

February 23, 2011

**MEMORANDUM**

**TO:** University Senate Members

**FROM:** Linda Mabbs  
Chair of the University Senate

**SUBJECT:** University Senate Meeting on Wednesday, March 2, 2011

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The next meeting of the University Senate will be held on Wednesday, March 2, 2011. The meeting will convene at **3:15 p.m.**, in the **Atrium of the Stamp Student Union**. If you are unable to attend, please contact the Senate Office<sup>1</sup> by calling 301-405-5805 or sending an email to [senate-admin@umd.edu](mailto:senate-admin@umd.edu) for an excused absence. Your response will assure an accurate quorum count for the meeting.

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

**Meeting Agenda**

1. Call to Order
2. Approval of the February 9, 2010, Senate Minutes (Action)
3. Report of the Chair
4. PCC Proposal to Establish a Bachelor of Science Degree Program in Atmospheric and Oceanic Science (Senate Doc. No. 10-11-42) (Action)
5. PCC Proposal to Rename the Bachelor of Science Program in General Business as the Bachelor of Science Program in Management (Senate Doc. No. 10-11-43) (Action)
6. PCC Proposal to Reorganize and Rename the Departments in the College of Education (Senate Doc. No. 10-11-41) (Action)
7. Medical Amnesty (Senate Doc. No. 07-08-20) (Action)
8. New Business
9. Adjournment

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

## **University Senate**

February 9, 2011

### **Members Present**

Members present at the meeting: 105

### **Call to Order**

Senate Chair Mabbs called the meeting to order at 3:17 p.m.

### **Approval of the Minutes**

Chair Mabbs asked for additions or corrections to the minutes of the December 8, 2010 meeting. Hearing none, she declared the minutes approved as distributed.

### **Report of the Chair**

#### BOR Staff Awards

Mabbs explained that the Board of Regents (BOR) Staff Awards process was in its final stages. Each year, the Staff Affairs Committee coordinates the internal search for nominations for the Board of Regents Staff Awards. This year, they reviewed 26 exempt staff nominations and 6 non-exempt staff nominations, which was a substantial increase in exempt nominations from previous years. The Staff Affairs Committee recommended seven nominees to be forwarded to President Loh for final selection. President Loh confirmed and endorsed the seven nominees and sent them to Council of University System Staff (CUSS) for the next review stage of the awards process. The CUSS Review Committee will select the final candidates to be submitted to the Board of Regents. Recipients will be announced over the summer. The following nominees were recommended from our campus:

Luke Jensen, LGBT Equity  
Anthony Chan, Psychology  
Alan Santos, Civil & Environmental Engineering  
Cecilia Jordan, Biology  
Carolyn Consoli, Public Safety  
Martha Connolly, Maryland Technology Enterprise Institute (MTECH)  
Jeff McKinney, Electrical & Computer Engineering

#### Nominations Committee

Mabbs stated that the Senate Nominations Committee is currently seeking candidates to run for open positions on Senate-elected committees and councils, including the 2011-2012 Senate Executive Committee, Committee on Committees, the Athletic Council, the Council of University System Faculty, and the Campus Transportation Advisory Committee. If you are a continuing Senator, and you are interested in running for a position, please fill out a form and return it to the Senate Office. The deadline for nominations is February 18, 2011. Nominees will be considered for placement on the slate for election, but are not guaranteed a spot. All

candidates will be asked to submit a short candidacy statement for the elections held at our transition meeting on May 4, 2011.

#### Campus Safety Forum

Mabbs announced that the Campus Affairs Committee is organizing the Campus Safety Forum. They have scheduled it for Tuesday, February 22, 2011 from 6-7:30 p.m. in 0100 Marie Mount Hall (Maryland Room). The major discussion topic will be traffic safety and they will be taking feedback for their review of a campus-wide helmet policy. She strongly encouraged senators to attend the forum.

### **Committee Reports**

#### **Review of the Final Exam Policy (Senate Doc. No. 09-10-07) (Information)**

Mabbs stated that the Educational Affairs Committee submitted its report. The SEC reviewed it at the meeting on January 28, 2011. Per the committee's request, the recommendations have been forwarded to the Provost for further administrative action and have been provided to the Senate as an informational item.

#### **Re-evaluation of the Student Teacher Evaluations at UMD (Senate Doc. No. 10-11-06) (Information)**

Mabbs stated that the Academic Procedures & Standards (APAS) Committee submitted its report. The SEC reviewed it at the meeting on January 28, 2011. Per the committee's request, the recommendations have been forwarded to the Provost for further review and have been provided to the Senate as an informational item.

#### **PCC Proposal to Revise the Title of the Bachelor of Arts in Italian Language and Literature to the Bachelor of Arts in Italian Studies (Senate Doc. No. 10-11-35) (Action)**

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

Mabbs opened the floor to discussion; hearing none, she called for a vote on the proposal. The result was 71 in favor, 2 opposed, and 4 abstentions. **The motion to approve the proposal passed.**

#### **Review of Quorum Calculation in Senate Standing Committees (Senate Doc. No. 09-10-41) (Action)**

Marc Pound, Chair of the Elections, Representation, & Governance (ERG) Committee, presented the proposal to assign a specific quorum to larger Senate committees to the Senate and provided background information.

Mabbs opened the floor to discussion; hearing none, she called for a vote on the proposal. The result was 74 in favor, 8 opposed, and 6 abstentions. **The motion to approve the proposal passed.**

**Proposal to Increase Access to Public Records (Senate Doc. No. 09-10-47)  
(Action)**

Gene Ferrick, Chair of the Campus Affairs Committee, presented the proposal to allow electronic requests for public information to the Senate and provided background information.

Mabbs opened the floor to discussion.

Senator Kahn, Faculty, College of Computer, Mathematical & Natural Sciences, stated that he was uncomfortable with allowing email requests for information that is not freely available. Making people do surface mail requests, ups the anti, by requiring a signature and an address. He suggested that we should stick to the old way to make requestors go through the effort.

Ferrick responded that the Legal Office posed the same argument. The committee did not want to dictate an online form. Instead, they suggested that the Legal Office create a dedicated email for requests and post more information on what can and cannot be requested. The committee did not want to outline specifics on how this should be implemented

Senator Kronrod, Graduate Student, College of Arts & Humanities, stated that it seems old fashioned to send postal mail. If abuse occurs, it can be addressed individually. Electronic requests are good for the environment, save paper, money on postage, and are better for record keeping. He supports the proposal because it is intended for public records not secret data.

Dean Hamilton, Voting Ex-Officio, introduced Leon Slaughter who inquired whether there would be a minimum requirement for contact information in the email request.

Ferrick responded that there is prescribed information as a requirement included in the proposal.

Senator Stamm, Graduate Student, College of Engineering, explained that in the committee's recommendations, points D & E that specify that the custodian can seek clarification. This inquiry could serve as a firewall for those spamming.

Mabbs called for a vote on the proposal. The result was 73 in favor, 21 opposed, and 2 abstentions. **The motion to approve the proposal passed.**

**Proposal to Review Retirement Program Selection Process (Senate Doc. No. 10-11-10) (Action)**

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

Mabbs opened the floor to discussion; hearing none, she called for a vote on the proposal. The result was 83 in favor, 2 opposed, and 9 abstentions. **The motion to approve the proposal passed.**

**Report of the General Education Implementation Committee: The General Education Implementation Plan (Senate Doc. No. 10-11-31)**

Mabbs explained that the next item on the agenda is the final version of the General Education Implementation Plan. She stated that this plan provides for the implementation of the General Education Plan approved by the Senate in April 2010. Dean Hamilton had already given an overview of the Implementation Committee's work at our October 13, 2010 Senate Meeting and presented a draft report at the December 8, 2010 Senate Meeting. The Implementation Committee has since revised and finalized the General Education Implementation Plan for final approval of the Senate today.

Donna Hamilton, Chair of the General Education Implementation Committee, gave a brief overview of the changes that the committee had made to the Draft Plan.

Procedural Motion

Mabbs explained that included a Procedural Motion from the Senate Executive Committee was included in the Senate materials. Before starting discussion of the implementation plan, we will discuss and vote on the procedural motion. This motion is outlined as follows:

1. Amendments must be moved and seconded by a Senator on the floor of the Senate.
2. Amendments that were submitted by the deadline will be discussed first in each category. [No amendments were submitted prior to the meeting]
3. Amendments will be discussed in the order of the following five categories:
  - a. General Education Learning Outcomes
  - b. Faculty Boards
  - c. Guidelines and Requirements for the Course Categories
  - d. CORE and the New General Education Program
  - e. Other
4. Each presenter will be given 2 minutes to discuss the amendment after presenting it.
5. Each additional speaker will have 2 minutes for discussion of that amendment.

6. A speaker may only speak a second time once everyone else has had an opportunity to speak.

7. Total discussion of each amendment will be limited to 20 minutes.

Mabbs opened the floor to discussion of the procedural motion; hearing none, she called for a vote on the motion. The result was 83 in favor, 7 opposed, and 4 abstentions. **The procedural motion passed.**

#### Discussion & Vote of the General Education Implementation Plan

Mabbs clarified that the members of the General Education Implementation Committee could speak or respond to any amendments without introduction by a senator. However, they must go to the microphones like all other senators in order to speak. She asked all speakers to state their name, constituency, and college when they approach the microphone.

Because there were no previously submitted amendments, Mabbs stated that we would take amendments from the floor in each category.

#### General Education Learning Outcomes

Mabbs opened the floor to amendments and discussion of the *General Education Learning Outcomes* section.

Senator Gulick, Faculty, College of Computer, Mathematical & Natural Sciences, inquired whether implementation of the fundamental studies and analytical reasoning sections would require increased resources so that the Math Department could meet the increased demands.

Elizabeth Beise, Member of the General Education Implementation Committee, stated that they have done an analysis of seat requirements with the Math Department and the Institutional Research Planning & Assessment (IRPA) Office. They estimate a 3 percent increase in seats required for both areas. We still do not know which courses will be in the analytic reasoning section.

Senator Gullickson, Faculty, College of Arts & Humanities, voiced serious concern about writing learning outcomes for courses that are being submitted to the General Education program. History has submitted 42 courses that took the faculty a minimum of four hours for each course. This totals to five weeks of one person's time that could have been better spent on research, teaching etc. She stated that the History faculty were not consulted about the questions used to design the learning outcomes. She feels that the faculty had little input in this process.

Donna Hamilton, Chair of the General Education Implementation Committee, stated that when a call was put out for membership of the learning outcomes

committee, we were unable to get anyone from History to join the committee. Those on the committee were sensitive to the fact that there were no historians on the committee. The draft was sent to David Freund in History and Ira Berlin for comment.

Senator Gullickson, Faculty, College of Arts & Humanities, stated that her concern is not just about the History Department but about the total faculty time being used across the university and especially in humanities. It is not a profitable exercise and uses our time in an inappropriate way. She also commented that some of her colleagues do not even know what learning outcomes are.

Senator Leone, Faculty, College of Behavioral & Social Sciences, stated that this allows faculty to find new ways to teach. The point of the Senate passing this plan is to engage all of us who teach in the process of understanding how to teach slightly differently. He urged the Senate to pass this as a way of engaging ourselves in finishing a process that started two years ago and as a way of improving our relationship with the undergraduates. There is feedback, depending on your college, between the Chair and the faculty. He urged the Senate to take Gullickson's comments seriously and incorporate them into a positive vote.

Madlen Simon, Member of the General Education Implementation Committee, stated that we are re-examining the concept of a liberal education and how we provide this to our students. It is a large and worthy cause. While it is tremendously time consuming, the plan purposefully engages faculty throughout the campus. It is a conversation for us to have at the campus level that is important to the core of what we are doing here. She is in support of the concept that this is hard work but it is a worthy goal for faculty.

#### Faculty Boards

Mabbs opened the floor to amendments and discussion of the *Faculty Boards* section.

Senator Newhagen, Faculty, College of Journalism, inquired about the mechanism used to select the members of the faculty boards.

Dean Hamilton, Voting Ex-Officio, Chair of the General Education Implementation Committee, stated that the Dean for Undergraduate Studies and the collegiate deans select the members of the Faculty Boards. The deans forward suggestions to the Dean for Undergraduate Studies who in turn must pass the membership by the Senate's General Education Committee. These steps allow for accountability.

#### Guidelines and Requirements for the Course Categories

Mabbs opened the floor to amendments and discussion of the *Guidelines and Requirements for the Course Categories* section.

Senator Petkas, Exempt Staff, stated that when he raised questions about the cultural competence section, he intended to call attention to the types of learning that are important to our graduates to become constructive citizens and leaders in a diverse society. He thanked Hamilton for her willingness to entertain the changes to the paragraph in the cultural competence section. However, the heading "Cultural Competence" should be reconsidered in the future because it implies a static achievement instead of an ongoing learning process.

#### CORE and the New General Education Program

Mabbs opened the floor to amendments and discussion of the *CORE and the New General Education Program* section.

There was no discussion or amendments on this section.

#### Other

Mabbs opened the floor to amendments and discussion of any other areas of the plan not previously discussed.

Senator Gulick, Faculty, College of Computer, Mathematical & Natural Sciences, asked whether there has been a cost analysis for what will be needed for the whole new general education program.

Elizabeth Beise, Member of the General Education Implementation Committee, responded that a cost analysis is in progress. We have a good idea of seats required for fundamental studies but we are still in the process of collecting the costs and needs including instruction and classrooms. We know that academic and professional writing will require a 15% increase in seats and mathematics and analytic reasoning will require a 3% increase. Oral communication will require more seats because it is a new category. There will be more flexibility in the distributive studies category because there are fewer course categories and one fewer course. We do not know the impact of experiential learning opportunities, and we do not know where all of the scholarship in practice courses will come from. We still need more information on student enrollment patterns. We will do some more analysis as courses roll in and will re-evaluate on an annual basis.

Senator Miletich, Undergraduate, College of Arts & Humanities, thanked the committee for adjusting the description of the humanities to include the performing arts.

Senator Smith, Faculty, College of Arts & Humanities, suggested that the term "cultural competence" be reconsidered when the plan is reviewed in the future.

Mabbs called for a vote of the General Education Implementation Plan. The result was 71 in favor, 8 opposed, and 5 abstentions. **The motion to approve the plan passed.**

### **New Business**

Senator Gulick, Faculty, College of Computer, Mathematical & Natural Sciences stated that the student evaluation topic is crying out for comment. He was surprised that there was no opportunity for faculty to give input on the process. He had serious concerns about the lack of civility in the evaluations.

Mabbs explained that the APAS Committee's recommendations were forwarded to the Provost's Office for administrative action. She also encouraged those with comments on the issue to contact the Provost's Office.

Senator Goodman, Faculty, College of Computer, Mathematical & Natural Sciences, made a motion that the Senate thank Nariman Farvardin for his extraordinary service as Provost. Adopted by acclamation.

Chair Mabbs expressed the Senate's gratitude to Provost Farvardin and wished him success in his future endeavors.

### **Adjournment**

Senate Chair Mabbs adjourned the meeting at 4:12 p.m.



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	10-11-42
<b>PCC ID #:</b>	10039
<b>Title:</b>	Proposal to Establish a Bachelor of Science Degree Program in Atmospheric and Oceanic Science
<b>Presenter:</b>	David Salness, Chair, Senate Programs, Curricula, and Courses Committee
<b>Date of SEC Review:</b>	February 16, 2011
<b>Date of Senate Review:</b>	March 2, 2011
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>The College of Computer, Mathematical, and Natural Sciences and the Department of Atmospheric and Oceanic Science wish to establish a new Bachelor of Science degree program in Atmospheric and Oceanic Science.</p> <p>Currently, there are no options for students wishing to major in atmospheric and oceanic science in the state of Maryland, or in the adjacent states of Virginia, Delaware, and West Virginia, that satisfy the Federal requirements to be certified as a meteorologist or oceanographer. The job market for students with this sort of training, however, is strong--notably in the College Park vicinity: NOAA in Silver Spring, NASA in Greenbelt, and the National Centers for Environmental Prediction (NCEP), which is moving to the University's MSquare campus. This program is designed to connect undergraduate students with these prestigious institutions as well as our world class faculty.</p> <p>To earn the degree, students must complete 120 credits, of which 69-70 credits will be required for the major. The first two years of the curriculum will focus on the fundamentals of mathematics, chemistry, physics, and computer science. The final two years will feature a comprehensive survey of atmospheric and oceanic</p>

	<p>science, with specialty courses and guided research that will allow the student to develop expertise in a particular area, such as computer modeling and remote sensing of the atmosphere and ocean, atmospheric chemistry, or climate studies. All students will participate in a research or internship activity. The program will take advantage of the rich Washington, DC area research community to provide students with a guided research project during the senior year. The curriculum satisfies the American Meteorological Society's guidelines for the B.S. degree in Atmospheric Science, as well as Federal General Service Administration requirements to be certified as a meteorologist or oceanographer.</p> <p>The program is expected to have an initial enrollment of approximately 15 students then grow to 60 within a few years. Along with Federal careers as a meteorologist or oceanographer, graduates will also be prepared for careers in media-related weather forecasting, non-media weather forecasting (in public, military, private, and aviation organizations), and specialized environmental services with state agencies, Federal agencies and the private sector. Another possible career direction is teaching earth science at the high school level, which is a critical need for the State of Maryland.</p>
<b>Relevant Policy # &amp; URL:</b>	N/A
<b>Recommendation:</b>	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.
<b>Committee Work:</b>	<p>The Committee considered the proposal at its meeting on February 4, 2011. Jim Carton, Chair of the Department of Atmospheric and Oceanic Science presented the proposal to the committee and responded to questions. After discussion, the Committee voted unanimously to recommend the proposal.</p> <p>The Academic Planning Advisory Committee approved the proposal on January 24, 2011.</p>
<b>Alternatives:</b>	The Senate could decline to approve the proposed program.
<b>Risks:</b>	If the Senate does not approve the proposed program, the University will lose an opportunity to serve the State of Maryland by training students in this key branch of earth system science.

<b>Financial Implications:</b>	There are no significant financial implications with this proposal. Resources will be drawn primarily from a redirection of effort within the Department of Atmospheric and Oceanic Science.
<b>Further Approvals Required:</b> <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President, the Board of Regents, and the Maryland Higher Education Commission.

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

- Please email the rest of the proposal as an MSWord attachment to [pcc-submissions@umd.edu](mailto:pcc-submissions@umd.edu).

PCC LOG NO.

**10039**

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

**College/School:** College of Computer, Mathematical and Natural Sciences

Please also add College/School Unit Code-First 8 digits: 01203000

Unit Codes can be found at: [https://hypprod.umd.edu/Html\\_Reports/units.htm](https://hypprod.umd.edu/Html_Reports/units.htm)

**Department/Program:** Atmospheric and Oceanic Science

Please also add Department/Program Unit Code-Last 7 digits: 1302101

**Type of Action (choose one):**

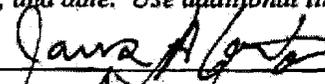
- |   |  |
|---|--|
| <input type="checkbox"/> Curriculum change (including informal specializations)     | <input checked="" type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New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

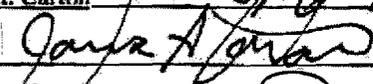
*Italics indicate that the proposed program action must be presented to the full University Senate for consideration.*

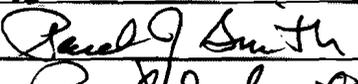
**Summary of Proposed Action:**

This is a proposal to create a new Bachelor of Science Program at University of Maryland in Atmospheric and Oceanic Science. The objective is to provide the student major with an in-depth understanding, building on two years of basic coursework in mathematics, physics, and chemistry. All students will participate in a research/internship activity. Graduates may easily satisfy the General Services Administration requirements for certification as 'meteorologist' and 'oceanographer' or acquire appropriate background to teach earth system science at the high school level

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

1. Department Committee Chair James A. Carton 

2. Department Chair James A. Carton 

3. College/School PCC Chair PAUL J. SMITH  12/17/10

4. Dean Paul J. Smith 12/17/10

5. Dean of the Graduate School (if required) \_\_\_\_\_

6. Chair, Senate PCC \_\_\_\_\_

7. University Senate Chair (if required) \_\_\_\_\_

8. Senior Vice President for Academic Affairs & Provost \_\_\_\_\_

PROPOSAL FOR  
NEW INSTRUCTIONAL PROGRAM  
UNIVERSITY OF MARYLAND AT COLLEGE PARK

**ATMOSPHERIC AND OCEANIC SCIENCE**

COLLEGE OF COMPUTER, MATHEMATICAL AND NATURAL SCIENCES

DEAN STEPHEN HALPERIN

January 27, 2010

Award to be offered  
BACHELOR OF SCIENCE DEGREE

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## I. OVERVIEW AND RATIONALE

**A. Description:** This is a proposal to create a new Bachelor of Science Program at University of Maryland in Atmospheric and Oceanic Science. The objective is to provide the student major with an in-depth understanding, building on two years of basic coursework in mathematics, physics, and chemistry. All students will participate in a research/internship activity. Graduates may easily satisfy the General Services Administration requirements for certification as ‘meteorologist’ and ‘oceanographer’ or acquire appropriate background to teach earth system science at the high school level.

**B. Need and Connection to the Mission of UMD:** Motivation to develop this new undergraduate major here at UMD include the rapid development of atmospheric and oceanic science, recognition of the human impacts of the atmosphere and oceans, the need to fill associated job opportunities for Maryland students in this scientific/technical area, and the availability of world class faculty. In addition to their traditional employment with the National Weather Service or media, students with weather and climate expertise are finding jobs in a broad swath of private industry (discussed below).

Until now an undergraduate enrolled at UMD interested in this field had three options, either majoring in another subject and minoring in meteorology or air chemistry (requiring three 400-level AOSC courses), majoring in Physics and doing the Meteorology track, or enter the Physical Sciences program with an AOSC specialization. However, we feel none of these options provides satisfactory depth or breadth of exposure to the subject, nor do they satisfy national standards certification requirements (discussed below). A student could also choose an environmental science major through the ENST program, but that program does not provide an understanding of atmospheric and oceanic science<sup>1</sup> and as a result does not satisfy national standards certification requirements. Throughout Maryland the Maryland Higher Education Commission website<sup>2</sup> reveals there are currently no undergraduate degree programs with ‘meteorology’, ‘atmospheric’, ‘ocean’, ‘oceanography’, or ‘climate’ in their titles. More broadly, examination of the Higher Education websites in the neighboring States of Delaware, West Virginia, and Virginia have revealed no undergraduate programs in meteorology or atmospheric science (although Univ. Virginia and Univ. Delaware have Atmospheric Science/meteorology tracks within Departments of Environmental Sciences and Geography).

By providing an opportunity for Maryland students to pursue interests in meteorology, physical oceanography, or global climate without leaving the State this proposal addresses our mission to remain “...*the school of choice for the most talented students in Maryland and for outstanding out-of-state students*”. By creating a new integrative science major this proposal addresses our mission to: “...*continue to elevate the quality of undergraduate education by providing enriched educational opportunities and personally fulfilling and challenging academic curricula*” ([www.provost.umd.edu/Strategic\\_Planning/Mission2000.html](http://www.provost.umd.edu/Strategic_Planning/Mission2000.html)). Finally, we note that the proposal will leverage the extensive resources of the Washington DC area to provide research opportunities for all the AOS majors, thus responding to the UMD Strategic Plan’s call “...to

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<sup>1</sup> The ENST areas of concentration are: Ecological technology design, Environmental health, Soil and watershed science, and Natural resources management.

<sup>2</sup> [www.mhec.state.md.us/utilities/search\\_major.asp](http://www.mhec.state.md.us/utilities/search_major.asp) (7-13-2010)

*increase the number of academically-based internship and fellowship opportunities that leverage our locational advantage in the Baltimore-Washington region.”*  
([www.provost.umd.edu/Strategic\\_Planning/Plan.html#Init1](http://www.provost.umd.edu/Strategic_Planning/Plan.html#Init1)).

**C. Program Size/Job Market:** This program is designed to serve students interested in obtaining a strong background in physical science with ‘real world’ application to the atmosphere and oceans. The job market for students with this sort of training is good, indeed similar to what we may expect for students graduating from the Department of Physics. One possible career direction is teaching earth science at the high school level, for which there is strong demand. A second will be to fulfill the Federal GSA requirements for the positions of ‘meteorologist’ and ‘oceanographer’ and work as a science professional in this area. The types of science jobs available are described in the online career guide maintained by the American Meteorological Society ([www.ametsoc.org/atmoscareers/](http://www.ametsoc.org/atmoscareers/)) and include: video, audio, and print media; nonmedia weather forecasting (public, military, private, and aviation); specialized environmental services (e.g. air quality, water pollution) with State and Federal Agencies as well as private companies; and an increasing number of diverse applications of weather and climate information (agriculture, architecture, power industry, ...). Other students may combine a major in atmospheric and oceanic science with other training in a complimentary field such as engineering, business, law, or health science. Many positions require only an undergraduate degree. For others, notably the National Centers for Environmental Prediction (NCEP) which is moving to the UMD MSquare campus, some graduate training is expected.

National job placement statistics for the year 2008 are available from the Federal Bureau of Labor Statistics. The BLS estimates the total employment of atmospheric scientists in 2008 to have been 9,400 and they project an above-average job growth of 15% over the next decade. The average salary for meteorologists working for the Federal government was \$93,661 and somewhat higher for oceanographers. However a more cautious picture of the job market for undergraduate meteorologists and oceanographers was put forward by Professor John Knox, University of Georgia, at a national meeting of Department Chairs in 2008<sup>3</sup>, emphasizing the need for a strong academic program. We have investigated the career paths of BS recipients from other east coast colleges offering related degrees. Of 60 recent alumni of the Millersville University program in southern Pennsylvania, the largest number (21) have gone to work for private companies such as Accuweather. The next largest number (19) have gone on to pursue graduate education. Seven have gone into TV/online weather forecasting, seven have gone to work for the National Weather Service or NASA Goddard, with the remainder going to work for the military, State environmental agency, K12 education, or shifted out of the field. Further information on available jobs in meteorology can be obtained through the Penn State University website: [www.met.psu.edu/careers/career-resources](http://www.met.psu.edu/careers/career-resources). Biographies of a selection of University of Oklahoma students are available at: [som.ou.edu/alumniProfiles.php](http://som.ou.edu/alumniProfiles.php).

In order to estimate the expected size of the program we would offer we examined the size of other programs here at UMD and at other schools in the mid-Atlantic region. Here at UMD the majors in departments most analogous in topic and faculty size, Geology and ENST, have 30-40 and 40-50 majors, respectively. Although the Meteorology Physics track within Physics typically enrolls less than 5 majors per year, we do not believe that it exploits the potential demand for an

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<sup>3</sup> [http://www.ucar.edu/governance/meetings/oct08/followup/head\\_and\\_chairs/john\\_knox.pdf](http://www.ucar.edu/governance/meetings/oct08/followup/head_and_chairs/john_knox.pdf)

undergraduate AOSC degree. It is not actively marketed by Physics, does not readily appear in internet searches, and does not have a clear career direction. For example, it does not satisfy GSA requirements.

At other schools within the mid-Atlantic region, the Department of Meteorology at Penn State has 300 students, the Department of Environmental Sciences meteorology program at Rutgers University has 60 students, the Marine, Earth and Atmospheric Sciences Department Meteorology Program at NCSU has 50 students, while the Department of Earth Sciences Meteorology Program at Millersville University has 130 students, having tripled in size in the past two decades. Further away, our aspirational peer, University of Illinois, created an undergraduate major on 2007 which is now flourishing. Perhaps most analogous to our situation, the University of Oklahoma Department of Meteorology, located adjacent to NOAA's Severe Storms Lab, has 320 undergraduate majors. Based on these examples and considering our locational advantage, we estimate that within a few years the number of undergraduate majors will be 60+, and expect an initial enrollment of approximately 15 (the impact of numbers of majors on resource requirements is discussed below in VIII-F. We budget conservatively, assuming 40 majors new to UMD).

**D. Innovative Aspects of this Program:** While the subject matter addressed in this program resembles that offered in Pennsylvania for example, our program has a stronger basic physics component (12 credits versus 6 credits) and a computer science requirement. Our program exploits our location within the huge Washington area research community to provide guided a research project during the senior year for all Department majors (consistent with the goals of the *Strategic Plan*). This research project is modeled on the Geology Department's successful senior research project, which has been in place for many years. Majors will also be encouraged to attend climate seminars/briefings held regularly in the US Senate, NAS, Carnegie Institution, AGU, and AAAS downtown, and in other ways explore the numerous resources available in the Washington area in addition to those available at UMD.

