\$0	\$0	\$0	\$0
8. Operational Expenses	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
9. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 9)	\$129,984	\$129,284	\$133,133	\$137,098	\$135,460
resources less expenditures	\$100,416	\$108,028	\$111,298	\$114,667	\$123,857

These budget estimates are resources and expenditures to the University overall, and not to the program or unit. Do not include revenue-sharing agreements between units, between unit and college, or with the university (e.g., for entrepreneurial programs) as an expenditure.

faculty benefits 0.077
 admin staff benefits 0.297
 support staff benefits 0.36
 inflation 1.03

Other expenses might include Space rental (if offsite), advertising/recruitment, course development, travel. Please specify in a footnote.

If new or renovated space is required beyond what is currently allocated to the College, this should be negotiated with the Office of the Provost prior to proposal submission.

Instructors

Course	Instructor
TLPL 440	Advanced GA
EDCP 665	Ileana A. Gonzalez, Ph.D. Assistant Professor, School Counseling Counseling and Human Development Program Johns Hopkins University Or Other adjunct instructor
EDCP 789	Colleen O'Neal, Ph.D. Associate Professor, School Psychology Department of Counseling, Higher Education, and Special Education University of Maryland
TLPL 788	Sophia Rodriguez, Ph.D.. Assistant Professor Department of Teaching and Learning, Policy and Leadership University of Maryland

DATE: 3/08/22

TO: Jessica McKechnie

Counseling, Higher Education and Special Education,

Teaching, Learning, Policy and Leadership

FROM: On behalf of the University of Maryland Libraries:

Tahirah Akbar-Williams, Education and African American Studies Librarian

Maggie Saponaro, Director of Collection Development Strategies

Daniel Mack, Associate Dean of Collections

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by Jessica McKechnie to create Post-Master's Certificate Program in Supporting Immigrant Students for Professional School Counselors. The Counseling, Higher Education and Special Education & Teaching, Learning, Policy and Leadership departments asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

Since this is a hybrid course (online and in-person), it is likely that course assignments will rely heavily upon online journals. The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format—that focus on immigrants and counseling.

The Libraries subscribe to several of the top ranked and/or popular journals that are listed in the counseling and immigration studies category in the Social Sciences Edition of *Journal Citation Reports*. * These journals include the following, all of which are available online:

Diaspora: a journal of transnational studies
Demography
Ethnic and Racial Studies
Ethnicities
Georgetown Immigration Law Journal
Global Networks: A Journal of Transnational Affairs
Hispanic Journal of Behavioral Sciences
International Journal of Refugee Law
Immigration Daily
International Migration
International Migration Review
Journal of American Ethnic History

Journal of Ethnic and Migration Studies
Journal of International Migration and Integration
Journal of Immigrant and Refugee Studies
Journal of Refugee Studies
Migration Research Centre
Population Research and Policy Review
Population and Development Review
TRANSIT
Journal of Counseling & Development
Journal of Counseling Psychology
Journal of Multicultural Counseling and Development
The Journal of Humanistic Counseling
Journal of school counseling

However, articles in journals that we do not own will likely be available through Interlibrary Loan/Document Delivery.

*Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

Databases

The Libraries' *Database Finder* (<https://lib.guides.umd.edu/az.php>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of immigration studies and school counseling Education Source, ERIC, Education Index Retrospective, APA PsycInfo, Family Studies Abstracts, Family & Society Studies Worldwide, Race, Chicano Database, PAIS International, Academic Search Ultimate and JSTOR.

Some of the other subject databases that would be relevant to this curriculum include Women's Studies International, Sociological Abstracts, Social Sciences Full Text, Linguistics & Language Behavior, Abstracts, ERIC, CINAHL Plus with Full Text, Criminal Justice Abstracts, Opposing Viewpoints, CQ Researcher, Statistical Abstracts, Historical Abstracts Full Text, Ethnic NewsWatch.

Also, there are general/multidisciplinary databases, GenderWatch, SIRS Issues Researcher, Worldwide Political Studies Abstracts, Project Muse, and SocIndex.

In many-and likely in most--cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to students through either the Libraries' Interlibrary Loan service (<https://www.lib.umd.edu/access/ill-article-request>). (Note: see below.)

Monographs

The Libraries regularly acquire scholarly monographs in counseling and/or school counseling and immigration studies and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

Even though most library research for this course/program likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as e-books. Even in instances when the books are only available in print, students will be able to request specific chapters for online delivery through the Interlibrary Loan program (<https://www.lib.umd.edu/access/ill-article-request>). (Note: see below).

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own, using the subject terms *education counseling vocational guidance* yielded 5,000 books and using the subject term *immigrants in the united states* gave us 54,000 books. A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) increases these holdings and citations using the subject terms *education counseling* yielded 6,100 from BTAA holdings and the subject terms *emigration and immigration* resulted in 46,000 books. As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

Interlibrary Loan Services

Interlibrary Loan services (<https://www.lib.umd.edu/access/ill>) provide online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Interlibrary Loan services are available free of charge.

The article/chapter request service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, the request will be automatically forwarded to the Interlibrary Loan service (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. Thus, with interlibrary loan (ILL) we provides a service called Scan & Deliver (*Request and Articles or Request a Copy*) which will provide copies of chapters (within copyright) of books we have in the library. The only other way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at McKeldin Library. GIS Datasets are available through the GIS Data Repository (<https://www.lib.umd.edu/gis/data-and-resources>) while statistical consulting and additional research support is available through the Research Commons (<http://www.lib.umd.edu/rc>) and technology support and services are available through the Terrapin Learning Commons (<http://www.lib.umd.edu/tlc>).

The subject specialist librarian for the College of Education is Tahirah Akbar-Williams (takbarwi@umd.edu), who serves as an important resource to programs such as the one proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

Other Research Collections

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country vitally important for researchers in immigration studies and school counseling. These include the Library of Congress, the National Archives, and the Smithsonian, to name just a few.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in immigration studies and school counseling. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Scan & Deliver (*Request and Articles or Request a Copy*) and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Post-Master's Certificate Program in Supporting Immigrant Students for Professional School Counselors.

Attachment #01 OES In-House Market Research: Projected Employment Information

OES In-House Market Research: Projected Employment Information				
Supporting Immigrant Students for Professional School Counselors				
Occupation	# of Jobs in Field	Where Professionals Employed	Professional Salary Info	Projected Job Growth
Information from U.S. Bureau of Labor Statistics' Occupational Outlook Handbook				
School & Career Counselors /Advisors	332,000	Elementary & secondary schools state, local, & private: 45% Junior colleges, colleges, universities, & prof schools state, local, & private: 35% Healthcare & social assistance: 6% Other educational services state, local & private: 5% Self-employed workers: 2%	\$60,500 / yr \$29,09 / hr	11% Faster than average
Information from State of Maryland's Occupational and Industry Projections				
Educational, Guidance and Career Counselors /Advisors	6,170	Elementary & secondary schools state, local, & private: 45% Junior colleges, colleges, universities, & prof schools state, local, & private: 35% Healthcare and social assistance: 6% Other educational services state, local & private: 5% Self-employed workers: 2%	\$72,730 / yr	16.44% faster than average

Plan for Assessing Learning Outcomes

Learning Objective

1. Enhance knowledge of (a) English language acquisition and cross-cultural teaching approaches and (b) grasp how differences between the US and other nations' educational counseling systems require modification of evidenced-based counseling practices in the US to meet specific and unique immigrant student and family needs.

TLPL 788: Immigration and Education

Assignment 2: Theoretical Synthesis

This paper aims to show that students can define core concepts / theoretical constructs for studying (im)migration. Goals are to 1.) Define the major theories for studying immigration (assimilation, integration, segmented assimilation, racialization/race, citizenship, etc). 2.) Compare and contrast a minimum of two of the theories. What assumptions do these approaches contain? What questions are scholars/researchers able to ask/pursue from these particular theories? 3.) What are the limitations of these approaches? 4.) Which theory would you pursue as a researcher, and why?

Assignment 3: Interview Analysis

There are two goals for this assignment. First, to synthesize research literature and apply theory on major course themes and additional issues related to the immigrant experience, such as:

- The process of migration (push and pull factors)
- Experience as a migrant (barriers and opportunities to integration)
- Connection to home country
- Reasons for migration
- Detention and Deportation

Second, practicing research skills, including critically analyzing data in relation to scholarship

TLPL 440: Issues in the Education of English Language Learners

Final research project: Students are required to conduct an in-depth examination of a K-12 school system from a country outside of the United States. Students are strongly encouraged to select a country representative of the student population at their school site. Once they have identified a country, they will need to investigate the following topics related to the school system: the structure of the educational system (e.g., levels of schooling, years at each level), training and working conditions of teachers, the place of school in students' lives, education standards, services for diverse learners, required assessments, opportunities/requirements for continuing education, etc. If possible, they should interview at least one student (or their family) participating in the school system from your selected country.

2. Accelerate immigrant students' educational, career, social, emotional, and personal skills development through individual counselor-student meetings.

EDCP 789: Immigrant Child Therapy and Consultation

This course is a didactic-practicum course involving child therapy theory, research, and experiential learning. As a result, we will discuss, evaluate effectiveness, demonstrate, and role-play empirically effective treatments and techniques in addition to putting these techniques into practice in the field.

Supervision: The goal of supervision will be to critically review taped sessions of immigrant clients and help draw connections with readings and theories being reviewed and discussed in the seminar. These sessions will also provide opportunities for growth, exchange of ideas for follow-up sessions, and analysis of potential biases.

Empirically-supported immigrant child therapeutic intervention case paper (IC): The paper aims to apply intervention theory, research, and clinical methodology to one of your cases. The paper should be on a topic relevant to your ongoing experiential case. A thorough literature search of recent literature should be included. Research and clinical evidence should be critically reviewed and summarized. Ideally, a brief therapeutically-consistent assessment that is evidence-based will have been completed towards the beginning of therapy. A clear evaluation of your therapeutic progress should also be visually depicted, ideally, and discussed based on your evaluation tools used in therapy.

3. Gain insight into how Prince George's County's recent and historical immigration policies have influenced (a) immigrant student and family wellbeing, growth, and development, and (b) subsequent post-high school career paths, as a basis for modifying policies to enhance current and future students' equity of access to and benefit from PGCPs services.

TLPL 788: Immigration and Education

Assignment 5: Final Policy Brief: This policy brief will be on an issue related to immigration. The "policy" can be interpreted as a strategy to reduce inequalities for immigrants/related to immigration. Policy can occur at multiple levels, i.e., federal, state, local, school, and classroom. Students will be encouraged to target one level and a particular audience to be the most effective. This can be broadly interpreted. In the spirit of making our knowledge shareable/practical with policy-makers, the brief will only be 2000 words. Students can include graphics, tables, or other visuals in the brief. Students should study the Immigration Initiative at Harvard policy briefs as models. Topics might include: immigration enforcement, ICE related, detention, deportation, educator awareness of immigration, school-based personnel/educational leaders/counselors, access to higher education etc.

4. Describe (a) diverse immigrant family cultural and family dynamics, (b) build trust and partnerships with families, and (c) deliver culturally appropriate counseling interventions.

EDCP 665: Family & Social Support Systems

Assignment 3 (especially parts 3-5)

Part 3: Family Interview: Students are to interview a member of their own family **AND a member(s) from a family of origin different from their own** and share what they learned. Include all Interview notes.

Ask the following questions in a way that is developmentally and culturally appropriate:

- What do you consider the rules of our family (both overt and covert)?
- How is the family structured? Who has the most power in our/your family? The least?
- What social, cultural, economic, and governmental changes have impacted the family?
- How do we handle stress as a family? What are our sources of strength and resiliency as a family?
- What family secrets and rituals have been important in our family?
- What do you think our family values the most?
- In times of crisis, how do we restore “normalcy” to the family?
- Ask additional questions you feel would be appropriate to learn more about your family of origin dynamics discussed in the course.

Part 4: Integration & Personal reflection: Students should reflect on the interview. Did family members reinforce what they already know or did they uncover things they were unaware of? What surprising things did they learn about their and second family interview? Choose a family counseling theory that helps them understand the family and discuss the rationale behind choosing this particular theory. What types of techniques would be most applicable if the family went to counseling? What does this teach them about themselves, and how does this shape them as a school counselor?

Part 5: Family Genogram: Draw a genogram of your family of origin spanning at least three generations (i.e., your grandparents) or four generations (i.e., your great grandparents) if you can get that far. Information on additional generations, though interesting and meaningful, is optional. Use structural family therapy and Bowen’s therapy to show the family interactional patterns you see between members of your family.

Assignment 5: Family Resilience Module

Students will (a) read the assigned readings and watch webinar (available on CANVAS) on family resilience, (b) respond to discussion questions about their thoughts on the readings/video, and (c) finally respond to three other students’ postings. Students’ discussion posts should focus on their thoughts about the reading as well as their

thoughts about their own family resilience and the protective factors that have been/are present in their own lives that helped them to be resilient in the face of personal and family challenges and risk. See discussion questions on CANVAS.

5. Increase sensitivity to how the diversity of immigrant students—especially intersecting identities of race, gender, religion, ethnicity, ability/disability, culture, sexual orientation, and immigration status—must be considered in crafting counseling strategies maximizing health, mental health, acculturation, and achievement.

TLPL 788: Immigration and Education

Assignment 3: Interview Analysis

The purpose of this assignment is first to synthesize research literature and apply theory on major course themes and additional issues related to the immigrant experience such as:

- The process of migration (push and pull factors)
- Experience as a migrant (barriers and opportunities to integration)
- Connection to home country
- Reasons for migration
- Detention and Deportation

Second, to practice your research skills, including critically analyzing data in relation to scholarship. You will analyze the transcript, examining key themes in it related to course readings/themes/theories. The paper should be 6-8 pages, double-spaced, 12pt Times New Roman excluding references.

Assignment 4: Ethnography Book Review Presentation and Reflection

Students will select one seminal ethnographic text that is listed at the beginning of the syllabus to read during the semester with a small group/partner. There will be two parts to this assignment: a group/partner presentation and short reflection paper. You will select, read, and present a book review based on one of the books listed at the beginning of the syllabus. The text must be one that you have not previously read. This review [the review is in the form of presentation] should demonstrate a knowledge and understanding of the study's design, methods, and findings, and a critical perspective of its strengths and limitations. You should plan to present for 20-25 minutes with your group. You will prepare slides for us and/or a handout.

EDCP 665: Family & Social Support Systems

Assignment 4: Media Case Conceptualization

Students will compose a case study analysis of the family dynamics identified in a film or television series of your choice (suggestions provided in syllabus). Everyone in the course will choose a different family. You will conceptualize these identified dynamics through the lens of an integrated theoretical framework based on the theories presented in class and in the readings. You are required to complete Theory 1 & 2, then you must select and complete 3 other theoretical orientations. Use the

Framework template in CANVAS to complete your case conceptualization.



Review of the Interim UMD Policy and Procedures on the Naming of Facilities and Programs (VI-4.00(A))

PRESENTED BY Rohan Tikekar, Chair

REVIEW DATES SEC – February 22, 2023 | SENATE – March 08, 2023

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [VI-4.00\[A\]](#) – University of Maryland Policy and Procedures on the Naming of Facilities and Programs

NECESSARY APPROVALS Senate, President

ISSUE

The University System of Maryland (USM) revised its Policy on the Naming of Facilities and Programs ([VI-4.00](#)) to incorporate new guidelines for name removals and asked all institutions to develop their own procedures for name removals. At the time, the University policy was only focused on facilities naming and there was no policy in place for program naming. In Summer 2021, the President's Office received a few requests for name removals. Because of the urgency of addressing both the USM request for alignment with its new provisions, and the newly submitted requests for name removals, the President and the Senate leadership worked collaboratively to develop a University policy that adds the naming of programs to the existing facilities naming policy and also addresses the name removal procedures that would be most constructive in addressing the immediate need.

An interim policy was created by combining the University's and USM's existing facilities naming policies, reviewing the past work of the Educational Affairs Committee on program naming, and the addition of the new USM guidelines on the removal of names. The draft policy was reviewed by the President and the Senate leadership and ultimately approved by the President on September 20, 2021 on an interim basis, pending Senate review.

RECOMMENDATION(S)

The Educational Affairs Committee recommends that the proposed revisions to the Interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs (VI-4.00(A)), as shown immediately following this report, be approved.

COMMITTEE WORK

On October 21, 2022 the Educational Affairs committee began reviewing and discussing the SEC issued charges (original-Appendix 1 and amended-Appendix 2), reviewed both the interim UMD Policy and Procedures on the Naming of Facilities and Programs ([VI-4.00\(A\)](#)) and the University System of Maryland (USM) Policy on the Naming of Facilities and Programs ([VI-4.00](#)), and reviewed

data on policy and procedures from other BIG10 universities, USM schools, and peer institutions (Appendix 3).