**E. Summary of benefits to UMD**

- How does this program leverage the recent growth/changes in AOSC faculty? Recent hires of three faculty in air chemistry (jointly with ESSIC and CHEM), data assimilation (jointly with CSCAMM and IPST), and regional climate modeling (joint with ESSIC) strengthen our expertise in these research areas. We currently are conducting a search for an additional faculty member in data assimilation. We can expect the new faculty to contribute to our ability to expand the variety of courses we offer at the undergraduate level in the broad areas of "physics and chemistry of the atmosphere", and "application of numerical analysis to environmental science".
- What are the benefits to the Departmental research and teaching program? Development of an undergraduate major will strengthen ties to NOAA and NASA laboratories through involvement in teaching and advising and because of the placement of students within laboratories in the Washington area. The undergraduates will benefit the research program by direct contribution and indirectly as a potential source of future graduate students. The undergraduate major will provide teaching opportunities for current graduate students. Finally, growth of the program beyond a certain size will offer TA-ship opportunities for graduate students.

- What are the benefits to the State and the wider UMD community? The program will provide Maryland high school students with access to a major that is currently not available in the State of Maryland and is available in only limited form in Delaware or West Virginia. The program will provide the University with an expanded STEM research-oriented major in a societally relevant discipline, as called for in the *Strategic Plan*. The program will provide the many environmental research laboratories and companies in the Washington metro area (such as: National Centers for Environmental Prediction, National Satellite Data and Information Service, Goddard Space Flight Center, ...) with a source of potential employees.

## II. CURRICULUM

**A. Full Catalog Description:** Fundamental concepts from mathematics, chemistry, physics, and computer science are applied to understand the basic principles that control our weather and climate, from extreme events like tornadoes to the millennial changes of ice ages and the results of human modification of our environment. Coursework in the first two years emphasizes mastery of these fundamentals. Coursework in the last two years provides a comprehensive survey of atmospheric and oceanic science, while specialty courses and guided research allow the student to develop expertise in an area of concentration. The Department has particular strengths in computer modeling and remote sensing of the atmosphere and ocean, atmospheric chemistry, and climate studies. In addition to the Department, nearby research laboratories such as the NOAA National Centers for Environmental Prediction and NASA Goddard Space Flight Center offer the student many research opportunities.

**B. Total Number of Credits and Their Distribution:** A student must complete 120 credits in order to graduate from the University with a BS degree. Of these the University requires students to take 40-46 credits of General Education/CORE courses<sup>4</sup>. The AOSC Department major requires that the students take either 69 or 70 credits. Under special circumstances such as transfer from another program, a waiver may be requested and approved by the director of undergraduate studies. However, we believe that the major requirements will satisfy 25 of the General Education/CORE requirements leaving a minimum of  $120 - (69+46-25) = 30$  credits available for electives.

### C. General Degree Requirements/List of Courses

In order to meet the requirements of the AOSC major, students must achieve a grade of C or higher in all courses applied to the major.

#### 1) Required Courses Provided by AOSC

AOSC course at the 200 level		3 credits
AOSC 201	Weather and Climate Laboratory	1 credit
AOSC 431	Atmospheric Thermodynamics	3 credits
AOSC 432	Dynamics of the Atmosphere and Oceans	3 credits
AOSC 494	Seminar	1 credit
AOSC 493	Senior Research Project I	3 credits

<sup>4</sup> www.provost.umd.edu/GenEdReport/Gen\_Ed\_Program\_ChartAug9.pdf. General Ed requirements we believe will be satisfied: Math (3), Analytic Reasoning (3), I-Series (3), Natural Sciences (7), Scholarship in Practice (6), and Experiential Learning (3). AOSC 493 may additionally satisfy writing and oral communications requirements.

AOSC 498	Senior Research Project II	3 credits
<b>Accumulated total credits</b>		<b>17</b>

**2) Required Additional Courses Provided by AOSC**

*12 credits at the 400 level chosen from among:*

AOSC 400	Physical Meteorology of the Atmosphere	3 credits
AOSC 401	Climate Dynamics and Earth System Science	3 credits
AOSC 424	Remote sensing	3 credits
AOSC 434	Air Pollution	3 credits
AOSC 470	Synoptic Meteorology	3 credits
<b>Accumulated total credits</b>		<b>29</b>

**3) Required Computer/Computational Course**

(One of the following or equivalent)

CMSC 106	Introduction to C Programming	4 credits
CMSC 131	Object-Oriented Programming I	4 credits
<b>Accumulated total credits</b>		<b>33</b>

**4) Required Courses Provided by Mathematics and Chemistry**

CHEM 135 & CHEM 132 or CHEM 136	General Chemistry & Laboratory	4 credits
MATH 140	Calculus I	4 credits
MATH 141	Calculus II	4 credits
<b>Total credits</b>		<b>45</b>

**5) Additional Required Mathematics Courses\***

*Either Block 1*

MATH 241	Calculus III	4 credits
MATH 246	Differential Equations	3 credits

*Or Block 2*

MATH 340	Multivariable Calculus, Linear Algebra and Differential equations I	3 credits
MATH 341	Multivariable Calculus, Linear Algebra and Differential Equations II	3 credits

**Total credits** **51-52**

\*Block 1 includes courses frequently taken by nonmajors, while Block 2 includes somewhat more rigorous courses taken by math majors.

**6) Required Physics Courses\***

*Either Block 1*

PHYS 161 & PHYS 174	General physics: Mechanics and Particle Dynamics & Laboratory	4 credits
PHYS 260 & PHYS 261	General Physics: Vibration, Waves, Heat Electricity & Laboratory	4 credits

PHYS 270 & PHYS 271	General Physics: Electrodynamics, Light Relativity& Laboratory	4 credits
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**Or Block 2**

PHYS 171 & PHYS 174	Introductory physics: Mechanics & Laboratory	4 credits
PHYS 272 & PHYS 275	Introductory Physics: Fields& Laboratory	5 credits
PHYS 273	Introductory Physics: Waves	3 credits

**Accumulated total credits**

**63-64**

\*Block 1 includes courses frequently taken by nonmajors, while block 2 includes somewhat more rigorous courses taken by physics majors.

**7) Required Elective Courses**

(6 credits. May not be satisfied by the courses used to fulfill the previous requirements)<sup>5</sup>.

	AOSC 346	Cycles in the Earth System	3 credits
	AOSC 375	Introduction to the Blue Ocean	3 credits
	AOSC 400	Physical Meteorology of the Atmosphere	3 credits
	AOSC 401	Climate Dynamics and Earth System Science	3 credits
	AOSC 424	Remote Sensing	3 credits
	AOSC 434	Air Pollution	3 credits
	AOSC 470	Synoptic Meteorology	3 credits
	CMSC 206	Introduction to Matlab	1 credit
either	CMSC/AMSC 460	Computational Methods	3 credits
or	CMSC 466	Introduction to Numerical Analysis I	3 credits
	BSCI 106	Principles of Biology II	4 credits
	BSCI 373	Natural History of the Chesapeake Bay	3 credits
	BSCI 375	Biological Oceanography (not offered every year)	3 credits
	CHEM 231	Organic Chemistry I	3 credits
	GEOG 201	Geography of Environmental Systems	3 credits
	GEOG 472	Remote Sensing: Digital Processing and Analysis	3 credits
	GEOG 415	Land Use Climate Change and Sustainability	3 credits
	GEOL 120	Environmental Geology	3 credits
	GEOL 437	Global Climate Change: Past and Present	3 credits
	GEOL 451	Groundwater	3 credits
	GEOL 452	Watershed and Wetland Hydrology	3 credits
either	MATH 240	Linear Algebra	3 credits
or	MATH 461	Linear Algebra for Scientists and Engineers	3 credits
	MATH 416	Applied Harmonic Analysis: An Introduction to Signal Processing	3 credits
	MATH 452	Introduction to Dynamics and Chaos	3 credits
	MATH 462	Partial Differential Equations for Scientists and Engineers	3 credits
	STAT 400	Applied Probability and Statistics I	3 credits

<sup>5</sup> We are in conversation with other programs including Bioscience and Geography regarding identification of additional courses that would serve this requirement.

**AOSC Honors**

Each year, the AOSC Honors Program Committee will review the academic records of AOSC majors. Students with a minimum 3.00 overall GPA and a minimum 3.30 major GPA will be added to the AOSC Honors List. For students on the AOSC Honors list certain graduate courses are open. To receive a citation of "with honors in atmospheric and oceanic science" the student must:

- Have earned a 3.00 or higher overall GPA and a 3.30 or higher GPA for all AOSC major required courses at graduation time
- Pass two approved AOSC graduate level classes with a grade of B- or better.
- Pass an Honors Oral Examination in his or her senior year.

To receive a citation of "with *high* honors in atmospheric and oceanic science" he or she must complete the requirements for honors and receive a high pass for the thesis.

***Sample semester by semester plans***

The following are two suggested courses of study for students (these are not formal Areas of Concentration). The first assumes the student is prepared to take MATH 140, while the second begins with MATH 115. Both suggested course plans satisfy the guidelines given by the American Meteorological Society for the B.S. degree in Atmospheric Science, as well as the Federal Civil Service GS 1340 requirements for 'meteorologist', and the GS 1360 requirements for 'oceanographer'<sup>6</sup>.

1. Beginning with MATH 140 allows the student to complete required courses earlier. We wish to draw student attention to the Master of Professional Studies program in atmospheric and oceanic science, which could be completed following the BS degree in an additional year.

<b>Freshman</b>		<b>Sophomore</b>	
<i>Fall (14 credits)</i>	<i>Spring (15 credits)</i>	<i>Fall (15 credits)</i>	<i>Spring (16 credits)</i>
MATH 140 (4)	MATH 141 (4)	MATH 241 (4)	MATH 246 (3)
CHEM 135 (3) &	PHYS 171 (3)	PHYS 272 (3)	PHYS 273 (3)
CHEM 132 or 136 (1)	PHYS 174 (1)	PHYS 275 (2)	CMSC 106 or 131 (4)
ENGL 101 (3)	AOSC 200 & 201 (4)	CORE (3)	CORE (3)
CORE (3)	Elective (3)	Elective (3)	CORE (3)
<b>Junior</b>		<b>Senior</b>	
<i>Fall (16 credits)</i>	<i>Spring (15 credits)</i>	<i>Fall (15 credits)</i>	<i>Spring (15 credits)</i>
AOSC 431 (3)	AOSC 401 (3)	AOSC 424 (3)	AOSC 434 (3)
STAT 400 (3) or	AOSC 432 (3)	AOSC 470 (3)	AOSC 498 (3)
MATH 462 (3)			

<sup>6</sup>[http://www.ametsoc.org/policy/2010degree\\_atmosphericscience\\_amsstatement.html](http://www.ametsoc.org/policy/2010degree_atmosphericscience_amsstatement.html),  
[www.opm.gov/qualifications/standards/IORs/GS1300/1340.htm](http://www.opm.gov/qualifications/standards/IORs/GS1300/1340.htm)  
[www.opm.gov/qualifications/standards/IORs/GS1300/1360.htm](http://www.opm.gov/qualifications/standards/IORs/GS1300/1360.htm)

AOSC 400 (3)	AOSC 434 (3)	AOSC 493 (3)	CORE (3)
AOSC 494 (1)	ENGL 390 (3)	AOSC 375 (3)	Elective (3)
CORE (3)	CORE (3)	Elective (3)	Elective (3)

Any student who wishes to be recommended for a research-oriented graduate program should maintain at least a B average.

2. Beginning with MATH 115 precalculus, this plan offers a broader survey of geoscience while still satisfying GS requirements.

<b>Freshman</b>		<b>Sophomore</b>	
<i>Fall (15 credits)</i>	<i>Spring (15 credits)</i>	<i>Fall (15 credits)</i>	<i>Spring (14 credits)</i>
MATH 115 (3)	MATH 140 (4)	MATH 141 (4)	MATH 241 (4)
GEOL 120 (3)	AOSC 200 & 201 (4)	PHYS 161 (3)	PHYS 260 (3)
CORE (3)	CMSC 106 (4)	PHYS 174 (1)	PHYS 261 (1)
CORE (3)	CORE (3)	CHEM 135 (3)	CORE (3)
Elective (3)		CHEM 136 or 132 (1)	Elective (3)
		Elective (3)	
<b>Junior</b>		<b>Senior</b>	
<i>Fall (16 credits)</i>	<i>Spring (16 credits)</i>	<i>Fall (15 credits)</i>	<i>Spring (15 credits)</i>
MATH 246 (3)	AOSC 401 (3)	AOSC 424 (3)	AOSC 498 (3)
PHYS 270 (3)	AOSC 432 (3)	AOSC 470 (3)	AOSC 434 (3)
PHYS 271 (1)	AOSC 494 (1)	AOSC 493 (3)	CORE (3)
AOSC 431 (3)	CORE (3)	AOSC 375 (3)	Elective (3)
AOSC 400 (3)	Elective (3)	Elective (3)	Elective (3)
CORE (3)	Elective (3)		

**D. Research/Internship Opportunities:** Many of our present undergraduate students, regardless of their major, have sought out and obtained productive internships in the Washington area. These experiences (whether at NASA, NOAA, EPA, DOE or other federal or state agencies) are important both to our students' academic careers, as they provide context and generate ideas for independent research projects, and to their professional careers. As we prepare to inaugurate the major in Atmospheric and Oceanic Science, we are working to strengthen and formalize our relationships with these organizations, so that we may offer internship opportunities for all AOSC undergraduate majors. As part of this effort we expect to introduce summer courses for rising sophomore students to expose them to internship opportunities in the region via field trips to research and forecasting laboratories in the region and to provide some oversight for the students involved in internships. We envision that when a student participates in an internship, the work will generally develop into a project that will be the focus of the student's independent research (AOSC 498).

All AOSC majors will complete a two-semester undergraduate research requirement (AOSC493 and AOSC498) modeled on the successful Geology Department undergraduate senior thesis ([www.geol.umd.edu/undergraduates/Senior\\_Thesis\\_Description.html](http://www.geol.umd.edu/undergraduates/Senior_Thesis_Description.html)). The first semester (AOSC493) is a single-instructor led course leading to a nontrivial 'falsifiable hypothesis' that can be tested during a semester (AOSC498). AOSC493 provides training in conducting

appropriate background literature search specific to atmospheric and oceanic science, written and oral communication instruction, as well as help with construction of a research plan, and identification of an individual research advisor specific to that project (who will then serve as instructor for AOSC498). One student might, for example, choose to develop a hypothesis regarding the relationship between annual atmospheric CO<sub>2</sub> levels and surface air temperatures that will involve examination of proxy estimates of these quantities obtained from the 1,000,000 year long ice core record at the Russian Vostok station in Antarctica<sup>7</sup>. Exploration of this data set might then lead to a need to explore time series analysis techniques, understand potential error sources associated with air chemistry and ice formation, explore the degree to which a single measurement in Antarctica might reflect global average values, etc.

During the second semester students will complete the research. Requirements include two ~10 minute oral presentations before the assembled faculty (a progress report and the final presentation) as well as a final written report. The availability of local summer science internship opportunities will offer raising seniors who want to exploit it, the opportunity to progress even more deeply into a research problem than is possible in a single semester course (AOSC498).

**E. Program Management:** Development of this new major places three burdens on our faculty: additional undergraduate teaching, research advising, and administrative oversight. To minimize the need for additional resources the coursework for the major has been carefully designed so that only one additional course has been added to our undergraduate curriculum (the other courses are redesigned versions of current courses). As a result AOSC teaching loads should be unaffected.

Research advising is a critical aspect of the new major. We expect our academic faculty to advise ~2-3 students each in the spring semester. We expect additional students will be advised by research and adjunct faculty, so that each student can be assigned a faculty advisor, and put together a course of study and a senior research project that is challenging, meets our department standards, and will lead to a clear career path. Administrative oversight will be provided by the AOSC Undergraduate Director (a tenure track faculty member) and the Associate Director of Undergraduate Studies (a non-tenure position).

### **III. STUDENT LEARNING OUTCOMES AND ASSESSMENT**

Program Goals: The Atmospheric and Oceanic Science B.S. program seeks to educate majors in the basic principles that control our weather and the interactions between atmosphere and ocean that regulate Earth's climate. Students will be provided with practical experience as researchers and creators of knowledge, and equipped with the requirements for a full range of careers in Atmospheric and Oceanic Science, as well as for related areas in secondary education, graduate school, industry, and public service.

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

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<sup>7</sup> [www.ncdc.noaa.gov/paleo/icecore/antarctica/vostok/vostok.html](http://www.ncdc.noaa.gov/paleo/icecore/antarctica/vostok/vostok.html)

These program goals are aligned with the strategic plans of the College and University to equip our graduates with the skills and knowledge to lead the next generation of scientists and innovators. Through their emphasis on research, our goals also support the University's mandates to create and advance knowledge for the benefit of the economy and the culture of the State, the region, the nation and beyond.

**Student Learning Outcomes Assessment Measures and Criteria      Assessment Schedule**

<p>1. Students will demonstrate competence in the design and execution of research in Atmospheric and Oceanic Science</p>	<p><b>Measure:</b> AOSC 493, AOSC 498 <i>Senior Research Project</i> I, II forms the two-semester required senior project in which the student writes a formal proposal of research and at the conclusion presents a final oral and written presentation. This project represents the capstone of the Atmospheric and Oceanic Science Major and aims to test the full range of a student's professional skills. The sequence, therefore, ideally suits the need for the evaluation of programmatic learning outcomes. We will assess performance in the senior research project using a rubric that independently evaluates the following aspects of the student's thesis work:</p> <ul style="list-style-type: none"> <li>• Research Design: Knowledge and implementation of proper methods of research design</li> <li>• Research subject knowledge: Depth and quality of specific research-related knowledge</li> </ul> <p>Research methodology competence will be addressed through the first of these components.</p> <p><b>Criteria:</b> At least 75% of students attempting to complete AOSC 493/498 receive at least a satisfactory evaluation in the "research design" component of their senior thesis evaluation.</p>	<p>Satisfactory completion rate is analyzed annually beginning in 2012 for all students completing the major. Results to be shared with departmental faculty</p>
<p>2. Students will demonstrate a competence in the standard media of professional communications in the Atmospheric and Oceanic Sciences, including written manuscripts, oral presentations, and poster</p>	<p><b>Measure:</b> Work for the senior research project includes oral presentations in AOSC 493 as well as a written prospectus. The final presentation for AOSC 498 consists of a poster and research paper. Together, these form a broad and substantive basis for the evaluation of student communication</p>	<p>Satisfactory completion rate is analyzed annually beginning in 2012 for all students completing the major. Results to be shared with departmental faculty</p>

presentations.

proficiency. Evaluations will focus on the prospectus and final presentations to facilitate a longitudinal assessment of student improvement during the thesis sequence.

**Criterion:** At least 75% of all presentations in AOSC 498 will receive a satisfactory evaluation in the "Presentation Skills" component of their senior project evaluation.

3. Students will demonstrate competent knowledge of a broad cross-section of Atmospheric and Oceanic science subject material.

**Measure:** Although students pursue specialized research topics during AOSC 493 and AOSC 498, success demands general familiarity with the broad range of concepts in Atmospheric and Oceanic science, and a substantial depth of general factual knowledge *a priori*. The typical student creatively integrates and recombines this knowledge while pursuing their final presentation. Evaluations will focus on the initial proposal presentation and the final presentations in AOSC 498 to facilitate a longitudinal assessment of student improvement during the thesis sequence.

Satisfactory completion rate is analyzed annually beginning in 2012 for all students completing the major. Results to be shared with departmental faculty

**Criterion:** At least 75% of all proposal presentations and 65% in the final presentation for AOSC 498 will receive a satisfactory evaluation in the "General subject knowledge" component of their senior project evaluation.

4. Students will demonstrate the ability to gain in-depth knowledge of a specific area of Atmospheric and Oceanic science in the context of active research.

The "research subject knowledge" component of the senior project evaluations will assess the student's command of this specialized knowledge. Evaluations will focus on initial presentations of the proposal of AOSC 493 and final presentations of AOSC 498 in to facilitate a longitudinal assessment of student

Satisfactory completion rate is analyzed annually beginning in 2012. Results to be shared with departmental faculty

improvement during the thesis sequence.

**Criterion:** At least 75% of all presentations of the proposals and 65% in the final presentation will receive a satisfactory evaluation in the "Research subject knowledge" component of their senior thesis evaluation

#### **IV. FACULTY AND ORGANIZATION**

Academic direction and oversight for the program will be the responsibility of a faculty member serving as *Undergraduate Director* who will be assisted by the Associate Director for Undergraduate Studies, and who will report to the Department Chair. The Undergraduate Director will have overall responsibility for assigning advisors and monitoring senior research projects in AOSC 498 and will oversee AOSC 493 (taught by the Associate Director). The Undergraduate Director will also have oversight in selection of Teaching Assistants when available. The Undergraduate Director will be expected to present and discuss major decisions regarding the structure of the program at the regular AOSC faculty meetings. Assignment of faculty to needed courses will be the responsibility of the AOSC Curriculum Committee.

#### **V. COMMITMENT TO DIVERSITY**

In keeping with the established tradition at the University of Maryland we will make every effort to attract women and underrepresented minority students to the program. AOSC has about 50% women students enrolled in our Graduate Program and we expect to be similarly successful at the undergraduate level. We expect to need to complement our efforts to attract minority students through recruiting efforts in the Maryland high schools.

#### **VI. RECRUITMENT AND ADVERTISING**

We will work with the Office of Undergraduate Admissions to design a recruiting program for the AOSC major. We think the AOSC B.S. program could be effectively advertised directly to high schools and Community Colleges through conversations with the science teachers and counseling coordinators. This contact work would be one of the responsibilities of the Associate Director of Undergraduate Studies. This effort will be accompanied by an attractive Department website devoted to the undergraduate program, addressing such information as career paths for AOSC majors.

#### **VII. REQUIRED PHYSICAL RESOURCES**

##### **A. Library Resources**

- A relative handful of reserve copies of course textbooks may need to be added for the new courses.
- Most research projects simply require online access to science journals (already available). Additional library resources are available, if needed, through the NASA/Goddard and the NOAA central libraries.

##### **B. Additional facilities, facility modifications, and equipment**

- Undergraduate student lounge (2000 ft<sup>2</sup>) to be provided by Department.

- Equipment for student lounge: white boards, couch, several comfortable chairs, microwave, two workstations, printer, (~\$4,000) to be provided by the Department
- Office for Associate Director for Undergraduate Studies to be provided by Department.

**C. Impact, if any, on the use of existing facilities and equipment**

- The Department maintains an instructional laboratory with 25 PCs, and accompanying storage and printers which will be available to the Undergraduate Majors. This facility is currently up-to-date and we expect to use annual Tech Fees to maintain it. We expect the undergraduate majors to make extensive use of this facility.
- The Department computer system (computational, mail, and data servers, basic software, etc) is maintained by a combination of Department and Research grants. We have budgeted a modest \$10K/yr for augmented system support. We expect to handle the hardware requirements of the undergraduate program within our current extensive resources.
- Expanded enrollment in current AOSC undergraduate courses will eventually require Teach Assistants for which we have no base funds. We budget for \$10K in 2013/4, doubling by 2014/15.

**VIII. RESOURCE NEEDS and SOURCES**

**A. List new courses to be taught, and needed additional sections of existing courses**

- New courses (see Appendix A for descriptions):
  - AOSC 470 Synoptic Meteorology
  - AOSC 493 Senior Research Project I
  - AOSC 498 Senior Research Project II
  - AOSC 494 Department Seminar
- Modified courses (see Appendix A for descriptions):
  - AOSC 431 becomes AOSC 431 Atmospheric Thermodynamics
  - AOSC 432 becomes: AOSC 432 Dynamics of the Atmosphere and Ocean
  - AOSC 400 becomes: AOSC 400 Physical Meteorology of the Atmosphere
  - AOSC 401 becomes: AOSC 401 Climate Dynamics and Earth System Science

The course AOSC 470 Synoptic Meteorology will be taught by adjunct faculty. The reason for this is 1) synoptic meteorology is a specialized topic which cannot be covered as well by our current faculty, but 2) the Washington DC area has the world's largest concentration of scientists with the expertise to teach this material.

**B. List new faculty, staff, and teaching assistants needed**

- Associate Director for Undergraduate Studies will provide day-to-day advising on subjects such as course selection as well as career guidance. Resources are requested to support the hiring of this person at ½ time.
- The Department will need some TA support as the program grows to enable us to handle the larger classes.

**C. Teaching, advising, and administrative duties to be covered by existing faculty and staff**

- Undergraduate Director. His/her responsibility will be to: provide overall leadership for the undergraduate program, and supervise the Associate Director for Undergraduate Studies and teach *AOSC 493 Senior Research Project I*. This position represents an

expansion of duties of the current Undergraduate Director. The teaching of AOSC 493 will count as fulfilling part of his/her annual expected teaching.

- AOSC Computer Services. The duties of Computer services will be expanded to accommodate the additional Undergraduate Majors.
- Graduate Secretary. The Graduate Secretary, who is currently working ½ time will be expanded to fulltime in order to handle the additional work associated with maintaining the paperwork for the undergraduate majors.
- Additional help for the teaching program will be supplied by two new anticipated faculty hires in progress.

**D. Identify the source to pay for the required physical resources identified in B.**

Funds will be provided by CMNS to cover hiring of the Associate Director for Undergraduate Studies and TA support.

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

- There will be some impact on MATH, PHYS, CMSC, and CHEM (possibly including the need for additional sections of certain courses) for our prerequisite courses.
- Because the total number of classes remains nearly constant there shouldn't be a need for additional classrooms.
- AOSC currently maintains a computer laboratory for its graduate program. Eventually as this laboratory requires refurbishment there will be a need for some additional funds requested of CMNS.

**F. Financial Tables** ([www.provost.umd.edu/PCC\\_DOCUMENTS/MHEC\\_Proposal.htm](http://www.provost.umd.edu/PCC_DOCUMENTS/MHEC_Proposal.htm)).

**F. Financial Tables**

<b>TABLE 1: RESOURCES</b>					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds <sup>1</sup>	504,498	552,598	552,598	597,057	621,787
2. Tuition/Fee Revenue <sup>2</sup> (c+g below)	n/a	n/a	n/a	n/a	n/a
a. #F.T Students	15	25	40	50	60
b. Annual Tuition/Fee Rate (assumes 70% instate, 30% out-of-state, 3% tuition increase each year)					
c. Annual Full Time Revenue (a x b) Note: a=( add current yr students + previous yr students X b.) * 70% for amt of AOSC classes)					
d. # Part Time Students					
e. Credit Hour Rate (same assumptions as in b.)					
f. Annual Credit Hours					
g. Total Part Time Revenue (d x e x f) (@ 70& AOSC classes)					
3. Grants, Contracts, & Other External Sources <sup>3</sup>	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 - 4)</b>	<b>504,498</b>	<b>552,598</b>	<b>552,598</b>	<b>597,057</b>	<b>621,787</b>

**TABLE 2: EXPENDITURES**

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	366,600	366,600	366,600	366,600	366,600
a. # FTE	2	2	2	2	2
b. Total Salary	282,000	282,000	282,000	282,000	282,000
c. Total Benefits	84,600	84,600	84,600	84,600	84,600
2. Total Assoc. Director of UG Expenses (b + c below)	6,500	54,600	54,600	54,600	54,600
a. # FTE	.5	.5	.5	.5	.5
b. Total Salary	5,000	42,000	42,000	42,000	42,000
c. Total Benefits	1,500	12,600	12,600	12,600	12,600
3. Total Administrative Staff Expenses (b + c below)	27,479	27,479	27,479	27,479	27,479
a. # FTE	.5	.5	.5	.5	.5
b. Total Salary	21,138	21,138	21,138	21,138	21,138
c. Total Benefits	6,341	6,341	6,341	6,341	6,341
4. Total Teaching Assistants Expenses (b + c below)	98,918	98,918	98,918	148,378	173,107
a. # FTE	4	4	4	6	7
b. Total Salary	77,280	77,280	77,280	115,920	135,240
c. Total Benefits	21,638	21,638	21,638	32,458	37,867
5. Equipment	0	0	0	0	0
6. Library	0	0	0	0	0
7. New or Renovated Space	5,000	5,000	5,000	0	0
8. Other Expenses	0	0	0	0	0
<b>TOTAL (Add 1 - 8)</b>	<b>504,498</b>	<b>552,598</b>	<b>552,598</b>	<b>597,057</b>	<b>621,787</b>

**Budget Narrative: additional information**  
**Resources**

1. The origin of the reallocated funds is primarily reassigned Instructional Tenure Faculty, taking into account two new hires. Additional reallocated funds come from the assumption of redistribution of funds associated with one faculty retirement and restructuring of the duties of an office staff member to include the role of undergraduate secretary. Reduction in teaching at the graduate level will result in a several low enrollment graduate courses being taught, e.g., every other year instead of every year, which we do not expect to significantly impact graduate student progress. The impact on the existing graduate program will be positive in net due to the expansion of teaching opportunities for AOSC graduate students.
2. Tuition/fee revenue is not included in the budget. We estimate a steady state enrollment of 60 majors, with a starting enrollment of about 15 students. While we expect that some students will migrate into the program from similar majors on campus, we also expect that many will be students who might not otherwise attend UMCP. Overall, the program is small enough that we do not, at this time, anticipate it to grow the overall enrollment at the university and thus do not include new tuition revenue as part of the available resources.