The committee conducted a review of completed and pending naming processes that have occurred since the implementation of the interim policy. There have been no name removals using the interim policy. There have been many facility name announcements however; with further review of Board of Regents (BOR) published meeting minutes, these name requests were found to be processed prior to the interim policy taking effect. Consultations were conducted with key stakeholders including a selection of representatives of deans from the University's colleges and schools and the representative or designee from the offices of the President, Senior Vice President & Provost, Vice President & Chief Administrative Officer, Vice President for University Relations, Vice President for Research, Vice President for Finance & Chief Financial Officer, and Vice President for Student Affairs.

During late November and December 2022, the interim policy was revised to address suggestions or concerns identified based on input from stakeholders and committee discussions. Consideration of the naming criteria was conducted. The committee discussed the honor of naming a UMD facility or program and the importance of having high standards. However, the committee also felt some flexibility should be incorporated. Changes to the criteria were made to also align the policy with naming practices that have occurred. A non-payment clause was added to remove a gift-related naming in the event the donor or donor's family cannot or will not fulfill the gift agreement terms. This clause would allow the University an "out" if needed. The committee decided on the formation of a Program Naming Committee dedicated to the evaluation of a program naming proposals after they are reviewed by the Senior Vice President and Provost. The committee's design factors in components of confidentiality, efficiency, and a balanced membership of stakeholders and Senate representation to ensure a nimble decision-making committee. The interim policy also had some minor changes to add language clarity by using consistent terminology or titles, define or remove terms, and added sections to create a parallel structure in the policy. Throughout the revision process, attention was given to ensure that no inadvertent conflict would occur between the UMD and USM policies and that the naming policy would not be unduly burdensome.

After consideration, the committee voted to approve the revised UMD Policy and Procedures on the Naming of Facilities and Programs by an email vote concluded on January 11, 2023. The revised policy was shared with the Office of General Counsel and the Division for University Relations for a legal review and any implementation concerns noted by University Relations of the committee's proposed revisions. Based on the feedback some changes were incorporated.

ALTERNATIVES

The Senate could choose not to accept these recommendations and revisions to the UMD Policy and Procedures in the Naming of Facilities and Programs leaving the interim policy in effect. However, the University would lose the opportunity to improve and clarify the naming procedures of facilities and programs.

RISKS

There are no risks to the University in adopting these recommendations.

FINANCIAL IMPLICATIONS

There are no known financial implications to adopting these recommendations.



Review of the Interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs (VI-4.00(A))

2022-2023 Committee Members

Rohan Tikekar (Chair)
Sopiko Beriashvili (Graduate Student)
Caroline Boules (Faculty)
Lawrence Clark (Ex-Officio Undergraduate Studies Rep)
Robert DiLutis (Faculty)
Alice Donlan (Ex-Officio Provost's Rep)
Mary Fortier (Faculty)
Joanna Goger (Faculty)
Ayelette Halbfinger (Ex-Officio SGA Rep)
Kevin He (Undergraduate Student)
Donal Heidenblad (Faculty)
Joanne Klossner (Faculty)
Linda Macri (Ex-Officio Graduate School Rep)
Celina McDonald (Faculty)

Marcio Oliveira (Ex-Officio Division of IT Rep)
Siddhesh Ranade (Ex-Officio GSG Rep)
Doug Roberts (Ex-Officio Associate Dean for General Education)
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Date of Submission

February 2023

BACKGROUND

The University System of Maryland (USM) revised its Policy on the Naming of Facilities and Programs ([VI-4.00](#)) to incorporate new guidelines for name removals and asked all institutions to develop their own procedures for name removals. The University policy was only focused on facilities naming and there was no policy in place for program naming. In Summer 2021, the President's Office received a few requests for name removals and therefore needed the University to have procedures in place to address those requests. Because of the urgency of addressing both the USM request for alignment with its new provisions, and the newly submitted requests for name removals, the President and the Senate leadership agreed that working together to collaboratively develop a University policy that adds the naming of programs to the existing facilities naming policy but also addresses the name removal procedures would be most constructive in addressing the immediate need while still allowing for a thoughtful Senate review.

An interim policy was created by combining the University's and USM's existing facilities naming policies, reviewing the past work of the Educational Affairs Committee on program naming, and the addition of the new USM guidelines on the removal of names. The draft policy was reviewed by the President and the Senate leadership and ultimately approved by the President on September 20, 2021 on an interim basis, pending Senate review.

In September 2021 The SEC voted to charge the Educational Affairs Committee with a review of the Interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs but agreed to postpone the charge until after the committee completed its current charge to review the General Education Diversity Requirement (Senate Document #20-21-10).

In September 2022, the Educational Affairs Committee was charged (Appendix 1) with the review of the Interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs (VI-4.00[A]). In October 2022, the committee received an amended charge (Appendix 2) to include consultations with the Vice President for Finance and Chief Financial Officer and a consult with the Vice President for Research.

COMMITTEE WORK

On October 21, 2022, the committee began reviewing and discussing the originally issued charge (Appendix 1) and the amended charge (Appendix 2) that included two additional consultations with the Vice President for Research and the Vice President for Finance and Chief Financial Officer. The committee reviewed both the interim UMD Policy and Procedures on the Naming of Facilities and Programs ([VI-4.00\(A\)](#)) and the USM Policy on the Naming of Facilities and Programs ([VI-4.00](#)). Data on policy and procedures from other BIG10 universities, USM schools, and peer institutions was reviewed (Appendix 3). It was noted that USM schools have various levels of compliance with the current USM policy. A majority of the schools' policies have not been updated since 2017 and four schools refer directly to the USM policy.

Overall, a majority of BIG10 and peer institutions have a policy that combines the facility and program naming processes, and includes the name removal or name change process. Approximately half of the colleges indicate that a committee is involved as part of the naming process. A majority of universities specify if a company/corporate/organization name is requested, the name can only apply to a facility, not a program. The interim UMD policy is aligned with these practices.

The committee discussed an additional point of interest in the data. Some universities state 75 years as a maximum life of a name before it is retired. The committee reviewed some possible advantages of this practice, including that it allows the university some turnover to recognize new accomplishments, allows a re-evaluation of a name to ensure alignment with the school's values, and a proactive approach of renaming without waiting for a concern to be voiced by constituencies or a negative connotation to be associated with the removal. Consultants said they could see the value in such an idea but a defined set of standards to guide the re-evaluation would need to be established. They also voiced a concern that a philanthropic donor may feel as though they are being "squeezed" for more money. It was suggested that it could be helpful to have the re-evaluation stated as a best practice, rather than include it into the policy.

The committee also conducted a review of completed and pending naming processes that have occurred since the implementation of the interim policy. There have been no name removals using the interim policy. There have been many facility name announcements; however, with further review of Board of Regents (BOR) published meeting minutes, these name requests were found to be processed prior to the interim policy taking effect in September 2021. One program, the Brin Mathematics Research Center, was named with this interim policy in November 2021 and there have been a few facilities named with this policy. One naming is currently pending BOR's possible decision of approval and announcement.

The committee found it advantageous to ask broad standard questions of consultants to account for various levels of familiarity and knowledge of the policy, with the flexibility to adjust the individual consultation based on the representative's familiarity or experience level with the interim policy.

Consultations were conducted with key stakeholders including representatives from offices of the following:

- President
- Senior Vice President & Provost
- Vice President & Chief Administrative Officer
- Vice President for University Relations
- Vice President for Research
- Vice President for Finance & Chief Financial Officer
- Vice President for Student Affairs
- Robert H. Smith School of Business
- Philip Merrill College of Journalism (JOUR)
- Office of Undergraduate Studies (USGT)
- College of Agriculture and Natural Resources (AGNR)
- College of Arts and Humanities (ARHU)
- College of Computer, Mathematical, and Natural Sciences (CMNS)
- College of Behavioral and Social Sciences (BSOS)
- A. James Clark School of Engineering (ENGR)
- School of Architecture, Planning, and Preservation (ARCH)

The decision to consult with the Vice President for Student Affairs was made to gain insight on student involvement on campus and the division's perspective on non-academic facilities such as residence and dining halls. Representatives from a variety of colleges and schools were sought out to increase the committee's overall understanding of how well the interim policy works. Additionally, the selection of deans gave input about specific circumstances such as recent naming activity, a dean's membership on the Facility Naming Committee, consideration of a college with a variety of associated college properties not located on UMD College Park campus, and the perspective of program naming considerations.

Feedback from stakeholders helped the committee identify concerns and questions that needed to be resolved, as well as identify processes that are working well and require no changes. Appreciation for the interim policy's name removal process was repeatedly mentioned. Citing, it ensures history is not buried, but still allows for a name removal if warranted. Also, many representatives expressed appreciation of the policy's flexibility to allow a college or school to name interior spaces of a facility excluded in this University-level policy. Feedback about the requirement for philanthropic donations for program naming indicated that no changes were necessary since it currently provides the flexibility necessary to navigate a wide variety of scenarios that UMD may encounter related to the variety of academic programs UMD offers.

During late November and December 2022, the interim policy was revised to address suggestions or concerns based on input from stakeholder and committee discussions. The committee clarified policy language and terms, deleted redundancy, added sections for a consistent parallel structure, the addition of the Vice President for Student Affairs on the Facility Naming Committee, and created a Program Naming Committee. Throughout the revision process, attention was given to ensure that no inadvertent conflict would occur between the UMD and USM policies and that the naming policy would not be unduly burdensome. The overall purpose of this policy remains unchanged from the current interim policy as, "it is responsible for evaluating and making a recommendation on a naming proposal to the President."

Non-payment Clause:

Currently, the interim policy has no process to remove a name due to non-payment in the event the donor cannot or will not fulfill the gift agreement terms. A few consultations indicated a clause for name removal due to non-payment should be added to the UMD policy in the event that a donor fails to meet terms of the stated financial commitment. They further expressed that attempting to obtain the promised philanthropic donation from the person or the person's family is a distressing process. The USM policy has a stipulation indicating that in the event that a non-fulfilment of a gift related naming occurs, a naming proportional to the actual payment received will occur. The committee agreed a similar solution is needed and revised the UMD policy to include a clause to align it with the USM policy, allowing UMD an "out" in the event of non-payment.

Naming Criteria:

Several stakeholders expressed concern that requiring that an honoree meet all the naming criteria is a very high standard that discourages potential namings. The committee considered a number of prominent names found on campus and evaluated them using the criteria in the interim policy. Several circumstances were noted that were not consistent applications of the policy. Members felt this language does not reflect naming practices that have justifiably occurred. The committee discussed the honor of naming a UMD facility or program and the importance of having high standards. However, the committee also felt flexibility should also be incorporated. Additional language was included to increase the transparent and equitable application of this policy in future decisions with these types of circumstances.

Revisions to broaden the criteria occurred in a few places. The interim policy criteria was reviewed and it was determined the criterion of "highest personal integrity" is mandatory and non-negotiable. It was included in the statement as "highest personal integrity that aligns with the University's values" before listing the rest of the criteria with an option to meet a majority of the requirements, rather than all the requirements as the interim policy currently states. A discussion about "honorable public service" included concerns that a namesake may fulfill all other characteristics, but never having served as a public servant or worked in any government capacity could lead to the exclusion of very deserving individuals.

Policy language "and/or to the State" was added so a person could be recognized for their contributions to the state of Maryland. Consultants provided examples of current namings including the Harriett Tubman Program and a statue of prominence, Frederick Douglass. These are examples of people that have achieved recognition on the UMD campus. Harriett Tubman and Frederick Douglass were born in Maryland, and made significant contributions to society, but were not affiliated with UMD or USM; due to the laws at the time, they could not attend UMD. The committee felt this additional language gives flexibility to the policy and would allow for these types of circumstances.

The current interim policy has a stipulation that any employment or formal affiliation with the USM or State of Maryland must cease for a minimum of one year before a naming consideration of that person can occur. It does not allow for any exceptions. Revisions of the interim policy included the addition of USM policy language allowing exceptions for flexibility to grant a naming despite not meeting the requirement to cease employment or affiliation with USM or State employment for one year. Noted examples include of the names of the Miller and Kirwan facilities. Members expressed support for adding the USM policy language, as doing so will bring the University policy into closer alignment with the overarching USM policy and allow for namings of deserving individuals.

The current interim policy states that no programs may be named after any corporations or foundations. A review of the “program” definition in the policy determined that academic programs (e.g., Southern Management Leadership Program and A. James & Alice B. Clark Foundation Maryland Promise Program) have been named prior to the interim policy. To align the policy with both the USM policy and with the current practice, the restriction of naming a program after corporations or foundations was removed. The criteria for a program naming remained unchanged.

Language Clarity Added:

The committee clarified the role of the Programs, Curricula, & Courses (PCC) Committee’s involvement in program namings not related to academic or curricula changes, cut redundant terms and sections, and removed the stated maximum limit that can be donated leaving the minimum limit. This revision was made after confirming with Division for University Relations that there is no maximum limit that can be donated. Added specifications for the “honorific naming considerations” section for both programs and facilities. Currently, the interim policy only states the honorific considerations for programs. In addition, language was included to clarify the term “historian” since UMD does not have a designated “historian” on campus. The “designee” option was included for some representatives on both committees. Members felt permitting a “designee” gives more flexibility to schedule a meeting while ensuring the voice of the representative.

Program Naming Committee:

The Educational Affairs Committee decided to create a Program Naming Committee (PNC) based on stakeholder feedback and discussions. It will be dedicated to the evaluation of a program naming proposal when it is forwarded by the Senior Vice President and Provost. USM policy requires any naming proposal evaluation be conducted in the strictest confidence regardless if the naming is honorific or philanthropic. Additionally, no public announcements of a naming can occur until the BOR’s approval. These USM imposed constraints were factors guiding the committee’s decisions about program naming process.

A majority of stakeholders emphasized any namings must be conducted with discretion to avoid any embarrassment for UMD or the honoree. Committee members also agreed that avoiding an embarrassing situation for everyone involved is crucial. Stakeholders expressed concern about the current interim policy process efficiency by the need to factor in the timing of multiple committee schedules. This concern can be especially problematic with a philanthropic donation which can already be a delicate process. With the creation of the PNC, the program naming process will occur while addressing the concerns for confidentiality and efficiency expressed by the majority of stakeholders.

The PNC membership was selected ensuring campus-wide representation and meaningful discussions to evaluate a program naming proposal while maintaining the confidentiality that USM mandates. It was decided the PNC would be similar to the Facilities Naming Committee; the overall number of committee members was factored in to ensure a nimble decision-making committee balanced with effective representation of stakeholders. Senate representation was ensured with three members (faculty, student, and staff) appointed by the Senate leadership. The Senate Leadership will use their judgement to appoint a qualified engaged representative for the committee. It does not stipulate if the member must be affiliated with the Senate or an organization. Additionally, the PCC committee chair will also serve on the committee. The inclusion of the PCC committee chair on the committee has additional benefits for determining

whether the curriculum aligns with what is known about the potential honoree and whether PCC committee involvement is necessary due to anticipated or unanticipated curricular changes as a result of the naming. The University Archivist on the PNC can help conduct and evaluate historical research into the integrity of potential honorees.

After consideration, the committee voted to approve the revised UMD Policy and Procedures on the Naming of Facilities and Programs by an email vote concluding on January 11, 2023. The revised policy was shared with Office of General Counsel and the Division for University Relations for a review of the committee's proposed revisions. Based on the feedback, some changes were incorporated to ensure no inadvertent harm to the University or undue implementation burdens were caused by the policy revisions.

RECOMMENDATIONS

The Educational Affairs Committee recommends that the interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs (VI-4.00(A)) be revised as indicated in the policy document immediately following this report.

APPENDICES

- Appendix 1 — Original charge from the Senate Executive Committee
- Appendix 2 — Amended charge dated September 9, 2022
- Appendix 3 — BIG 10 Data, USM Schools, Peer Institution Data



A. VI-4.00(A) UNIVERSITY OF MARYLAND POLICY AND PROCEDURES ON THE NAMING OF FACILITIES AND PROGRAMS

(Approved by the President September 20, 2021 on an interim basis pending University Senate review)

I. Purpose

The naming of a facility or program is one of the highest honors an individual or organization can receive from a university. The University of Maryland (“the University”) feels great responsibility to ensure that such recognition honors its history, values, and central mission as a land grant institution, and aligns with its goals of achieving excellence in teaching, research, and public service within a supportive, respectful, and inclusive environment that fosters the free and open exchange of ideas.

The University encourages opportunities for the naming of its facilities and programs through significant philanthropy or by honoring scholars and other distinguished individuals who are preeminent in their field of endeavor and/or have contributed meaningfully to the University. Any such naming must undergo a high level of consideration and due diligence to ensure that the name comports with the purpose and mission of the University. The University is governed by the University System of Maryland (USM) Policy on the Naming of Facilities and Programs (VI-4.00).

No naming shall be permitted for any entity or individual whose public image, products, or services may conflict with the University’s purpose and mission.

II. Definitions

A. “Benefactor” means an individual(s) who contributes financially to the University.

B. “Facility” means planned and existing University buildings of all types; major new additions to existing buildings; institution grounds and athletic facilities; and all major outdoor areas including roads, plazas, entrances, gates, and landscape features such as quadrangles, gardens, lakes, fountains, and fields.

- C. “Honorific Naming” means naming a Facility or a Program to honor scholars and other distinguished individuals who are preeminent in their field of endeavor and/or have contributed meaningfully to the University.
- D. “Namesake” means the individual for whom a Facility or Program may be named.
- E. “Naming” means the act of honoring an individual or entity by placing their name on a University Facility or Program.
- F. “Landmark Building” is a Facility on the main University campus that has historical or cultural significance to the University.
- G. “Philanthropic Naming” means Naming a Facility or a Program for a Benefactor who underwrites the cost or the partial cost of a University Facility or contributes financially to the Program being named.
- H. “Program” means Colleges, Schools, departments, centers, institutes, and academic programs, including those that are online or virtual.
- I. “Useful Life” means the estimated lifespan of a Facility in terms of the utility and purpose for which it was established or acquired.

III. Exclusions

- A. Interior spaces within Facilities (laboratories, classrooms, practice rooms, lecture halls, etc.); minor landscape or architectural elements such as benches, desks, or sidewalk bricks; fellowships; and endowed chairs are not covered by this Policy. **These may be named separately from the Facility in which they are located to recognize:**
 - 1. **A Benefactor, corporation, or foundation who wish to underwrite the cost or partial cost of a defined portion of the Facility; or**
 - 2. **An individual who has made substantial scholarly or service contributions to the University or to higher education in general.**
- B. The University of Maryland Policy on Endowed Faculty Chairs and Professorships (IX-6.00[A]) covers Naming endowed positions.
- C. This Policy does not apply to academic program proposals that would name or rename Programs based on the academic discipline or field rather than for Philanthropic or Honorific purposes. Such proposals should be submitted and considered under the existing Programs, Curricula, & Courses (PCC) process administered by the Office of Academic Planning & Programs.

IV. Naming of Facilities and Programs

- A. The authority to name University Facilities and Programs rests with the Board of Regents of the USM, upon the recommendation of the President of the University.
- B. All discussions and negotiations related to Philanthropic and Honorific Namings must be kept confidential in alignment with Section VII of the USM Policy, which requires that no public announcement be made prior to Board of Regents approval.
- C. Prior to making a determination on whether to support a Philanthropic or Honorific Naming proposal and put it forward to the Board of Regents for consideration, the President may receive advice from University committees as defined in Section V of this Policy.
- D. Requests for Philanthropic and Honorific Namings of Facilities and Programs require the submission of a formal proposal to the responsible official, as noted in sections IV.G.1 and 2.
- E. **Proposals must be submitted with sufficient time to permit an initial evaluation by the President or their designee, who must authorize any planned negotiations with a potential donor or honoree's family.**
- F. The procedures for submitting a Naming proposal or a name removal proposal, and the associated review processes are specified in Sections V and VII of this Policy.
- G. Guidelines for Facilities and Program Naming are set forth below.
 - 1. University Facilities are generally named after counties, municipalities, and bodies of water in the State of Maryland. Such Namings must be reviewed by the Facilities Naming Committee under the procedures indicated in V.B.1 of this Policy.
 - 2. Namings may only be considered for individuals, corporations, and foundations that are **consistent** ~~comport~~ with the mission and purpose of the University.
 - 3. ~~Discrete parts of a Facility such as auditoriums, classrooms, porches, gates and gardens may be named separately from the Facility in which they are located, to recognize:~~
 - a. ~~A Benefactor, corporation, or foundation who wish to underwrite the cost or partial cost of a defined portion of the Facility; or~~
 - b. ~~An individual who has made substantial scholarly or service contributions to the University or to higher education in general.~~
 - 4. Facilities and Programs that are to be named for individuals should be named in honor of scholars and other distinguished individuals who are preeminent in their field of endeavor. University Facilities may also be named for foundations and corporations who by service, mission, scholarship, or major gift have made

substantial contributions to the University, or to higher education in general.

~~Programs may not be named for foundations and corporations.~~

- a. Individuals after whom Facilities and Programs are named should have **the highest personal integrity that aligns with the University's values and a majority of the** following characteristics, at a minimum:
 - i. ~~Highest personal integrity;~~
 - ii. Honorable public service;
 - iii. **Significant Major** positive contributions to society;
 - iv. Contributions to the University of Maryland **and/or the State;** or
 - v. Known to the University community.
- b. Foundations and corporations after which Facilities **and Programs** are to be named must exemplify the following attributes, at a minimum:
 - i. History of high integrity of officers;
 - ii. Appropriate corporate mission;
 - iii. Contributions to the University; and
 - iv. Familiarity of the corporation at least to the impacted portion of the University community.
- c. A **corporate name Facility** may be assigned ~~a corporate name~~ only if the entity has undergone careful scrutiny by the University to ensure that such a Naming will not demean the academic endeavors ~~to be carried out within the Facility~~ or the campus at large.
- d. When corporate names are considered for Facilities, the propriety of the name in a public and educational context should be considered. **If a naming opportunity is being considered for a set period of time (naming rights to an athletic field, for example), the cost of installing and removing the name should be a consideration, and plans accounting for those costs should be included in the naming proposal. Once established, the corporate name of a Facility shall normally remain for its Useful Life notwithstanding future changes in the corporation.**
5. No campus Facility or Program will be named for individuals employed by or formally affiliated with the USM or the State of Maryland, unless and until one year has passed since the individual's USM or State employment or affiliation has ceased. **Exceptions will be considered under the following circumstances:**

- a. **If an individual has completed 10 years of service to UMD and is currently serving in a position of reduced authority (e.g., from institution president to faculty status).**
 - b. **If there are health issues or special family circumstances.**
6. ~~Philanthropic and Honorific Program Namings may only be considered if the administrative unit head(s) of the Program has consulted confidentially with the faculty of the Program, and the administrative unit head(s) and a majority of the faculty have agreed to move forward with a formal proposal on the Naming.~~
 7. Individuals, corporations, and foundations after whom Facilities or Programs are named who later are found to violate the high standards indicated in Section IV.F.4.a-d of this Policy may have their names removed from such, based on the guidelines defined in Section VI of this Policy.

G. Considerations for Philanthropic Namings

1. Philanthropic Namings of Facilities must be overseen by the Vice President for University Relations.
 - a. A Facility may only be named for or by a Benefactor, a corporation, or a foundation, if they contribute a significant portion of its costs for construction or renovation.
 - b. Philanthropic Namings of Facilities shall normally only be considered in association with a gift to the University or to an affiliated foundation when the present value of the gift is a minimum of ~~within 15 to 30~~ percent of the estimated cost to construct or substantially renovate the facility. Maintenance and endowment funds should be considered as part of the gift for the purpose of these calculations.
 - c. The Naming of Landmark Buildings shall generally require a higher percentage of investment.
 - d. The Philanthropic gift should be made in cash or by means of a ~~legally binding pledge~~ **fully executed gift agreement**, provided however, that if in the form of a pledge, it should be paid in full within five years.
 - e. Gifts made in the form of an irrevocable trust or bequest, provided that the donor is age 75 or older (including but not limited to a charitable remainder trust, a pooled income fund, a charitable gift annuity, a deferred pledge agreement/estate note, or a contract to make a will), shall generally not be accepted for the purpose of Naming a new University facility for which contributions from private sources are needed to pay construction costs. Such a deferred gift, however, may support the Naming of an existing facility if there is no current need of funds for renovating or expanding the structure. If

the gift is a bequest, there must be a ~~legally-binding~~ **cash or by means of a documented** pledge backing up the bequest.

2. Philanthropic Namings of Programs must be overseen by the Senior Vice President and Provost, in consultation with the Vice President for University Relations.
 - a. Philanthropic Namings of Programs may only be considered if the administrative unit head(s) and the faculty of the Program have been consulted confidentially as part of the process, and the administrative unit head(s) and a majority of the faculty agree to move forward with a formal proposal on the Program Naming.
 - b. **Consideration of all Philanthropic and Honorific Program Naming proposals should include an assessment of the long-term impact of the Naming on the mission of the Program and whether it is possible that the Program's mission may evolve over time to the extent where the proposed name would no longer be relevant.**
 - c. The named gift levels for Programs will be established on a case-by-case basis.
 - d. Endowed gifts are strongly encouraged. Generally, the endowment established through the gift should generate 10 to 20 percent of the unit's operating budget on an annual basis, depending on the size of the unit.
 - e. The Philanthropic gift should be made in cash or by means of a **fully executed gift agreement** ~~legally-binding pledge~~, provided however that if in the form of a pledge, it should be paid in full within five years.

H. Considerations for Honorific Namings

1. Honorific Namings of Programs:
 - a. **Must be overseen by the Senior Vice President and Provost in consultation with the administrative unit head(s) of the Program.**
 - b. May only be considered if the administrative unit head(s) and the faculty of the Program have been consulted confidentially as part of the process, and the administrative unit head(s) and a majority of the faculty have agreed to move forward with a formal proposal on the Program Naming.
 - c. **Although significant philanthropy made over a donor's lifetime may constitute a valid rationale for an Honorific Naming, Honorific Namings should not be used to circumvent the requirements of gift-related Naming policies.**

- d **Consideration of all Philanthropic and Honorific Program Naming proposals should include an assessment of the long-term impact of the Naming on the mission of the Program and whether it is possible that the Program's mission may evolve over time to the extent where the proposed name would no longer be relevant.**
2. Honorific Namings of **Facilities:**
 - a **Must be overseen by the Vice President and Chief Administrative Officer in consultation with the administrative unit head(s) of the Facility.**
 - b **Facility naming proposal will be reviewed by the Facility Naming Committee.**
 - c **Although significant philanthropy made over a donor's lifetime may constitute a valid rationale for an Honorific Naming, Honorific Namings should not be used to circumvent the requirements of gift-related Naming policies.**
 3. ~~Although significant philanthropy made over a donor's lifetime may constitute a valid rationale for an Honorific Naming, Honorific Namings should not be used to circumvent the requirements of gift-related Naming policies.~~

V. Naming Procedures

- A. Requests for the Philanthropic or Honorific Naming of Facilities and Programs require the submission of a formal proposal to the **responsible official relevant administrator.**
1. The proposal should include the Namesake's name and relationship to the University, if applicable.
2. A biographical profile of the Namesake should be provided.
3. The proposal must contain a **detailed** report demonstrating that the Namesake's background has been thoroughly considered; that the Naming honors and aligns with the values and mission of the University; and that any controversies, if they exist, have been examined and judged to be immaterial to the Naming.
4. The proposed name of the Facility or Program and, if applicable, the current name of the Facility or Program should be noted.
5. For Philanthropic Namings, the proposal must include the gift amount and terms, including but not limited to any costs associated with the gift and a copy of the gift contract and/or pledge agreement, if applicable.

6. Proposals must include the overall cost of the Facility construction or renovation or the overall budget of the Program to be supported. If the gift represents partial or total funding of the construction, remodeling, or renovation, the following information must be included:

- a. Relationship of the project to the University's long-range plans;
- b. Source and status of capital budget funds needed in addition to the gift;
- c. A timetable for project implementation; and
- d. Operating budget implications, and sources of funds.

7. For Honorific Namings, the proposal must provide a clear rationale for the request, including:

- a. A description of the honoree's accomplishments and contributions to the University or USM, **or the State of Maryland**;
- b. If applicable, how the Naming will further the mission of the Program;
- c. How the Naming will reflect positively on the University and/or the USM; and
- d. If applicable, a justification for an exception to the provisions defined in Section IV.F.5 of this Policy.

B. The review of proposals requesting the Naming of Facilities and the Naming of Programs will be handled in separate but parallel processes.

1. Facilities Naming Procedures

- a. **Philanthropic or Honorific** Facilities Naming proposals should be **prepared by the Vice President for University Relations and Vice President and Chief Administrative Officer respectively and directed to the Facilities Naming Committee** ~~Vice President and Chief Administrative Officer~~.
- b. The Facilities Naming Committee is responsible for reviewing all proposals requesting the Naming of University Facilities, including Philanthropic and Honorific Namings, and making a recommendation to the President.
 - i. The membership of the Facilities Naming Committee includes:
 - (a) The Vice President and Chief Administrative Officer (Chair);
 - (b) **The Senior Vice President and Provost or designee**;
 - (c) The Vice President for University Relations **or designee**;

- (d) The Vice President for Diversity and Inclusion **or designee**;
 - (e) The Assistant President and Chief of Staff **or designee**;
 - (f) **The Vice President for Student Affairs or designee.**
 - (g) The Executive Director of Government Relations **or designee**;
 - (h) The Dean of the School of Architecture **or designee**;
 - (i) The Dean of another College or School, appointed by the Senior Vice President and Provost **or designee**; and,
 - (j) Two faculty, one student, and one staff representative, selected in consultation with the University Senate;
- c. The President shall take the recommendation of the Facilities Naming Committee into consideration before making a **final determination** ~~decision~~ on whether to ~~support the Facility Naming and~~ recommend **the Philanthropic or Honorific Facility Naming** ~~it~~ to the Board of Regents for **its consideration and** approval.
- d. In the event that a unique fundraising opportunity for a Facilities Naming requires an expedited decision, the President shall consult with the Vice Presidents for University Relations, **the Senior Vice President and Provost**, and Vice President **and Chief Administrative Officer** ~~for Administration~~ (as Chair of the Facilities Naming Committee) prior to making a recommendation to the Board of Regents.
- i. In such instances, the President's action shall be explained to the Facilities Naming Committee at its next meeting.

2. Program Naming Procedures

- a. ~~Consideration of all Philanthropic and Honorific Program Naming proposals should include an assessment of the long-term impact of the Naming on the mission of the Program and whether it is possible that the Program's mission may evolve over time to the extent where the proposed name would no longer be relevant.~~
- b. All Philanthropic and Honorific Program Naming proposals should be **prepared by the Senior Vice President and Provost in consultation with the administrative unit head(s) of the Program, and with the Vice President for University Relations in the case of philanthropic namings,**

and directed to the **Program Naming Committee** ~~Senior Vice President and Provost~~.

- i. ~~Proposals must be submitted with sufficient time to permit an initial evaluation by the President or their designee, who must authorize any planned negotiations with a potential donor or honoree's family.~~
- ii. All Program Naming proposals must have the endorsement of a majority of the faculty of the Program and its administrative unit head(s) prior to submission to the Senior Vice President and Provost.
 - (a) **Curricular changes or academically related name changes per section III. C. associated with** Program Naming proposals ~~that require associated curricular changes to the Program~~ must also be submitted ~~for to be~~ reviewed through the defined Programs, Curricula, & Courses (PCC) processes overseen by the Office of Academic Programs & Planning.
 - (b) ~~Proposals for Philanthropic Program Namings must be developed in consultation with the Vice President for University Relations.~~
- c. The Senior Vice President and Provost will conduct an initial review of the proposal to determine whether to initiate the formal review process.
 - i. The Senior Vice President and Provost may consult with the Academic Planning Advisory Committee (APAC) during the initial review of proposals for Philanthropic and Honorific Namings of Programs.
 - ii. The Senior Vice President and Provost, in consultation with the ~~administrative unit head(s) of the Program to be named, will determine~~ whether a formal review of the proposal by the **Senate Program Naming Committee** s, ~~Curricula, & Courses (PCC) Committee and the Senate Executive Committee (SEC)~~ should be initiated.
- d. The **Program Naming Committee** ~~Senate PCC Committee and the SEC~~ will have responsibility for evaluating all formal Philanthropic and Honorific Program Naming proposals and making a timely recommendation to the President.
 - i. **The membership of the Program Naming Committee includes:**
 - a. **The Dean of the School of Undergraduate Studies and/or Dean of the School of Graduate Studies of the relevant program naming proposal as appropriate (Chair-appointed by Senior Vice President and Provost);**

- b. **Dean of the relevant College/School of program naming proposal;**
 - c. **Vice President for University Relations or designee;**
 - d. **Executive Director for Government Relations or designee;**
 - e. **Vice President for Diversity & Inclusion or designee;**
 - f. **Assistant President and Chief of Staff or designee;**
 - g. **Senate PCC Committee chair;**
 - h. **Student (appointed by Senate Leadership);**
 - i. **Staff (appointed by Senate Leadership);**
 - j. **Faculty (appointed by Senate Leadership) and;**
 - k. **University Archivist**
- ii. The deliberations of the **Program Naming Senate-PCC** Committee ~~and the SEC~~ will be held in closed session in order to maintain confidentiality, as required by the USM Policy.
 - iii. The **Program Naming Senate-PCC** Committee will review the Program Naming proposal and consider whether it meets the guidelines for Namings identified in Section IV of this Policy. The **Program Naming Senate-PCC** Committee will make a timely recommendation on whether the Philanthropic or Honorific Program Naming proposal meets the requirements of this Policy in a memo to the **President SEC**. **Program Naming proposals that require associated curricular changes to the Program must also be submitted for review through the defined Programs, Curricula, & Courses (PCC) processes overseen by the Office of Academic Programs & Planning.**
 - iv. ~~The SEC will review the Philanthropic or Honorific Program Naming proposal and the PCC Committee's memo to evaluate whether the proposal meets the guidelines for Namings identified in Section IV of this Policy. The SEC will make a recommendation to the President on whether the Program Naming proposal meets the requirements of this Policy, and will forward the memo from the PCC Committee for consideration.~~
 - v. The President will take the recommendations of the **Program Naming Committee** ~~Senate-PCC Committee and the SEC~~ into consideration before making a final determination on whether to recommend the Philanthropic

or Honoric Program Naming to the Board of Regents for its consideration and approval.