The overall impact on the institution will be to expand educational opportunities for undergraduate students in the areas of atmospheric and oceanic science, while it will open up new opportunities for graduate students to get exposure to undergraduate education. The impact on existing programs will be a slight increase in demand for seats in introductory courses in, e.g. mathematics, physics, chemistry, and computer science.

**Expenditures**

- 1-3. Faculty expenses are estimated based on an average faculty salary for the equivalent of two faculty dedicated to the major. Additional expenses include funds to support an Associate Director of the Undergraduate Program (with reduced duties in the first year) and administrative staff support.
4. Support is included for Teaching Assistants, the need for whom will grow as the program expands.
5. The department currently supports a computer laboratory. No additional equipment is budgeted for the undergraduate program.
6. No expansion of library resources is anticipated.
7. \$5,000 is allocated for each of the first three years for renovation of space to allow for student space.

## IX. APPENDIX ACOURSES

### A. Catalog description of currently approved courses

**AOSC 123 Causes and Implications of Global Change; (3 credits)** Grade Method: REG/P-F/AUD. CORE Physical Science (PS) Course.

*Also offered as GEOG 123, and GEOL 123. Credit will be granted for only one of the following: AOSC 123, GEOG 123, GEOL 123, or METO 123. Formerly METO 123.* This course offers a unique experience in integrating physical, chemical, geological and biological sciences with geographical, economic, sociological and political knowledge skills toward a better understanding of global change. Review of environmental science relating to weather and climate change, acid precipitation, ozone holes, global warming and impacts on biology, agriculture and human behavior. Study of the natural, long-term variability of the global environment, and what influence mankind may have in perturbing it from its natural evolution. Concepts of how physical, biological and human behavioral systems interact, and the repercussions which may follow from human endeavors. The manner in which to approach decision and policy making related to issues of global change.

**AOSC 200 Weather and Climate. CORE Physical Science (PS) Course.**

**CORE Physical Science Lab (PL) course only when taken concurrently with AOSC**

**201. Prerequisites: MATH 110 or MATH 115. Recommended as a co-requisite: AOSC**

**201.** Broad survey of the state of knowledge and problems of atmospheric science. Origin and structure of the atmosphere, meteorological observations, weather maps, forecasting, satellites, energetics, wind, general circulation, storms, severe weather, climate change, air pollution.

**AOSC 346 Cycles in the Earth System (3)**

**Prerequisite: MATH 140, AOSC/GEOG/GEOL 123, or permission of department.**

Recommended: MATH 141, PHYS 141, PHYS 171, or PHYS 161. Also offered as GEOG 346, GEOL 346. The Earth System operates through some fundamental cycles such as water, energy, and the carbon cycles. This course will build on GEOL/GEOG/AOSC 123 starting with concept of feedbacks within the Earth System, global energy balance and the Greenhouse Effect. A brief introduction to the atmospheric and oceanic circulation will lead to the water cycle connecting the land, ocean, and atmosphere to the Earth System. Introduction to the Global carbon, nitrogen, and sulfur cycles will be followed by the concept of long-term climate regulation and short-term climate variability. The concepts of cycles, feedbacks, forcings, and responses in the Earth System will be applied to Global Warming and Ozone Depletion.

**AOSC/GEOL 375 Introduction to the Blue Ocean (3)**

**Prerequisite: MATH 140. Recommended: MATH 141, PHYS 161, or PHYS 171.**

Introduction to physical, chemical, and biological properties of the ocean. Role of the ocean in climate as a component of the Earth system. El Nino and the ocean, impact of global warming on the ocean and marine habitats including fisheries.

**AOSC 386 Experiential Learning (3-6)** Prerequisite: Learning Proposal approved by the Office of Experiential Learning Programs, faculty sponsor and student's internship sponsor. Junior standing. Formerly METO 386.

**AOSC 400 The Atmosphere; (3 credits)** Grade Method: REG/P-F/AUD.

*Prerequisites: MATH 141, PHYS 161, PHYS 171 or permission of department. Formerly METO 400.* The atmosphere and its weather and climate systems. Composition of the atmosphere, energy sources and sinks, winds, storms and global circulation. The application of basic classical physics, chemistry and mathematics to the study of the atmosphere.

**AOSC 401 Global Environment; (3 credits)** Grade Method: REG/P-F/AUD.

*Prerequisite: AOSC 400/METO 400.* The global weather and climate system; the natural variability of the atmosphere-ocean-biosphere. Potential human effects: greenhouse effects, deforestation, acid rain, ozone depletion, nuclear winter. Social, political and economic effects of changes in global environment. Policy options.

**AOSC 424 Remote Sensing of the Atmosphere and Ocean; (3 credits)** Grade Method: REG/P-F/AUD.

*Prerequisite: MATH 141; MATH 240; PHYS 161; or permission of instructor.* Many of the properties of the atmosphere, ocean, and land surface are most easily observed from satellite remote sensing. This course will provide students with a hands-on introduction to a variety of passive and active sensing techniques and sensors observing our changing environment. Topics include: orbital dynamics and electromagnetic properties of the atmosphere and surface; atmospheric emission characteristics and scattering; chemical composition and spectroscopy; temperature retrievals; detection and retrieval of aerosol, cloud and rain; ocean surface properties; sea surface temperature and color; active sensing of wind stress, sea level, and internal waves; time-dependent gravity; properties of vegetation and ice.

**AOSC 431 Atmospheric Physics and Thermodynamics;(3 credits)** Grade Method: REG/P-F/AUD.

*Prerequisites: MATH 240 or MATH 461; PHYS 270 and PHYS 271 (Formerly: PHYS 263); CHEM 135 and CHEM 132/136 (Formerly: CHEM 103). Recommended: MATH 246.* The general character of the atmosphere and its weather and climate systems, phenomena and distributions of variables (winds, temperature, pressure and moisture). The formal framework of the science; the application of basic classical physics, chemistry, mathematics and computational sciences to the atmosphere.

**AOSC 432 Large Scale Atmospheric Dynamics; (3 credits)** Grade Method: REG/P-F/AUD.

*Prerequisite: AOSC 431/METO 431. Corequisite: MATH 246. 3 semester hours. Credit will be granted for only one of the following: AOSC 432, METO 432, or AOSC 632. Formerly METO 432.* The physics of the atmospheric motions that control mid-latitude weather; physics of hurricanes; mathematics of climate change.

**AOSC 434 Air Pollution; (3 credits)** Grade Method: REG/P-F/AUD.

*Prerequisites: CHEM 135 and MATH 241 or permission of department.*

Production, transformation, transport and removal of air pollutants. The problems of photochemical smog, the greenhouse effect, stratospheric ozone, acid rain and visibility. Analytical techniques for gases and particles. Also offered as AOSC 658R or CHEM678A.

**AOSC 499 Special Problems in Atmospheric Science (1-3)** Prerequisite: permission of department. Repeatable to 6 credits. Formerly METO 499. Research or special study in the field of meteorology and the atmospheric and oceanic sciences.

## **B. Catalog descriptions of the new or revised courses and relationship to current courses**

As discussed above, this program leverages off the current graduate program and undergraduate curriculum. However a number of changes will be required, many cosmetic (changing names to satisfy various Civil Service requirements), but some more substantive. The current course AOSC 400 *The Atmosphere* will evolve into AOSC 400 *Physical Meteorology of the Atmosphere*; AOSC 401 *Global Environment* will evolve into AOSC 401 *Climate Dynamics and Earth System Science*; AOSC 431 *Atmospheric Physics and Thermodynamics* will evolve into AOSC 431 *Atmospheric Thermodynamics*; AOSC 432 *Large Scale Atmospheric Dynamics* will evolve into AOSC 432 *Dynamics of the Atmosphere and Oceans*. The following four new courses will be created: AOSC 494 *Seminar* which will rely on the AOSC weekly seminar series, AOSC 470 *Synoptic Meteorology* which will share lectures with the graduate course, of the same name (AOSC 600); and AOSC 493 and 498 *Senior Research Project I, II*. Below are listed the catalog descriptions for the new or newly revised courses required for this major.

A slight change in the course description of AOSC 200:

**AOSC 200 Weather and Climate** (3 credits) Grade Method: REG/P-F/AUD. CORE Physical Science (PS) Course. CORE Physical Science Lab (PL) course only when taken concurrently with AOSC 201. Prerequisites: MATH 110 or MATH 115. Recommended as a corequisite: AOSC 201. Broad survey of the state of knowledge and problems of atmospheric science. Origin and structure of the atmosphere, meteorological observations, analysis and prediction of weather systems (synoptic and mesoscale), satellites, energetics, wind, general circulation, storms, severe weather, climate change, air pollution.

AOSC 400 alters its title and description:

**AOSC 400 Physical Meteorology of the Atmosphere;(3 credits)** Grade Method: REG/P-F/AUD.

*Prerequisites: MATH 141, PHYS 161/171 with grade of C or higher or permission of department.* The application of basic classical physics, chemistry and mathematics to the study of the atmosphere. Composition of the atmosphere; energy sources and sinks (radiation in the atmosphere; radiative balance and radiative forcing of atmospheric processes); atmospheric thermodynamics; clouds and precipitation physics; atmospheric electricity and optics; mesoscale processes (e. g., orographic mesoscale phenomena and instabilities); air mass boundaries; severe weather; tropical cyclones; storms; global circulation.

AOSC 401 becomes:

**AOSC 401 Climate Dynamics and Earth System Science;(3 credits)** Grade Method: REG/P-F/AUD.

*Prerequisite: AOSC 200 or AOSC 431 or permission of instructor.* The global weather and climate system; the natural variability of the atmosphere-ocean-biosphere; carbon cycle and biogeochemistry. Potential human effects: greenhouse effects, deforestation, acid rain, ozone

depletion, nuclear winter. Social, political and economic aspects of changes in global environment. Policy options.

AOSC 424 drops the requirement for Math 240:

**AOSC 424 Remote Sensing of the Atmosphere and Ocean; (3 credits)** Grade Method: REG/P-F/AUD.

*Prerequisite: MATH 141; PHYS 161; or permission of instructor.* Many of the properties of the atmosphere, ocean, and land surface are most easily observed from satellite remote sensing. This course will provide students with a hands-on introduction to a variety of passive and active sensing techniques and sensors observing our changing environment. Topics include: orbital dynamics and electromagnetic properties of the atmosphere and surface; atmospheric emission characteristics and scattering; chemical composition and spectroscopy; temperature retrievals; detection and retrieval of aerosol, cloud and rain; ocean surface properties; sea surface temperature and color; active sensing of wind stress, sea level, and internal waves; time-dependent gravity; properties of vegetation and ice.

AOSC 431 becomes:

**AOSC 431 Atmospheric Thermodynamics (3 Credits)** Grade Method: REG/P-F/AUD.

*Prerequisites: MATH 141, PHYS 161 with grade of C or higher.* Classical thermodynamics applied to both the dry and the moist atmosphere. Composition; phase changes of water; stability concepts; Properties of aerosols and clouds, cloud nucleation and precipitation processes, atmospheric electricity, cloud and precipitation chemistry.

AOSC 432 becomes:

**AOSC 432 Dynamics of the Atmosphere and Ocean (3 Credits)** Grade Method: REG/P-F/AUD.

*Prerequisites: MATH 241, MATH 246, PHYS 260/270 with grade of C or higher.* Equations of motion and their approximation, scale analysis for the atmosphere and the ocean. Conservation properties. Fluid motion in the atmosphere and oceans. Circulation and vorticity, geostrophic motion and the gradient wind balance. Turbulence and Ekman Layers. Kinematics, balanced and unbalanced flows, vorticity and potential vorticity, and introduction to the boundary layer and numerical weather prediction. Ocean currents and tides.

The following course is created which parallels AOSC 600:

**AOSC 470 Synoptic Meteorology (3 Credits)** Grade Method: REG/P-F/AUD.

*Prerequisites: AOSC 431/432 with grade of C or higher.* Atmospheric properties and observations, meteorological analysis and charts, operational numerical forecasts. Application of quasigeostrophic theory, baroclinic instability, midlatitude and mesoscale weather systems. Tropical meteorology. Weather forecasting using numerical and statistical models. Prediction of weather phenomena on the global, synoptic, meso, and local scales. Analysis of surface and upper air data; Norwegian cyclone model; introduction to weather forecasting. Will be taught concurrently with AOSC 600.

The following seminar course is created:

**AOSC 494 Atmospheric and Oceanic Science Seminar (1 credit)** Grade Method: REG/P-F/AUD.

*Prerequisite: AOSC 431/432 with grade of C or higher.*

Exposure to a wide range of contemporary topics in atmospheric, oceanic, and climate sciences, to foster research interests and promote critical thinking through the weekly AOSC departmental seminar series.

The following twin senior research courses are created (further discussion of these on p.10):

**AOSC 493 Senior Research Project I (3)** *Prerequisites: For AOSC majors only; permission of department. In addition, non-degree-seeking students require the permission of the instructor.* Technical writing and oral presentation skills. Planning, writing, and presenting a plan for research in the geosciences.

**AOSC 498 Senior Research Project II (3)** *Prerequisite: AOSC 493.* Individual Instruction course: contact department or instructor to obtain section number. Project will be based on the research or development plan developed in AOSC 493. May be completed with the approval of a faculty advisor in conjunction with an internship. Final written thesis and oral defense will be expected.

## **X. APPENDIX B SATISFYING PROFESSIONAL CERTIFICATION**

**Federal civil service requirements for meteorologist positions (GS 1340, effective 3/1/98)**  
**([www.opm.gov/qualifications/standards/IORs/GS1300/1340.htm](http://www.opm.gov/qualifications/standards/IORs/GS1300/1340.htm))**

Degree: meteorology, atmospheric science, or other natural science major that included:

- I) At least 24 semester (36 quarter) hours of credit in meteorology/atmospheric science including a minimum of:
  - 1) Six semester hours of atmospheric dynamics and thermodynamics;  
**Satisfied by AOSC 431, AOSC 432**
  - 2) Six semester hours of analysis and prediction of weather systems (synoptic/mesoscale);  
**Satisfied by AOSC 200, AOSC 470**
  - 3) Three semester hours of physical meteorology;  
**Satisfied by AOSC 400**
  - 4) Two semester hours of remote sensing of the atmosphere and/or instrumentation  
**Satisfied by AOSC 424**
- II) Six semester hours of physics, with at least one course that includes laboratory sessions.  
**Satisfied by PHYS 161, PHYS 260-261 or PHYS 171-261, PHYS 272**
- III) Three semester hours of ordinary differential equations  
**Satisfied by MATH 246 or MATH 340-341**
- IV) At least nine semester hours of course work appropriate for a physical science major in any combination of three or more of the following: physical hydrology, statistics, chemistry, physical oceanography, physical climatology, radiative transfer, aeronomy, advanced thermodynamics, advanced electricity and magnetism, light and optics, and computer science.  
**AOSC 498 and additional courses from e.g.: AOSC 375, AOSC 401, AOSC 434, as well as a variety of courses in CHEM and PHYS.**

**Appendix American Meteorological Society Bachelor's Degree in Atmospheric Science**  
([http://www.ametsoc.org/policy/2010degree\\_atmosphericsscience\\_amsstatement.html](http://www.ametsoc.org/policy/2010degree_atmosphericsscience_amsstatement.html))

3. Basic Components of an Undergraduate Degree in Atmospheric Science

a. Prerequisite Topics in Mathematics and Physical Sciences

Mathematics **Satisfied by MATH 140, 141, and 246 or MATH 340-341, STAT 400**

Physics **Satisfied by PHYS 161, 260, and 270 or PHYS 171, 272, and 273**

Chemistry **Satisfied by CHEM 135**

b. Required Skills and Competencies

Scientific Computing **Satisfied by CMSC 106 or 131, AOSC coursework**

Oral, Written, and Multimedia Communication **Satisfied by ENGL101 and 390, and AOSC 493**

c. Required Topics in Atmospheric Science

Meteorological Measurements **Satisfied by AOSC 424**

Physical Meteorology **Satisfied by AOSC 431 and AOSC 400**

Dynamic Meteorology **Satisfied by AOSC 432**

Synoptic Meteorology **Satisfied by AOSC 200 and AOSC 470**

Mesoscale Meteorology **Satisfied by AOSC 400 and AOSC 470**

Climate Dynamics **Satisfied by AOSC 401**

Capstone Experience **Satisfied by AOSC 493 and AOSC 498**

**Federal civil service requirements for oceanographer positions (GS 1360, effective 1 March 1998) ([www.opm.gov/qualifications/standards/IORs/GS1300/1360.htm](http://www.opm.gov/qualifications/standards/IORs/GS1300/1360.htm))**

Basic Requirements:

Degree: major study of at least 24 semester hours in oceanography or a related discipline such as physics, meteorology, geophysics, mathematics, chemistry, engineering, geology, or biology,  
**Satisfied by the required AOSC coursework plus AOSC 375 and BSCI373 or 375**

20 additional semester hours in any combination of oceanography, physics, geophysics, chemistry, mathematics, meteorology, computer science, and engineering sciences.

**Satisfied by the prerequisites external to AOSC**

**XI. APPENDIX C COMMUNICATIONS WITH ASSOCIATED PROGRAMS**  
(Mathematics, Physics, Chemistry, Computer Science, the Library, and ESSIC)



# UNIVERSITY OF MARYLAND

Department of Atmospheric and Oceanic Science

Appendix

Computer and Space Sciences Building  
University of Maryland  
College Park, Maryland 20742-2425 USA  
Tel: (301)405-5365 Fax: (301)314-9482  
carton@atmos.umd.edu  
<http://www.atmos.umd.edu/~carton>

August 3, 2010

Brian Hunt  
Associate Chair for Undergraduate Education, Mathematics  
MTH 1105  
CAMPUS

Dear Brian,

As you may know, the Department of Atmospheric and Oceanic Science is proposing to create an undergraduate degree program in Atmospheric and Oceanic Science. Motivations include the growing interest in these aspects of environmental science among UMD students, the availability of jobs in this discipline in our region, the impending shift of significant portions of the National Weather Service onto our MSquare campus, and the associated strengthening of our faculty. We roughly estimate having initially 15 majors eventually growing to a steady state of ~60.

Since the physics, chemistry, and biology of the atmosphere and oceans is expressed in the language of differential equations I am writing to request that you allow us to require our majors to take math courses through MATH 246.

**Required courses.**

	MATH 140	Calculus I	4 credits
	MATH 141	Calculus II	4 credits
Either:	MATH 241	Calculus III	4 credits
	MATH 246	Differential Equations	3 credits
or:	MATH 340	Multivariable Calculus, Linear Algebra and Differential equations I	3 credits
	MATH 341	Multivariable Calculus, Linear Algebra and Differential Equations II	3 credits

In addition, we would like to list the following courses as electives:

either	MATH 240	Linear Algebra	3 credits
or	MATH 461	Linear Algebra for Scientists and Engineers	3 credits
	MATH 416	Applied Harmonic Analysis: An Introduction to Signal Processing	3 credits
	MATH 452	Introduction to Dynamics and Chaos	3 credits
	MATH 462	Partial Differential Equations for Scientists and Engineers	3 credits

Permission to include your courses will be critical to the success of our major and thus to our proposal, and we would deeply appreciate your support. If you are willing to provide permission an email to me (carton@atmos.umd.edu) will be fine. We hope to submit our application soon after the beginning of the fall semester. If I can provide any additional information, please let me know (301-405-5365).

Yours,

Jim Carton

**REPLY**

Subject:Re: AOSC request associated with AOSC UG Major proposal  
 From:Brian Hunt <bhunt@umd.edu>  
 Date:Tue, 3 Aug 2010 18:18:11 -0400  
 To:Jim Carton <carton@atmos.umd.edu>  
 CC:bhunt@ipst.umd.edu, dng@math.umd.edu

Dear Jim, I hereby give permission to require the courses described in your attachment. Good luck with your proposal.

-- Brian Hunt Associate Chair for Undergraduate Studies Department of Mathematics, University of Maryland On Tue, Aug 3, 2010 at 2:25 PM,



UNIVERSITY OF  
MARYLAND

Department of Atmospheric and Oceanic Science

Computer and Space Sciences Building  
University of Maryland  
College Park, Maryland 20742-2425 USA  
Tel: (301)405-5365 Fax: (301)314-9482  
carton@atmos.umd.edu  
<http://www.atmos.umd.edu/~carton>

August 3, 2010

Richard Ellis  
Associate Chair for Undergraduate Education, Physics  
0201 Energy Research Facility  
CAMPUS

Dear Rick,

As you may know from talking with Nick Hadley, the Department of Atmospheric and Oceanic Science is proposing to create an undergraduate degree program in Atmospheric and Oceanic Science. Motivations include the growing interest in these aspects of environmental science among UMD students, the availability of jobs in this discipline in our region, the impending shift of significant portions of the National Weather Service onto our MSquare campus, and the associated strengthening of our faculty. We roughly estimate having initially 15 majors eventually growing to a steady state of ~60.

We feel that a strong grounding in basic physics is essential for the success of our majors. I am writing to request that you allow us to require our majors to take three introductory physics classes (and two or three associated labs).

**Required courses.** Either the first three rows or the 2<sup>nd</sup> three:

PHYS 161 & PHYS 174	General physics: Mechanics and Particle Dynamics & Laboratory	4 credits
PHYS 260 & PHYS 261	General Physics: Vibration, Waves, Heat Electricity & Laboratory	4 credits
PHYS 270 & PHYS 271	General Physics: Electrodynamics, Light Relativity & Laboratory	4 credits
PHYS 171 & PHYS 174	Introductory physics: Mechanics & Laboratory	4 credits
PHYS 272 & PHYS 275	Introductory Physics: Fields & Laboratory	5 credits
PHYS 273	Introductory Physics: Waves	3 credits





# UNIVERSITY OF MARYLAND

Department of Atmospheric and Oceanic Science

Computer and Space Sciences Building  
University of Maryland  
College Park, Maryland 20742-2425 USA  
Tel: (301)405-5365 Fax: (301)314-9482  
carton@atmos.umd.edu  
<http://www.atmos.umd.edu/~carton>

August 3, 2010

Michael P. Montague-Smith  
Lecturer and Director of Undergraduate Studies  
2102A Chemistry  
CAMPUS

Dear Dr. Montague-Smith,

As you may know, the Department of Atmospheric and Oceanic Science is proposing to create an undergraduate degree program in Atmospheric and Oceanic Science. Motivations include the growing interest in these aspects of environmental science among UMD students, the availability of jobs in this discipline in our region, the impending shift of significant portions of the National Weather Service onto our MSquare campus, and the associated strengthening of our faculty. We roughly estimate having initially 15 majors eventually growing to a steady state of ~60.

The program we envision has a significant and growing component of atmospheric and oceanic chemistry. To prepare our majors I am writing to request that you allow us to require them to take Chem 131 and its associated lab.

**Required courses.**

	CHEM 131 & CHEM 132	General Chemistry & Laboratory	4 credits
--	---------------------	--------------------------------	-----------

In addition, we would like to list the following course as an elective:

CHEM 231      Organic Chemistry I      3 credits

Permission to include your courses in the requirements for our major will be critical to its success and thus to our proposal, and we would deeply appreciate your support. If you are willing to provide permission an email to me (carton@atmos.umd.edu) will be fine. We hope to submit our application soon after the beginning of the fall semester. If I can provide any additional information, please let me know (301-405-5365).

Yours,  
Jim Carton  
Subject :

Fwd: request associated with proposal by AOSC for a new UG major  
From: Michael Doyle <mdoyle3@umd.edu>  
Date: Tue, 7 Sep 2010 12:10:31 -0400  
To: Jim Carton <carton@atmos.umd.edu>  
CC: Michael P Montague-Smith <mpms@umd.edu>

Dear Jim,

We see the advantages in this curricular arrangement. Obviously, we believe that understanding of chemistry is critical to the solution of environmental problems. This is agreeable to Michael Montague-Smith and myself, and we will obtain formal approval from the department at our next meeting.

Mike



# UNIVERSITY OF MARYLAND

Department of Atmospheric and Oceanic Science

Computer and Space Sciences Building  
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College Park, Maryland 20742-2425 USA  
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carton@atmos.umd.edu  
<http://www.atmos.umd.edu/~carton>

August 3, 2010

Professor Jeff Hollingsworth  
Chair of the Undergraduate Program, Computer Science  
4155 A.V. Williams  
CAMPUS

Dear Jeff,

As you may know the Department of Atmospheric and Oceanic Science is proposing to create an undergraduate degree program in Atmospheric and Oceanic Science. Motivations include the growing interest in these aspects of environmental science among UMD students, the availability of jobs in this discipline in our region, the impending shift of significant portions of the National Weather Service onto our MSquare campus, and the associated strengthening of our faculty. We roughly estimate initially having 15 majors eventually growing to a steady state of ~60.

We think would be very important to require some background in computer science. I am writing to request that you allow us to require our majors to take one of the following courses

***Required Computer/Computational Course***

(3-4 credits: one of the following or equivalent)

CMSC 106	Introduction to C Programming	4 credits
CMSC 131	Object-Oriented Programming I	4 credits

In addition, we would like to list the following courses as electives:

CMSC 206	Introduction to Matlab	1 credit
either CMSC/AMSC 460	Computational Methods	3 credits
or CMSC 466	Introduction to Numerical Analysis I	3 credits

Permission to include your courses will be critical to the success of our major and thus to our proposal, and we would deeply appreciate your support. If you are willing to provide permission an email to me (carton@atmos.umd.edu) will be fine. We hope to submit our application soon

after the beginning of the fall semester. If I can provide any additional information, please let me know (301-405-5365).

Yours,

Jim Carton

Subject:Re: AOSC request associated with AOSC UG Major proposal  
From:Jeff Hollingsworth <hollings@cs.umd.edu>  
Date:Mon, 06 Sep 2010 20:27:55 -0400  
To:Jim Carton <carton@atmos.umd.edu>

This seems reasonable to me. I didn't get the original request, I was traveling then and reading mail so I am not sure what happened to it.

Jeff

*Response from ESSIC*

Hi Jim, Needless to say this is a no brainer. While I appreciate the courtesy of this email, the answer of course is an emphatic yes.

Cheers..Tony

At 03:48 PM 9/6/2010, you wrote:

>Tony,

> As you know we are finally going to submit a plan to create an undergraduate major in >Atmospheric and Oceanic Science. A key aspect of the planed major is undergraduate >research. I am writing to request permission to list ESSIC as a potential resource for >research advising for the new major.

>Jim

--

>James Carton, Professor and Chairman

>Department of Atmospheric and Oceanic Science

>3413 Computer & Spaces Sci. Bldg., Univ. MD., College Park, MD 20742

>301-405-5391, (fax) 301-314-9482, [www.atmos.umd.edu/~carton](http://www.atmos.umd.edu/~carton)



UNIVERSITY OF  
MARYLAND

THE UNIVERSITY LIBRARIES

College Park, Maryland 20742

DATE: August 13, 2010

TO: Dr. Jim Carton  
Chair of the Department of Atmospheric and Oceanic Science

FROM: Dr. Desider Viktor *DV*  
Director for Collection Management and Special Collections

Gerri Foudy *GF*  
Manager of Collections and Scholarly Communication

Bob Kackley *BK*  
Library Liaison to the Department of Atmospheric and Oceanic Science

RE: Library Collection Assessment

This assessment is in response to the Undergraduate Degree proposed by the Atmospheric and Oceanic Sciences (AOSC) Department, to which I am the Library Liaison, located in the College of Computer, Mathematical and Physical Sciences (CMPS). First, it must be stated that there is already a Masters Degree Program in AOSC with very strong resources already available in print and electronically. Plus, there will only be four distinct new classes, three of which are seminars or research projects, and they are AOSC494 -- Department Seminar (1 credit), AOSC493 -- Sr. Research Project I (3 credits), and AOSC498 -- Research Project II (3 credits). The one unique class proposed for this new undergraduate major is AOSC470 -- Synoptic Meteorology (3 credits). Also, the following information resources listed below help to demonstrate that the criteria satisfy the requirements for not only this new AOSC470 but the whole proposed AOSC Undergraduate Program.