VI. Removal of Names from Facilities and Programs

A. Guidelines

1. The authority to remove a name from a Facility or Program lies with the Board of Regents of the USM, upon the recommendation of the President of the University.
2. If at any time the University determines that the continued Naming of a Facility or Program may compromise the University's integrity or reputation, the University may amend or remove the name, upon approval by the President and Board of Regents and notification of the donor, if applicable.
3. **In the case of philanthropic naming, the University reserves the right to remove names from Facilities and Programs when the gift remains unpaid beyond the terms of the gift agreement. Should this occur, the Vice President for University Relations may recommend an area of the facility or seek an alternative naming opportunity appropriate to the value of the gift received.**
4. The removal of a name should be rare, and those making the request should understand that their case must be compelling and well-researched.
5. The removal of a name should not erase the University's history. Where possible, education about and reinterpretation of the name may be a reasonable alternative to name removal, in order for the University community to deepen its understanding about its history.

B. Considerations for Name Removal Requests

1. The scholarly historical evidence supporting the request should be compelling and should satisfy one or more of the following criteria:
 - a. Following the Naming recognition, the Namesake was found to have committed a serious violation of a state or federal law;
 - b. The Namesake was found to have exhibited offensive behavior that was central to the Namesake's career, public persona, or life as a whole or it was central to the corporation's/foundation's mission or public reputation;
 - c. Allegations of offensive behavior are supported by documentary evidence that demonstrates both the extent and intentionality of a Namesake's actions;
 - d. Retaining the name demonstrably jeopardizes the University's integrity and materially impedes its mission of teaching, research, and public engagement;

- e. Retaining the name significantly contributes to an environment that excludes some members of the University community from opportunities to learn, thrive, and succeed; and/or
 - f. Removing the name would not stifle viewpoint diversity or fail to acknowledge the historical complexity or holistic contributions of the individual to the University or the public.
2. Those submitting name removal requests should consider whether any of the following elements exist in the specific case that they are raising, and should consider the impact of the presence of those elements on the strength of the case for removal:
 - a. If the Namesake's offensive behavior or viewpoints were conventional at their time and other aspects of the Namesake's life and work are especially noteworthy to the University or the greater community; and/or
 - b. Despite the evidence of objectionable behavior or views, there is also evidence of a significant level of evolution or moderation of the Namesake's behavior or views over their lifetime.
 3. Procedures for and elements associated with requests to remove a name from a Facility or Program are specified below in Section VII of this Policy.

VII. Name Removal Procedures

- D. Requests for the removal of a name from a Facility or Program can be submitted to the Office of the President by any member of the campus community including faculty, staff, students, and alumni.
- E. Name removal requests should include a letter providing the rationale for the request that addresses the following:
 1. The process by which the original Naming took place and what was known at that time about the Namesake, to the extent that such information is available;
 2. Clearly documented research about the prevalence and persistence of the Namesake's objectionable behavior, including the centrality of the offensive behavior to the Namesake's life as a whole and whether the behavior was consistent with conventions of the time;
 3. The past and present effects of the Namesake's behavior, including whether the behavior caused hurt to individuals or groups in the past that undermine the ability of those individuals or groups to feel a sense of belonging to the University community;

4. The Namesake's relationship to the University and what contributions the Namesake made to the University;
 5. The voices and views of more than one constituency of the University; and
 6. Any possibilities for mitigation and interpretation.
- F. Name removal requests must be supported by the major constituencies of the campus community (faculty, staff, and students).
1. Name removal requests require signatures in support of the request from at least 2% of two (2) of the major constituencies of the current campus community (faculty, staff, and students).
 2. The signature requirement will be facilitated through the University's petition platform and current members of the campus community will be verified through the University's authentication service.
 3. Name removal requests will undergo an initial review to ensure that they meet the required thresholds for further consideration.

G. Review of Name Removal Requests

1. The ~~Facilities~~-Naming Committee **associated with the removal request (i.e. facility or program)** together with the University Archivist will conduct an initial review of the name removal request, reviewing the letter and petition to consider whether it meets the considerations in Section VI.B and the procedures defined in Section VII of this Policy, to determine whether it should be studied further.
 - a. ~~In cases where requests for the removal of names from Programs are submitted, the University Senate Chair will be included in the membership of the Facilities Naming Committee to conduct the initial review.~~
2. If the **associated Facilities** Naming Committee determines that the request should be forwarded for further study, the President will form an ad hoc Study Committee for a formal review of the name removal request.
 - a. The membership of the Study Committee will include faculty, staff, students, and alumni appointed by the President, some of whom will be selected from University Senate nominations. The University Archivist and **a person (faculty or staff) with scholarly expertise about the subject** ~~an historian~~ will also be members of the Study Committee.
 - b. The Study Committee will be charged with conducting a review of the name removal request and providing the President with an impartial analysis that includes reasons for removing the name, reasons for retaining the name, and,

if appropriate, possible ways of **addressing acknowledging controversies the wrongful behavior** if the name is retained.

- c. The Study Committee may invite comments from interested members of the University community, as well as from the Namesake or their heirs.
 - d. Where helpful, those on the Study Committee should take advantage of the knowledge, expertise, and methodologies of the social sciences, humanities, and other disciplines available at the University.
 - e. The Study Committee must consistently weigh and balance relevant factors, taking into account the considerations listed in Section VI.B of this Policy.
3. Upon receipt and consideration of the Study Committee's findings, the President will make the final determination of the appropriate action regarding the name removal request.
- a. If the President determines that removal of the name is appropriate, the President will submit a formal request to the Board of Regents for consideration of the name removal with a coinciding request to replace the name with a general name that aligns with the University's standard practices for Naming Facilities and Programs identified in Section IV.F.1 of this Policy.
 - b. If the President determines that the request to remove a name does not warrant a formal request to the Board of Regents, the President will provide a response to the requesting party explaining the decision.
 - c. The President may also choose to add historical markers inside of buildings to illustrate the full history of the Namesake's complete behavior as part of the decision process.
4. Facilities and Programs that have undergone a name removal and been given a general name are eligible to be considered for a new Philanthropic or Honorific Naming through the Naming procedures defined in Section V of this Policy.

Replacement for:

Policy VI-4.00(A) University of Maryland Policy on the Naming of Facilities



Charged: September 9, 2022 | Deadline: February 3, 2023

**Review of the Interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs
(Senate Document #22-23-03)
Educational Affairs Committee | Chair: Rohan Tikekar**

The Senate Executive Committee (SEC) and Senate Chair Newman request that the Educational Affairs Committee review the interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs (VI-4.00[A]).

The Educational Affairs Committee should:

1. Review the University System of Maryland (USM) Policy on the Naming of Facilities and Programs ([VI-4.00](#)).
2. Review the interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs ([VI-4.00\[A\]](#)).
3. Review similar policies and procedures at Big 10 and Peer Institutions.
4. Review any actions that have been completed under the interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs ([VI-4.00\[A\]](#)) since its implementation.
5. Consult with the President or his designee regarding the naming and name removal processes, including the implementation of the interim policy.
6. Consult with the Senior Vice President & Provost or her designee regarding the naming and name removal processes, including the implementation of the interim policy.
7. Consult with the Vice President & Chief Administrative Officer or his designee regarding the naming and name removal processes, including the implementation of the interim policy.
8. Consult with the Vice President for University Relations or his designee regarding the naming and name removal processes, including the implementation of the interim policy.
9. Consult with a representative group of Deans on the naming and name removal processes, including the implementation of the interim policy.
10. Consult with the Office of General Counsel on any proposed policy revisions.
11. Consider whether the principles and procedures related to program naming align with the USM policy and the University's principles of shared governance (i.e., The Plan of Organization Preamble and Article 1.)
12. Consider whether the principles and procedures related to name removal align with the principles and procedures defined in the USM policy for name removal and the University's principles for shared governance. (i.e., The Plan of Organization Preamble and Article 1.)
13. If appropriate, recommend whether revisions to the interim policy are necessary.

We ask that you submit a report to the Senate Office no later than **February 3, 2023**. If you have questions or need assistance, please contact the Senate Office staff at senate-admin@umd.edu or x55805.



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7. Consult with the Vice President & Chief Administrative Officer or his designee regarding the naming and name removal processes, including the implementation of the interim policy.
8. Consult with the Vice President for University Relations or his designee regarding the naming and name removal processes, including the implementation of the interim policy.
9. Consult with the Vice President for Research or his designee regarding the naming and name removal processes, including the implementation of the interim policy.
10. Consult with the Vice President for Finance and Chief Financial Officer or his designee regarding the naming and name removal processes, including the implementation of the interim policy.
11. Consult with a representative group of Deans on the naming and name removal processes, including the implementation of the interim policy.
12. Consult with the Office of General Counsel on any proposed policy revisions.
13. Consider whether the principles and procedures related to program naming align with the USM policy and the University's principles of shared governance (i.e., The Plan of Organization Preamble and Article 1.)
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15. If appropriate, recommend whether revisions to the interim policy are necessary.

APPENDIX 2

We ask that you submit a report to the Senate Office no later than **February 3, 2023**. If you have questions or need assistance, please contact the Senate Office staff at senate-admin@umd.edu or x55805.

APPENDIX 3 - BIG10, USM, and Peer Institution Data

Institutions	Policy links	Purpose/guiding principles of the policy	Applicability of the policy's procedures	Honorific naming process + criteria	Philanthropic naming process + criteria	Procedures and criteria for name removal or change
USM	Naming Policy	<p>1) Encourage significant philanthropy through naming of major facilities & programs. 2) Honor scholars preeminent in their fields & other individuals who have made meaningful contributions to the USM. 3) All namings must undergo thorough consideration and due diligence to ensure alignment with the purpose and mission of the USM or institution. 4) No naming for anyone whose public image, products, or services conflict with the USM's or institution's mission.</p>	<p>Facilities: planned and existing buildings, renovations or additions, major outdoor areas (streets, green spaces, fields, water features, etc). Programs: all levels of academics from colleges and schools to departments and programs, regardless of in-person/remote learning status. Also includes institutes and centers. Excludes: interior spaces (e.g., classrooms & labs), minor landscape features (e.g., bricks & benches), scholarships, chairs, and fellowships – institutions should have their own policy for these items that aligns with the USM policy. This policy also excludes buildings that an institution is attempting to prioritize in the capital projects queue.</p>	<p>Criteria: Named for scholars and distinguished individuals who are preeminent in their field or have contributed meaningfully to the USM. Lifelong philanthropy may warrant honorific naming but should not be used to circumvent gift-related naming policies. No USM employee or affiliate can be a namesake until 1 year has passed since their association (2 exceptions in the case of a health crisis and/or the person has taken a role of lesser responsibility). Honorific process: Need a clear rationale for the request with a description of the honoree's accomplishments and contributions & how the naming will benefit the USM. Honorific Fundraiser Process: Detailed letter containing namesake's name and relationship to USM, current and expected funds or gifts (including associated costs), a rationale for honorific naming (need to meet the same criteria).</p>	<p>Criteria for facilities: proposed gifts should contribute significantly to the project and reflect that the institution maximized the potential for fundraising through facility naming. For UMD, UMB, & UMBC, gifts should be 15%+ of the project's cost (7.5%+ for other institutions). Gifts directly to construction or endowment are preferred. Cost of name install and removal must be considered. All gifts must be paid in cash or with a legally binding pledge to pay within 5 years. Portions of gifts may also be given in the form of a trust or bequest, given that the donor is 75+ Criteria for programs: endowed gifts are preferred and should generate 10-20% of the unit's annual operating budget. All program and school-level naming is considered on a case-by-case basis. Gift payment terms are the same as facilities. Philanthropy Process: Detailed letter containing namesake's name and relationship to USM, a detailed report proving that the namesake's background aligns with the USM's values and that any controversies are insignificant, the gift amount and associated terms.</p>	<p>Criteria: If the gift associated with the name goes unpaid for more than 5 years, if the facility or program comes to the end of its useful life, or if there are controversial or changed circumstances rendering a previously approved name at odds with USM values and reputation. Requests to change a name must include 1) rationale behind original naming process, 2) documented research on the namesake's objectionable behavior, 3) effects of said behavior, 4) the namesake's relationship to the University, 5) community input, 6) possibilities for mitigation and interpretation. Procedure: Institutions may choose that the campus community should submit a request to the President with a rationale and signed petition or they may have requests come through shared governance bodies. At the president's discretion, the request may undergo formal review; if so, the president may form a special committee with faculty, senior admin, student leadership, alumni, and volunteer representation. The committee will review the request through the lens of the University's mission and values and with sufficient community outreach, consideration of all opinions, and appreciation of the longevity and weight of naming decisions.</p>
UMD	Interim naming policy	<p>1) Naming of a facility or program is one of the highest honors. Such recognition should honor UMD's history, mission, & values, and align with its goals of public service, excellence, respect, & inclusivity. 2) Encourage opportunities for naming through significant philanthropy or honoring preeminent scholars. 3) All namings must undergo thorough consideration and due diligence to ensure alignment with the purpose and mission of UMD. 4) No naming for anyone whose public image, products, or services conflict with UMD's mission. Individuals should have the following characteristics: highest personal integrity, honorable public service, major positive contributions to society, contributions to UMD & MD, and known to the UMD community. Foundations and Corporations must exemplify: history of high-integrity officers, appropriate corporate mission, contributions to the University, known to the impacted portion of the UMD community.</p>	<p>Facilities: planned and existing buildings, renovations or additions, major outdoor areas (streets, green spaces, fields, water features, etc). Discrete parts of a facility (classrooms, gardens, porches) may be named separately from the larger facility. Programs: all levels of academics from colleges and schools to departments and programs, regardless of in-person/remote learning status. Also includes institutes and centers. Excludes: interior spaces within facilities (e.g., classrooms & labs), minor landscape features (e.g., bricks & benches), scholarships, chairs, and fellowships. Does not apply to the naming or renaming of programs based on academic discipline, as opposed to philanthropic or honorific naming.</p>	<p>Although significant philanthropy over time may warrant honorific naming, it should not be used to circumvent the requirements of gift-related naming policies. Cannot be named for UMD/USM employees or affiliates until 1 year after last association. Criteria for facilities: no language. Criteria for programs: Overseen by Sr. VP & Provost, in consult with the admin unit head of the program. Only considered with approval from admin head and faculty Process: Requires a formal proposal to the relevant admin with the namesake's name and relationship to UMD. Must include a biographical profile with background and it aligns with UMD's values, mission, and the honor of naming. Proposed name and current name should be noted. Should include a clear rationale with the honoree's accomplishments and contributions to UMD/USM and how the naming furthers the mission of the program and reflects positively on UMD/USM.</p>	<p>Criteria for facilities: Overseen by VPUR. Gifts must have a present value of 15-30% of the estimated project costs, as well as maintenance and endowment funds. Landmark Buildings (culturally and historically significant) require a greater percentage of investment. All gifts must be paid in cash or with a legally binding pledge to pay within 5 years. Trusts or legally-binding bequests (donor must be 75+) are not accepted for new builds, but may be accepted to support an existing building's future needs. Criteria for programs: Overseen by Sr. VP & Provost, in consult with VPUR. Admin and faculty of program must be consulted. Endowed gifts are preferred and should generate 10-20% of the unit's annual operating budget. Named gift levels for programs are established on a case-by-case basis. Gift payment terms are the same as facilities. Process: Requires a formal proposal to the relevant admin with the namesake's name and relationship to UMD. Must include a biographical profile with background and it aligns with UMD's values, mission, and the honor of naming. Proposed name and current name should be noted. Include gift amount and terms, including contract costs, in addition to the overall cost or budget of the project or program with a timeline for funding, project implementation, fund needed in addition to the gift, and relationship of the project to UMD's long-term plans.</p>	<p>Criteria: if the namesake committed a serious violation of law following the naming, exhibited offensive behavior central to their life or actions, or has allegations of offensive behavior supported by documentary evidence demonstrating the extent and intentionality of the namesake's actions. Additionally, names may be removed if retaining the name jeopardizes UMD's integrity or contributes to an exclusionary learning environment. Removing the name should not "stifle viewpoint diversity or fail to acknowledge the historical complexities or holistic contributions of the individual." Requesters should consider whether the namesake's actions were conventional at the time and whether there has been significant evolution of the behavior over time. Process: removal requests should include rationales addressing the original naming process and what was known of the namesake at that time, thorough research about the prevalence and persistence of the objectionable behavior, the effects and intents of the behavior, the namesake's relationship with and contributions to UMD, and possibilities for mitigation and interpretation. Requests require signatures from at least 2% of at least 2/3 of the major constituencies (faculty, staff, students). There will be an initial review by the FAC and university archivist (in the case of program naming, the senate chair will also join the review) to determine if further review is warranted. If so, the president will form an ad hoc Study Committee(SC) (membership in section VII.D.2.a). The SC will provide an impartial analysis for removal, retention, and interpretation of the name, and may seek input from the community, the namesake, or heirs. Based on the SC's findings, the president will decide whether to submit a formal request to the BOR.</p>
Big10						
University of Illinois	University of Illinois System naming policy: article 5, section 4 of the BOT General Rules	No language	<p>Facilities: any building, street, drive, landscaped area, open space, physical improvement, or property under the admin control of UI. Programs: any academic or non-academic program, school, college, institute, center, etc. Excludes: endowed faculty positions (chairs, professorships).</p>	<p>Criteria: distinguished public figures in Illinois or nationwide, former BOT members, former faculty, staff, or admin. BOT must approve all recs.</p>	<p>Criteria: substantial contributions towards financing construction or renovations of a facility and/ or establishing, maintaining, or advancing a program. Such donors may also nominate an honoree as namesake. BOT must approve all recs.</p>	No language
Penn State	Naming Policy	To name certain facilities and academic units in honor of benefactors (individuals, corporations, and private foundations) and persons or other parties who have made substantial contributions to the University or to education in general.	<p>Facilities: buildings, parts of buildings, roads, and plazas. Programs: campuses, colleges, schools, departments, centers and institutes</p>	No language on purely honorific naming, only naming in association with benefactors.	No facility or program can be named in honor of a revocable deferred gift. Criteria for facilities: donors must provide at least 50% of the estimated construction/reno cost to have a facility named after them or their designee (Can be paid with a 5-year pledge). Irrevocable deferred gifts (estate note, trust) can not be used on new facilities. They may be accepted to name an existing facility, given that there is no immediate need for the funding and the gift is at least 75% of the facility's replacement value. Deferred funds may be used to name existing buildings if the funds are otherwise unrestricted. Gifts with burdensome terms generally are not accepted, unless the gift is enough to cover associated long-term maintenance costs. Criteria for programs: donors must provide an endowment that generates equal to at least 10% of the unit's general fund expense budget. Deferred gifts may be used to name a program when the gift's value creates an endowment of at least 25% of the unit's budget.	Names may be removed at the end of the useful life of the facility. The BOT can revoke the name of a facility or program should the namesake be convicted of a felony or engage in conduct that the BOT finds detrimental to the reputation of the namesake, such that continued association is detrimental to the university. Prior to formal revocation, the university will allow the benefactor to voluntarily relinquish naming rights.

APPENDIX 3 - BIG10, USM, and Peer Institution Data

Institutions	Process differentiation for living or deceased namesakes	General procedures and other rules	Notes
USM	No language	The USM Vice chancellor for Advancement must be informed of discussions early in the process, before a formal request is able to be made. All requests must come from the institution president and be submitted six weeks prior to the full board meeting, where it will be considered. All public announcements related to the naming must occur after BOR approval and in conjunction with the Chancellor. In the case of philanthropic naming, 50% of the gift should be in-hand prior to the announcement. For honorific naming, announcements should include the rationale, the namesake's background, and how the naming positively reflects on the USM. In the case of name removal, each University president may decide the signature threshold. If a name is removed due to incomplete payment, the BOR may name a smaller area proportionate with the gift received.	Most current policy, approved in 2020
UMD	No language	Programs may only be named after individuals, whereas facilities may be named after individuals, corporations, or foundations. Facilities are usually named after MD counties, municipalities, and bodies of water after review by the facilities naming committee (FNC) -- membership listed in section V.B. 1.b.i. Reviewing naming requests for programs: Proposals should be developed in consul with the VPUR and submitted to the Provost with enough time for sufficient review by the president, who authorizes all negotiations. Must be approved by the majority of the program's faculty prior to submission to the Provost. The provost will consult with the admin unit heads and determine whether to send to SEC and PCC for formal review. PCC will determine if the proposal meets the requirements laid out in section IV of the policy and the SEC will make a rec to the president. Pres will consider PCC and SEC recs prior to making a rec to the BOR. Reviewing naming requests for facilities: Proposals should be submitted to the VP & CAO and are reviewed by the FNC (both phil + hon). President reviews the FNC's recommendations and decides whether to forward the rec to the BOR.	Typo in section IV.G.1.b. Section III.A states that interior spaces within facilities (including classrooms) are not covered by this policy. Section IV.F.3 states that classrooms, among other discrete parts of a facility, may be named separately from the larger facility. Grammatical error in section IV.F.3.a. Section IV.F.4.b.i is written weirdly. Typo in section V.B.1.c. Some confusion on which admin handles facilities requests & proposals.
Big10			
University of Illinois	No language	BOT can approve naming unrelated to honorees and philanthropy. Commemorative plaques can be installed within facilities in recognition of donors who funded the space or distinguished UI community members whose service is associated with the space. A plaque requires chancellor/VP approval, but not BOT approval.	Could only find this BOT policy -- found one for the Springfield campus, but nothing for Urbana Champaign.
Penn State	No language	Facilities and programs will not be named for current employees, university affiliates, legislators, or government officials; such naming can occur a "sufficient" time after retirement (exact time not included). Programs may only be named after individuals, whereas facilities may be named after individuals or corporations. The appropriateness of the company name in a public setting should be considered. Should a company change its name at any point, the facility's name will not change, unless recommended by the Facilities & Academic Unit Naming Committee (FAUNC). Building names should also denote their primary function (e.g., <i>name</i> + hall, lab, building), benefactors' names will not be added to the exterior of buildings, but plaques may be placed in the lobby or other appropriate area. FAUNC receives naming recommendations from the dean, chancellor, or admin officer of the impacted academic unit (if the facility has nt unit, the committee may recommend names). FAUNC advises the president on naming and keeps tabs on all existing facilities and units that are eligible for naming if accompanied by a gift, deferred gift, or pledge commitment.	university president has final decision in naming and need only inform the BOT of their decision.

APPENDIX 3 - BIG10, USM, and Peer Institution Data

Institutions	Policy links	Purpose/guiding principles of the policy	Applicability of the policy's procedures	Honorific naming process + criteria	Philanthropic naming process + criteria	Procedures and criteria for name removal or change
U of Iowa	Committee guidelines on naming & BOR naming policy. Also see ch. 42 of the operations manual.	To recognize the most generous and loyal donors and honor scholars and distinguished individuals preminent in their fields or who have contributed meaningfully to UI.	Academic units: colleges, schools, centers, institutes, departments, labs, and other program units. Major Facility Units: entire buildings, wings of buildings, colleges, programs, and large sections of campus. Minor facility units: sections of facilities -- rooms, classrooms, offices, labs, conference rooms, study carrels, open spaces, physical features. Minor faculty units are able to be approved by the president, rather than the BOR.	Not differentiated from philanthropic naming.	Criteria: JDC must consider the amount and frequency of financial contributions, timeframes for payment, the ability of the gift to generate more gifts from other donors, the duration of naming, the reputation and achievement of the donor, whether the gift advances UI's reputation, whether the name comports with UI's mission, the connection of the donor to UI, the recognition the donor's character and business affiliations would bring for UI, conflict of interest, impact on independent research and academia, impact on future gifts from the donor or others, and compliance with laws and regulations. Procedures: Once a gift minimum has been met, a naming opportunity identified, and getting conceptual approval for a name from the president and provost, the dean or admin will complete the form and collect supporting info. The JDC will then review the form and materials and make a rec to the exec VP, who will convey the rec to the president. If a program: the president decides whether to send to BOR for final approval. If a major facility: the president forwards the rec to the campus planning committee for review. Following the CPC's review, the president sends the rec to the BOR for final approval. If a minor facility: There is no need for JDC review unless the name is controversial, involves a corporation, or there is a potential conflict of interest.	Names do not last beyond the useful life of the facility or unit. Donors may ask that an existing naming opportunity be changed to reflect a divorce, corporate merger, or other change. The BOR or the president, in consult with the Joint Development Committee (JDC) and shared governance, may remove or change a unit/facility's name if the naming could damage the BOR's or UI's reputations.
Michigan State	Naming Policy	Naming is increasingly important because of the growing importance of private giving and the value of naming gifts for institutional advancement. The longevity of named buildings and the need to maintain MSU's values and public image require a consistent process for considering gifts. There also needs to be flexibility to take advantage of special funding opportunities, so exceptions to this policy are allowed with strong justification.	Facilities: designated areas of campus, major spaces within buildings, streets, and other physical facilities. Buildings.	Criteria: Can be named after extraordinary faculty, staff, or alumni who have 1) been deceased for 5+ years, 2) exemplified MSU's values over a long career, and 3) brought great credit to MSU through major scholarly, professional, or public service contributions.	Criteria: buildings and facilities can be named for living people who are 1) major donors who exemplify MSU values or 2) who exemplify MSU's values and are designated by a major donor. Naming will not be considered (barring exceptions) unless the gift covers 1) 50% of the private support needed to build a new building or facility, 2) 25% of an existing building or facility's replacement costs, or 3) 50% of an existing building or facility's reno or addition costs. Donors are encouraged to provide endowments to maintain the building or facility, and more than 1 building or facility can be named for the same donor, as long as the names include language to distinguish them. Corporations can also be namesakes if their history comports with MSU's values and the name is appropriate for a public setting.	Should the company's name change, the name of the building will usually stay the same.
U of Michigan						
U of Minnesota	BOR policy	Guiding principles: 1) foster community and belonging by valuing accessibility, equity, diversity, and dignity. 2) preserve and acknowledge history by engaging in conversations instead of erasing the past. 3) honor exceptionalism in those who contribute to UM -- naming, renaming, etc should not be a quick process. Should exemplify UM's mission. 4) Requests for naming should undergo substantial deliberation. 5) change happens continuously; as such, UM benefits from examining its history and will consider questions raised about namings.	Considers "significant university assets" -- tangible or intangible resources of significant prominence or visibility. Includes colleges, schools, academic programs, centers, institutes, buildings, large portions of buildings, grounds, physical structures, streets, and other areas. (Also talks about the naming of chairs, but I'm not going to go into depth about that)		Phil. namings will last for the useful life of the asset, unless otherwise negotiated. Programs are not usually named for companies, colleges, schools, buildings, and other assets can be named to recognize gifts or sponsorships, but no commitments should be made before BOR approval. Procedures: 1) UM rep must inform the donor of the naming policy, consult with the president to determine whether the naming requires full review, and consult with UM foundations to determine if the naming meets their guidelines. 2) The naming committee will review the proposal and submit a rec to the president, who forwards it to the BOR. 3) The BOR decides whether to approve the naming. 4) The president ensures the consistency of the sponsorship agreement or gift relative to the overall significance of the naming opportunity.	A name can be revoked if it's inconsistent with UM's mission or otherwise harms UM's integrity or reputation. Can also be revoked if the associated gift is unfulfilled. BOR approval required for all changes and revocations except unfulfilled gifts (president can approve). The president can consider any well-written proposal to rename or remove a name -- anonymous proposals will not be considered. Considerations: advancement of UM's mission, guiding principles, and shared history; impact on UM's DEI goals; harm caused by retaining the name and the namesake's misconduct; strength and clarity of historical evidence. Procedure: 1) Proposals must include the namesake's specific misconduct, strong supporting evidence, the extent of the name's present and future harm MU, and how renaming comports with this policy's guiding principles. Proposals may only consider 1 asset at a time. 2) Requests are sent to the honor committee for further review and research. The review should be guided by the guiding principles and cover the aforementioned considerations. 3) The honor committee will consult with the community, impacted parties, and the namesake or their heirs. The inquiry should not make the situation worse. 4) The committee will submit a report to the president summarizing the proposal, the application of the guiding principles, and the committees findings (+ sources). 5) The president submits the report and their rec to the BOR for further consideration. 6) If the BOR approves the request, the honor committee will research and rec a new name.
U of Nebraska	BOR policy on naming -- RP-6.2.7 . (pp. 209-212 of the PDF).	Establish the authority and regulations for naming and renaming of buildings and facilities.	Any physical structure or space, including new, existing, or leased buildings, wings, rooms, significant features (e.g., fountain), monuments, gardens, streets.	Criteria: UN faculty, staff, alum, or officer who rendered extraordinary service to UN or distinguished person who provided great service to UN or otherwise merit special recognition. 5 years must elapse following the departure, retirement, or death of a namesake from UN or state employment. If a public official, naming must wait until the individual is out of office.	Criteria: Donor who made a significant gift to UN at-large or to a campus, college, major unit, or program. Donors can also make significant contributions towards construction of a new facility, reno of an existing facility, or an endowment for maintenance and operating costs of a facility or program. Naming for companies is only allowed if the name is appropriate for edu and public settings, will not detract from the facility's use or UN's rep, and will not result in a commercial endorsement or advertising benefiting the company.	While the names of individuals last for the useful life of the facility, companies last for a set number of years (no more than 25). If the company's name changes, the name of the facility may or may not change as well. Name may be changed (according to naming agreement) if a facility is replaced or substantially renovated. If the namesake's conduct harms UN's rep or if the namesake fails to meet agreed-upon naming obligation, the BOR can change the name, if recommended by chancellor. Prior to any such change, however, Legal must be consulted regarding UN's legal obligations.

APPENDIX 3 - BIG10, USM, and Peer Institution Data

Institutions	Process differentiation for living or deceased namesakes	General procedures and other rules	Notes
U of Iowa	UI employees, regents, and board members cannot have major facilities or programs named after them until two years after the end of their employment/appointment, or upon death. If a name is discontinued, UI reps will discuss the proposed changes with the donor in advance. If the donor and their reps are deceased, UI can change the name unless prohibited by law.	Restrictions: Historic landmarks and iconic programs may not be renamed. Names cannot be illicit or reference vices (gambling, drugs, alcohol).	Naming of faculty positions is handled here , and donor recognition for such positions is handled here .
Michigan State	Deceased MSU employees and alums can be the honorific namesake of a building or facility. Both living and deceased employees and alumni (non-donors) can be commemorated in other ways not involving naming facilities or buildings. Living people can name buildings and facilities only if there is a major gift involved.	Proposals should be approved by the provost or appropriate VP and then submitted to the president. The naming committee (4 faculty, 1 staff, 1 alum, 1 student) will advise the president on all honor or phil. namings. The committee will seek input from the MSU community and the public before making a rec to the president. If warranted, the committee may only consider the naming for a short time before making a rec, which the president decides whether to forward to the BOT. Naming proposals for new buildings should be submitted to the BOT for approval along with the construction budget. namings should not be announced prior to BOT consideration.	Last revised in 2001.
U of Michigan			A naming policy is vaguely referenced in this policy on gifts , but I can't find the actual policy.
U of Minnesota	none	n/a	Last revised in 2022. 9 pages long – this is probably the most comprehensive naming policy included in this review.
U of Nebraska	No differentiation; 5 year rule for separation from UN/state through retirement, quitting, or death for honorific naming.	Rooms or small campus features (garden, footpath) needs approval by chancellor and president; BOR is informed. BOR must approve the chancellor's recommended names for buildings, wings, fountains, monuments, or large campus areas (plazas, streets). Honorific and Phil. Criteria: Name must reflect positively on UN and align with UN's missions. Due diligence considerations include 1) potential conflict of interest, 2) potential impact on academic or research autonomy, 3) impact on future giving by donor or others, 4) ensure compliance with applicable policies, laws, and regulations, including those governing future or existing tax-exempt bonds. Procedures: naming proposals must be submitted to the president → chancellor → BOR as early in the process as possible. Chancellors are supposed to have campus-specific policies (I could not find one for UN) – the VP for business and finance will establish university-wide procedures for implementation of the BOR policy.	