**Books**

The Libraries' purchase plan automatically supplies many new books in Atmospheric and Oceanic Sciences and related subjects. Also, orders can be placed for additional materials including back orders of periodical ranges or direct requests from faculty or students. The 15 other USMAI libraries will have some items NOT at UMCP; and Interlibrary Loan (ILL) can adequately fill the vast majority of additional research needs.

## Journals

Going to the database, Journal Citation Reports (JCR), located in our Research Port portal from [www.lib.umd.edu](http://www.lib.umd.edu), here is a list of the top twenty peer-reviewed journals by Impact Factor under the category of Meteorology and Atmospheric Sciences ---- all of which we have electronically available via Research Port except for #19, Climate Research, which the last four years we do not have access. Dates given may include access from more than one vendor:

1. **Bulletin of the American Meteorological Society** (0003-0007) 1970-
2. **Atmospheric chemistry and physics** (1680-7316) 2001-
3. **Global biogeochemical cycles** (0886-6236) 1987-
4. **Tellus. Series B, Chemical & physical meteorology** (0280-6509) 1997-
5. **Climate dynamics** (0930-7575) 1997-
6. **Climate of the Past** (1814-9324) 2005-
7. **International journal of greenhouse gas control** (1750-5836) 2007-
8. **Climatic Change** (0165-0009) 1997-
9. **Journal of Climate** (0894-8755) 1988-
10. **Environmental research letters** (1748-9318) 2006-
11. **Agricultural and forest meteorology** (0168-1923) 1995-
12. **Atmospheric environment** (1352-2310) 1995-
13. **Journal of the Atmospheric Sciences** (0022-4928) 1944-
14. **Aerosol science and technology** (0278-6826) 1988-
15. **Journal of hydrometeorology** (1525-755X) 2000-
16. **Journal of aerosol science** (0021-8502) 1995-
17. **Quarterly journal of the Royal Meteorological Society** (0035-9009) 2002-
18. **International journal of climatology** (0899-8418) 1996-
19. **Climate research** (0936-577X) 1990-2006 (\*last four years not available\*)
20. **Monthly Weather Review** (0027-0644) 1963-

## Databases

1. **Academic Search Premier** – for the same searches as listed under Books, these are the results in Words anywhere 1) quasigeostrophic\* -- 481 hits 2) baroclinic\* -- 1,796 hits 3) "tropical meteorology" – 203 hits 4) weather and synoptic – 964 hits 5) mesoscal\* and (weather or climat\*) – 2,138 hits 6) "upper air" and data – 335 hits
2. **Web of Science** – for the same searches as listed under Academic Search Premier, these are the results in the TITLE 1) "quasigeostrophic\*" -- 185 hits 2) baroclinic\* -- 1,826 hits 3) "tropical meteorology" -- 39 hits 4) weather and synoptic – 126 hits 5) mesoscal\* and (weather or climat\*) – 200 hits 6) "upper air" and data – 29 hits
3. **ScienceDirect** - for the same searches as listed under Web of Science, these are the results in the TITLE 1) quasigeostrophic\* -- 32 hits 2) baroclinic\* -- 195 hits 3)

- “tropical meteorology” –8 hits 4) weather and synoptic – 19 hits 5) mesoscal\* and (weather or climat\*) – 13 hits 6) “upper air” and data – 3 hits
4. **Aerospace Database**- for just these three searches 1) in the TITLE quasigeostrophic\* -- 124 hits 2) in Words anywhere baroclinic\* gets 1,245 hits 3) in TITLE “tropical meteorology” –44 hits
  5. **NASA Technical Reports Server** – for just these three searches 1) in the Words anywhere quasigeostrophic\* -- 40 hits 2) in Words anywhere baroclinic\* gets 571 hits 3) in Words anywhere “tropical meteorology” – 592 hits
  6. **Google Scholar** – for just these three searches 1) “quasigeostrophic theory” – 1,310 hits 2) “baroclinic instability” gets 10,900 hits 3) “tropical meteorology” – 28,300 hits. When Google Scholar is accessed through Research Port, many journal articles will become available that we subscribe to that could not be accessed if off campus and not a UM current faculty, student, or staff member.

### **Conclusion**

Two more helpful resources to be considered are the Technical Report Center at the Engineering & Physical Sciences Library (EPSL) with over 2 million microfiche available to complement those technical reports that have already been put online. Plus, EPSL is a US Patent and Trademark Depository Library with access to many patent resources as well as experienced librarians. The University of Maryland McKeldin Library is a Federal Depository Library with many helpful resources and guides to mostly online material. Finally, the staff at all UM libraries are exceptionally experienced and service-oriented, especially at EPSL when dealing with physical science and engineering queries. Thus, it is felt that the UM Libraries’ collections provide a strong base and continued growth to support adequately the curricular and research needs of the new proposed undergraduate degree in Atmospheric and Oceanic Sciences.



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	10-11-43
<b>PCC ID #:</b>	10028
<b>Title:</b>	Proposal to Rename the Bachelor of Science Program in General Business as the Bachelor of Science Program in Management
<b>Presenter:</b>	David Salness, Chair, Senate Programs, Curricula, and Courses Committee (PCC)
<b>Date of SEC Review:</b>	February 16, 2011
<b>Date of Senate Review:</b>	March 2, 2011
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>The Robert H. Smith School of Business proposes to change the name of its B.S. program in <i>General Business</i> to <i>Management</i>. A review of the general business major found that while many students initially enroll in the major, they transfer to another major as the career opportunities for general business are limited.</p> <p>Currently, less than 40 students complete the major per year. The information collected during the review guided the recommendation to redesign the major and change the title to management. The Senate PCC committee has approved the curriculum change under a different proposal. The proposed management major provides sufficient flexibility for students to prepare for several career paths and it increases students' skills in the management of people, an area of need that was consistently identified by employers as important for career and managerial success.</p>
<b>Relevant Policy # &amp; URL:</b>	N/A
<b>Recommendation:</b>	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate accept the name change.
<b>Committee Work:</b>	The Committee considered the proposal at its February 4, 2011, meeting. Dr. Mark Wellman of the Robert H. Smith School of Business was present to discuss the proposal and answer questions. The Senate PCC committee unanimously approved the proposal.

	The Academic Planning Advisory Committee approved the proposal on January 24, 2011.
<b>Alternatives:</b>	The Senate could decline to approve the new name for this program.
<b>Risks:</b>	If the Senate does not approve the new name, then the University will lose an opportunity to transform the General Business major into a more attractive major for students and potential employers.
<b>Financial Implications:</b>	There are no financial implications with this proposal.
<b>Further Approvals Required:</b> <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President and the Chancellor and the Maryland Higher Education Commission.

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

- Please email the rest of the proposal as an MSWord attachment to [pcc-submissions@umd.edu](mailto:pcc-submissions@umd.edu).

PCC LOG NO. **10028**

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

**College/School:**

College/School Unit Code-First 8 digits:

Unit Codes can be found at: [https://hypprod.umd.edu/Html\\_Reports/units.htm](https://hypprod.umd.edu/Html_Reports/units.htm)

**Department/Program:**

Department/Program Unit code-Last 7 digits:

**Type of Action (choose one):**

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

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

**Summary of Proposed Action:**

The general business major was designed as a broad course of study in business. A review of the general business major found that while many students initially enroll in the major, they transfer to another major as the career opportunities for general business are limited. Currently, less than 40 students complete the major per year. In addition, the lack of on-campus recruitment for the major demonstrates a lack of interest in the major by employers. The information collected guided the recommendation to redesign the major and change the title of the major to management. The proposed management major provides sufficient flexibility for students to prepare for several career paths and it increases students' skills in the management of people, an area of need that was consistently identified by the recruiters as important for career and managerial success.

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

1. Department Committee Chair \_\_\_\_\_

2. Department Chair Paul Tebbel [Signature] \_\_\_\_\_

3. College/School PCC Chair Philip T. Evers [Signature] \_\_\_\_\_

4. Dean Hugh G. Courtney [Signature] 11/24/10 \_\_\_\_\_

5. Dean of the Graduate School (if required) \_\_\_\_\_

6. Chair, Senate PCC \_\_\_\_\_

7. University Senate Chair (if required) \_\_\_\_\_

8. Vice President for Academic Affairs & Provost \_\_\_\_\_



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	10-11-41
<b>PCC ID #:</b>	10043
<b>Title:</b>	Reorganize and Rename the Departments in the College of Education
<b>Presenter:</b>	David Salness, Chair, Senate Programs, Curricula, and Courses Committee (PCC)
<b>Date of SEC Review:</b>	February 16, 2011
<b>Date of Senate Review:</b>	March 2, 2011
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>This proposal is to reorganize and rename the departments in the College of Education (COE) from seven distinct units to three units. The reorganization into three moderate-sized departments around faculty with common or complementary interests will streamline the college and departmental administrative structures, not only providing a cost savings, but also supporting a leaner, more nimble decision-making environment. The plan will also advance new synergy among the faculty, staff, and students; enable more focused cross-disciplinary work; and promote interactions between faculty with overlapping areas of interest and expertise that are currently located in separate departments.</p> <p>The current Departments of Counseling and Personnel Services (EDCP), Education Leadership, Higher Education, and International Education (EDHI), and Special Education (EDSP), which already share intellectual and programmatic elements in higher education and counseling, will combine to form the new the Department of Counseling, Higher Education, and Special Education (CHSE). The current Departments of Education Policy Studies (EDPS) and Curriculum and Instruction (EDCI), along with the Organizational Leadership and Policy Studies (OLPS) program (currently residing in EDHI) will form the Department of Teaching, Learning, Policy and Leadership (TLPL). This new</p>

	<p>department will enhance collaborative opportunities between programs that educate and study the interaction of those practitioners and policy makers most deeply involved in PK-12 education and reform. Finally, the current Departments of Human Development (EDHD) and Measurement, Statistics, and Evaluation (EDMS), which both engage in aspects of educational psychology through teaching or research, will form the Department of Human Development and Quantitative Methodology (HDQM).</p> <p>The process leading to the reorganization was iterative and benefitted from multiple layers of information-gathering, review, and feedback from a variety of stakeholders. The proposal details the process that began in February 2009 and resulted in an October 2010 vote in which 89% of the voters were in favor of the final proposed plan.</p> <p>No changes to academic programs are included in this proposal. Any future changes to academic programs will be subject to normal approval routes. Students' programs should not be affected by the reorganization since all of the programs with the exception of OLPS will be moving with their current departments into their new departments. All faculty members will hold their tenure and rank in the newly formed departments. In order to minimize the reorganization's potential effect on faculty, the proposal includes transitional procedures on promotion, tenure, and DRIF allocation policies. Administrative and clerical staff will be distributed equitably across the new units and the college to assure that all three departments are staffed to provide seamless services and support.</p>
<b>Relevant Policy # &amp; URL:</b>	N/A
<b>Recommendation:</b>	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve the reorganization of the College of Education.
<b>Committee Work:</b>	<p>The Committee considered the proposal at its meeting on February 4, 2011. Donna Wiseman, Dean of the College of Education, presented the proposal to the committee and responded to questions. After discussion, the Committee voted unanimously to recommend the proposal.</p> <p>At its December 6, 2010 meeting, the Academic Planning Advisory Committee (APAC) recommended to the Provost that the proposal move forward for Senate consideration.</p>

<b>Alternatives:</b>	The Senate could decline to approve the proposed reorganization.
<b>Risks:</b>	If the Senate does not approve the proposed college reorganization, the University will lose an opportunity to create a stronger collaborative environment for these related academic units.
<b>Financial Implications:</b>	There are no significant financial implications with this proposal.
<b>Further Approvals Required:</b> <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it will still require the approval of the President.

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

- Please email the rest of the proposal as an MSWord attachment to [pcc-submissions@umd.edu](mailto:pcc-submissions@umd.edu).

PCC LOG NO.

10043

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

**College/School:**

Please also add College/School Unit Code-First 8 digits: 01203100

Unit Codes can be found at: [https://hypprod.umd.edu/Html\\_Reports/units.htm](https://hypprod.umd.edu/Html_Reports/units.htm)

**Department/Program:**

Please also add Department/Program Unit Code-Last 7 digits:

**Type of Action (choose one):**

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

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

**Summary of Proposed Action:**

This is a proposal to reorganize the departments in the College of Education from seven distinct units to three units. The reorganization into three moderate-sized departments around faculty with common or complementary interests will streamline the College and departmental administrative structures, not only providing a cost savings, but also supporting a leaner, more nimble decision-making environment. An integrated leadership and planning structure should support more collaborative curriculum planning and scheduling. It will also advance new synergy among the faculty, staff, and students; enable more focused cross-disciplinary work; and, promote interactions between faculty with overlapping areas of interest and expertise who are currently located in separate departments. No academic programs will be restructured as part of this proposal: changes to academic programs will be considered after the new departments have been fully established and they will undergo separate PCC review.

---

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

1. Department Committee Chair N/A
2. Department Chair N/A
3. College/School PCC Chair N/A
4. Dean Denna L. Wiseman
5. Dean of the Graduate School (if required) \_\_\_\_\_
6. Chair, Senate PCC \_\_\_\_\_
7. University Senate Chair (if required) \_\_\_\_\_
8. Senior Vice President for Academic Affairs & Provost \_\_\_\_\_

**REORGANIZING AND RENAMING THE DEPARTMENTS IN THE  
COLLEGE OF EDUCATION**

**DEPARTMENT OF COUNSELING AND PERSONNEL SERVICES  
DEPARTMENT OF CURRICULUM AND INSTRUCTION  
DEPARTMENT OF EDUCATION LEADERSHIP, HIGHER EDUCATION AND  
INTERNATIONAL EDUCATION  
DEPARTMENT OF EDUCATION POLICY STUDIES  
DEPARTMENT OF HUMAN DEVELOPMENT AND INSTITUTE  
FOR CHILD STUDY  
DEPARTMENT OF MEASUREMENT, STATISTICS, AND EVALUATION  
DEPARTMENT OF SPECIAL EDUCATION**

**TO:**

**DEPARTMENT OF COUNSELING, HIGHER EDUCATION AND SPECIAL  
EDUCATION  
DEPARTMENT OF TEACHING, LEARNING, POLICY AND LEADERSHIP  
DEPARTMENT OF HUMAN DEVELOPMENT AND QUANTITATIVE  
METHODOLOGY**

**Effective July 1, 2011**

**COLLEGE OF EDUCATION  
UNIVERSITY OF MARYLAND, COLLEGE PARK**

**Submitted by  
Donna L. Wiseman, Dean**

## **Proposal to Reorganize the Departmental Units of the College of Education, University of Maryland College Park**

This proposal outlines the plans for reorganizing the current seven departmental units of the College of Education (COE) into three departmental units:

- Counseling and Personnel Services (EDCP)
- Education Leadership, Higher Education,  
and International Education (EDHI)  DEPT CHSE  
[Excluding Organizational Leadership & Policy Studies (OLPS)]
- Special Education (EDSP)
  
- Education Policy Studies (EDPS)
- Curriculum and Instruction (EDCI)  DEPT TLPL  
[Plus OLPS -- Originally Housed in EDHI]
  
- Human Development (EDHD)
- Measurement, Statistics, and Evaluation (EDMS)  DEPT HDQM

The results will advance new synergy among the faculty, staff, and students; enable more focused cross-disciplinary work; and, promote interactions between faculty with overlapping areas of interest and expertise who are currently located in separate departments. The reorganization will provide the COE with the opportunity to reallocate our resources in a way to make us more efficient and flexible and thus more competitive in a modern, technologically enhanced teaching and learning environment. Finally, a major reorganization—one that would result in fewer departments, better positions the College to address major challenges in education and to achieve the ambitious goals in the COE 2009 Strategic Plan.

### *Reorganizing to Promote Efficiency/Effectiveness:*

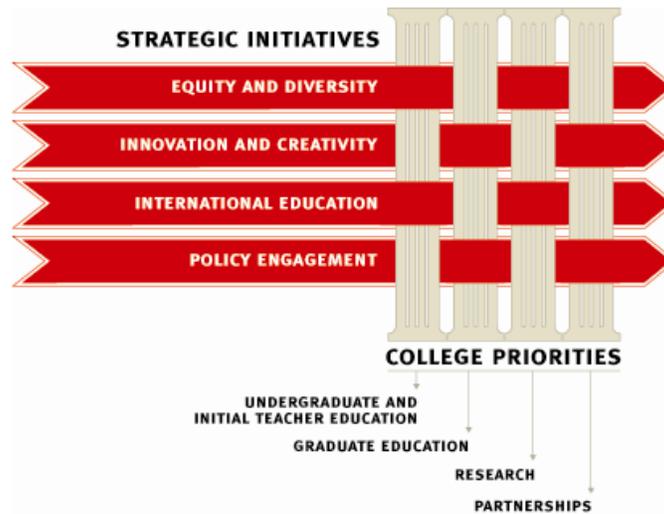
The proposed three-department configuration will allow the COE to streamline administrative structures and department operations, and support collaboration in course and curriculum planning and scheduling. The reorganization into three moderate-sized departments around faculty with common or complementary interests will streamline the College and departmental administrative structures, not only providing a cost savings, but also supporting a leaner, more nimble decision-making environment. The potential for more equitable shared participation in department-based committees and student support roles (e.g., admissions, advising, comprehensives, committees, etc.) will be facilitated through the proposed reorganization. For many faculty, required participation in governance and service, especially for roles outside of the department itself, should be less burdensome and more equitable, especially for faculty from what had been the small departments.

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The reorganization into three moderate-sized departments with an integrated leadership and planning structure should support more collaborative curriculum planning and scheduling. It is expected that such collaboration will lead to a reduction in unnecessary overlap/redundancy in course offerings and more efficient course scheduling, which will better serve student needs and interests. There also is the potential to reallocate funds from this streamlining for the development of new courses that add depth to the curriculum in programs within the reorganized departments and/or that more comprehensively support broader College and/or university priorities -- e.g., enhanced contributions in university-wide undergraduate education, courses that address strategic plan priorities, revenue-generating outreach initiatives, and additional international experiences for undergraduate and/or graduate students.

*Reorganizing to Better Position the COE to Achieve Its 2009 Strategic Plan Goals:*

Another goal of the reorganization is to ensure that the COE is configured and poised to meet the ambitious goals in its 2009 Strategic Plan that are illustrated in Figure 1. The Plan calls on the College to move in new directions, establishing goals and benchmarks for undergraduate and graduate education, research, and partnerships, especially in the areas of equity and diversity, innovation and creativity, international education, and policy engagement. To help realize the four strategic initiatives, the reorganization, through the creation of fewer but more inter-related departments and cross-disciplinary centers and institutes that will emerge over time, will enable the COE to become a nimble, well-respected leader on pressing educational issues. This all will be accomplished while balancing our land grant, flagship, and research extensive status; keeping the best interests of students and faculty in the forefront; and, making certain that the reorganization does no harm to national program rankings and identity.



*Figure 1*

The remainder of this document describes the proposed reorganization structure; provides contextual information regarding the organization of Colleges of Education nationally; presents the intellectual justification for the reconsolidation of the existing COE departments; summarizes the process leading to the reorganization plan and the results from the most recent vote; discusses the impact of the proposed reorganization on

academic programs, faculty, students, and staff; and, identifies the financial implications of the proposed configuration. The document concludes with an overview of the administrative structures and transitions that will occur should this reorganization be supported by the University Senate.

### The Proposed Reorganization Structure

The College of Education proposes reorganizing into three new academic departments. The existing seven departments (see Figure 2) are essentially autonomous units; each with its own department chair, support staff, budgets, governance and committee representation. There are a number of existing centers and institutes, most of which operate within a single department with a singular focus. Collaboration—in teaching, research, and service—although occurring in some instances, does not emerge naturally from this discrete arrangement.



Figure 2

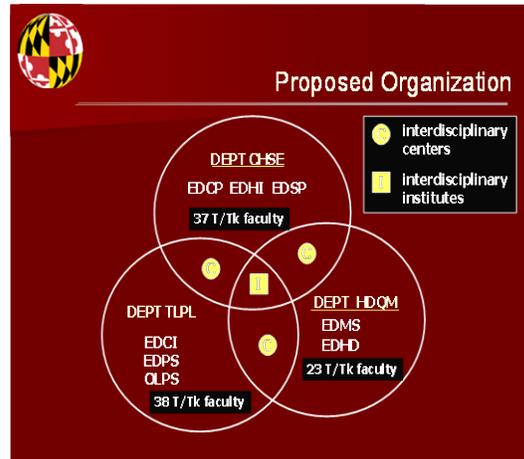


Figure 3

The proposal represented in figure 3 represents a more coherent intellectual clustering of seven departments into three departments. With the exception of the Organizational Leadership and Policy Studies (OLPS) program, which currently is housed in EDHI and proposed to be moved into Department TLPL, all of the existing programs will be moving wholesale to the new departments. This arrangement, which places faculty with similar or complementary research interests and expertise within the same department, will facilitate collaboration, while providing more flexibility and agility to respond to opportunities and needs within areas of education, human development, and human services. In some areas of scholarship, we will deepen the knowledge base within a department, instead of dispersing it among several departments. For example, the merger of EDHI and EDCP will bring together faculty with expertise in the complementary areas of higher education and student affairs, which can contribute to the development of richer, more robust programs of study that incorporate the best elements of the discrete programs that currently exist in these separate units. Graduate students will benefit from enriched cross-disciplinary masters' and doctoral programs. Faculty will become more familiar with a variety of course offerings, which better enables them to advise undergraduate and graduate students on electives that meet individual interests. New

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centers and institutes, or newly constituted versions of existing centers and institutes, will be positioned to enhance cross-disciplinary exploration of critical research questions.

### **Organizations of Colleges of Education**

In general, the missions of Colleges and Schools of Education are similar within research universities. Faculty prepare a variety of professionals including teachers, counselors, administrators, and policy makers to work in a wide variety of educationally-related settings. In addition, Colleges of Education with doctoral programs also develop scholars and researchers, and faculty are expected to contribute to the knowledge base in education. Colleges of Education straddle a line between theory and practice, and scholars who have studied these organizations point to the challenge of developing cohesive organizational structures that capitalize on the varied nature of faculty members' interests and scholarship to increase the collective power and stability of the College (Larabee, 2004; Levine, 2006). Yet, how the colleges organize themselves can differ as shown in Appendices A and B. Appendix A includes data on the land grant institutions among *US News and World Report* Top 25. Appendix B contains data on the COE's peers.

The demands on Colleges of Education are increasing. Over the next decade, the US will need to hire almost two million teachers due to rising enrollments, growing retirements, and high rates of attrition for beginning teachers. This represents one of the largest periods of increase in teacher demand in over a century. In a recent speech, the US Secretary of Education, Arne Duncan, challenged education schools to meet the needs of "hard-to-staff" schools in high-poverty urban and rural schools and to recruit, prepare, place, and support new teachers in these cities and communities. He called for teacher education to facilitate the transition of teachers from preparation to practice. He called for special attention to the STEM disciplines and challenged education school faculties to place a premium on PK-12 student learning.

Reviews of research over the past 30 years have concluded that both subject matter knowledge and knowledge of teaching are important to teacher effectiveness and that fully prepared and certified teachers are better rated and more successful with students than teachers without this preparation (see Smith & Zeichner, 2005). However, teaching in the 21st century has to require an emphasis on understanding how to use information technologies. Teachers need to instruct students on use of a variety of technologies, legitimate methods of Internet research, and how to identify useful information. Teachers in the 21st century also must have access to a host of cutting edge research about how students learn. They should know and be able to apply that research in their classroom. Additionally, teachers must be able to deal with their students' social and emotional well being. Teachers are not mere purveyors of content but serve as a resource for students and as a guide through the difficulties of life.

School systems need highly trained and competent leaders as much as they need skilled teachers. Programs that prepare senior teacher leaders, administrators, researchers, policymakers, and other professionals who will assume leadership positions in a host of

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agencies and organizations need to be innovative in content as well as delivery options. Professional practice doctorates and executive leadership programs are needed that engage learners in on-going inquiry into complex problems of educational practice.

Finally, in order to address the demands of 21<sup>st</sup> century education, new methods for educating children, youth, and young adults must be designed, tested and implemented (Eisenhart & De Haan, 2005). This will require scientists who are well trained in cognition, learning, and motivation, who will grapple with the challenges of extending laboratory-derived knowledge about teaching and learning to real-world environments. Two recent national reports (Levine, Abler, & Rosich, 2004; NRC, 2004) have addressed the issue of how best to train the next generation of education researchers and propose that education researchers need training in five broad areas: (1) diverse epistemological perspectives; (2) diverse methodological strategies; (3) the varied contexts of educational practice; (4) the principles of scientific inquiry; and (5) an interdisciplinary research orientation.

To meet the challenges that are facing all Colleges of Education, it is imperative that the College of Education at the University of Maryland reorganize to provide the structure that will enable the interdisciplinary practitioner education and research that are called for by today's educational context. Further, our reorganization will create a climate in which faculty and students can engage in greater collaboration more efficiently. Previous departmental reviews have cited the isolation among our programs, and we also are aware of redundancies and overlap in coursework and curricula among our various specialties. We believe that the reorganization will permit us to address these issues and will harness the collective power of our faculty and our students to meet the challenges of 21<sup>st</sup> century education.

### **Intellectual Justification for Reconsolidation of Existing Departments**

Educational activities that cross the boundaries between traditional disciplines are increasing rapidly resulting in the need for expertise that represents a more interdisciplinary focus across the fields and content currently represented in the COE and in fact, other disciplines outside the College. While collaborations across existing COE departments are possible and are occurring in some instances, there is widespread agreement among our College faculty that the reorganization has the potential to enhance significantly opportunities for new research collaborations and provide opportunities for development of innovative new education programs at the graduate and undergraduate levels. What follows is a description of each of the proposed new departments and what faculty and students will realize from the reorganization along with specific examples of the transformational potential of the proposed COE reorganization.

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***Counseling, Higher Education and Special Education – CHSE (formerly EDCP/EDSP/EDHI, minus OLPS)***

The CHSE Department concentrates on the preparation of counselors, school leaders, teachers, and student development and international leaders who work in a variety of educational environments both in the US and abroad. Merging these three departments will create opportunities to develop innovative new leadership programs in higher education and disability studies as well as expand offerings in programs preparing leaders and practitioners in PK-16 education. The merger of EDHI, EDSP, and EDCP also connects to the campus and College strategic plans by recognizing the strong national presence through top ranked programs and by building on international efforts. *US News and World Report* has ranked EDCP as #1 for 11 years in a row. EDSP was ranked in the top ten programs from 2001 to 2008 and has been #11 for the past 2 years. Higher Education Administration is currently ranked #10. These programs will not lose their identities, but will be strengthened in terms of course development and research opportunities. Furthermore, the proposed merger is expected to provide even greater opportunity for securing external funding.

There is a strong and logical connection among several of the programs within the proposed new department. The College Student Personnel program in EDCP and the Higher Education Administration program in EDHI share a number of commonalities including students with complementary career goals and curriculum and coursework that is very similar. Several programs in EDCP, including rehabilitation counseling, school psychology and counseling, share both intellectual and programmatic elements with programs in special education. EDSP faculty has a strong record in obtaining external funding as does the rehabilitation counseling program.

The proposed merger of EDSP, EDCP, and EDHI is expected to lead to expanded opportunities to serve the undergraduate population on campus through course development (I-Series courses-- technology, disability studies) and minors. Bringing together these various programs will strengthen connections between faculty and students, lead to greater collaboration and cohesion in coursework, and expand on the already strong programs in the three departments.

***Teaching, Learning, Policy and Leadership - TLPL (formerly EDCI/EDPS and OLPS)***

The TLPL Department's graduate programs prepare students to assume a variety of roles, including scholars, researchers, policy analysts, teacher educators, instructional specialists, curriculum developers, teachers, education leaders, and advocates for children and youth. The department's graduate and undergraduate initial certification programs prepare students to assume positions as teachers in various content areas and specializations from PK-grade 12. The department also offers education minors and CORE classes for any undergraduates who have an interest in educational issues but who may not pursue a career in teaching.

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The combination of EDCI and EDPS will provide for greater collaboration between faculty with expertise in teacher preparation and teacher professional development, curricular expertise, and policy studies that seek to promote teacher quality and school reform. By including the faculty from OLPS, additional possibilities emerge involving school administrative expertise, instructional leadership, and policies and practices that promote effective schools and school systems. The success of instructional reforms implemented in today's classrooms often relies on the school-based and district-wide support and organizational contexts created by instructional leaders, including principals and superintendents. Similarly, the success of federal and state policies is often determined by the implementation process, relying on the expertise of classroom teachers, school administrators, and district superintendents. The location of these programs in the same unit will maximize the potential for creating collaborative opportunities between programs that educate and study the interaction of those practitioners and policy makers most deeply involved in PK-12 education and reform.