APPENDIX 3 - BIG10, USM, and Peer Institution Data

Institutions	Policy links	Purpose/guiding principles of the policy	Applicability of the policy's procedures	Honorific naming process + criteria	Philanthropic naming process + criteria	Procedures and criteria for name removal or change
Northwestern	Donor Recognition and Naming Guidelines	It is important to appropriately & consistently recognize philanthropy, as well as maximize opportunities for giving. This is not really a naming policy, per se. It mostly talks about signage, only briefly mentioning naming rights: "Northwestern University will enter into a commitment to name a physical space only after carefully considering the potential impact the naming will have on the University and the campus community."	This policy covers naming rights, opportunities, and signage for facilities and interior spaces (including the the physical area within which a program operates).	n/a	n/a	n/a
Ohio State	BOT Naming Guidelines	Phil. naming is to express appreciation for an individual's or company's contribution to OSU. Honorific naming is to recognize a distinguished individual for outstanding service to OSU or the campus community.	Programs: colleges, schools, departments, institutes, and centers. Facilities: buildings, outdoor and indoor areas, features (e.g., fountains) or objects (e.g., lockers). Naming opportunities are created through new construction, renovation, or previously unnamed existing spaces.	Criteria: Individuals must be disassociated from OSU for 3+ years prior to naming. Procedure: If a college or unit is being renamed, the same entity must submit a naming request with a rationale and a summary of the honoree's accomplishments. If the request is for an admin building, the request is submitted with the unit's dean or VP approval, in conjunction with the office of physical planning and real estate. The requests are considered by the president and the president's cabinet. If approved, it is forwarded to the BOT for approval.	Both programs and facilities are generally named after individuals, but they may be named after a company or org on a case-by-case basis. Thorough vetting is needed and if the company's name changes, OSU can change the name of the facility or program at any time. Criteria for programs: gift levels should reflect the operating budget, national ranking, namings at peer institutions, and the "transformative" nature of philanthropy. They should ideally be endowments. Criteria for facilities: Gift levels should reflect project costs, potential donor pool, other funding sources, and implementation timelines, as well as location, prominence, & visibility of the facility; frequency of use by the campus community and the public; the age of the facility, estimated costs based on similar projects. Gifts should ideally be at least 1/3 of the total project cost and be paid in cash or by pledge. On a case-by-case basis, unrestricted or irrevocable deferred gifts may be accepted for naming rights. Procedures for programs: Prelim approval must be obtained by program's dean or director, the provost, and the Sr. VP for Advancement (SVPA). Prior to discussions with the donor, the President's Cabinet (PC) must approve. Prominent namings may require discussion and approval from the gift acceptance committee (GAC). Procedures for facilities: The funding level for naming an entire facility must be approved by the SVPA and the PC before discussions with the donor. Company namings must be approved by the GAC. Naming opportunities around or within a facility are determined following the design phase and must be approved by the SVPA and PC. A development officer must confirm the gifts meet minimum levels for naming; exceptions are approved by the SVPA and PC. The SVPA will prepare a naming resolution for BOT approval just prior to the building's occupancy.	A name generally follows a facility or program for its natural life. A name can be changed or removed if a facility is sold or destroyed, or if the continued use of the name compromises OSU's integrity and reputation. In order for a name to be changed, the following must be completed: The history of the current name must be researched, all related OSU commitments to the naming and namesake must be understood, a rationale must be approved by the president's cabinet, the honoree or surviving family must be informed. Alternate plans must be made to recognize the honoree.
Purdue	Naming Policy & Naming in Absence of Gift or Service	Describe cases in which buildings can be named for people	Buildings, additions, rooms, and other interior spaces	Buildings may be named to recognize a person's "conspicuous" services to Purdue	Buildings may be named for a person whose gift is accepted by the BOT for construction, or if the gift's terms stipulate a particular naming.	none
Rutgers	Naming policy: 20.1.13	Establish and maintain standard procedures for namings that reflect Rutgers' values and might affect Rutgers' public image. Establish a consult process to provide the benefit of institutional memory and a campus perspective with regard to naming.	Facilities: Buildings, structures, rooms, classrooms, outdoor or open spaces, roads, gardens, or physical features. Programs: Schools, depts, institutes, centers, and other units.	Considered for living or deceased Rutgers employees, officials, or community members, as well as government officials, on a case-by-case basis. Proposals outline the standards guiding the request and include reflections on the achievements of another individual in the same field, for whom an equally convincing proposal could be made. All proposals must be made in consult with the president of the foundation and no commitments can be made without the naming committee's approval. Criteria: the honoree should have 1) high scholarly distinction and a(n) (inter) national reputation while serving the university in an academic capacity & helped Rutgers reputation by association, 2) rendered distinguished service or contributions to the university while serving in an important admin capacity at the university, or 3) made exceptional contributions to the welfare of the university or community or achieved unique distinction.	Programs: Corporate names, while acceptable for facilities, can't be used for programs. The gift should be an endowment, with at least 75% unrestricted for the program. The minimum gift level is based on the size, operating budget, national ranking, and visibility of the program, as well as naming amounts or peer programs within the same discipline. The gift should be substantial and transformative, improving the program's distinction and competitiveness or establishing a new program within an existing unit. New or Reno Facilities: The gift should be at least 50% of the total funding needed from the private sector. Areas within the facility are named using a formula from the Executive Director of University Planning and Development (EDUPD), in consult with Rutgers' senior leadership. Consideration should all be given to the market value of the naming opportunity based on comparable facilities at peer institutions. Existing Facilities (not needing renos): Named to create discretionary funds for academic units. The minimum gift level is determined by a formula provided by the EDUPD. 3/4 of the gift will be unrestricted for the designated unit. If the unit relocates, the endowment will follow. The naming committee will decide whether the donors name will remain at the unit's old building or if it will follow the unit to the new building.	A name remains with a building or facility for the duration of its useful life, as long as it is used for the original purpose. If a building or facility is renamed, the donor or honoree will be appropriately recognized near to the replaced or redeveloped facility. Rutgers may rename a building if the continued use of the name compromises public trust and hurts Rutgers' reputation.
UW-Madison	BOR facilities naming policy & academic units naming policy	Facilities: Policy protects UW's assets and reputation and encourages using naming rights to leverage private support for the benefit and development of UW. Programs: Provides Board oversight of namings that may affect UW's reputation.	Facilities: Buildings, structures, rooms, classrooms, outdoor or open spaces. Programs: Schools, colleges, depts, centers, and other units.	Tries to avoid the honorific naming of facilities and programs (although naming program seems to be more acceptable). Policy states that scholarships or professorships are preferred methods of recognizing academic excellence.	Considerations for programs and facilities: 1) if the namesake promotes UW's mission, 2) if the namesake's rep may reflect negatively on UW, 3) if the namesake is in compliance with all agreements with UW, 4) if existing agreements prohibit changing or adding a name, 5) if there is a plan for continued recognition of the previous namesake, 6) if the naming seems like a conflict of interest or commercial influence, 7) if the naming is compliant with laws concerning tax-exempt governmental bonds.	Names may be removed in the event that the name compromises UW's reputation or if the donor doesn't meet the obligations of the naming agreement.

APPENDIX 3 - BIG10, USM, and Peer Institution Data

Institutions	Process differentiation for living or deceased namesakes	General procedures and other rules	Notes
Northwestern	n/a	n/a	
Ohio State	n/a	n/a	Last reviewed in 2013.
Purdue	none	The BOT is in charge of naming all buildings and building additions, although the president can name rooms and other areas within the building.	Gift policy
Rutgers	2 years must elapse since the honorific namesake's separation (incl. retirement and death) from Rutgers or the government. No other differentiation.	Other honorific naming opportunities are recommended prior to proposals honoring extraordinary colleagues. Procedures for both phil. and honorific namings: Proposals are submitted to the appropriate unit admin who may recommend it to the appropriate chancellor or VP. If approved, it will be forwarded to the chair of the naming committee for review and approval. The naming committee approves all naming requests, except for buildings or anything in recognition of \$10 million +. For such cases, the committee can make a recommendation to the president, with whose approval the proposal is submitted to the committee on finance and facilities. If approved, the proposal is then sent to the BOG for action. If a phil. naming, the donor must sign the Naming Policy Agreement Form prior to closing.	
UW-Madison	5 years should have elapsed since the namesake's last day of UW employment or in public office, except when they are deceased or the gift requests naming.	Chancellor of each UW institution can name departments, programs, centers, and other academic units, as well as rooms, wings, and exterior spaces. Schools, colleges, entire buildings are subject to BOR approval. All namings are for a set number of years depending on the level of support gained from the gift.	

APPENDIX 3 - BIG10, USM, and Peer Institution Data

Institutions	Policy links	Purpose/guiding principles of the policy	Applicability of the policy's procedures	Honorific naming process + criteria	Philanthropic naming process + criteria	Procedures and criteria for name removal or change
Indiana University	Naming policy	1) Establish uniform and informed naming practices to recognize IU traditions and honor distinguished alumni, donors, and associates. 2) Ensure proper vetting and consultation prior to making naming decisions, which can impact the excellence and reputation of IU.	This policy handles honorific, phil., admin, and working names for facilities and organizations. Major facility: large, well-known structures, academic buildings, facilities open to the public, prominent indoor or outdoor spaces. Minor Facility: Not generally open to the public, interior spaces like classrooms of offices. Major Org: a school or college, primarily. Minor org: most departments, centers, institutes, clinica, labs, divisions, and other units.	Criteria: extraordinary contributions to IU, Indiana, the nation, or the world, whose life and qualities deserve to be emulated. The namesake should have a connection to the facility or org being named. This is the highest honor and other university honors should be awarded prior to honorific naming, the namesake should have previously received such honors and there should be a compelling reason why further recognition is warranted. 5 years should elapse between the retirement or death of the honoree and the honorific naming.	Criteria: consider the net value of all gifts to IU, especially the gift precipitating the naming; the appropriateness of associating the donor with IU; other contributions to IU, including volunteerism, awards, and assistance with other projects. Major facilities and orgs cannot be named after public officials while still in office. Naming can't be approved prior to the execution of a legally binding gift agreement. The donor can designate another person to be the namesake, so long as the designee meets all the same criteria. Academic facilities and orgs cannot be named for corporations. A dossier containing info on the required criteria is compiled and should also include the written permission of the donor or designee.	Can only be initiated by the provost, a chancellor, a VP, or the president of the foundation or university, or a trustee. follows the same process as naming, with the naming committee taking charge. At the end of a facility or org's useful life, IU will try to commemorate the namesake in another way, but will not transfer the name. Phil. naming may be rescinded if the gift is unpaid. Names may be removed if the continued use of the name compromises IU's reputation, although the decision process must be thorough and include 1) the nature of the behavior, 2) the centrality of the behavior to the honoree's life overall, 3) the prominence of the facility or org in the daily life of IU, 4) the relationship of the honoree to IU, 5) how much retaining the name will impact the IU community in their endeavors, and 6) whether retaining the name conflicts with IU's mission and values. the university may consult with reps of the honoree and those involved in the original naming process before making a rec. Upon the removal of the name, the facility or org will immediately retain its prior name or a descriptive name, if there is none.
USC						
UCLA	Naming Policy	Name university property, programs, and facilities of those who made important contributions to enable UCLA's mission. Namings may or may not 1) be (n)directly associated with a gift, 2) honor someone with no gift, 3) recognize a for-profit org, 4) be in association with a business contract or other sponsorship. Such namings require extra attention and due diligence.	Program: any academic, research, or admin unit including colleges, schools, departments, divisions, institutes, centers, etc. Facilities: buildings, interior spaces of building or facility, outdoor spaces. Exclusions: Does not apply to funds, scholarships, fellowships, endowed chairs, memorial or honorific objects, or the placement of a donor's name on a donor wall indoors or in donor rolls.	Honorific namings are subject to the 2002 UC policy . Criteria: the honoree should have 1) high scholarly distinction and a(n) (inter)national reputation while serving the university in an academic capacity, 2) rendered distinguished service or contributions to the university while serving in an important admin capacity at the university, or 3) made exceptional contributions to the welfare of the university or achieved unique distinction. If the honoree served at the university or in the government (elected or appointed), 2 years must have passed since leaving their position and/or dying.	Phil. namings are subject to this UCLA policy as well as criteria set forth in the 2002 UC policy. Criteria: the gift should constitute at least 50% of the project cost and should ideally cover 100% of the total cost or the portion of the total cost that was unable to be funded by another source (e.g., student fees). At least 25% of the pledged gift must be received prior to naming. New construction or renos require immediate access to funds, although endowments for maintenance are encouraged. Program gifts should be endowments. If the gift is an estate trust, the present value may not exceed 75% of the minimum gift amount for naming (?). A naming in recognition of a pledge can only be approved at the fulfillment of the pledge. There is no waiting period for naming if the donor works at the university or in the government (elected or appointed).	Phil. namings may be rescinded if the donor does not fulfill the terms of the naming agreement. Honorific namings may be rescinded at any time. Names may be rescinded if, due to changed circumstances, the naming compromises the reputation of UCLA or the UC system.
UNC-Chapel Hill	https://policies.unc.edu/TDCClient/2833/Portal/KB/ArticleDet?ID=132135		Facility" means every building, addition to a building, space in a building, outdoor space (such as garden, court, plaza, memorial, or marker), street, and other tangible and relatively permanent feature located on University property. Unit" means every school, department, center, institute and other organizational entity of the University. Corporate or other organization names may not be used to name a University unit.	A facility or unit may be named for a University faculty member, staff member, administrator, alumnus or trustee, or for a public servant or elected official, who is being honored solely for services rendered to the University, State, nation, or society-at-large. Great care must be exercised in bestowing this honor because of the large number of facilities and units that require the private financial support that ordinarily generates a naming honor. Moreover, the consideration for a naming solely for service shall not be undertaken by the Committee until that person (1) shall have been deceased for not less than one year or (2) shall have been retired, resigned, or otherwise separated from service of or to the University for not less than one year.	Facility:Pledges to be paid over a period of time, typically up to five years, are acceptable for current naming of facilities and units when at least 50% of the pledged amount has been received and a signed pledge payment agreement for the remainder is also in hand. If the pledged donation is to name new construction, renovation, or other projects with cash-flow considerations, the timing of the pledge payments should be such that sufficient current dollars are available to cover project costs. Units: Equal at least three-fourths endowment for the benefit of that unit, preferably with a portion of that amount in the form of unrestricted endowment, and Be determined by the size, operating budget, national ranking, and visibility of the unit, as well as naming amounts of peer units in the discipline or on the University campus when available, and be substantial and significant, even transformative in nature, enabling the unit to improve its competitiveness or distinction, or perhaps enabling the establishment of a new program within an existing unit	the University reserves the right, on reasonable grounds, to revoke and terminate its obligations regarding a naming, with no financial responsibility for returning any received contributions to the benefactor. These actions, and the circumstances that prompt them, may apply to an approved naming that has not yet been acted upon or to a conferred naming. If the benefactor's or honoree's reputation changes substantially so that the continued use of that name may compromise the public trust, dishonor the University's standards, or otherwise be contrary to the best interests of the University, the naming may be revoked. However, caution must be taken when, with the passage of time, the standards and achievements deemed to justify a naming action may change and observers of a later age may deem those who conferred a naming honor at an earlier age to have erred. Namings should not be altered simply because later observers would have made different judgments. If the benefactor fails to maintain payments, the naming may be revoked.
USM						
Bowie	Naming Policy	no language	Facilities: buildings, campus grounds, or major portion of any facility. No language on programs.	Criteria: A building can be named for a scholar or other distinguished individual who is preeminent in their field and/or has contributed meaningfully to Bowie. Procedures: A request to nominate a person for naming must be submitted to Bowie's president, who forwards it to the University council. The University Council has 4 months to make a recommendation regarding the naming. The president will then decide whether to send the request to the chancellor, who will send it to the board of regents for approval. The request must include: the institution's name, the facility in question with the proposed and current names, and justification, such as the nature and duration of affiliation with Bowie.	Criteria: Donor must provide a substantial gift to Bowie that exceeds 10% of the estimated cost of construction or renovations. Procedures: A request to nominate a person for naming must be submitted to Bowie's president, who forwards it to the University council. The University Council has 4 months to make a recommendation regarding the naming. The president will then decide whether to send the request to the chancellor, who will send it to the board of regents for approval. The request must include: the institution's name, the facility in question with the proposed and current names, and justification, such as the nature and duration of affiliation with Bowie. It must also include terms of the proposed naming agreement, if naming is in exchange for a gift, in addition to the following: timeline of project implementation, project's relationship to Bowie's long-term plans, source and status of capital budget funds needed in addition to the gift, and operating budget implications & other funding.	No language on name changes/removals
Coppin	Naming Policy	See USM policy	See USM policy	See USM policy	See USM policy	See USM policy

APPENDIX 3 - BIG10, USM, and Peer Institution Data

Institutions	Process differentiation for living or deceased namesakes	General procedures and other rules	Notes
Indiana University	No distinction; the only mention of life/death is the 5-year rule for honorific naming – must be either deceased or retired for 5 years before being honored.	All proposals must be pre-approved by the chief development officer; responsible provost, chancellor, or VP; and the president. Proposals are then forwarded to the naming committee and should include all applicable criteria: description of the naming opportunity, the proposed name, a rationale, whether the 5-year rule is applicable, whether the namesake is a public official, whether donor names have been approved by the Foundation, the Foundation's gift analysis, approvals of relevant departments, schools, leadership, approval of the namesake or their rep. The naming committee will make a rec to the president, who, as applicable, will make a rec to the BOT for final approval. Trustees must approve all major naming opportunities, whereas the president may approve the minor naming opportunities.	last revised in 2022.
USC			Unable to find any policy regarding naming
UCLA	only language is that honorees must be deceased or separated from UC and the government for 2 years before being honored, whereas philanthropists do not.	Names follow a facility or program for the duration of its useful life, or for a set number of years (term may or may not be renewed). Names are not granted in perpetuity.	Last revised in 2021. Policy also includes naming and signage conventions.
UNC-Chapel Hill	No language	The act of naming a facility or unit is to be taken discreetly, advisedly, soberly, and with concern for how that action will be viewed in the retrospect of decades. In recommending the conferral of a naming honor on individuals or organizations, the Chancellor's Advisory Committee on Naming Facilities and Units shall evaluate the whole legacy of those individuals or organizations on the basis of standards relevant to the honoree's own time. In the case of historical persons or entities, it is constructive also to view the proposed naming by contemporary standards to ensure that the naming is appropriate.	last revision in 2021
USM			
Bowie	If the honoree is living, their association with the USM, State of Maryland, or Bowie must have ended 3+ year prior to naming.	No building may be named after someone currently employed by the USM or State of Maryland. The Board of Regents must approve all names of new and existing buildings on Bowie's campus, excluding Foundation-owned buildings.	Last revised in 1998. Also, on naming academic positions
Coppin	See USM policy	See USM policy	The policy applies to minor facilities, professorships, chairs, and athletic admin positions that are not covered by the greater USM policy. It states that Programs and facilities are excluded from this policy because they are already covered by the USM general policy. Last revised in 2021.