Positioning OLPS as a unit within the reorganized department housing EDCI and EDPS also will provide students with greater access to tenure-line faculty that share expertise with the OLPS program, including faculty who have taught courses in the OLPS program and advised OLPS students in the past and faculty who have expertise in urban education, curriculum, and instruction. This relationship is reciprocal, as faculty in EDPS and EDCI will benefit from working with faculty in OLPS who share expertise in education leadership and organizational designs. Such a placement will provide an opportunity to consolidate and monitor more effectively the operation of outreach programs in teacher, administrator, and superintendent certification, each of which is a major enterprise for the COE, with significant organizational and resource challenges, both on and off campus. Locating them in the same department will utilize more efficiently the College resources and facilitate the consolidation of related programs addressing the advancement of PK-12 instructional and organizational reforms.

***Human Development and Quantitative Methodology - HDQM (formerly EDHD and EDMS)***

The HDQM Department advances knowledge and practice through research on human neuroscience; learning, cognitive, and language development; social and moral development and socialization; and measurement, statistics, and evaluation. Further, it communicates original research and syntheses of research and theory in social science research methodology, developmental science, and educational psychology to students and professionals at the state, national, and international levels. The department's doctoral programs prepare students for careers in research and teaching in academic and non-academic settings. Masters' and certificate programs provide high level training in human development theory and research and in measurement, statistics, and evaluation to individuals in a variety of professions. At the undergraduate level, the department has missions to prepare early childhood teachers through its early childhood certification program, and preparing undergraduates to conduct research in developmental science and education psychology. Additionally, the department offers undergraduate courses in

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human development and quantitative methods, and a minor in human development to undergraduate students from departments across campus.

Many highly-ranked Colleges of Education have organizational models that include programs/units in educational psychology/human development and research methodology, assessment, and statistics in the same department. At the University of Maryland, combining the two areas will bring together those faculty who conduct research on diverse aspects of human development and learning, including cognitive development, psychobiological development, language development, social and emotional development, and socialization, and faculty who conduct research on the quantitative methods that undergird research in education and in the social and behavioral sciences. The two areas already have a history of cooperation in students' advanced degree programs. For example, it has been common for students completing the graduate level certificate program in the measurement, statistics, and evaluation area to complement their graduate studies with coursework in the human development area. Similarly, it has been common for human development students in advanced degree programs to take a number of courses in measurement, statistics, and evaluation; or to enroll in the graduate certificate option in measurement, statistics, and evaluation; or even to obtain a master's degree in measurement, statistics, and evaluation to build their methodological and data analytic skills.

The proposed reorganization also recognizes and builds upon the high rankings and quality of the existing programs. These programs will maintain their current form, albeit within a different administrative structure, allowing students to obtain the necessary depth of knowledge required for productive careers in each area and maintaining the identity of each program area. Faculty will continue to work with familiar colleagues, and potentially develop new collaborations to complement their existing programs of research. Over time it is anticipated that more programmatic connections will be developed.

### **Process Leading to the Reorganization Proposal**

With the completion of its 2009 Strategic Plan and urging from the campus administration, the COE initiated a period of self-reflection and analysis to study its existing seven department configuration in light of new COE goals. The COE formally began reorganization discussions in February 2009 using town hall meetings, focus groups, blogs, websites, and small group discussions to study various possible models for reorganizing the college. In September 2009, a College-wide meeting occurred to discuss the six models that emerged from the Senate-defined process. After two rounds of on-line anonymous voting, first among 6 models, then between 2 models, the results indicated that 59% of the voters supported a move from the College's existing seven-department arrangement to a three-department model. As the College began consideration of governance and financial issues, questions and concerns regarding the proposed model emerged.

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On October 26, 2009, the Dean presented the three-department model to APAC. An APAC subcommittee was named and convened and charged with conducting an open forum for constituents (e.g., faculty, staff, and students) who would be potentially affected by the proposed reorganization of the College as detailed in the draft proposal submitted to APAC for consideration. The meeting occurred on December 16, 2009. The purpose, time, and location of this open forum were broadly announced two weeks in advance to the College faculty, staff, and students. Based on feedback from the open forum and an evaluation of the draft proposal, the subcommittee generated a draft report that was presented to APAC on December 22, 2009. The subcommittee advised that more details be provided regarding the guiding principles of the reorganization and the implementation plan, along with a clear proposed timeline. APAC also encouraged seeking more involvement from all the different constituency groups – faculty, staff, and students – who would be impacted in the reorganization process.

Following receipt of the draft report, the proposal was revised to address the issues identified in the APAC report. On February 4, 2010, the revised version of the proposal along with submissions from the three new departments was posted on the College web page with the caveat that a few items were missing: the timeline for implementation was not yet finalized, some letters of support had not yet arrived, and some official campus forms were not yet inserted. The website was open for feedback from faculty, staff, and students until the close of business on February 10, 2010.

All along, the College Senate played a central role in defining the process, deciding which models to move forward for a College-wide vote, determining voter eligibility according to the College Plan of Organization in collaboration with department chairs, and making recommendations to the Dean throughout the reorganization deliberations. At College Senate and Senate Steering Committee meetings during the fall and spring semesters, reorganization was the major agenda item. In March, April, and May 2010, the Senate also held a series of open forums to discuss the reorganization, with specific emphasis on the items highlighted in the APAC report. In addition, the Dean hosted a series of additional information/ Q&A sessions on the reorganization for faculty, staff, and students during the spring 2010 semester (see Appendix C).

In May 2010, a College Senate Reorganization Oversight Committee (S-ROC) was established and met throughout the summer to address unsettled issues related to the three-department reorganization plan for the College. The committee reviewed strengths and weaknesses of the proposed reorganization plan and concluded the three-department configuration is a viable reorganization model. Additionally, the committee presented a set of recommendations that they felt would make the reorganization process more widely acceptable politically and also better address some of the key issues related to reorganization (e.g., intellectual coherence, financial efficiency, cross-unit/cross-disciplinary collaboration, etc.). Among the major changes that emerged from the S-ROC report were the recommendations to merge EDSP with EDCP/EDHI and to move the OLPS program from EDHI into the EDCI/EDPS unit. The original reorganization proposal was amended to reflect the S-ROC recommendations and presented to the faculty, staff, and students in a College-wide Assembly on September 23, 2010. An

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electronic vote occurred shortly thereafter. Appendix C highlights the reorganization discussions and decisions from College Senate meetings and meetings of other College groups that have occurred since the original vote on the reorganization in September 2009.

### Summary of College Votes

A second vote was held in the College between October 11 and 22, 2010 to determine support for the amended version of the reorganization model. Of the 213 eligible voters<sup>1</sup>, 68% chose to exercise their right to vote. The results of the vote for accepting the amended reorganization plan indicated that 89% (128/144) of the votes cast were in favor of the three-department model described in this proposal. The voting distribution by category follows:

- *Faculty*: Of the 144 faculty who were eligible to participate in the vote, 96 (67%) voted in the election; 85 of these individuals (89%) voted in favor of the amended version of the reorganization model.
- *Staff*: Of the 56 staff who were eligible to participate in the vote, 38 (68%) voted in the election; 33 of these individuals (87%) voted in favor of the amended reorganization plan.
- *Students*: The total number of students who were eligible to participate in the vote was 13 (6 undergraduates and 7 graduate students). Ten of these students (77%) voted in the election; all voted unanimously in favor of the amended reorganization plan.
- The *tenured/tenure-track* faculty of all seven academic departments voted strongly in favor of the integration proposal with positive votes ranging between 67%<sup>2</sup> and 100% and negative votes ranging between 0% and 33%.

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<sup>1</sup> Faculty eligibility is defined as all those employed by the State full time with UM as instructors or as tenure track faculty who hold the rank of Assistant Professor, Associate Professor, or Professor with an appointment of at least 50% in the COE. Staff eligibility is defined as all other employees who are currently appointed and employed by the COE for greater than 50% time, who do not need to be reappointed every year. Also included shall be persons that have been employed greater than 50% time on temporary contractual positions by the COE for a continuous period of more than 5 years. Student eligibility is defined as all undergraduate students enrolled full time (as defined by the Office of the Dean of Undergraduate Studies) in a program of the College of Education and all graduate students enrolled at least 50% of full time (as defined by the Office of the Dean of Graduate Studies) in a program of the College of Education. Students with voting privileges are identified at elections: One such graduate student is elected by and from each department to be a voting member of the College of Education Assembly (CEA). Six such undergraduate students are elected by undergraduates in at-Large elections (using the Hare system) to be voting members of the CEA. Elections are conducted so that each department having an undergraduate program shall have at least one representative.

<sup>2</sup> Only 3 of the eligible tenure-track faculty in the department that had the 67% favorable response voted. For the remainder of the departments, the favorable response rate ranged from 84% to 100% with 3 departments at 100%.

### Impact on Academic Programs

The COE is particularly proud of its ranking among the top 25 Colleges of Education. Nine of our programs are ranked in the Top 15, with three ranking in the Top 10 including Counseling and Personnel Services, which ranks first in the nation for the eleventh consecutive year. With whole departments moving into the new configurations of three departments, these rankings should not be threatened. Indeed, the new cross-fertilization of scholarship and teaching may enhance the rankings. To continue its quest to achieve Top 10 status, the COE recognizes the need to constantly push forward to better position itself to compete in a rapidly changing environment in which our programs and scholarship reflect innovation and embrace the 21<sup>st</sup> century milieu.

In the short term, changes in academic programs in the newly reorganized COE will be minimal. Eventually, there will be programmatic changes that emerge from the interactions of faculty in the new organizational structure. Some indication of the type of changes that are likely to occur is already emerging in the new CHSE department where higher education and counseling faculty are beginning to develop new and innovative programs that reflect their new collaborative arrangements. The development of innovative and interdisciplinary programs is one of the principal benefits of the reorganization, and once the College is totally reorganized, program changes that reflect changes in the profession, as well as new relationships among faculty, including new hires, will be expected and encouraged. Any future changes to academic programs will be subject to normal approval routes, including review at department, college, and university levels.

### Impact on Faculty

Faculty rank distribution summaries for the current and new departments are presented in Table 1.

*Faculty Rank Distribution for Proposed 3-Department Configuration*

Department	Assistant Professor	Associate Professor	Professor	Total
<b>Proposed Dept: CHSE</b>				
EDCP	5	3	7	15
EDHI (- OLPS)	3	2	4	9
EDSP	1	3	9	13
<b>TOTAL:</b>	<b>9</b>	<b>8</b>	<b>20</b>	<b>37</b>
<b>Proposed Dept: TLPL</b>				
EDCI	12	6	11	29
EDPS (+ OLPS)	2	4	3	9
<b>TOTAL:</b>	<b>14</b>	<b>10</b>	<b>14</b>	<b>38</b>
<b>Proposed Dept: HDQM</b>				
EDHD	3	6	7	16
EDMS	3	0	4	7
<b>TOTAL:</b>	<b>6</b>	<b>6</b>	<b>11</b>	<b>23</b>
<b>COLLEGE OF EDUCATION</b>				
<b>TOTALS</b>	<b>29</b>	<b>24</b>	<b>45</b>	<b>98</b>

*Table 1*

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Careful consideration has been given to the distribution of faculty lines in the proposed reorganized departments such that each of the three new units will be approximately equivalent in size.

All faculty members will hold their tenure and rank in the newly formed departments. In consideration of how reorganization might impact tenure and promotion decisions for current Assistant and Associate Professors, an agreement was crafted in 2009 with the then Associate Provost and the Provost stating that the promotion and tenure decisions for Assistant Professors within newly consolidated departments will be made by the eligible faculty from the individuals' previous department (i.e., hiring faculty). Decisions regarding promotion of Associate Professors will be handled in the same way for up to three academic years following the reorganization. In addition, the agreement specifies that any DRIF funds allocated to the individual faculty member will be credited to and maintained in the individual's new department. Future allocations of DRIF will, at the discretion of the individual faculty member, continue to follow the policies of the faculty member's previous department for up to two fiscal years following the reorganization and change of tenure home (see Appendix D for a copy of this agreement).

Faculty members will be provided a letter that outlines the conditions of their appointments in the newly reorganized College. Specifically, the letter will include information about their rank and salary, their office space, their APT process [if applicable], and agreements regarding DRIF and other funding. After the reorganization, individual faculty may elect to change departments; they will follow the established campus procedures for changing one's tenure home.

### Impact on Students

#### *Fall 2010 Enrollments: Proposed 3-Department Configuration*

Department	Minors	Bachelor's	Master's	Doctoral	Certificate	Total
<b>Proposed Dept: CHSE</b>						
EDCP	84	0	45	107	13	249
EDHI (- OLPS)	0	0	67	89	1	157
EDSP	87	83	84	54	0	308
<b>TOTAL:</b>	<b>171</b>	<b>83</b>	<b>196</b>	<b>250</b>	<b>14</b>	<b>714</b>
<b>Proposed Dept: TLPL</b>						
EDCI	64	710	290	171	0	1235
EDPS (+ OLPS)	0	0	16	88	0	104
<b>TOTAL:</b>	<b>64</b>	<b>710</b>	<b>306</b>	<b>259</b>	<b>0</b>	<b>1339</b>
<b>Proposed Dept: HDQM</b>						
EDHD	294	116	28	57	0	495
EDMS	0	0	12	36	5	53
<b>TOTAL:</b>	<b>294</b>	<b>116</b>	<b>40</b>	<b>93</b>	<b>5</b>	<b>548</b>
<b>Undecided EDUC Undergraduates</b>						
EDUC (08010)	0	19	0	0	0	19
<b>COLLEGE OF EDUCATION</b>						
<b>TOTALS</b>	<b>529</b>	<b>928</b>	<b>542</b>	<b>602</b>	<b>19</b>	<b>2620</b>

*Table 2*

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Table 2 shows the student enrollments by award level for the new three-department configuration. The possibility for adverse impact on current students seems minimal, as all of the programs except for OLPS will be moving wholesale to the new departments. OLPS programs will be carefully monitored by a joint committee of faculty from its current and new department location to assure students are monitored and supported during the organizational transition. The revised College structure will allow students in the OLPS programs to have greater access to faculty who have expertise in urban education, curriculum, and instruction.

Although academic programs will be moving into new departmental configurations in the proposed reorganization, they are expected to remain largely intact. As a result, there should be no negative impact on recruitment and admissions. In fact, in most instances, the recruitment and admissions processes will remain the same: Although teacher education recruitment efforts may become more centralized as the reorganization proceeds, faculty and staff will continue to recruit students into the existing array of academic programs, and applications for admissions will continue to be routed to the program faculty in the same way this process currently is handled.

Exceptions will occur as new program configurations evolve. For example, plans are underway to merge the Higher Education program area in EDHI and the College Student Personnel specialty area in EDCP. These programs intend to suspend admissions for the upcoming academic year, pending final approval from the University of Maryland Graduate School, as the faculty work together to create a new and enhanced program that is expected to be especially attractive for future students. As the COE proceeds with restructuring and faculty with similar or complementary research interests and expertise are combined in the same department, additional opportunities for enriched cross-disciplinary masters' and doctoral programs are expected. Indeed, the proposed reorganization likely will benefit students across the College, because additional faculty will be available for the teaching, advising, and support of students in the various programs.

In the proposed three-department configuration, graduate and undergraduate students still will receive their degrees from the programs to which they applied. They will work with assigned individual faculty advisors in these programs. It should be noted that a number of our current graduate programs already are interdisciplinary, and the merger of departments will offer our graduate students additional opportunities for sustained collaboration with faculty members outside their immediate areas of study. However, as we anticipate that some existing programs and specializations will begin to merge, students will have the opportunity to move into newly created degree programs.

Graduate student fellowships, assistantships, and other support will initially follow the specializations within current programs. Resources currently allocated to each graduate program or specialization will serve as a baseline to inform future allocation of fellowships at the time that new programs/specializations are approved.

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The College of Education is committed to enhancing the national reputation of each of our graduate programs. Thus, considerations regarding curricular or program changes will examine how the new programs will permit us to attract a diverse pool of talented graduate students and to be able to support them through their programs.

### **Impact on Staff**

Distribution of existing support staff in the COE will be conducted with an effort to minimize on-going program disruption and to ensure equity relative to faculty redistribution. Specifically, with input from the interim chairs and a staff advisory committee, three well-staffed business offices will provide administrative support to each of the new units. Administrative and clerical staff will be distributed equitably across the new units and the College to assure that all three departments are staffed to provide seamless services and support. The Dean will continue to hold all-staff meetings to update and gather feedback.

### **Financial Implications**

The following assumptions will guide the redistribution of resources to the new departments:

- Current base budget funds and the FTEs associated with occupied faculty lines will move with the faculty member to the new department. Vacant FTE and associated allocations will revert to the Dean's office for redistribution.
- Operating and graduate assistant hard budget funds will move with the current department to its placement among the three new departments.
- Extramural grant and contract funds will reside in the department of the Principal Investigator.
- Net balances at the end of FY' 11 in current departments for DRIF, Outreach and other revolving accounts will move with the unit to the new department. Use of those funds—other than the specified DRIF in faculty MOUs—will be determined by the new department leadership.
- Staff FTE and associated budget will be allocated to each department once staffing structures are determined.

In most cases, existing department budgets will be allocated to programs, pooled when appropriate, and reviewed to remove redundancy and improve efficiency.

### **Administrative Structure and Transitions**

The COE will continue to be an academic unit reporting directly to the Provost like other colleges and schools on campus. The COE administrative structure includes a Dean; Associate Deans for Research and Graduate Education and for Educator Preparation and Undergraduate Programs; Assistant Deans for Administration, Planning and Assessment and for Finance; and, an Executive Director for Development and External Relations, as

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well as Institute Directors for the Maryland Institute for Minority Achievement and Urban Education and the Maryland English Institute. Three Department chairs from each new department will serve on the Dean's Council of Chairs, which serves as a leadership team for the College. The COE administrative structure is presented in Appendix E.

The College Senate has approved a new Plan of Organization (Appendix F), and the three departments' plans will be presented by April 1, 2011. As part of the College's reorganization process, we are considering whether to change the name of the College to reflect better its diverse mission. During fall 2009, a College committee solicited recommendations for names from faculty, staff, and students, and presented them to the Dean and College Senate in early December 2010 and at a College-wide forum on December 17, 2010. The College Senate also is maintaining a website to solicit additional comments and suggestions. Further discussions within the College will identify a short list of preferred names to present to the University Senate in spring 2011.

At the current time, we are organized into seven departments but there are only five department chairs. In two cases, department chairs are providing leadership for two different departments that will be merged if the proposed organizational structure is approved. This arrangement has evolved because of the retirement of one department chair and the request of another department chair to return to her full professor role. The five existing chairs will continue to serve until June 30, 2011. During the spring semester, an interim chair for each new department will be named by the Dean; interim and existing chairs will work collaboratively to plan the transition from the seven departments to the proposed three departments. Interim chairs' appointments will take effect on July 1, 2011.

New departments can begin a search for a permanent chair anytime after July 1. Departments will be encouraged to select a permanent department chair from internal candidates. If an internal search does not seem appropriate, departments may request an external search after providing the Dean with justification and consideration of available resources. The chair searches will be guided by the College Plan of Organization and our established search plan.

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**APPENDIX A: US News Top 25 Land Grant Education Graduate Schools (as of 4/1/2009)**

Rank	Name	2007 Total graduate education enrollment	Mission	Departments or Programs	Notes
12	University of Wisconsin--Madison	1,168	N/A	<ul style="list-style-type: none"> <li>• Art Department</li> <li>• Counseling Psychology Department</li> <li>• Curriculum and Instruction Department</li> <li>• Dance Program</li> <li>• Educational Leadership &amp; Policy Analysis Department</li> <li>• Educational Policy Studies Department</li> <li>• Educational Psychology Department</li> <li>• Kinesiology Department</li> <li>• Occupational Therapy Program</li> <li>• Rehabilitation Psychology &amp; Special Education Department</li> </ul>	<p>1. School of Education includes eight departments and two stand-alone programs.</p> <p>2. Quantitative Methods Program is housed in the Department of Educational Psychology.</p>
14	Michigan State University	1,658	<p>The College of Education at Michigan State University has a mission of LEADERSHIP, SCHOLARSHIP, AND SERVICE IN EDUCATION.</p> <p>WE PREPARE PROFESSIONALS FOR LEADERSHIP ROLES IN EDUCATION. Teaching is central to our scholarly identity and to the way we serve the educational needs of communities. We strive to develop and implement excellent, dynamic programs for the preparation of educators.</p> <p>WE SEEK TO UNDERSTAND, REFORM AND IMPROVE EDUCATION. We study the processes of human learning and development. We move beyond analysis to promote education policy reform and assist in implementation. We seek to improve the conditions of learning and teaching for everyone in a technological society. We conduct comprehensive, rigorous research that addresses the needs and problems of practice. We strengthen connections between theory and practice through partnerships with schools and communities.</p> <p>WE EXAMINE ISSUES OF EDUCATION ACROSS THE LIFESPAN. We seek to understand how children and adults learn and develop, and how educators can best use that knowledge for benefit of all learners. We recognize that all educators are themselves learners and we are committed to providing opportunities for their continuous professional development. We strive to sustain our College as a scholarly community for students, faculty and staff.</p>	<ul style="list-style-type: none"> <li>• Department of Counseling, Educational Psychology and Special Education</li> <li>• Department of Educational Administration</li> <li>• Department of Kinesiology</li> <li>• Department of Teacher Education</li> </ul>	<p>Measurement and Quantitative Methods Program (Doctoral Program) is housed in Department of Counseling, Educational Psychology and Special Education.</p>
16	Ohio State University	1,206	N/A	<ul style="list-style-type: none"> <li>• Department of Consumer Sciences</li> <li>• School of Educational Policy &amp; Leadership</li> <li>• Department of Human Development and Family Science</li> <li>• Department of Human Nutrition</li> <li>• School of Physical Activity &amp; Educational Services</li> <li>• School of Teaching &amp; Learning</li> </ul>	<p>1. Quantitative Research, Evaluation, and Measurement is housed in School of Educational Policy and Leadership.</p> <p>2. Special Education is housed in School of Physical Activity and Educational Services</p>

**APPENDIX A: US News Top 25 Land Grant Education Graduate Schools (as of 4/1/2009)**

Rank	Name	2007 Total graduate education enrollment	Mission	Departments or Programs	Notes
17	<b>University of Minnesota--Twin Cities</b>	2,615	The new College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.	<ul style="list-style-type: none"> <li>• Curriculum and Instruction</li> <li>• Educational Policy and Administration</li> <li>• Educational Psychology*</li> <li>• Family Social Science</li> <li>• Institute of Child Development</li> <li>• Postsecondary Teaching and Learning</li> <li>• School of Kinesiology</li> <li>• School of Social Work</li> <li>• Work and Human Resource Education</li> </ul>	Both Special Education and the quantitative methods in education (QME) track are housed in the Department of Educational Psychology.
21	<b>University of Connecticut (Neag)</b>	810	The mission of the Neag School of Education is leadership, scholarship, inquiry, and service. We work to develop students with strong ethical standards into educators, clinicians, practitioners, researchers, scholars, and leaders dedicated to improving education, health and wellness for all children and adults. By so doing, we strive to improve and enhance the quality of life in our ever-changing society.	<p>Teacher Education Unit:</p> <ul style="list-style-type: none"> <li>• Integrated Bachelor's/Master's Program (IB/M)</li> <li>• Teacher Certification Program for College Graduates (TCPCG)</li> </ul> <p>Departments:</p> <ul style="list-style-type: none"> <li>• Curriculum and Instruction (EDCI)</li> <li>• Educational Leadership (EDLR)</li> <li>• Educational Psychology (EPSY)</li> <li>• Kinesiology (EKIN)</li> <li>• Physical Therapy (PT)</li> </ul>	Both Measurement, Evaluation, and Assessment (MEA) Program and Special Education Program are housed in the Department of Educational Psychology.
24	<b>Utah State University</b>	1,073	<p>As members of the Emma Eccles Jones College of Education and Human Services we provide teaching, service, and research in a variety of disciplines to improve the teaching/learning transaction wherever it takes place and to increase the effectiveness of services for individuals, families, communities, schools, and organizations. To achieve this mission, we are committed to:</p> <p>Offering high quality graduate and undergraduate programs in education and human services that are innovative and widely accessible;</p> <p>Supporting and nurturing a faculty committed to masterful teaching and cutting-edge research;</p> <p>Establishing and maintaining nationally visible research centers to advance knowledge and professional practices;</p> <p>Fostering partnerships to enhance the quality of education and human services in our local and extended communities;</p> <p>Extending the impact of our instructional and research programs nationally and globally;</p> <p>Maintaining a technological infrastructure to enhance the College's visibility and accessibility regionally, nationally, and internationally;</p> <p>Enhancing the diversity of our faculty, staff, and students; and</p> <p>Supporting instructional, research, and service programs that cultivate dedication to building a more just and equitable society</p>	<p>Departments</p> <ul style="list-style-type: none"> <li>• Communicative Disorders and Deaf Education</li> <li>• Family, Consumer, and Human Development</li> <li>• Health, Physical Education, and Recreation</li> <li>• Instructional Technology &amp; Learning Sciences</li> <li>• Psychology</li> <li>• School of Teacher Education and Leadership (Elementary/Secondary Education)</li> <li>• Special Education and Rehabilitation Units</li> <li>• Emma Eccles Jones Center for Early Childhood Education</li> <li>• Center for Persons with Disabilities</li> <li>• Center for the School of the Future</li> <li>• Edith Bowen Laboratory School</li> <li>• STEM Education Initiative (Science, Technology, Engineering, and Mathematics Education)</li> </ul>	

**APPENDIX A: US News Top 25 Land Grant Education Graduate Schools (as of 4/1/2009)**

Rank	Name	2007 Total graduate education enrollment	Mission	Departments or Programs	Notes
25	<b>University of Georgia</b>	2,471	<p>The College of Education at the University of Georgia has a public contract with the citizens of the state and nation to define and achieve its land and sea grant, level one research missions. That responsibility is to provide the highest level of leadership in furthering education, communication, life long learning, and health and well-being for all citizens. This mission must be pursued at local, state, national, and international levels and it must permeate academic preparation programs, community collaborations and partnerships, and the domains of teaching, research, and service.</p> <p>The College of Education will be known for its systematic inquiry, the scholarship of teaching, and the commitment to service through partnerships as guiding principles for our actions. We have established core principles as a way to express our dedication to excellence in education at all levels.</p>	<ul style="list-style-type: none"> <li>• Communication Sciences and Special Education;</li> <li>• Counseling and Human Development Services;</li> <li>• Educational Psychology and Instructional Technology;</li> <li>• Elementary and Social Studies Education;</li> <li>• Kinesiology;</li> <li>• Language and Literacy Education;</li> <li>• Lifelong Education, Administration and Policy;</li> <li>• Mathematics and Science Education;</li> <li>• Workforce Education, Leadership and Social Foundations</li> </ul>	<p>The Research, Evaluation, Measurement, and Statistics (REMS) Program is housed in the Department of Educational Psychology and Instructional Technology.</p>
25	<b>University of Illinois-- Urbana-Champaign</b>	1,148	<p>The mission of the College of Education at the University of Illinois at Urbana-Champaign is:</p> <p>to maintain and enhance our position as a leader in research on critical issues in education.</p> <p>to be leaders in the preparation of teachers, preschool through secondary education, by using the latest advances in educational research; and to prepare leaders at the doctoral level who will assume positions as faculty at other universities, as school administrators, and as policy makers at the state and federal level.</p> <p>to serve the State of Illinois and the nation through our continuing professional development program for educators, including the development of alternative certification programs, and through outreach to P-12 schools, state government, community colleges, community agencies and private companies.</p>	<ul style="list-style-type: none"> <li>• Curriculum &amp; Instruction</li> <li>• Educational Organization and Leadership</li> <li>• Educational Policy Studies</li> <li>• Educational Psychology</li> <li>• Human Resource Education</li> <li>• Special Education</li> </ul>	<p>Studies In Interpretive, Statistical, Measurement and Evaluative Methodologies For Education (Queries)is housed in the Department of Educational Psychology.</p>
25	<b>University of Maryland-- College Park</b>	1,226			

Note:  
 University of California--Berkeley was CA's original land-grant college, but UC Davis and UC Riverside later assumed much of that role.



**APPENDIX B**

**"Peer" COE Organizational Structure ( Feb. 2009)**

University of Wisconsin-Madison School of Education	University of Minnesota College of Education and Human Development	Vanderbilt College of Education and Human Development	University of Georgia College of Education
<b>Academic Departments</b>	<b>Academic departments</b>	<b>Academic Departments</b>	<b>Academic Departments</b>
Art Department	Curriculum and Instruction	Human and Organizational Development (HOD)	Communication Sciences and Special Education
Counseling Psychology Department	Educational Policy and Administration	Leadership, Policy and Organizations (LPO)	Counseling and Human Development Services
Curriculum and Instruction Department	Educational Psychology*	Psychology and Human Development (PSYCH)	Educational Psychology and Instructional Technology
Dance Program	Family Social Science	Special Education (SPED)	Elementary and Social Studies Education
Educational Leadership & Policy Analysis Department	Institute of Child Development	Teaching and Learning (T&L)	Kinesiology
Educational Policy Studies Department	Postsecondary Teaching and Learning		Language and Literacy Education
Educational Psychology Department	School of Kinesiology		Lifelong Education, Administration, and Policy
Kinesiology Department	School of Social Work		Mathematics and Science Education
Occupational Therapy Program	Work and Human Resource Education		Workforce Education, Leadership, and Social Foundations
Rehabilitation Psychology & Special Education Department			
	*Offers programs in psychological foundations of education, research methods, and the practice and science of counseling psychology, school psychology, and special education		

**Appendix C: Reorganization Discussions and Decisions from College Senate and Meetings of Other College Groups (October 2009 through November 2010)**

October 29, 2009	Staff Reorganization Meeting	<ul style="list-style-type: none"> <li>• Convened three staff work groups (business/financial matters, student/curriculum issues, &amp; general office operations) to offer input on reorganization related to restructuring of the College infrastructure and support services.</li> </ul>
November 11, 2009	Reorganization Information Session for Assistant Professors	<ul style="list-style-type: none"> <li>• Dean met with Assistant Professors to discuss issues related to reorganization – tenure, etc.</li> </ul>
November 16, 2010	Reorganization Information Session for Associate Professors	<ul style="list-style-type: none"> <li>• Dean met with Associate Professors to discuss issues related to reorganization – tenure, etc.</li> </ul>
November 17, 2009	Staff Reorganization Meeting	<ul style="list-style-type: none"> <li>• Three staff work groups met for progress report update and to identify issues that cut across the different work groups.</li> </ul>
December 1, 2009	Staff Reorganization Summary Report Submitted to Dean	<ul style="list-style-type: none"> <li>• Staff work groups' summary reports, including recommendations related to reorganization, submitted to the Dean.</li> </ul>
December 8, 2009	Staff Presentation to Council of Chairs/Senate Leadership	<ul style="list-style-type: none"> <li>• Representatives from three staff work groups provided oral presentation of their summary reports to the COE leadership team.</li> </ul>
January 27, 2010	Staff Meeting with Dean's Office Representatives and UM Director of University Human Resources	<ul style="list-style-type: none"> <li>• Question and answer session related to College reorganization and implications for staff.</li> </ul>
February 5, 2010	Presentation of Staff Recommendations to Senate	<ul style="list-style-type: none"> <li>• Senate discussed staff recommendations related to the reorganization.</li> </ul>
February 19, 2010	Community-Research Exchange: All College Meeting	<ul style="list-style-type: none"> <li>• Faculty discussed common research and program interests across programs.</li> </ul>

March 4, 2010	Brown Bag for Graduate Students	<ul style="list-style-type: none"> <li>• Explored need for Grad Student Assembly; discussed reorganization issues.</li> </ul>
March 5, 2010	College Senate Meeting	<ul style="list-style-type: none"> <li>• Received update on staff recommendations re: placement of staff in new departments.</li> <li>• Reviewed report of Ad Hoc committee on Centers and Institutes.</li> </ul>
March 26, 2010	College Senate Meeting	<ul style="list-style-type: none"> <li>• Open forum for students, faculty, and staff to discuss APAC report.</li> <li>• Considered representation to Senate by new department configuration.</li> <li>• Reviewed proposed names for new departments.</li> </ul>
April 9, 2010	College-wide Assembly	<ul style="list-style-type: none"> <li>• Provost and Dean discussed reorganization followed by Q&amp;A session.</li> </ul>
April 26, 2010	College Senate Meeting	<ul style="list-style-type: none"> <li>• Open forum for students, faculty, and staff at which Dean discussed APAC Report and proposal to create a Senate-sponsored committee to respond to concerns identified in the APAC feedback.</li> </ul>
April 29, 2010	Senate Steering Committee Meeting	<ul style="list-style-type: none"> <li>• Discussion continued on the basic idea of the proposed committee, independent from the Dean's office, with departmental representation to work on charge, membership, and timeline.</li> </ul>
May 7, 2010	College Senate Meeting	<ul style="list-style-type: none"> <li>• Reviewed mission statement and provisional plan of organization of EDSP-EDPS-EDCI.</li> <li>• Open Forum for students, faculty, and staff with Dean's Office on defining</li> </ul>

		<p>the COE vision for reorganization, indentifying implications of budget concerns, advising, and rankings.</p> <ul style="list-style-type: none"> <li>• Proposal to create a Senate-sponsored committee to respond to concerns identified in APAC feedback approved.</li> </ul>
May 7, 2010	College-wide Student Reorganization Meeting	<ul style="list-style-type: none"> <li>• Dean Q&amp;A session/information update regarding the reorganization.</li> </ul>
May 10, 2010	College-wide Student Reorganization Meeting	<ul style="list-style-type: none"> <li>• Dean Q&amp;A session/information update regarding the reorganization.</li> </ul>
May 13, 2010	Staff Reorganization Meeting	<ul style="list-style-type: none"> <li>• Dean Q&amp;A session/information update regarding the reorganization.</li> </ul>
June 14, 2010	Initial Meeting of the Senate Summer Reorganization Oversight Committee (S-ROC)	<ul style="list-style-type: none"> <li>• Committee charged with responsibility for reviewing the 3-department model in relation to the APAC comments and the goals and intended outcomes of the reorganization.</li> </ul>
June 14-August 23, 2010	S-ROC Meetings Held	<ul style="list-style-type: none"> <li>• In addition to their review of documents, the committee also met with individual faculty members and other interested people for input.</li> </ul>
July 9, 2010	Staff Reorganization Meeting	<ul style="list-style-type: none"> <li>• Dean Q&amp;A session/information update regarding the reorganization.</li> </ul>
September 8, 2010	Open Forum on the Report of the Summer Reorganization Oversight Committee	<ul style="list-style-type: none"> <li>• College Senate hosted an open forum for faculty, staff, and students to discuss S-ROC Report.</li> </ul>
September 10, 2010	Open Forum on the Report of the Summer Reorganization Oversight Committee	<ul style="list-style-type: none"> <li>• College Senate hosted an open forum for faculty, staff, and students to</li> </ul>

		discuss S-ROC Report.
September 10, 2010	College Senate Meeting	<ul style="list-style-type: none"> <li>• S-ROC Report presented to and accepted by College Senate.</li> </ul>
September 23, 2010	College Senate	<ul style="list-style-type: none"> <li>• Dean officially received S-ROC Report from Chair of the College Senate.</li> </ul>
October 1, 2010	College-wide Assembly	<ul style="list-style-type: none"> <li>• Open Forum for faculty, staff, and students to discuss the revised reorganization proposal and on-line voting procedures.</li> </ul>
October 11, 2010	Staff Reorganization Meeting	<ul style="list-style-type: none"> <li>• Dean Q&amp;A session/information update regarding the reorganization.</li> </ul>
November 5, 2010	College Senate Meeting	<ul style="list-style-type: none"> <li>• Discussed the COE and Departmental Plans of Organization.</li> </ul>

Notes:

- The College Senate, which includes faculty, staff, and student representation, meets monthly during the academic year. The 2010 Senate meetings include March 5<sup>th</sup>, March 26<sup>th</sup>, April 9<sup>th</sup>, May 7<sup>th</sup>, September 10<sup>th</sup>, November 5<sup>th</sup>, and December 3<sup>rd</sup>. The College reorganization is a regular discussion item at these meetings.
- In addition to the College-wide meetings listed above, there were numerous department and/or program-specific meetings with individual department chairs and groups of chairs, individual faculty and groups of faculty, as well as individual graduate and undergraduate students and groups of students. The Dean continues to meet with interested parties upon their request.



# UNIVERSITY OF MARYLAND

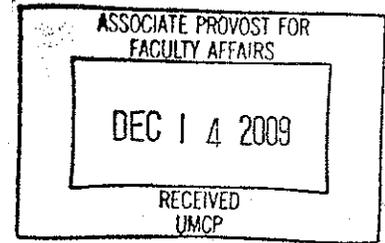
COLLEGE OF EDUCATION

Office of the Dean

December 1, 2009

Ellin Scholnick  
Associate Provost  
1126 Main Administration Building  
CAMPUS

3119 Benjamin Building  
College Park, Maryland 20742-1121  
301.405.2334 TEL 301.314.9890 FAX  
www.education.umd.edu



Dear Dr. Scholnick:

As we have previously discussed with you, the College of Education will be reorganizing its existing seven departments into three. In anticipation that this reorganization will be approved, we want to establish procedures for Promotion and Tenure of Assistant Professors and Promotion of Associate Professors whose tenure home will be changed as a result of the reorganization. Accordingly, we are proposing the following:

1. The Plan of Organization for the new unit/department will specify that all faculty comprising the new unit will retain their current rank in the merger.
2. A memorandum of understanding (MOU) will be developed for each tenured line faculty member that will specify their new tenure home and, if applicable, the procedures for promotion and tenure review at the departmental level. In addition, the MOU will specify procedures for DRIF as explained below.
3. Decisions regarding tenure of Assistant Professors in the newly formed unit will be made by the eligible faculty from the individuals' previous department (i.e. the tenure home prior to the merger). The eligible faculty will constitute the First Level Review of the candidate.
4. Decisions regarding the promotion of Associate Professors in the newly formed unit will be made by the eligible faculty from the individuals' previous department (i.e. the tenure home prior to the merger) *for up to three years following the faculty member's change of tenure home*. The eligible faculty will constitute the First Level Review of the candidate.
5. In addition to specification of promotion and tenure, each faculty member's MOU will specify the amount of DRIF funds, if any, that will be credited and maintained in their new department. Future allocations of DRIF will, at the discretion of the individual, continue to follow the policies of the faculty member's previous department *for up to two years following the faculty member's change of tenure home*

As you know, the support of all faculty in our college is of critical concern to me as we move forward with our reorganization. Thus, I hope that you will approve of these procedures.

Sincerely,

*Donna L. Wiseman*  
Donna L. Wiseman, Dean

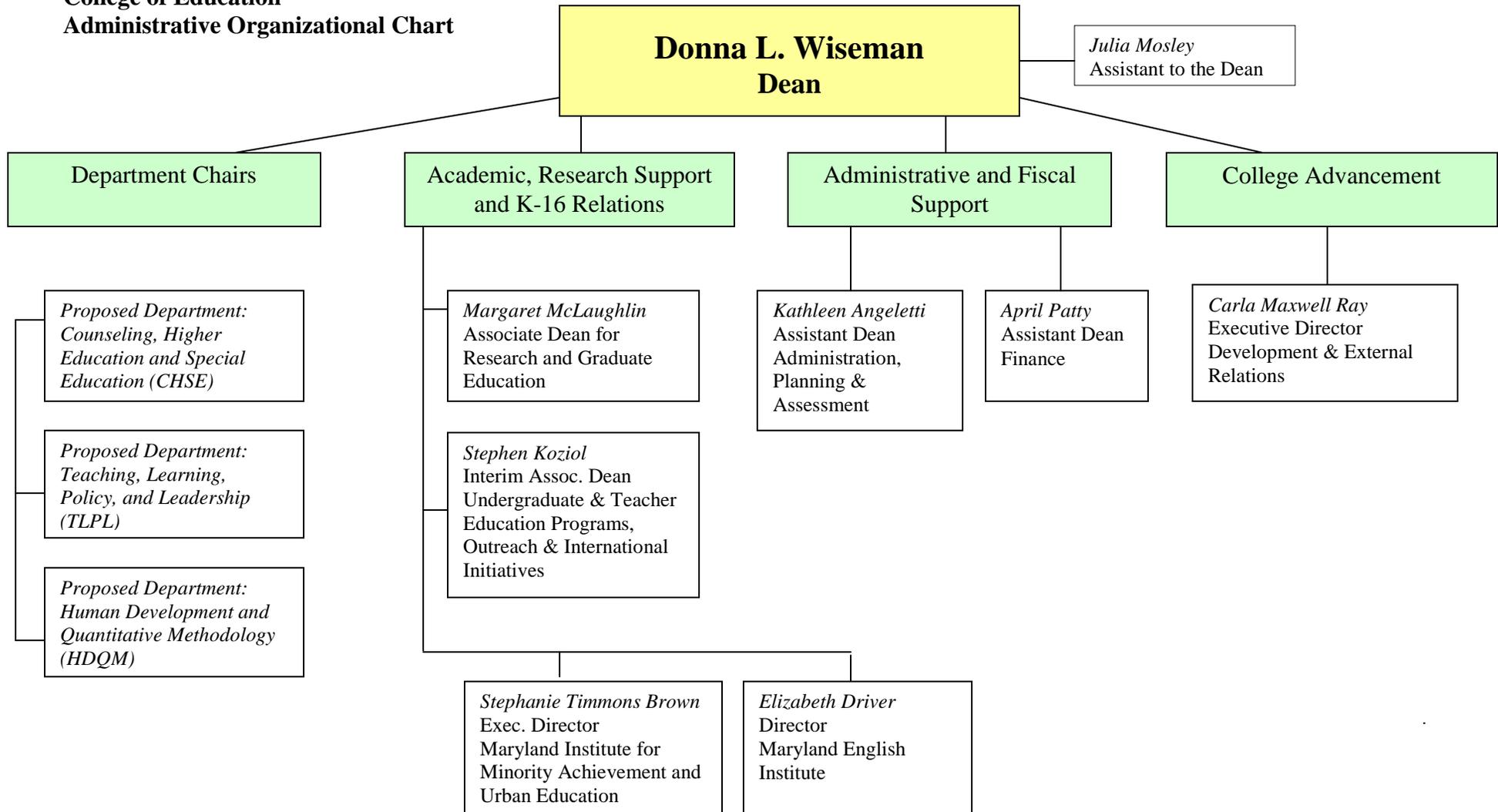
*Ellin Scholnick*  
Ellin Scholnick, Associate Provost

*12-14-09*  
Date

*Nariman Farvardin*  
Nariman Farvardin, Provost and  
Senior Vice President for Academic Affairs

*12/15/09*  
Date

**APPENDIX E**  
**College of Education**  
**Administrative Organizational Chart**



## **Plan of Organization of the College of Education**

COE Senate Proposed Draft

November 2010

### **Purpose of the College of Education:**

The purposes of the College of Education include: 1) research contributing to the body of knowledge upon which programs of the College are based, 2) instruction in undergraduate, graduate, continuing professional development, and related programs, 3) promoting and facilitating the use of knowledge to improve schools, colleges and other institutions that enhance learning, and 4) service to the local, State, national, and international educational community and to the public.

### **Purpose of the Plan of Organization:**

The organization of the College is complex in that it includes an academic organization as well as a management system. The purpose of the present plan is to provide collaborative planning in the systematic decision-making process as it relates to academic decisions and management. Inherent in the purpose is the responsibility for maintaining channels of communication shared by the faculty, staff, and students.

## **CHAPTER I: THE COLLEGE ASSEMBLY (CEA)**

### **ARTICLE I: Purpose and Functions:**

#### Section 1. Purpose

The purpose of the University of Maryland (UMCP) CEA shall be to provide a means for faculty, staff, and students to: fulfill their responsibilities in carrying out the mission of the College, promote the general welfare, and achieve high standards of teaching, research, and service.

#### Section 2.

The functions of the CEA shall include the following:

- a. to provide regularly for the collective expression of faculty , staff, and student concerns and viewpoints;
- b. to provide for full communication among the faculty, staff, and students of the college and the university community;
- c. to promote collaborative efforts in areas relating to the purpose of the College of Education;
- d. to formulate instruments, policies, and procedures relevant to governance;
- e. to act as the referendum body for the College of Education;

## Appendix F: Draft COE Plan of Organization

- f. to participate in activities relating to the organization and management of the College and its administrative units.

### **ARTICLE II: Membership**

The membership of the CEA shall be determined by appointment papers according to the following guidelines:

**Faculty:** Defined as all those employed by the State with the University of Maryland at College Park, as tenured or tenure-track faculty who hold the rank of Assistant Professor, Associate Professor, or Professor with an appointment of at least 51% in the College of Education, as well as those who have been appointed to full-time positions as Professor of Practice, Research Professor (Assistant, Associate, or Full), Research Associate, Lecturer, or Senior Lecturer in the College of Education. All such persons shall be voting members of the CEA.

**Staff:** Will be defined as all other employees who are currently appointed and employed by the College of Education for greater than 50% time, and who do not need to be reappointed every year. Also included shall be persons that have been employed greater than 50% time on temporary contractual positions by the College of Education for a continuous period of more than 5 years. All such eligible members may attend the meetings of the CEA and shall have rights to speak at such meetings. All other persons employed by the College may speak at the CEA meetings. Twelve staff members with voting privileges will be identified at College wide elections using the Hare system. At most 2 of these voting members shall be part time (i.e., less than 100%) employees. If the number of faculty in the College changes, the number of staff will be changed so that the ratio of staff to faculty will round to 1 to 10, with at most 1/6th part-time staff membership.

**Students:** Defined as all undergraduate students enrolled full time (as defined by the Office of the Dean of Undergraduate Studies) in a program of the College of Education and all graduate students enrolled at least 50% of full time in a program of the College of Education, as identified by no later than April 15<sup>th</sup> each spring on a list generated from the Dean's office. All such members may attend the meetings of the CEA and shall have the right to speak at such meetings. Students with voting privileges will be identified at elections: Three such graduate students will be elected from each department to be a voting member of the CEA. Nine such undergraduate students shall be elected by undergraduates in at-Large elections (using the Hare system) to be voting members of the CEA. Elections shall be conducted so that each department having an undergraduate program shall have at least two representatives. These numbers of students have been selected to represent approximately 10 % of the number of faculty members in the CEA apportioned at approximately 5% undergraduate and 5% graduate. If the number of faculty in the college changes, the number of students will be changed so that the ratio of students to faculty will be an even number that rounds to 1 (students) to 10 (faculty), with 1/2 being undergraduates and 1/2 being graduate students.

Elections specified in this Plan shall take place in the spring of each year timed to be completed no later than April 30. Voting for representatives from each of the constituencies above shall be by members of that category only. For purposes of the Governance of the College a person may

## Appendix F: Draft COE Plan of Organization

be in only one category. The term of service shall begin May 1st.

### **ARTICLE III: Officers**

#### Section 1. Designations

The officers of the CEA shall consist of a Chair, a Chair-elect, and a Secretary. These officers also shall hold the respective positions of Chair, Chair-elect, and Secretary of the College of Education Senate.

The position of Chair-elect shall be selected from the membership of the faculty of the CEA, by the voting members of the Assembly. This person will serve as Chair-elect for one year and as Chair of the CEA for the subsequent year. The election of Chair-elect by the CEA membership shall be held in the spring of each year. Procedures and supervision of nominations and elections shall be established and maintained by the College of Education Senate. The election for Chair-elect will require a simple majority vote of those voting which, if not attained by any one candidate, will require a run-off election between the two candidates receiving the largest number of votes (See Article V).

The position of Secretary shall be selected from the membership of the College of Education Senate. This election shall be held annually at the first meeting of the College of Education Senate scheduled for this purpose after the spring election of Chair-elect and delegates to the College of Education Senate but prior to the last regular monthly meeting of the College of Education Senate in May. Only delegates who are newly elected or continuing may vote at the special meeting and all such delegates must have been informed at least one week in advance of its time and place. The meeting shall be chaired by the incoming Chair. The term of office shall begin immediately.

#### Section 2. Vacancies

In the event of vacancies in the offices of Chair, Chair-elect, or Secretary, the College of Education Senate shall hold a special election at its first meeting following the notice of vacancy.

#### Section 3. Duties

- a) The Chair shall preside at all meetings of the College of Education Senate and shall perform such other duties as prescribed in the Plan of Organization or assigned by the College of Education Senate.
- b) The Chair-elect shall assist the Chair and preside at meetings of the Assembly and College of Education Senate in the absence of the Chair.
- c) The Secretary shall be responsible for minutes of all meetings of the CEA and the College of Education Senate and, with assistance of the Dean's office, maintain the permanent records of the College of Education Assembly and the College of Education Senate, inform the faculty,

## Appendix F: Draft COE Plan of Organization

staff, and students of actions of the College of Education Senate and/or Assembly, validate the roster of the CEA by department or area prior to each meeting of the Assembly, and revalidate the roster in the spring semester in preparation for election of department delegates and delegates-at-large to the College of Education Senate. The Secretary shall also be responsible for determining the list of those members of the College of Education eligible to vote and to serve.

- d) Officers shall perform the duties prescribed in the parliamentary authority in addition to those outlined in the Plan of Organization and those assigned by the CEA and/or College of Education Senate. Officers are permitted to vote on all matters before the Senate and the CEA.
- e) Vacating officers shall deliver to their successors all official material not later than ten days following election of their successors.

### **ARTICLE IV: Meetings and Voting on Matters of College Policy and Governance**

#### Section 1. Semi-Annual Meetings

Semi-annual meetings of the CEA shall be held during the Fall and Spring Semesters on dates set by the Steering Committee. The agenda for the Meeting shall be distributed to the faculty, staff and students at least two weeks prior to the meetings. Semi-annual meetings of the CEA shall be open.

#### Section 2. Special Meetings

Twenty percent of the voting members of the CEA may petition for a special meeting of the Assembly. The petitioners shall present with their petition a proposed agenda for the meeting, which shall be the only order of business at the meeting. Announcements of the time and place and of the agenda shall be made at least two weeks in advance. All special meetings shall be open. A special meeting may also be called by a majority vote of the College of Education Senate with an announcement of the agenda and time and place published two weeks prior to the special meeting. Exception to the notice requirement shall be made only in an emergency, as determined by the Chair, for which a three-hour notice shall be given stating time, place, and purpose.

#### Section 3. Voting on Official College Matters

When a COE matter arises that requires a vote of the College Assembly, the matter for consideration must be presented at a College Assembly meeting (either one of the regular Fall or Spring Assembly meetings or a specially-called meeting as described above). After the meeting, an electronic vote will be taken by members of the College Assembly. In order for a vote to stand, at least a quorum must participate in the voting process and at least of majority of those who vote must approve the proposed measure (please note: a quorum is defined as fifty percent

## Appendix F: Draft COE Plan of Organization

or more of the Assembly members with voting privileges).

### **ARTICLE V: Parliamentary Authority**

The most current version of Robert's Rules of Order Newly Revised shall govern the CEA in all cases in which they are applicable and in which they are not in conflict with the Plan of Organization.

## **CHAPTER II: THE COLLEGE SENATE**

### **ARTICLE I: College of Education Senate**

#### Section 1. Purpose

The purpose of the College of Education Senate shall be to take action on behalf of the faculty, staff, and students in all matters pertaining to governance within the College in fulfilling its stated responsibilities.

#### Section 2. Delegates

The College of Education Senate consists of delegates from the CEA as specified below:

**Faculty.** Each department will be served by three representative faculty members. In addition, there will be two at-large faculty delegates, plus the offices of Chair and Chair-elect.

**Staff.** Two exempt persons and one non-exempt person elected at large. The staff delegates shall serve for 2 years, elected in alternate years.

**Students.** One doctoral student, one masters student, and one undergraduate student elected at large by each respective category of student by doctoral and masters students who are enrolled at least 50% of full time (as defined by the Office of the Dean of Graduate Studies) and undergraduate students who are enrolled full time (as defined by the Office of the Dean of Undergraduate Studies) in a program of the College of Education.

The student delegates shall serve for 1 year, and may stand for reelection only once.

Only departments with a plan of organization that is approved or pending approval by the College of Education Senate shall have departmental representation.

The faculty of each department who hold membership in the CEA shall elect delegates to the College of Education Senate to replace delegates whose terms are expiring each year. The term of office shall be for two calendar years, beginning with the meeting of the College of Education Senate scheduled annually in the Spring. When a member is unable to attend meetings for a prolonged period (e.g., leave of absence, sabbatical, prolonged illness), the department may

## Appendix F: Draft COE Plan of Organization

recommend the appointment for a specified time period of a substitute with voting privileges.

Delegates-at-large shall be elected by the Assembly in the Spring of each year, following procedures for nomination and election. Procedures and supervision should be established and maintained by the College of Education Senate; the Hare System shall be used to obviate run-offs. The term of office shall be for one calendar year, beginning with the meeting of the College of Education Senate scheduled annually in the Spring for election of the Secretary and Steering Committee members of the CEA. At large delegates may be re-elected for successive terms. When an at-large member is unable to attend meetings for a prolonged period, the College of Education Senate Steering Committee shall designate, for a specific time period, a substitute with voting privileges. An election shall be held during this period.

University Senators from the College of Education will serve as ex-officio members of the COE Senate, without a vote..

### Section 3. Functions

The CEA entrusts to the College of Education Senate responsibility to:

- a) interpret and implement the purposes and functions of the Assembly;
- b) initiate College policy with regard to academic matters;
- c) establish standing and ad hoc committees to carry out responsibilities as needed;
- d) receive and act upon reports of committees;
- e) report its actions, policy proposals, and recommendations to the Assembly;
- f) communicate faculty , staff, and student points of view;
- g) approve agenda;
- h) receive and consider, and refer appeals and grievances;
- i) review and approve department plans of organization;
- j) perform other functions as approved by the Assembly;
- k) advise the Dean on membership to committees that he/she establishes;
- l) annually review and advise the Dean on the College budget; and
- m) communicate with the University Senate on College Senate issues.

### Section 4. Meetings

Regular meetings of the College of Education Senate shall be held during the Academic Year, Date, time, and place shall be decided upon by a majority of the membership. A quorum shall consist of a majority of its members. Meetings shall be open to all voting members of the CEA.

### Section 5. Steering, Nominating, and Awards Committees

## Appendix F: Draft COE Plan of Organization

A. Purpose: The purpose of the full Steering Committee is to propose the agenda for meetings of the College of Education Senate and the Assembly, to direct the business of the body to appropriate committees and through administrative channels of the College and University, and to advise and assist the Chair in carrying out responsibilities of the CEA and College of Education Senate. The Steering Committee functions as a committee on committees, and makes recommendations concerning committee membership to appropriate individuals or governing bodies. Agenda items may come from within the Steering Committee, from the Dean, or from other interested parties.

B. Membership: Committee shall be composed of the Chair, Chair-elect, and secretary of the Senate, a staff representative, a student representative and three additional faculty members—one elected by each Department from among its serving senators for one-year term. 50% of the Steering Committee constitutes a quorum. The Committee shall be chaired by the Senate Chair. [I would advise not including at large senators in the Steering Committee?]

The Faculty of the Steering Committee shall constitute a Faculty Advisory Committee to provide advice to the Dean and other administrators of the College, Campus, and System where appropriate.

C. Nominations: The Faculty of the Steering Committee shall also constitute a Nominating Committee, which facilitates the annual election of the Chair-elect of the CEA and Senate by implementing procedures adopted by the Senate and posted on the web site. The specific responsibilities of the Senate Nominating Committee are a. In advance of the Spring Assembly, to issue a call for nominations for Chair-elect of the College Assembly and Senate, including a listing of the responsibilities for the position of Chair and Chair-elect—and a call for nominations for At-Large Delegates to the Senate (including the At-Large Student, Staff, and Faculty Delegates) and for student voting representatives to the College Assembly.

b. To solicit nominations for Chair-elect of the College Assembly and Senate and for At-Large Delegates to the Senate.

c. To receive the written consent of each of the nominees for Chair-elect of the Senate and for At-Large Delegates.

d. To submit the slate of nominees and their written consents to the Secretary of the Senate.

e. To receive a written position statement ( $\leq 100$  words) from each of the nominees Senate (highlighting a nominee's perspective on College goals and issues).

f. To disseminate the written position statements submitted by nominees to the campus addresses of all voting members of the College Assembly.

D. Awards: The Faculty of the Steering Committee shall also oversee the annual convening of a College Awards Committee. The College of Education confers annual awards to recognize the accomplishments of tenured and non-tenured faculty, students, and staff within the College. The College Awards Committee is charged with selecting the awardees from among those nominated by their Departments.

The committee implements the awards criteria and the submission process and selects awardees for all but the COE Leadership award from among those individuals nominated by their departments. The recipient of the COE Leadership award is selected by the Dean's Office from among the nominees for that award. The Awards Committee will review annually all awards criteria and processes and with input from the Senate modify criteria as deemed necessary. Specific awards and criteria will be posted on the COE web site.