APPENDIX 3 - BIG10, USM, and Peer Institution Data

Institutions	Policy links	Purpose/guiding principles of the policy	Applicability of the policy's procedures	Honorific naming process + criteria	Philanthropic naming process + criteria	Procedures and criteria for name removal or change
Frostburg	Naming Policy	Buildings and academic programs should be named for scholars and other preeminent individuals. Donors' generosity is preferably recognized with the naming of scholarships, programs, or professorships, although they may be recognized with a building if they make a major contribution.	new and existing buildings, as well as academic programs.	Criteria: A building can be named for a scholar or other distinguished individual who is preeminent in their field and/or has contributed meaningfully to frostburg.	Criteria: Donor must provide a substantial gift that exceeds 10% of the estimated cost of construction or renovations. Gifts may be in cash or a legally binding pledge, but must be paid within 5 years. a portion of the gift may be in an irrevocable trust or bequest.	names may be removed if philanthropic gifts are not paid within 5 years, or at the end of a building's or program's useful life.
Salisbury	Naming Policy	Encourage the naming of major facilities and programs to honor scholars and distinguished individuals and ensure that names undergo due diligence to prove comportment with Salisbury's mission. Ensure consistency with the greater USM policy.	Facilities: planned and existing buildings, renovations or additions, major outdoor areas (streets, green spaces, fields, water features, etc). Programs: all levels of academics from colleges and schools to departments and programs, regardless of in-person/remote learning status. Also includes institutes and centers. Excludes: interior spaces (e.g., classrooms & labs), minor landscape features (e.g., bricks & benches), scholarships, chairs, and fellowships.	Criteria: Named for scholars and distinguished individuals who are preeminent in their field or have contributed meaningfully to the USM. No USM, Salisbury, or state of Maryland employee or affiliate can be a namesake until 1 year has passed since their association, unless there is a health crisis or the namesake has 10+ years of service and has taken a role of lesser responsibility. Procedures:	Criteria: Proposed gifts should 7.5%+ of estimated project costs. Gifts directly to construction or an endowment for maintenance are preferred. Buildings should be approved for construction or reno in the capital improvement plan. Cost of name install and removal must be considered. All gifts must be paid in cash or with a legally binding pledge to pay within 5 years. Portions of gifts may also be given in the form of a trust or bequest, given that the donor is 75+. Exceptions may be made by the SEC if the rationale is strong. Procedures:	The campus community can initiate the change or removal of a name by submitting a letter with their rationale, as well as a petition. The president decides whether to send the request to a special committee for formal review, with faculty senior admin, student leadership, alumni, and volunteer representation. The committee will review the request through the lens of the University's mission and values and with sufficient community outreach, consideration of all opinions, and appreciation of the longevity and weight of naming decisions. The BOR may change or remove a name if the gift associated with the name goes unpaid for more than 5 years, if the facility or program comes to the end of its useful life, or if there are controversial or changed circumstances rendering a previously approved name at odds with USM values and reputation.
Towson	Naming Policy	Consistency with the greater USM policy.	Facilities: planned and existing buildings, renovations or additions, major outdoor areas (streets, green spaces, fields, water features, etc). Programs: all levels of academics from colleges and schools to departments and programs, regardless of in-person/remote learning status. Also includes institutes and centers. Excludes: interior spaces, rooms within buildings, walkways, and benches.	refers directly to UMS policy	refers directly to UMS policy	Requests for removal should be supported by the majority of TU's constituents and should be forwarded to the senate, SGA, and/or staff council. "From there, the process outlined in this policy shall be followed." --> the policy ends here so I assume they mean the procedures laid out in the USM policy.
UB	Naming Policy	See USM policy	See USM policy	See USM policy	See USM policy	See USM policy
UMB	Naming Policy	May choose to honor a person or entity by naming programs, facilities, & parts of facilities, as well as funds and endowments. 1) Encourages philanthropy through naming opportunities. 2) Encourages naming for scholars and those preeminent in their field who have contributed significantly to UMB. 3) No commitments to donor or non-donor honorees can be made prior to UMB and BOR approval. 4) No naming for those whose public image, products, or services conflict with UMB or USM missions.	Covers programs & facilities, interior spaces & minor landscaping, and scholarships, fellowships, deans, chairs, & professors.	See USM policy	See USM policy	See USM policy.

APPENDIX 3 - BIG10, USM, and Peer Institution Data

Institutions	Process differentiation for living or deceased namesakes	General procedures and other rules	Notes
Frostburg	If the honoree is living and a non-donor, their association with the USM or State of Maryland must have ended 3+ year prior to naming. If they are deceased, two years must have elapsed since their death.	Namesakes may not be currently employed by the USM or the State of Maryland. Procedures: (Same for honorific & philan.) A request to nominate a person for naming must be submitted to Frostburg's president, who will send it to the facilities naming committee, who evaluate the values and implications of the proposal. They will make a rec to the president, who will decide whether to send the request to the chancellor for final approval. The proposal must include: a description of the facility or program, the proposed name, a biographical summary of the namesake, and a rationale of the distinctiveness of the namesake's contributions. Proposals may be resubmitted 2 years after a rejection.	Advert for naming. The naming policy on their website is the USM policy approved by the BOR in 1997, so it's outdated. No date listed for University approval.
Salisbury	No language	Honorific Fundraiser Process: Salisbury will get approval from BOR prior to launching public fundraiser and will clearly state prerequisites for naming associated with the fundraising opportunity. Must meet the same conditions as phil. and honorific naming.	Last revised in 2021.
Towson	no language	As far as is delineated in Towson's policy, honorific and phil. namings of programs and buildings are handled in generally the same way: An exec convenes a committee of students, faculty, staff, and alums; membership must include nominees from the academic senate, the staff council, the SGA, and reps from the office of inclusion. The committee solicits, vets, and recommends prospective names to the Academic Senate for review. The Senate will also receive a summary of the committee's process and how the name meets the following criteria: namesakes should be scholars or distinguished individuals, namesake's legacy should align with TU's mission, their work should be inspirational and create solutions that enrich culture, society, or the environment; must have ended affiliation with USM, TU, Maryland, or public office more than 1 year prior. Facilities may also be names after Maryland geographical landmarks. The senate will vote on whether to send the rec to the president. If approved, the president will decide whether to send the rec to the chancellor for final approval. The committee's research will look at a namesake's philanthropic efforts, profession, activities & opinion related to EDI, illicit and unsavory behavior, and public financial holdings.	For geographic namesakes, all historical activities at the location should be considered; no heinous acts should have occurred. Last revised in 2017.
UB	See USM policy	See USM policy	The policy applies to interior spaces (classrooms, labs), exterior areas (garden areas, terraces), and minor landscape features (benches, pavers, trees) that are not covered by the greater USM policy. It states that Programs and facilities adhere to the most recently approved USM policy. Last revised in 2021.
UMB	no language	Requests should be made to the chancellor by the president. Prior to approval of the president, proposals must be approved by the appropriate dean or VP, as well as the VP of phil. Requests should be accompanied by a memo with the donor's payment plan (a mutually agreed amount must be received prior to naming), the period of time the naming will remain in effect, an agreement stating that UMB and the donor will work together on the signage, and an agreement that if the donor requests a name change, UMB, UMB Foundation, and the donor must come to a mutual agreement and get BOR approval, the donor is responsible for all costs associated with the name change, including signage, tribute walls, etc.	Last revised in 2022.

APPENDIX 3 - BIG10, USM, and Peer Institution Data

Institutions	Policy links	Purpose/guiding principles of the policy	Applicability of the policy's procedures	Honorific naming process + criteria	Philanthropic naming process + criteria	Procedures and criteria for name removal or change
UMBC	Naming Policy	<p>1) Provide guidelines for naming buildings, facilities, or programs at UMBC in honor of persons, foundations, and corporations who by service, scholarship, or major gift, have made substantial contributions to the University or to education generally. 2) Establish consistent and informed procedures for UMBC approval in accordance with UMBC & USM policy. 3) Ensure proper vetting and consultation prior to naming decisions. 4) Ensure proper recognition of benefactors and honorees.</p>	Applies to academic and non-academic programs, centers, institutes, depts, and physical structures, including buildings, parts of buildings, groupings of buildings, and outdoor areas. Does not apply to scholarships, fellowships, professorships, or chairs.	Scholars or distinguished individuals preeminent in their field who have made great contributions to the university. Namesakes should have the following attributes: highest personal integrity; honorable public service; major positive contributions to society; contributions to UMBC and to the State; known to the UMBC community.	Namesakes should have the following attributes: highest personal integrity; honorable public service; major positive contributions to society; contributions to UMBC and to the State; known to the UMBC community. Only facilities can be named after corporations, which must exemplify: a history of high integrity of officers; an appropriate corporate mission; contributions to UMBC; familiarity of the corporation at least to the impacted community members. The name of the building will not change even if the company changes, unless the president & BOR determine otherwise. The naming of facilities and programs will be considered more favorably when accompanied by a gift or legally binding pledge, payable in cash or a multi-year pledge (no more than 5 years). A portion of the gift may be an irrevocable trust when the donor is 75+. The present value of the gift should be 15% or more of the estimated renovation or construction costs. For a program, an endowment should be established to cover 0-20% of the unit's annual operating budget.	With BOR approval, names can be removed when pledges are unpaid after 5 years or when the facility or program reaches the end of its useful life. Names may also be removed should the namesake violate the high standards required of namesakes.
Eastern Shore						
UMGC	Naming Policy	Establishes a uniform procedure for phil. and honorific naming and provides guidance in naming properties, programs, virtual centers, and positions.	The designation for naming opportunities is categorized as follows, physical entities (primarily facilities like buildings, galleries, labs, etc) and non-physical entities (primarily programs like colleges, departments, and centers, including virtual centers and programs).	Distinguished individuals who have provided exemplary meritorious service to UMGCC. Names of potential honorees may be proposed at any time and will be considered when opportunities present themselves. All names should be sent to the VP of Institutional Advancement for final approval by the President and the Exec Committee.	The namesake can be an individual or a corporation whose contributions enhance the mission of UMGCC. All monetary values of naming opportunities are proposed by the VP of Institutional Advancement, with approval of the president and Executive Committee. For multi-year gifts and bequests, a name may go into effect before the full gift is received. For revocable gifts, names cannot go into effect until the full gift is received.	Naming is considered permanent unless the facility or program reaches the end of its natural life or is discontinued, expanded, or substantially changed. In such a case, UMGCC will consider ways to recognize the gift in alignment with the original intent of the gift/honor. If the donor company or individual changes their name, UMGCC will work with them to accommodate the change. Names may be removed if a gift is unpaid or association with the namesake will damage UMGCC's reputation. Revocations shall be made by the president, who will determine whether the BOR should be notified, based on USM policy.

APPENDIX 3 - BIG10, USM, and Peer Institution Data

Institutions	Process differentiation for living or deceased namesakes	General procedures and other rules	Notes
UMBC	No naming for anyone currently employed by or associated with USM or Maryland. When the namesake is living but not a donor, 3 year must elapse since formal association with USM or Maryland.	Before reps start final negotiations with a donor involving the naming of a building, facility, or program, a rationale must be sent to the VP of institutional advancement, who advises on next steps for formal approval or further negotiation. The UMBC naming committee must pre-approve all proposals to name buildings, programs, and facilities. The president has final approval on all facilities, and the BOR has final approval on programs and buildings. Naming opportunities for items such as benches, flagpoles, and trees are maintained by the office of institutional advancement. All items and donors must go through the approval process and must not take any steps without university approval.	Last revised in 2016.
Eastern Shore			Unable to find policy specific to the school; does not say that it defaults to the USM policy
UMGC	No language	For both phil. and honor namings, agreements must be drawn up by UMGCC and the donor, and reviewed by Legal. Final approval will be given by the president, confirming all commitments, undertakings, and restrictions. All naming opportunities should include a plaque or similar recognition that explains the namesake's significance. UMGCC will consider the potential impact of a naming on the university and community, exercising due diligence to ensure that the name is consistent with UMGCC's mission. UMGCC will also consider how the name will reflect positively on the University.	last revised in 2022.



II-1.25(A) UNIVERSITY OF MARYLAND POLICY ON FULL-TIME FACULTY WORKLOAD AND RESPONSIBILITIES

(Approved by the President November 21, 1994; Amended and approved on an interim basis pending Senate review March 4, 2022; Technical amendments approved by the President December 7, 2022)

I. PURPOSE

The University of Maryland's ("the University") mission is to achieve excellence in teaching, research, scholarship, creative activities, and public service. As the State's flagship University, and one of the country's first land grant institutions, the University seeks to educate students and advance knowledge in areas of importance to the State, the nation, and the world, and to be a preeminent national center for research, innovation, and graduate and undergraduate education. Taken together, basic and applied research, scholarship, creative activities, teaching, extension programming, librarianship, service, and administrative duties are important elements of faculty workload that enable the University to fulfill its mission. In order to ensure that faculty members meet their workload expectations and that the University complies with the University of System of Maryland (USM) Policy on Faculty Workload and Responsibilities (II-1.25), as amended on June 21, 2019, the University establishes the following Policy on Full-Time Faculty Workload and Responsibilities ("the Policy").

II. DEFINITIONS

- A. "Academic Unit" means a department, College, School, or other University entity in which a faculty member has an appointment with assigned teaching; research, scholarship, or creative activities; service; administration; librarianship; and/or extension responsibilities. Faculty members with joint appointments across academic units may have responsibilities in more than one unit.
- B. "Research Unit" means a unit such as a University-recognized center or institute in which the faculty member has an appointment with assigned research, administrative, or other responsibilities. Faculty members with joint appointments across Academic and Research Units may have responsibilities in more than one unit.
- C. "Unit" means either an Academic or Research Unit.
- D. "Unit Head" means a Department Chair, Dean, Director, or any University administrator who has a supervisory relationship to a faculty member in relation to determining, assigning, and reviewing faculty workload expectations.