## Appendix F: Draft COE Plan of Organization

### Section 7. Standing and Ad Hoc Committees

The College of Education Senate is authorized to establish Standing and Ad Hoc committees to conduct business and to carry out the responsibilities entrusted to them by the CEA. The purpose, procedures, and status as a Standing Senate or Ad Hoc committee shall be established with each committee's creation. The documents specifying such establishment will be circulated to the voting members of the full CEA. Specific procedures to establish or to eliminate Standing Senate as well as Ad Hoc Committees may be specified in the By-Laws of the College. Senate committees shall operate within the stipulations indicated in the By-Laws.

### Section 8. Standing Committees

A. Purpose. The College of Education Senate is authorized to establish Standing Committees to conduct business and to carry out responsibilities entrusted to them by the College Senate and the Dean's Office. Standing Committees are established in areas where responsibility and accountability are shared between the Dean's Office and the College Senate.

B. Membership. Members of Standing Committees are selected from among the College faculty, staff, and students, with representation from each academic department within the College. Members need not be members of the College Senate to serve on Standing Committees. Departments may select members using appropriate procedures which may include election by the Department faculty, staff, and students, or by appointment of the chair. Committee composition from among faculty, staff, and student groups shall be determined by the Senate with the creation of each new Standing Committee, and shall reflect the appropriate constituents' interests in the business of each such committee. In addition to departmental members, the Dean shall appoint one representative from the Dean's Office to serve on each Standing Committee. The Dean's Office representative shall have full membership and voting privileges on such committees.

C. Charges. Charges are given to each Standing Committee by the Chair of the Senate with the advice and consent of the Dean. Charges include the scope of the work to be performed as well as a timeline for completion of the work on each charge.

D. Implementation. Once jointly approved by the Senate and the Dean, implementation of the recommendations of Standing Committees shall be the responsibility of the appropriate unit(s) in the College, including departments and the Dean's Office.

### Section 9. Committee Chair and Members

The Chair and members of each committee shall be appointed by the Chair of the CEA with advice of the Steering Committee and the consent of the College of Education Senate, with stipulations indicated below. The Chair and Steering Committee shall act as a Committee of Committees with respect to the nomination of membership to all committees that are a part of the College of Education and come under the direct responsibility of the Senate, as appropriate. Additional regulations with regard to membership and the Committee Chair may be specified in

## Appendix F: Draft COE Plan of Organization

the By-laws of the College.

The composition of each committee shall be established by the College of Education Senate at the time of creation of the committee.

The Chair of the College of Education Senate shall be an ex officio member of all standing and ad hoc committees established by the College of Education Senate.

- a. All committee Chairs shall perform the duties prescribed in parliamentary authority in addition to those assigned by the College of Education Senate.
- b. All vacating committee Chairs shall deliver to the Secretary all official material not later than ten days following appointment of their successors or the completion of their duties.

### **ARTICLE VI: College At-Large University Senate Members**

#### Section 1. Eligibility

All persons who are faculty members of the CEA, as specified in ART. II, shall be eligible to be elected as College at-Large faculty members of the University Senate.

#### Section 2. Nominations and Elections

In any year in which a College at-Large faculty representative to the University Senate is to be elected, the Secretary of the College Senate, or the Secretary's designee, shall issue a call for nominations. Nominations may come from any faculty member of the CEA; however, the nominator must obtain the written consent of the nominee. If the number of nominations exceeds the number of vacancies, an election shall be held by secret ballot which will be sent electronically to the university email address of all faculty members of the College.. The Steering Committee of the College Senate shall serve as judge of the election and shall certify results to the University Senate.

#### Section 3. Vacancies

Recommendations to fill vacancies in any term of office of a College at-large representative to the University Senate shall be made by the Chair of the College Senate with the advice and consent of the College Senate to the University Senate Executive Committee.

## **CHAPTER III: ADMINISTRATIVE ORGANIZATION**

### **ARTICLE I: Purpose and Functions**

#### Section 1. Purpose and Functions

The College Administration shall provide leadership, supervision, and coordination of all educational programs. Its functions shall include, but not be limited to, providing leadership in:

## Appendix F: Draft COE Plan of Organization

- a) the identification of social, economic, and political trends which have relevance for the mission of the college;
- b) the development of innovative and/or experimental programs of education;
- c) the pursuit and conduct of excellent scholarly research;
- d) the facilitation of excellence in teaching and other academic pursuits of faculty, staff, and students;
- e) the development of effective educational service to the University, State, and profession;
- f) improving the quality of education and human services in the State of Maryland, the nation, and internationally.

### **ARTICLE II: Dean and Central Staff**

#### Section 1. Designations

The chief administrator of the College is the Dean, who shall have central staff composed of Associate and Assistant Deans, assistants to the Dean, and authorized support personnel.

#### Section 2. Appointments

Recommendations for the appointment of the Dean shall be made by an ad hoc search and screening committee. The committee size and composition shall be determined by the Vice President for Academic Affairs and Provost. The College Senate shall encourage the Provost to insure that a majority of committee members shall be tenure-track faculty members from the College of Education elected by the faculty of the College Senate. All tenure-track faculty members in the College shall be eligible for such election, providing that the composition of the committee does not include more than one faculty member from the same department.

Assistants to the Dean and all supporting personnel shall be appointed by and serve at the pleasure of the appropriate administrative officer, e.g., the Dean, Associate Dean or Assistant Dean.

#### Section 3. Consultation with Senate

The Dean is expected to meet with the College Senate on a regular basis in an effort to secure advice with regard to policy and practice of the College. The Dean may request that the Steering Committee place on the agenda of the Senate such items as are seen fit. The Steering Committee shall make every effort to grant such requests.

## **ARTICLE III: Administrative Units of the College**

### Section 1. Scope and Mission of Department

A department of the College shall consist of a group of faculty members with common or closely related disciplinary or mission-oriented interests. All faculty members or groups of faculty offering courses and programs in the College shall be members of at least one department. The immediate government of the department is vested in its departmental faculty, staff, and students as specified by the Plan of Organization of that department, which has jurisdiction over the interests of the department, including authority to determine all questions of departmental educational policy. Actions and policies which affect more than one department are subject to review and approval by the College of Education Senate.

### Section 2. Department Membership

All faculty who are eligible to be voting members of the CEA shall have the right to vote and participate in their respective departmental meetings. The department Plan of Organization shall specify which and under what conditions student and staff members shall enjoy the rights of participation and voting in departmental meetings.

### Section 3. Department Administration

The chief administrative office of a department is the Chair, whose appointment shall be recommended to the Dean by a search committee composed of and elected by the department faculty, plus two faculty members from other departments of the College appointed by the College of Education Senate. The Chairs of the departments of the College shall meet with the Dean, the Chair of the CEA, and whomever else the Dean specifies. This group shall follow an agenda as set by the Dean, in consultation with its members. Regular minutes of these meetings shall be published.

Each department shall have an appropriate committee structure that represents all members of the department. The membership and method of selection of committees shall be determined by each department with the stipulation that faculty, as defined by the faculty membership for the College Assembly, shall constitute a voting majority of that determinative body. A committee specified in the Plan of Organization of the Department shall advise the Chair in the general administration of departmental affairs and shall also have at least a majority of faculty.

Each department Plan of Organization and its actual operationalization shall be reviewed by the College of Education Senate to ensure appropriate participation in departmental matters every 5 years, or sooner if so requested by 25% of either the faculty, staff, or students who are members of the department.

### Section 4. Grievances

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Grievances concerning conditions of personal and/ or professional welfare within departments shall be handled in accordance with a set of procedures applicable to all departments as established by the College of Education Senate. In the absence of special procedures, the College shall conform with those established by the University Senate or other relevant bodies of the Campus.

### **ARTICLE IV: Special Administrative Units**

Organizations in the College other than Departments shall be known as Special Administrative Units. They shall serve specific purposes established by the dean with advice of the College of Education Senate.

### **CHAPTER III: STUDENT ORGANIZATION OF THE COLLEGE ENABLING ACTION**

Responsibility for creating a student organization for each department rests with the students and faculty of that department. Responsibility for creating an all-College student organization rests with the departmental student organizations. Aspects of student participation shall be established at an appropriate time after the creation of the student organization. Students are invited to communicate directly with the CEA, Senate, and Committees that may be specified in the By-Laws.

### **CHAPTER V: AMENDMENTS, REVIEWS, AND REVISIONS**

#### **ARTICLE I: Amendments**

Amendments to the Plan of Organization may be proposed at any meeting of the CEA during the academic year. Upon approval of the amendment by a majority of those eligible to vote and voting, any proposed amendment shall be submitted by mail to all members of the CEA eligible to vote within ten class days. An affirmative vote within two weeks of mailing by two-thirds of those voting shall constitute adoption.

#### **ARTICLE II: Plan of Organization Review**

This Plan of Organization, accompanying By-Laws, and Plans of the departments shall be reviewed at least every fifth year by an ad hoc committee appointed by the College of Education Senate. The first such review is to occur five years from the date of adoption of the Plan by the College of Education.

#### **ARTICLE III: Revision**

The requirements for adopting a revision of the Plan of Organization shall be as specified in Chapter V, Article I. Adopting a revision to the By-Laws shall be the same as described in

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### Chapter VI, Article I.

#### **ARTICLE IV: Ratification**

Adoption of a new Plan shall go into effect in the Spring following ratification. All procedures specified in the newly adopted Plan and By-Laws shall be in force. This includes, for example, elections to take place in accordance with the new rules as approved.

#### **ARTICLE V: Implementation**

Implementation of the new Plan and By-laws shall be facilitated by the Steering Committee of the Senate and those additional persons invited by the Steering Committee to assist.

#### **CHAPTER V: BY-LAWS**

The CEA shall have the power to organize its constituents and to make By-Laws and regulations for its own proceedings so long as those By-Laws do not contravene the statutes of the University, the Powers of the Board of Regents, the powers delegated to the Chancellor and to the President, and this Plan of Organization.

##### **Article I: Amendments**

Amendments to the CEA's By-laws shall be presented in writing to the Senate members ten working days in advance of any regular meeting and shall require approval by a majority vote of the members of the Senate present and voting.

#### **CHAPTER VI: RECALL and MEMBERSHIP**

##### Section 1. Recall

Officers of the CEA and other elected or appointed persons covered by this Plan of Organization are subject to recall by the body which elected or appointed them.

##### Section 2. Annual Roster of Committees

At the outset of each school year, a list of persons serving on the Committees and the Senate (in addition to other College committees) is to be made available to faculty, staff, and students throughout the College. Faculty, staff, and students should consult their department Chair, unit director, or the Dean's office for a copy of the current membership list. Responsibility for preparation of this list is held by the Chair of the CEA in cooperation with the Dean's office.

## By-Laws of the College of Education

Original Version – 2001-2002 academic year; Revised 2008-2009, 2009-2010

This set of By-Laws to the Plan of Organization of the College of Education was established by College of Education Senate pursuant to its authority to establish Standing and Ad Hoc committees of the Senate in consultation with the Dean's Office.

All of the following may be considered as standing College committees in that they are permanent in nature. The Senate and the Dean are also empowered to create ad hoc committees for specific, time-limited purposes (generally, less than one year). . Charges are given to each Standing Committee by the Chair of the Senate with the advice and consent of the Dean. The Senate may request a yearly report from, or consultation with, each standing committee. In addition, each committee member is responsible for timely dissemination of information about his/her committee's activities to his/her department and other relevant constituency groups.

### A. COLLEGE APPOINTMENT, PROMOTION, AND TENURE COMMITTEE (APT)

The College APT Committee will function as the "Second-level Review" as specified in the Campus Policies and Procedures for Appointment, Promotion, and Tenure. The College APT committee will conduct reviews of faculty recommended for promotion and tenure by departments. Leadership would be determined by the Committee members. Committee composition: 3 Full Professors per Department; staggered two year terms; one ex officio member from the Dean's Office. (The regular review of tenured faculty, as mandated by campus policy, will occur at the departmental level in consultation with the Dean's office).

### B. COLLEGE OF EDUCATION PROGRAM, CURRICULUM AND COURSE COMMITTEE (PCC)

The College PCC Committee reviews and acts on all program, curriculum and course proposals that are forwarded from Departments and/or from other units or entities in the College of Education. The Committee would be chaired by an Associate Dean, who would vote only as a tie-breaker. Committee composition: 3 members from each department, staggered in two year terms; one ex officio member from the Dean's Office.

### C. FACULTY DEVELOPMENT COMMITTEE (FDC)

The FDC acts in support of faculty development activities, augmenting those that are offered by individual departments. Examples of activities include hosting P&T workshops and ensuring that all junior faculty members receive senior faculty mentors. The FDC also serves as an advisory committee to the Senate and the Dean in the area of faculty development. All members of the FDC shall be tenured and tenure-track faculty who are active and productive in scholarship and who are effective teachers. Leadership would be determined by the Committee

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members. Committee composition: 2 members from each department; staggered in two year terms; one ex officio member from the Dean's Office, who is responsible for the scheduling, announcing, and coordinating of activities sponsored by the FDC at the College level, including such activities as P&T workshops. Staffing and support for the activities of the FDC shall be provided by the Office of the Associate Dean for Academic Affairs.

### D. COMMITTEE ON UNDERGRADUATE EDUCATION AND INITIAL CERTIFICATION/EDUCATOR PREPARATION (CIC)

The CIC focuses on undergraduate and initial certification/ educator preparation programs. The Committee guides the development and articulation of a statement of philosophy, objectives, and conceptual framework for the undergraduate initial certification of educator preparation programs. It reviews and makes recommendations to the COE Senate, COE Dean, and/or COE PCC, as appropriate, on issues related to curriculum; admissions and retention policies; degree requirements; cross-departmental and intra-university coordination; internships and pre-internship experiences; adherence to campus, accreditation, and state requirements and standards; diversity and equity issues; and the development of new programs, courses and policies.

Committee composition: one faculty member from each of these areas: (a) early childhood education; (b) elementary education; (c) middle education, secondary education and K-12 education; (e) special education; (f) reading; (g) school counseling; (h) school psychology; (i) administration and educational leadership; (f) representation from each area outside of the College – i.e., physical education, music education, library education, and agricultural education. In addition, there shall be one staff member elected at large by and from faculty and professional staff members eligible for membership in the COE. Two student members shall be elected by and from those students eligible for membership in the COE and/or related units and who are enrolled in one of the undergraduate and/or initial certification/educator programs; one student shall be from among graduate students and one from among the undergraduates. The composition of the committee may change, depending on change in the nature of undergraduate programs in the College. In addition, there shall be a sub-committee of the CIC representing the accreditation concerns of non-teacher preparation graduate programs.

### E. GRADUATE EDUCATION COMMITTEE

The Graduate Committee is charged with developing, reviewing and monitoring the quality of all graduate policies pertaining to programs not included under the Undergraduate and Initial Certification/Educator Committee. The Committee guides the development and articulation of objectives and policies governing master's and doctoral programs as well as certificate programs and Executive Leadership programs as they are developed. The Committee is charged with developing the strategic initiatives of Goal 2.0 of the COE Strategic Plan. The Graduate committee is the principal liaison between the campus Graduate School and the College and interprets campus policy and evaluation requests for COE programs. The Committee makes recommendations to the COE Senate, COE Dean, and/or COE PCC, as appropriate, on issues related to curriculum; recruitment, admissions and retention policies; degree requirements; cross-departmental and intra-university coordination for the COE graduate programs as noted above.

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Committee composition: 2 representatives from each department; 2 graduate students selected by the Dean; Associate Dean for Graduate Education.

### F. RESEARCH ADVISORY COMMITTEE

The Research Advisory Committee will be constituted in accordance with the College Strategic Plan to advise and consult with the Associate Dean for Research regarding research development across the departments and centers and institutes. The committee will assist in developing policies including identifying college wide infrastructure and other activities designed to increase research productivity within the College including the expansion of interdisciplinary research. Committee composition: Associate Dean for Research, 1 representative from each department, 1 member appointed by the Dean

### G. OUTREACH ADVISORY COMMITTEE

The Outreach Advisory Committee reviews and makes recommendations to the COE Outreach Office and to the COE Senate, COE Dean, and/or COE PCC, as appropriate, on matters related to the outreach initiatives from the College of Education. These may address matters of overall policy; strategic planning; budgeting and resource management; staffing and organizational support; research and program evaluation; and development of innovative outreach programs. Committee composition: 1 member from each department; 3 at large members; Associate Dean for Outreach Programs; Assistant Director of Outreach Programs.

### H. OFFICE OF INTERNATIONAL INITIATIVES ADVISORY COMMITTEE

The Office of International Initiatives Advisory Committee reviews and makes recommendations to the International Initiatives Office and to the COE Senate, COE Dean, and/or COE PCC, as appropriate, on matters related to the international initiatives from the College of Education. These may address matters of overall policy; strategic planning; budgeting and resource management; staffing and organizational support; research and development projects; support for internationalization initiatives for COE faculty, professional staff, and students; and support for international students and visiting faculty. Committee composition: 2 members from each department; Director of the Office of International Initiatives; Harold Benjamin Professor of International and Comparative Education.

### I. ADVANCEMENT OFFICE ADVISORY COMMITTEE

The Advancement Office Advisory Committee reviews and makes recommendations to the COE Advancement Office and to the COE Dean, as appropriate, on matters related to the development and advancement initiatives from the College of Education. These may address matters of overall policy; strategic planning; budgeting and resource management; staffing and organizational support; and building college-wide support and cooperation. Committee composition: 1 member from each department; Director of the Advancement Office; Director of Alumni Relations; Director of Communications and Public Relations.

### J. COMMUNITY COMMITTEE

The Community Committee attends to social and intellectual community-building issues within the College. The Committee shall be composed of the Chair-elect, a staff representative, a

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student representative, and three additional faculty members from each department to assure representation from across the College. 50% of the Community Committee constitutes a quorum. The Committee shall be chaired by the Senate Chair-elect.

### K. BUDGET COMMITTEE

The Budget Committee provides advice to the College Senate and to the Dean on behalf of the COE faculty and staff regarding issues related to the financial direction, resources, and budget priorities of the College. The Committee reviews the College's annual budget, provides recommendations regarding the prioritization of requests for new funds, the reallocation of existing funds, and the reduction of funds, as well as advises the Senate and Dean on policies related to or influencing the College's financial position.

DRAFT



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	07-08-20
<b>PCC ID #:</b>	N/A
<b>Title:</b>	Medical Amnesty / The Responsible Action Protocol (Proposal on Discipline and Calls for Emergency Medical Service)
<b>Presenter:</b>	Nan Ratner, Chair, Senate Student Conduct Committee
<b>Date of SEC Review:</b>	February 16, 2011
<b>Date of Senate Review:</b>	March 2, 2011
<b>Voting (highlight one):</b>	On resolutions or recommendations one by one, or In a single vote To endorse entire report
<b>Statement of Issue:</b>	The issue of whether the University should establish a “Medical Amnesty” or “Good Samaritan” Policy was raised by an Undergraduate Student Senator in the Fall of 2007. She asked the Senate Executive Committee for a review of disciplinary policies on campus that apply to students who call for emergency medical services for alcohol related illness or overdose. Her proposal called for an amendment to the University of Maryland Code of Student Conduct that would exempt students from judicial action if they call for medical assistance for themselves or a friend.
<b>Relevant Policy # &amp; URL:</b>	<a href="http://www.president.umd.edu/policies/docs/v100b.pdf">http://www.president.umd.edu/policies/docs/v100b.pdf</a>
<b>Recommendation:</b>	Following extensive research over a four year period, the Student Conduct Committee recommends that the attached policy, <i>Promoting Responsible Action in Medical Emergencies Policy</i> , become official University policy and that the corresponding changes to the Code of Student Conduct be made simultaneously.
<b>Committee Work:</b>	The 2010-2011 Student Conduct Committee (SCC) was re-charged with reviewing the Medical Amnesty issue and the current Responsible Action Protocol in November 2010. The committee reviewed the previous research, findings, and recommendations of the 2007-2008 SCC, the 2008-2009 SCC,

	<p>and the 2009-2010 SCC. The committee spoke with student leaders, including the President of the Student Government Association, to further understand the student perspective of the current Responsible Action Protocol. Additionally, the committee reviewed the existing language of the protocol and considered whether it should be revised to strengthen the message that student safety is of paramount importance. Following discussion with the Director of the Office of Student Conduct, the President’s Legal Office, and other University administrators, the 2010-2011 SCC decided that the protocol (or a modified version of it) should be transformed into an official policy.</p> <p>In conjunction with the Office of Student Conduct, the SCC has created and unanimously approved the attached policy, which it recommends become official campus policy at the University of Maryland. This policy has been vetted through the President’s Legal Office, and it has been circulated to the key directors of the Department of Resident Life, the Department of Fraternity &amp; Sorority Life, and the Stamp Student Union Center for Campus Life.</p> <p>The committee voted to approve forwarding the policy and its recommendations to the Senate Executive Committee at the Student Conduct Committee meeting on Wednesday, February 23, 2011.</p>
<b>Alternatives:</b>	The Senate could choose not to approve the proposed policy and recommended changes to the University of Maryland Code of Student Conduct. The administrative protocol called <i>Promoting Responsible Action in Medical Emergencies</i> , also known as the Responsible Action Protocol (RAP), would remain in place.
<b>Risks:</b>	There are no associated risks.
<b>Financial Implications:</b>	There are no related financial implications.
<b>Further Approvals Required:</b> <i>(*Important for PCC Items)</i>	Senate Approval, Presidential Approval

# Senate Student Conduct Committee

Senate Document 07-08-20

## Report on Medical Amnesty / The Responsible Action Protocol (Proposal on Discipline and Calls for Emergency Medical Service)

February 2011

### **BACKGROUND:**

The issue of whether the University should establish a “Medical Amnesty” or “Good Samaritan” Policy has been under review by the University Senate since the Fall of 2007. In 2007, an undergraduate student submitted a proposal to the Chair of the Student Conduct Committee (SCC) asking for a review of the need for a Good Samaritan Policy. The Senate Executive Committee (SEC) decided to charge the SCC with reviewing the issue.

The 2007-2008 SCC extensively researched the topic of Good Samaritan Policies and submitted a report to the SEC (Appendix Five). The committee reviewed articles and surveys on Medical Amnesty Policies and solicited opinions on Medical Amnesty Policies from members of the University community who would be knowledgeable about the current practices on campus and the potential impacts of such a change in policy. Ultimately, the SCC did not recommend that a change to the Code of Student Conduct be made to incorporate such a policy at that time. It did, however, recommend that the SEC ascertain which recommendations of the University of Maryland Alcohol Task Force Final Report (March 2004) had been implemented to date. The SCC also recommended the obtainment of further information on the student body’s awareness and reaction to suspected alcohol poisoning, as well as the development of new educational tools in this area.

In response to the SCC’s recommendations, Dr. Linda Clement, Vice President for Student Affairs, reported back to the SEC with explanations regarding the current status of alcohol programs at the University of Maryland College Park. She also gave a Special Order of the Day presentation at the Senate meeting on December 11, 2008 entitled, “Student Alcohol Use at UMCP: Issues and Solutions.”

In the Fall of 2008, the SEC decided to request that the SCC revisit the issue. The SEC particularly asked the 2008-2009 SCC to investigate the opinion and experiences of constituents at the University regarding medical amnesty. The SEC asked that the SCC work with Resident Assistants, University Police Officers, and students. The SCC organized a Good Samaritan Working Group to conduct further research. The Working Group’s membership included engaged students and faculty, Senators and non-Senators, as well as representatives of the Office of Student Conduct and the Student Honor Council. One of the student members also represented the fraternity and sorority community.

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

- Is the fear of University sanctions causing doubt and/or hesitation about whether to call emergency services for fellow students in life threatening situations due to alcohol consumption a problem on the University of Maryland campus?

- If yes, would the implementation of a Good Samaritan policy help in alleviating these fears?

The Working Group began researching both questions simultaneously. Some members were tasked with examining similar policies implemented at other institutions (including Muhlenberg College and Cornell University), as well as new research findings on the topic in higher education. The remaining members of the Working Group attempted to capture the realities of these situations on campus by talking to those who are directly involved. This included attending the Residence Hall Association (RHA) Amethyst Dialogue on Good Samaritan Policies, conducting a survey of University Student Judiciary members, and hosting an open forum for undergraduate students to provide testimony. The Working Group also followed Maryland State Legislation introduced by Delegate Kriselda Valderrama (D-Prince George's County), which proposed the creation of a Maryland State Law similar to a Good Samaritan Policy. Additionally, the Working Group connected with Dr. Daniel Reardon, whose son died of alcohol poisoning at the University in 2002, and consulted with members of the UM Police Department.

The Working Group reported back to the SCC in March 2009. The Working Group determined that the fear of University sanctions causes doubt and/or hesitation in calling for emergency services for fellow students in life threatening situations due to alcohol consumption, and it agreed that a Good Samaritan Policy would increase the likelihood that students would call for emergency services by alleviating the fear of being sanctioned. Its report contained five recommendations, including that the University should adopt a policy that would protect the caller from being sanctioned by the University for possession or consumption of alcohol, as well as protect the student whose condition prompted the call from similarity being sanctioned.

The 2008-2009 SCC accepted the report of the Working Group and asked the Office of Student Conduct to craft a policy that would satisfy the recommendations of the report and its findings. Following further discussion and advice, the SCC and Office of Student Conduct co-created an administrative document (*Promoting Responsible Action in Medical Emergencies*, also known as the Responsible Action Protocol (RAP)) and voted that it be forwarded to the SEC with a recommendation of its establishment as a protocol adopted by the Office of Student Conduct.

The SEC accepted the report of the SCC and placed it on the Senate agenda for April 23, 2009. At the Senate meeting, the Senate voted to accept the report and generally endorse the findings and recommendations of the committee (Appendix Four). The Senate voted in favor of recommending that the Office of Student Conduct adopt the administrative protocol entitled *Promoting Responsible Action in Medical Emergencies* as administrative procedures for cases of medical emergencies involving a student in possession or under the influence of alcohol who summons medical emergency assistance for him/herself or on behalf of a fellow student. Three resolutions were forwarded to President Mote.

In May 2009 President Mote acknowledged receipt of the University Senate resolutions on *Promoting Responsible Action in Medical Emergencies*. The Senate had endorsed the administrative protocol and recommended that the Office of Student Conduct adopt it as an administrative procedure. The Office of Student Conduct was given a one-year trial period during which to implement and use the new administrative procedures, and was asked to report back to the SEC on the results. It was resolved that the 2010-2011 Senate would then examine whether it is advisable to propose a new University policy to apply in such cases.

During the course of the year, the SCC continued to work on the issue of medical amnesty. In April 2010, the SCC organized and conducted another open forum on the RAP, to gather students' perception of the existing protocol. The sentiment of the students in attendance was that the RAP does not provide as much coverage as desired. The students also expressed concern that the protocol had not been marketed well enough, and that there is frustration regarding the fact that the RAP is a protocol and not a policy, and is implemented at the discretion of the Office of Student Conduct.

Additionally, the SCC met with a Masters of Public Health Candidate who completed her thesis on the student body's awareness of, reaction to, and use of the Responsible Action Protocol at the University. Her research included two components—quantitative and qualitative studies of students who live on campus, as well as of student Resident Advisors (RAs). The graduate student met with focus groups, and she cited that six major themes arose during her conversations with the students: opinions of the University's alcohol policies, awareness of alcohol poisoning, perceptions of student alcohol consumption, influences on calling behavior, criticisms of the RAP, and suggestions regarding the RAP. The SCC reviewed all of her research and findings. At the end of her presentation, the student recommended that the administration consider changing the protocol to a policy, because of the negative perception of some students that the RAP is "just a protocol that can be changed at any time."

The SCC also assisted the Office of Student Conduct with the creation of a survey that was sent via email to a random sample of 1,500 students in order to collect data regarding the RAP.

Following the one-year trial period, Dr. John Zacker, Director of the Office of Student Conduct and Ex-Officio Member of the SCC, presented a report to the SEC at its meeting on October 27, 2010 (Appendix Three). The report recommended the continuation of marketing efforts geared toward making all students aware of RAP and encouraging responsible action in medical emergencies. It also recommended that the collection of data regarding alcohol related transports and application of RAP in order to assess overall trends be continued. Lastly, the report recommended the continuation of implementation and application of RAP as developed as an administrative protocol; it did not recommend modifying the existing protocol or creating/instituting a more formal policy.

After extensive discussion on the report, the SEC agreed that further review of this issue was necessary. The SEC decided to re-charge the SCC with review of this issue (Appendix Two).

### **CURRENT PRACTICE:**

Effective Fall 2009 the administrative protocol called *Promoting Responsible Action in Medical Emergencies*, also known as the Responsible Action Protocol (RAP), was adopted as an administrative procedure by the Office of Student Conduct. In turn, the Office of Rights and Responsibilities with the Department of Resident Life was requested to implement RAP in handling applicable cases in and around the residence halls on campus.