III. APPLICABILITY

- A. This Policy applies to the following individuals:

1. All faculty holding tenured and tenure-track positions, as defined in section I.A.2-4 of the University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure (APT) of Faculty (II-1.00[A]), except as noted below in section III.B; and,
 2. All faculty who, while holding tenured or tenure-track faculty rank, are classified as administrators and perform their administrative duties at the level of an academic department or equivalent Academic Unit such as chairs, assistant chairs, and program directors.
- B. This Policy does not apply to:
1. Individuals who hold a tenured or tenure-track faculty rank and are assigned to administrative duties outside of their Academic Unit(s), including deans, vice presidents, presidents, associate provosts, associate deans, and directors of University recognized centers and institutes.
 2. Faculty holding permanent status and permanent status-track positions, as defined in I.E.1-4 of the University's APT policy.
 - a. The Libraries are directed to develop a faculty workload policy focused on their faculty workload areas and expectations by or before May 23, 2023.
 3. Field faculty as defined in I.C.4-6 of the University's APT policy.
 - a. The University of Maryland Extension is directed to develop a faculty workload policy focused on its faculty workload areas and expectations by or before May 23, 2023.
 4. Professional Track Faculty as defined in the University's Policy on Professional Track Faculty (II-1.00[G]).
 5. All part-time and adjunct faculty.
- C. Research Units shall establish minimum workload expectations for jointly appointed tenured and tenure-track faculty that are aligned with the missions of the University, College or School, and Research Unit.
1. Research Units must establish a review process that evaluates each tenured and tenure-track faculty member at least once every five (5) years.
 2. The standards for Research Unit appointments and reviews should be established at the onset of an appointment and in conjunction with the faculty member's tenure home unit.

IV. POLICY AND PROCEDURES

- A. Tenured and tenure-track faculty members may have workload responsibilities in the following broad areas: teaching; research, scholarship, or creative activities; and service. In addition, some faculty members may have administrative and/or extension responsibilities.
- B. Each Unit in which tenured and tenure-track faculty members are appointed shall establish, publish, and monitor a workload policy that sets forth fair and equitable guidelines that enable each Unit and/or program to best utilize its faculty members and align their efforts in accordance with this Policy, and in alignment with the missions of the University, College/School, and Unit.
- C. The established policies shall address expectations of tenured and tenure-track faculty members and give appropriate weight to the teaching; research, scholarship, or creative activities; service; administration; and extension responsibilities, if appropriate.
- D. The USM Policy on Faculty Workload and Responsibilities (II-1.25) sets standard workload expectations for tenured and tenure-track faculty members at research institutions. The University reports faculty workload annually to the USM based on the following expectations.
 - 1. Teaching percentage of total effort is approximately 50%;
 - 2. Research, scholarship, or creative activities percentage of total effort is approximately 40%; and
 - 3. Service percentage of total effort is approximately 10%.
- E. Tenured and tenure-track faculty are required to engage in assigned workload responsibilities in all three areas defined in IV.D.1-3. Specific workload assignments may be adjusted according to Unit-level and University policies and procedures (e.g., sabbatical leave, Leave without Pay, Family Medical Leave, and retirement agreements).
- F. The baseline teaching effort for full-time equivalent (100% FTE) tenured and tenure-track faculty members is five (5) course units per academic year. A course unit is normally defined as equivalent to a three-credit course.
 - 1. Units may adjust the baseline teaching expectation in their established workload policies by taking into account class size, credit hours produced, co-teaching, modality of instruction, level of instruction, disciplinary expectations, accreditation requirements, research efforts, advising, mentoring, and other

factors deemed relevant in determining faculty teaching expectations.

2. Partial course unit allocation is permissible for:
 - a. Dissertation and doctoral level individual studies (800-899), nine (9) credit hours is equivalent to one (1) course unit;
 - b. Masters thesis (799), 12 credit hours is equivalent to one (1) course unit;
 - c. Other graduate level individual studies (500-798), 18 credit hours is equivalent to one (1) course unit; and
 - d. Undergraduate level individual studies (100-499), 21 credit hours is equivalent to one (1) course unit.
3. Partial course unit allocation may count towards no more than two (2) units of instructional effort per faculty member per academic year.
4. Unit workload policies may consider whether course equivalents may accumulate over a period of time (e.g., two or three years).
5. Faculty instructional loads may be adjusted according to Unit-level and University policies and procedures (e.g., sabbatical leave, Leave without Pay, retirement agreements, service and administrative assignments). However, tenured and tenure-track faculty members must teach at least one instruction-based (i.e., non-thesis, dissertation, or independent study) course unit equivalent per academic year.
 - a. Exceptions to the minimum instructional load requirement must be approved by the Dean or designee in departmentalized Colleges or by the Senior Vice President and Provost or designee in non-departmentalized Colleges.
6. Unit workload policies should address whether course releases due to external fellowships, awards, and/or sponsored research (i.e., course buyouts) are permissible and should establish an appropriate buyout standard per course release.
7. Unit workload policies should address faculty member research and service expectations and consider the intersection of research, teaching, and service activities.
8. Faculty members are expected to meet workload expectations on an annual basis, but Unit policies may consider averaging faculty workload over a period of time (e.g., three years) in recognition of annual workload fluctuations (e.g., a higher instructional load in one year followed by a reduced instructional load in the next).

- G. In the case of joint appointments, assigned faculty workloads in each Unit should be proportional to the assigned FTE in the respective Units. Appointment agreements and/or memoranda of understanding between Units should reflect assigned faculty member workload in each Unit.
- H. Unit policies must expressly address how workload is rebalanced and/or steps taken when a faculty member:
 - 1. Is assigned and/or engaged in responsibilities or activities that advance the University's mission and operations (e.g., service to a University Unit, University strategic initiatives, curriculum redesign, externally funded research, leadership, or service);
 - 2. Expresses a desire to rebalance workload voluntarily (e.g., a faculty member wishes to engage in additional teaching and/or service in lieu of research activity); or
 - 3. Is determined under periodic or post-tenure review not to have met Unit expectations in one or more areas of expected performance (e.g., research productivity, teaching, service).

V. IMPLEMENTATION, OVERSIGHT, AND COMPLIANCE

A. Responsibilities of Unit Heads

- 1. Each Unit Head is responsible for ensuring that faculty workload policy and guidelines are applied equitably, appropriately, and with transparency across the respective Unit.
- 2. Each Unit Head is responsible for ensuring that each faculty member within the Unit is in compliance with the stated faculty workload policy and guidelines.

B. Responsibilities of the Dean

- 1. Each Dean is responsible for ensuring that the faculty workload policy and guidelines are applied equitably, appropriately, and with transparency across the Units of the College or School.

C. Review and Approval of Workload Policies

- 1. Unit workload policies within departmentalized Colleges should receive the approval of the Dean.

2. Unit workload policies in non-departmentalized Colleges/Schools should be submitted to the Office of Faculty Affairs for review and approval.
 3. The Libraries and Extension workload policies should receive the approval of the Deans of the Units.
 4. Approved workload policies must be submitted to the Office of Faculty Affairs, which shall maintain a record of all approved workload policies.
- D. Responsibilities of the Senior Vice President and Provost
1. The ultimate responsibility for ensuring faculty workload equity and accountability across the University lies with the Senior Vice President and Provost.
 2. The Senior Vice President and Provost's Office is responsible for reporting faculty workload information to the USM.
- E. Unit heads (or designees) in departmentalized Colleges shall prepare an annual summary report of assigned faculty member workloads in their Units for the Dean. In non-departmentalized Colleges, the Dean shall prepare the annual report. The report should be made available to all faculty in the Unit, preferably on the Unit's public website, intranet, or online dashboard.
- F. Units must develop their initial faculty workload policies by or before May 23, 2023. Units should review their policies at minimum every five years after initial approval as per the procedures established in section V.C above.
- G. The Office of Faculty Affairs shall develop, review periodically (at intervals of no more than five years), and publish faculty workload guidance.



UMD Consulting Policy

Reka Montfort

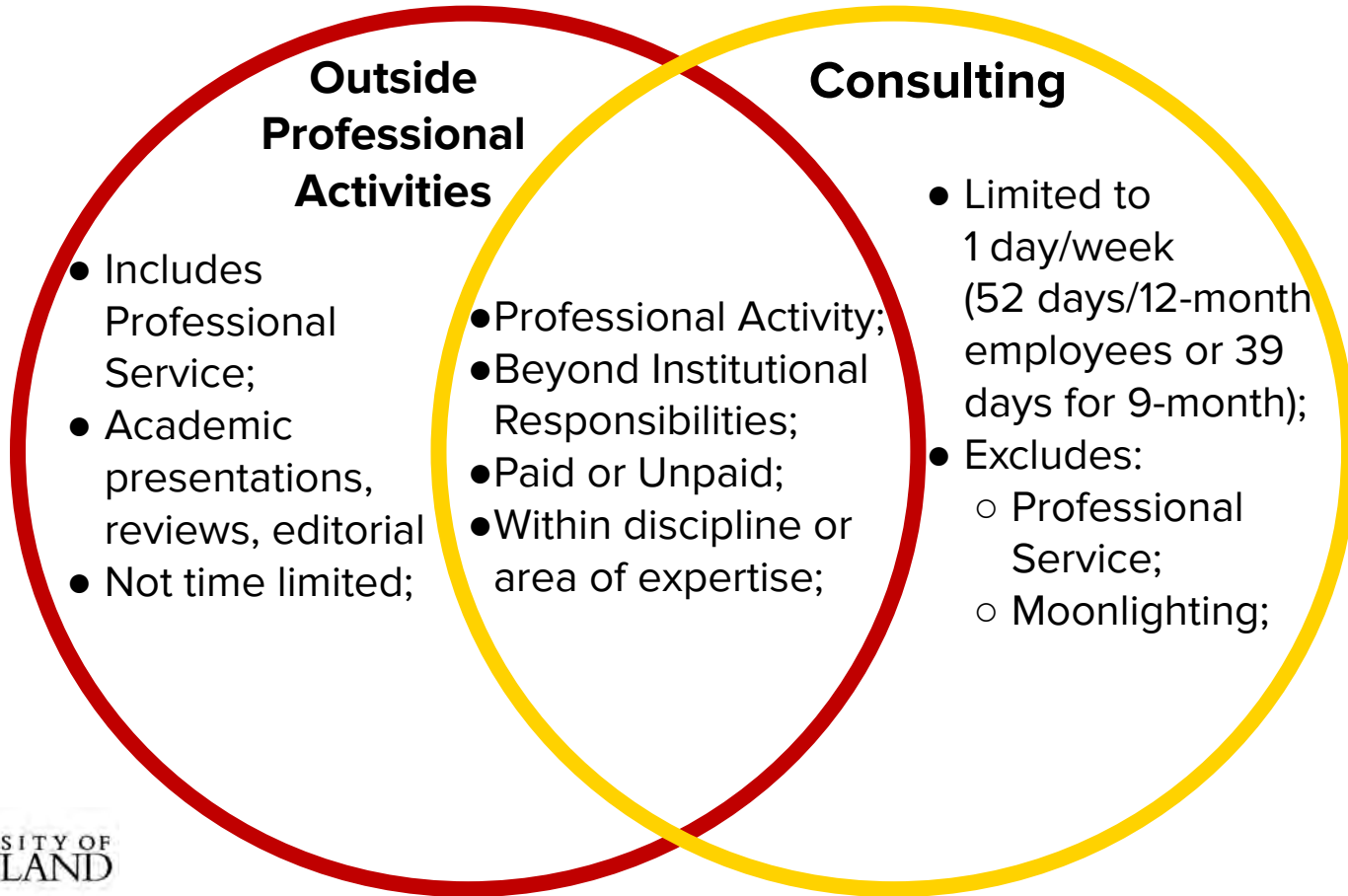
Director of Research Transparency & Outreach
Division of Research

Consulting

- Consulting is an ***outside*** professional activity that:
 - is beyond the employee's institutional responsibilities;
 - is professional & based on the discipline or area of expertise;
 - may be paid or unpaid; and
 - primarily benefits the employee and not the University.



Outside Professional Activities vs. Consulting



Why Do We Need a Consulting Policy?

Within the past 3 years, UMD has been subjected to numerous federal investigations that have hinged on the federal government's sudden interest in:

1. The proper disclosure of foreign agreements by UMD as a whole and by individual PIs submitting federal proposals; and
2. The proper disclosure of all sources of support in a PI's statement of current and pending support, especially **consulting**.

Policy recommended by outside counsel as a corrective action to resolve a federal investigation, UMD required to have policy per USM policy, and to be in compliance with federal agencies' terms and conditions.



Consulting and Federal Proposals and Awards

- In Current and Pending Project and Proposal Submissions PIs **MUST** provide **ALL current & pending support (CPS)** for ongoing projects and proposals, **including subsequent funding for continuing contracts, grants, and other assistance agreements.**
- Consulting **MUST** be disclosed on the CPS;
- As authorized officials, ORA staff must certify the accuracy of proposal contents, including current and pending, which ultimately requires PIs to ensure that **ALL** consulting is disclosed on the CPS.



Interim Consulting Policy

- Approved by President Pines on October 14, 2022, pending Senate review;
- Fulfills University's legal and compliance requirements;
- Aligns with and/or is less restrictive than provisions at other Big10 & peer institutions;
- Codifies long-standing cultural norm at UMD of Consulting 1 day/week; and
- Works in coordination with existing requirements and processes for the University's Conflict of Interest (COI) and Conflict of Commitment (COC) Policies & Procedures.



Policy Principles & Implementation

- Employees may Consult the equivalent of 1 day/week*:
 - 12-month employees = 52 days;
 - 9-month employees = 39 days (*only limited during 9-months, unlimited the other 3 months, if not working for UMD);
 - Faculty may consult at any time, but they are not considered “off the clock” during evenings and weekends by the State Ethics Commission as a State Employee.
 - Staff may only consult outside of their regular University work hours or during periods of approved applicable leave.
- “Banking” of Consulting days (group and use days all at once) is prohibited unless approved by Unit Head & Next Level Admin.



Policy Principles & Implementation

- An employee who plans to Consult **MUST** get **prior approval** from their unit head/supervisor.
- The unit head/supervisor determines whether the activity is professional service within the specific discipline or area of expertise *following University guidance* and based on:
 - whether the activity is a benefit to public institutions or the University and not just the individual (examples in IV.B.2); or
 - the individual was hired or asked by their unit head/supervisor to perform the activity as part of their University responsibilities.
 - Unit Heads who have questions can contact consulting@umd.edu and COI@umd.edu for advice on specific situations.



Examples of Consulting vs. Prof Service

Professional Service	Grey Area	Consulting
Serving on a peer review board		Being paid to serve as an expert witness
Receiving an honorarium for providing a talk on your published findings from your federally funded research		Private psychological practice (not part of UMD hiring contract)
Serving on an external review board		Employees who are owners or officers in external entities.
Architectural firm as part of a faculty member's institutional contract		Consulting/working for an external entity, related to your area of expertise, in which employees are not an owner or an officer.
Serving as an officer in a professional society		Consulting/working for a commercial entity related to your area of expertise.



Policy Principles & Implementation

- Each Consulting activity requires a separate internal MOU signed by the employee, unit head/supervisor, next level administrator, & provided to external entity (***new**).
 - Electronic system now available at faculty.umd.edu/consult where employees can log in with UMD ID and password:
 - Enter information on consulting activity, sign electronically, and route to unit head/supervisor & next level administrator for signature.
 - Signed PDF of MOU can be downloaded by employee and **MUST** be provided to external entity.



State Ethics Law

- State Ethics Law applies to all UMD employees;
- State law provides a research carve-out that allows our University's long-standing COI/COC policies and procedures to take the place of State ethics law.
 - The COI Committee is responsible for reviewing potential research-related COI, and if a COI exists:
 - **Establishing a management plan;** or
 - Identifying when a COI cannot be managed (very small percentage).



Policy Principles & Implementation

- Research-Related Consulting activities **MUST** be disclosed in KCOI as part of existing COI Policy & Procedures;
 - Signed PDF of MOU **MUST** also be uploaded to KCOI (*New);
 - Consulting cannot begin until there is a COI disposition;
- Employees **MUST** update their KCOI disclosure within 30 days of any change in the disclosure, e.g., new consulting arrangement.
- Consulting activities must still be disclosed on OPA, for now.
- **State Ethics Law** explains appropriate **research-related** Consulting roles/titles **unless there is an approved COI MP**:
 - No fiduciary or management responsibility; and
 - No titles such as CEO or Vice President.



Policy Principles & Implementation

- The Policy outlines a process for **post-approval review of non-research-related Consulting** by a COC Review Board appointed by the Provost (***New**).
 - Board formulates campus-wide guidance based on these reviews.



Next Steps with the Interim Consulting Policy

- The Research Council has been charged by the Senate Executive Committee (SEC) with reviewing and refining the interim policy;
- Charge elements include review, consult, consider, and recommend elements, aimed at a thorough and careful process;
- The RC will engage stakeholders and actively solicit input from the campus community during its review process;
- The interim policy remains effective until the RC's review is complete.



Resources

- Questions about the Consulting Policy can be sent to: consulting@umd.edu;
- Resources including links to the **Consulting Policy**, **FAQs**, and the link to submit info & route the **Internal MOU** are available at: <https://research.umd.edu/consulting-policy>
- Questions about COI can be sent to COI@umd.edu
- The Conflict of Interest Office has a variety of resources available at <https://research.umd.edu/coi> and information on how to complete a disclosure in KCOI.



Q & A

What questions do you have?