### **COMMITTEE WORK:**

The 2010-2011 SCC was re-charged with reviewing the Medical Amnesty issue and the current Responsible Action Protocol in November 2010. The SEC requested that the SCC review the Office of Student Conduct's report and advise whether further action should be taken.

On December 2, 2010, the Student Conduct Committee met to discuss the re-charge. Steve Glickman, Student Government Association (SGA) President, and Irina Alexander, Undergraduate Student Senator and former President of Students for a Sensible Drug Policy, joined the committee at the meeting. Glickman explained that, as Student Body President, he had sat down with students on campus to find out whether they understand the RAP. He found that students have difficulty understanding the protocol and cannot clearly understand the consequences and coverage of the RAP as currently written. As a result, Glickman and two Undergraduate Student Senators crafted revised language for the protocol. The revised language was submitted to the SCC for consideration. The students also stated that they would like for a policy to be enacted.

Glickman explained that the students' main concern is that the RAP is merely a campus protocol, which could or could not be followed, as opposed to a campus policy, which must be followed. He stated that students' have concern with the idea that the protocol can be changed at any time by the Director of Student Conduct.

Additionally, Glickman reported that the SGA had recently passed a Resolution Supporting a Good Samaritan Policy, which requested that the University Senate and the Director of Student Conduct consider all sides and interpretations of the results of the 2009-2010 protocol and demanded that the current RAP be made into a policy that would guarantee the caller and the victim immunity in an alcohol-related emergency from University punishment for alcohol possession or consumption. The SGA Legislature is composed of 41 legislators who are each elected by an academic college or residential community, or are appointed from the freshman class. According to the SGA website, the duties of the SGA Legislators are to effectively represent the expressed views and concerns of the University of Maryland student body; to properly inform and educate their constituencies on issues that impact the campus; and to enact policies and procedures that will address these issues. The SGA passed a Resolution Supporting the Adoption of a Good Samaritan Policy for Drug and Alcohol Use two legislative years ago, as well as a Resolution Demanding a Good Samaritan Policy one legislative year ago.

The recent SGA resolution identified the fact that the number of calls for medical transports regarding alcohol-related medical emergencies has increased, and that the increased number of transports could be attributed to an increase in drinking and/or an increase in life-saving calls.

The SCC reviewed the existing language in the protocol and considered all of the revisions to the RAP as suggested by the students. The SCC was largely in support of the changes to the protocol as submitted by Glickman and found the proposed language acceptable in principal.

The SCC discussed whether a policy would better serve the students than the current protocol. The committee members agree that the goal of the SCC's work up to this point had been to develop a practice that would encourage students to call for help in medical emergencies involving a student in possession or under the influence of alcohol who summons medical emergency assistance for him/herself or on behalf of a fellow student. The SCC determined that if a policy would indeed encourage students to do so more effectively than the current protocol, then a policy should be created.

The committee received advice from the President's Legal Office concerning the creation of such a policy, and its affect on the Code of Student Conduct, which was originally approved by the Board of Regents. The Legal Office expressed that the opinion of the Office of the Attorney General is that although the Board of Regents established the Code of Student Conduct, it has

since delegated authority to the presidents of USM Institutions to establish rules for the administration of student affairs of their respective institutions, including student discipline. The Legal Office explained that the Code of Student Conduct may be amended by the President without further approval. The Board of Regents regularly mandates that USM Institutions institute policies on certain subjects, which must be reported to the Board or Regents or submitted for its approval. These mandates may relate to student conduct, which in essence would require the campus to change its Code of Student Conduct. Thus, on occasion, authority over the Code may be retrieved by the Board of Regents. However, in this case, if the Senate recommends changes to the Code of Student Conduct, and the President approves, they would be adopted as campus policy, amending the Code in the process. Additional action by the Regents would not be required.

With that in mind, the SCC believes that the establishment of a policy is necessary and appropriate at this time. The committee believes that it is clear that the protocol is not viewed as sufficient by the undergraduate student body, and if changing the practice from a protocol to a policy will encourage more students to call for help when needed, then it is the obligation of the committee and the Senate to create a policy that will satisfy both the needs of the students and the University. Therefore, in conjunction with the Office of Student Conduct, the SCC has created and unanimously approved the attached policy, which the SCC recommends become official campus policy at the University of Maryland (Appendix One). This policy has been vetted through the President's Legal Office, and it has been circulated to the key directors of the Department of Resident Life, the Department of Fraternity & Sorority Life, and the Stamp Student Union Center for Campus Life.

Additionally, the Office of Student Conduct is willing to adopt this policy at the time that the President approves it as policy (if indeed it is approved by the President), instead of postponing action until the summer to make changes for the Fall Semester, when modifications and amendments to the Code of Student Conduct are normally introduced.

### **RECOMMENDATIONS:**

The Senate Student Conduct Committee recommends that the attached policy entitled, *Promoting Responsible Action in Medical Emergencies Policy* become official University policy, and that the corresponding changes to the Code of Student Conduct be made simultaneously.

### **APPENDICES:**

Appendix 1 – Recommended Policy and Changes to the Code of Student Conduct

Appendix 2 – 2010 Re-Charge to the SCC

Appendix 3 – 2010 Report from the Office of Student Conduct

Appendix 4 – 2008-2009 Charge and Report

Appendix 5 – 2007-2008 Charge and Report

## **Promoting Responsible Action in Medical Emergencies**

### ***Recommended Policy***

#### **Purpose**

The health and safety of University students is of paramount concern. All members of the University community are encouraged to act in a responsible manner when an individual may require medical assistance by dialing 911 or 301.405.3333 or seeking a University or Resident Life official. It is recognized that in situations in which either a student summoning or requiring help is under the influence of alcohol, the threat of disciplinary sanctions for violating the University's alcohol policy is a barrier to seeking help. As such, the University of Maryland will do all that it can to promote student health, safety, and well-being. *Promoting Responsible Action in Medical Emergencies* is policy administered by the Office of Student Conduct that will reduce barriers to seeking help in cases of alcohol-related emergencies by providing relief from administrative or disciplinary action on the part of the University if either a University official or other authority is contacted in a timely fashion.

#### **Policy**

1. A student in possession or under the influence of alcohol who summons medical emergency assistance for him/herself or on behalf of a fellow student experiencing a medical emergency will not face disciplinary charges under the *Code of Student Conduct* or *Residence Hall Rules* for the possession or use of alcohol, with the exception of the exclusions noted below. In lieu of disciplinary charges and as a condition of such relief, students handled under this policy will usually be required to be evaluated by the University Health Center staff and successfully complete an approved alcohol intervention program.
2. This policy also extends to the student for whom medical emergency assistance has been summoned.
3. A "summons" for medical emergency assistance is deemed to be contacting police, University staff or other officials designated emergency medical providers.

#### **Procedures**

Students referred to the Office of Student Conduct or the Department of Resident Life for alcohol use or possession will be interviewed by a representative of the unit. If the student is eligible for conditional relief under this policy, the initiation of disciplinary charges will be "deferred" under Part 29 of the *Code of Student Conduct* pending successful completion of an approved alcohol intervention program, if deemed necessary by University staff. If the student successfully completes the program to the satisfaction of the Health Center staff and the Office of Student Conduct/Department of Resident Life, the pending charges will be withdrawn, leaving the student with no disciplinary record. If the student fails to successfully complete the program, charges for alcohol use and possession will be processed and, if proved, may result in more severe sanctions and a disciplinary record.

## **Exclusions**

1. The conditional relief from disciplinary charges described in this policy does not extend to charges other than possession or use of alcohol. In addition, it shall not provide relief from disciplinary charges pertaining to the alleged possession or use of alcohol which, if proven, would constitute an “Aggravated Violation” as defined under Part 2(a) of the Code of Student Conduct or would involve the distribution of alcohol to a person under the legal drinking age.
2. Students with a prior disciplinary record of alcohol-related violations and students previously granted relief under this policy as the person for whom the emergency services were being summoned, shall only be eligible for relief on a case-by-case basis following an assessment by the Office of Student Conduct or Department of Resident Life.
3. This policy does not and cannot offer conditional relief, immunity or protection from criminal complaint, arrest or prosecution by University police or other person or official for illegal activity, including the illegal use or possession of alcohol in violation of County, State or Federal law. It does not provide relief from any civil suit, fine or financial obligation to any party (including the University), for loss, damage or injury associated with alcohol use or possession.
4. This policy does not offer conditional relief to student organizations, which remain subject to organizational charges for alcohol-related violations, including possession and use. The nature of such charges and any resulting disciplinary sanctions, however, will take into account and may be mitigated by the action taken by organizational representatives. A representative of a student organization who summons medical emergency assistance may be eligible for conditional relief from charges for his or her personal use or possession of alcohol under this policy.

**LEGEND: Recommended Changes to the Code of Student Conduct**

All changes are listed in **bold** and **blue** font

Double Line Strike-Out: Text Removed Completely

Single Line Strike-Out: Text Moved to Different Section

Underlined and Italicized Text: New Addition

Italicized Text: Moved from Different Section

## V-1.00(B) UNIVERSITY OF MARYLAND CODE OF STUDENT CONDUCT

Approved by the Board of Regents January 25, 1980; amended effective September 4, 1990; December 18, 2001; April 22, 2004; November 18, 2005, April 5, 2006

Note: Different procedures and penalties are applicable in cases involving allegations of academic dishonesty. Please refer to the *Code of Academic Integrity*, available from the Office of Student Conduct (301-314-8204).

Footnotes which appear throughout the *Code of Student Conduct* refer to the Annotations listed at the end of this appendix.

**RATIONALE**

1. The primary purpose for the imposition of discipline in the University setting is to protect the campus community. Consistent with that purpose, reasonable efforts will also be made to foster the personal and social development of those students who are held accountable for violations of University regulations.<sup>1</sup>

**DEFINITIONS**

2. When used in this *Code*:<sup>2</sup>
  - (a) The term “aggravated violation” means a violation which resulted or foreseeably could have resulted in significant damage to persons or property or which otherwise posed a substantial threat to the stability and continuance of normal University or University-sponsored activities.
  - (b) The term “distribution” means sale or exchange for personal profit.
  - (c) The term “group” means a number of persons who are associated with each other and who have not complied with University requirements for registration as an organization.
  - (d) The terms “institution” and “University” mean the University of Maryland, College Park.
  - (e) The term “organization” means a number of persons who have complied with University requirements for registration.
  - (f) The term “reckless conduct” means action which any member of the University community can be expected to know would create a clear risk of harm to persons or property, or would disrupt the lawful activities of others, including studying, teaching, research, and University administration.<sup>3</sup>

- (g) The term “student” means a person taking or auditing courses at the institution either on a full- or part-time basis.<sup>4</sup>
- (h) The term “University premises” means buildings or grounds owned, leased, operated, controlled or supervised by the University.
- (i) The term “weapon” means any object or substance designed to inflict a wound, cause injury, or incapacitate, including, but not limited to, all firearms, pellet guns, switchblade knives, knives with blades five or more inches in length.
- (j) The term “University-sponsored activity” means any activity on or off campus which is initiated, aided, authorized or supervised by the University.
- (k) The terms “will” or “shall” are used in the imperative sense.

### **INTERPRETATION OF REGULATIONS**

- 3. Disciplinary regulations at the University are set forth in writing in order to give students general notice of prohibited conduct. The regulations should be read broadly and are not designed to define misconduct in exhaustive terms.

### **INHERENT AUTHORITY**

- 4. The University reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community.<sup>5</sup>

### **STUDENT PARTICIPATION**

- 5. Students are asked to assume positions of responsibility in the University judicial system in order that they might contribute their skills and insights to the resolution of disciplinary cases. Final authority in disciplinary matters, however, is vested in the University administration and in the Board of Regents.

### **STANDARDS OF DUE PROCESS**

- 6. Students subject to expulsion, suspension<sup>6</sup> or disciplinary removal from University housing<sup>7</sup> will be accorded a conduct board hearing as specified in Part 30 of this *Code*. Students subject to less severe sanctions will be entitled to an informal disciplinary conference,<sup>8</sup> as set forth in Parts 32 and 33.
- 7. The focus of inquiry in disciplinary proceedings shall be the guilt or innocence of those accused of violating disciplinary regulations. Formal rules of evidence shall not be applicable, nor shall deviations from prescribed procedures necessarily invalidate a decision or proceeding, unless significant prejudice to a student respondent or the University may result.<sup>9</sup>

### **VIOLATIONS OF LAW AND DISCIPLINARY REGULATIONS**

8. Students may be accountable to both civil authorities and to the University for acts which constitute violations of law and of this *Code*.<sup>10</sup> Disciplinary action at the University will normally proceed during the pendency of criminal proceedings and will not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed or reduced.

## **PROHIBITED CONDUCT**

9. The following misconduct is subject to disciplinary action:
- (a) Intentionally or recklessly causing physical harm to any person on University premises or at University-sponsored activities, or intentionally or recklessly causing reasonable apprehension of such harm.
  - (b) Unauthorized use, possession or storage of any weapon on University premises or at University-sponsored activities.
  - (c) Intentionally initiating or causing to be initiated any false report, warning or threat of fire, explosion or other emergency on University premises or at University-sponsored activities.
  - (d) Off-campus misconduct which:
    - i. is a criminal offense off campus, resulting in conviction, if such an offense would constitute a violation of this *Code* had it occurred on University premises. No student convicted of a misdemeanor under this section shall be subject to expulsion or full suspension unless the offense constitutes an “aggravated violation” as defined in Part 2(a) of this *Code*. The University shall not pursue disciplinary action when a non-aggravated misdemeanor does not pose a threat to the stability of the campus or campus community; provided, however,
    - ii. rioting, assault, theft, vandalism, fire setting, or other serious misconduct related to a University-sponsored event, occurring on – or off-campus, that results in harm to persons or property or otherwise poses a threat to the stability of the campus or campus community may result in disciplinary action regardless of the existence, status, or outcome of any criminal charges in a court of law related to misconduct associated with a University-sponsored event.
  - (e) Knowingly violating the terms of any disciplinary sanction imposed in accordance with this *Code*.
  - (f) Intentionally or recklessly misusing or damaging fire safety equipment.
  - (g) Unauthorized distribution or possession for purposes of distribution of any controlled substance or illegal drug<sup>11</sup> on University premises or at University-sponsored activities.
  - (h) *Use or possession of any controlled substance or illegal drug on University premises or at University-sponsored activities.***<sup>12</sup>
  - (i) Intentionally furnishing false information to the University.

- (j) Making, possessing, or using any forged, altered, or falsified instrument of identification on University premises, or at University-sponsored activities; making, possessing, or using any forged, altered, or falsified University document, on or off-campus.
- (k) Intentionally and substantially interfering with the freedom of expression of others on University premises or at University-sponsored activities.<sup>13</sup>
- (l) Theft of property or of services on University premises or at University-sponsored activities; knowing possession of stolen property on University premises or at University-sponsored activities.
- (m) Intentionally or recklessly destroying or damaging the property of others on University premises or at University-sponsored activities.
- (n) Engaging in disorderly or disruptive conduct on University premises or at University-sponsored activities which interferes with the activities of others, including studying, teaching, research, and University administration.\*
- (o) Failure to comply with the directions of University officials, including campus police officers, acting in performance of their duties.
- (p) Violation of published University regulations or policies, as approved and compiled by the Vice President for Student Affairs.<sup>14</sup> Such regulations or policies may include the residence hall contract, as well as those regulations relating to entry and use of University facilities, sale ~~or~~ **consumption** of alcoholic beverages, use of vehicles\*\* and amplifying equipment, campus demonstrations, and misuse of identification cards.
- ~~(p) Use or possession of any controlled substance or illegal drug on University premises or at University-sponsored activities.<sup>14</sup>~~
- (q) Use or possession of any alcoholic beverage under the age of 21 on University premises or University-sponsored activities; knowingly providing alcoholic beverages to a person known to be under the age of 21 on University premises or University-sponsored activities.\*\*\*
- (r) Unauthorized use or possession of fireworks on University premises.

\* The response of fire, police, or emergency personnel to a non-frivolous call, or action taken by them on their own initiative pursuant or non-pursuant to policy is not considered a disruption or reckless action within the meaning of this section.

\*\* Parking and traffic violations may be processed in accordance with procedures established by the Vice President for Student Affairs.

\*\*\* ~~This charge is considered an aggravated violation as defined by Part 2 (a) and may result in suspension or expulsion from the University. This charge may be deferred under Part 29 of this Code consistent with procedures outlined in the Promoting Responsible Action in Medical Emergencies Policy.~~

## SANCTIONS

10. Sanctions for violations of disciplinary regulations consist of:

- (a) **EXPULSION:** permanent separation of the student from the University. Notification will appear on the student's transcript. The student will also be barred from the University premises (expulsion requires administrative review and approval by the President and may be altered, deferred or withheld).
  - (b) **SUSPENSION:** separation of the student from the University for a specified period of time. Permanent notification will appear on the student's transcript. The student shall not participate in any University-sponsored activity and may be barred from University premises. Suspended time will not count against any time limits of the Graduate School for completion of a degree. (Suspension requires administrative review and approval by the Vice President for Student Affairs and may be altered, deferred or withheld).
  - (c) **DISCIPLINARY PROBATION:** the student shall not represent the University in any extracurricular activity or run for or hold office in any student group or organization. Additional restrictions or conditions may also be imposed. Notification will be sent to appropriate University offices, including the Office of Campus Programs.
  - (d) **DISCIPLINARY REPRIMAND:** the student is warned that further misconduct may result in more severe disciplinary action.
  - (e) **RESTITUTION:** the student is required to make payment to the University or to other persons, groups, or organizations for damages incurred as a result of a violation of this *Code*.
  - (f) **OTHER SANCTIONS:** other sanctions may be imposed instead of or in addition to those specified in sections (a) through (e) of this part. For example, students may be subject to dismissal from University housing for disciplinary violations which occur in the residence halls. Likewise, students may be subject to restrictions upon or denial of driving privileges for disciplinary violations involving the use or registration of motor vehicles. Work or research projects may also be assigned.
11. Violations of sections (a) through (g) in Part 9 of this *Code* may result in expulsion from the University<sup>15</sup>, unless specific and significant mitigating factors are present. Factors to be considered in mitigation shall be the present demeanor and past disciplinary record of the offender, as well as the nature of the offense and the severity of any damage, injury, or harm resulting from it.
  12. Violations of sections (h) through ~~(k)~~ (l) in Part 9 of this *Code* may result in suspension from the University, unless specific and significant mitigating factors as specified in Part 11 are present.
  13. Repeated or aggravated violations of any section of this *Code* may also result in expulsion or suspension or in the imposition of such lesser penalties as may be appropriate.

14. Any decision to impose a sanction less than suspension or expulsion for University-sponsored event-related misconduct as defined in Part 9(d)(ii) of this *Code* must be supported by written findings signed by the Vice President for Student Affairs. A student suspended under this section shall not be admitted to any other institution in the University of Maryland System during the term of the suspension. A student expelled under this section shall not be admitted to any other institution in the System for at least one year from the effective date of the expulsion.
15. Attempts to commit acts prohibited by this *Code* shall be punished to the same extent as completed violations.<sup>16</sup>
16. Penalties for off-campus misconduct shall not be more severe than for similar on-campus conduct.

### **INTERIM SUSPENSION<sup>17</sup>**

17. The Vice President for Student Affairs or a designee may suspend a student for an interim period pending disciplinary proceedings or medical evaluation, such interim suspension to become immediately effective without prior notice, whenever there is evidence that the continued presence of the student on the University campus poses a substantial threat to him or herself or to others or to the stability and continuance of normal University functions.
18. A student suspended on an interim basis shall be given an opportunity to appear personally before the Vice President for Student Affairs or a designee within five business days from the effective date of the interim suspension in order to discuss the following issues only:
  - (a) the reliability of the information concerning the student's conduct, including the matter of his or her identity;
  - (b) whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on the University campus poses a substantial threat to him or herself or to others or the stability and continuance of normal University functions.

### **OFFICE OF STUDENT CONDUCT**

19. The Office of Student Conduct directs the efforts of students and staff members in matters involving student discipline. The responsibilities of the office include:
  - (a) Determination of the disciplinary charges to be filed pursuant to this *Code*.
  - (b) Interviewing and advising parties<sup>18</sup> involved in disciplinary proceedings.
  - (c) Supervising, training, and advising all conduct boards.
  - (d) Reviewing the decisions of all conduct boards.<sup>19</sup>
  - (e) Maintenance of all student disciplinary records.

- (f) Development of procedures for conflict resolution.
- (g) Resolution of cases of student misconduct, as specified in Parts 32 and 33 of this *Code*.
- (h) Collection and dissemination of research and analysis concerning student conduct.
- (i) Submission of a statistical report each semester to the campus community, reporting the number of cases referred to the office, the number of cases resulting in disciplinary action, and the range of sanctions imposed.<sup>20</sup>

## CONDUCT PANELS

20. Hearings or other proceedings as provided in the *Code* may be held before the following boards or committees:
- (a) **CONFERENCE BOARDS**, as appointed in accordance with Part 33 of this *Code*.
  - (b) **RESIDENCE BOARDS**, as established and approved by the Vice President for Student Affairs.<sup>21</sup> Students residing in group living units owned, leased, operated or supervised by the University may petition the Vice President for authority to establish conduct boards. Such boards may be empowered to hear cases involving violations of the *Code*, as prescribed by the Vice President for Student Affairs.
  - (c) **THE CENTRAL BOARD** hears cases involving disciplinary violations which are not referred to Residence Boards or resolved in accordance with Parts 32 and 33 of this *Code*. The Central Board is composed of five students, including at least two graduate students when a graduate student case is being heard.
  - (d) **THE APPELLATE BOARD** hears appeals from Residence Boards, the Central Board, and ad hoc boards, in accordance with Part 42 of this *Code*. The Appellate Board is composed of five full-time students, including at least two graduate students.
  - (e) **AD HOC BOARDS** may be appointed by the Director of Student Conduct when a Conference Board, a Residence Board, the Central Board, the Appellate Board or the Senate Adjunct Committee are unable to obtain a quorum or are otherwise unable to hear a case.<sup>22</sup> Each ad hoc board shall be composed of three members, including at least one student.
  - (f) **THE SENATE COMMITTEE ON STUDENT CONDUCT** hears appeals as specified in Part 41 of this *Code*. The committee also approves the initial selection of all conduct board members, except members of conference and ad hoc boards<sup>23</sup>
21. The presiding officer of each conduct board and of the Senate Adjunct Committee on Student Conduct may develop bylaws which are not inconsistent with any provision in this *Code*. Bylaws must be approved by the Director of Student Conduct.<sup>24</sup>

## SELECTION AND REMOVAL OF BOARD MEMBERS

22. Members of the various conduct boards are selected in accordance with procedures developed by the Director of Student Conduct.
23. Members of conference and ad hoc boards are selected in accordance with Parts 33 and 20 (e), respectively.
24. Prospective members of the Central Board and the Appellate Board are subject to confirmation by the Senate Committee on Student Conduct.
25. Members of the Senate Committee on Student Conduct are selected in accordance with the bylaws of the University Senate.
26. Prior to participating in board or committee deliberations, new members of the Senate Committee on Student Conduct and all conduct boards, except conference and ad hoc boards, will participate in one orientation session by the Office of Student Conduct.
27. Student members of any conduct board or committee who are charged with any violation of this *Code* or with a criminal offense<sup>25</sup> may be suspended from their judicial positions by the Director of Student Conduct during the pendency of the charges against them. Students convicted for any such violation or offense may be disqualified from any further participation in the University judicial system by the Director of Student Conduct. Additional grounds and procedures for removal may also be set forth in the bylaws of the various conduct panels.

## CASE REFERRALS

28. Any person<sup>26</sup> may refer a student or a student group or organization suspected of violating this *Code* to the Office of Student Conduct. Allegations of off-campus event-related misconduct must be supported by a report, statement, or accusation from a law enforcement agency in whose jurisdiction the misconduct is alleged to have occurred. Persons making such referrals are required to provide information pertinent to the case and will normally be expected to appear before a conduct board as the complainant.<sup>27</sup>

## DEFERRAL OF PROCEEDINGS

29. The Director of Student Conduct may defer disciplinary proceedings for alleged violations of this *Code* for a period not to exceed 90 days. Pending charges may be withdrawn thereafter, dependent upon the good behavior of the respondent. *Students subject to conditional relief from disciplinary charges under the Promoting Responsible Action in Medical Emergencies Policy may also be required to successfully complete an approved alcohol intervention program prior to the withdrawal of charges.*

## HEARING REFERRALS

30. Staff members in the Office of Student Conduct will review referrals to determine whether the alleged misconduct might result in expulsion, suspension, or disciplinary removal from University housing.<sup>28</sup> Students subject to those sanctions shall be accorded a hearing before the appropriate conduct board. All other cases shall be resolved in the Office of Student Conduct after an informal disciplinary conference, as set forth in Part 32 and 33 of this *Code*.
31. Students referred to a conduct board hearing may elect instead to have their case resolved in accordance with Parts 32 and 33. The full range of sanctions authorized by this *Code* may be imposed, although the right of appeal shall not be applicable.

## DISCIPLINARY CONFERENCES<sup>29</sup>

32. Students subject to or electing to participate in a disciplinary conference in the Office of Student Conduct are accorded the following procedural protections:
  - (a) Written notice of charges at least three days prior to the scheduled conference.
  - (b) Reasonable access to the case file<sup>30</sup> prior to and during the conference.
  - (c) An opportunity to respond to the evidence against them and to call appropriate witnesses on their behalf.
  - (d) The option to be accompanied and assisted by a representative, who may be an attorney. Representatives have the right to make opening and closing statements, to advise their clients during the course of the proceedings, and to petition for recesses. All representatives are subject to the restrictions of Parts 35 and 36 of this *Code*.
33. Disciplinary conferences shall be conducted by the Director of Student Conduct or a designee.<sup>31</sup> Complex or contested cases may be referred by the Director to a conference board, consisting of one member of the Central Board, one member of the Appellate Board, and a staff member in the Division of Student Affairs. Conference Board members shall be selected on a rotating basis by the Director of Student Conduct.

## HEARING PROCEDURES

34. The following procedural guidelines shall be applicable in disciplinary hearings:
  - (a) Respondents shall be given notice of the hearing date and the specific charges against them at least five days in advance and shall be accorded reasonable access to the case file, which will be retained in the Office of Student Conduct.

- (b) The presiding officer of any board may subpoena witnesses upon the motion of any board member or of either party and shall subpoena witnesses upon request of the board advisor. Subpoenas must be approved by the Director of Student Conduct and shall be personally delivered or sent by certified mail, return receipt requested. University students and employees are expected to comply with subpoenas issued pursuant to this procedure, unless compliance would result in significant and unavoidable personal hardship or substantial interference with normal University activities.<sup>32</sup>

If the Director of Student Conduct or his or her designee determines that a fair hearing cannot be held without the testimony of a particular witness, and, after good faith attempts are made, the witness either fails to or refuses to appear, the disciplinary hearing will be postponed until the witness agrees to appear or the charges will be dismissed.

- (c) Respondents who fail to appear after proper notice will be deemed to have pleaded guilty to the charges pending against them.
- (d) Hearings will be closed to the public, except for the immediate members of the respondent's family and for the respondent's representative. An open hearing may be held, at the discretion of the presiding officer, if requested by the respondent.
- (e) The presiding officer of each board shall exercise control over the proceedings to avoid needless consumption of time and to achieve the orderly completion of the hearing. Except as provided in section (o) of this Part, any person, including the respondent, who disrupts a hearing may be excluded by the presiding officer or by the board advisor.
- (f) Hearings may be tape recorded or transcribed. If a recording or transcription is not made, the decision of the board must include a summary of the testimony and shall be sufficiently detailed to permit review by appellate bodies and by staff members in the Office of Student Conduct.
- (g) Any party or the board advisor may challenge a board member on the grounds of personal bias. Board members may be disqualified upon majority vote of the remaining members of the board, conducted by secret ballot,<sup>33</sup> or by the Director of Student Conduct.
- (h) Witnesses shall be asked to affirm that their testimony is truthful and may be subject to charges of perjury, pursuant to ~~Part 9(h)~~ Part 9(i) of this Code.
- (i) Prospective witnesses, other than the complainant and the respondent, may be excluded from the hearing during the testimony of other witnesses. All parties, the witnesses, and the public shall be excluded during board deliberations.
- (j) The burden of proof shall be upon the complainant, who must establish the guilt of the respondent by clear and convincing evidence.
- (k) Formal rules of evidence shall not be applicable in disciplinary proceedings conducted pursuant to this Code.<sup>34</sup> The presiding officer of

each board shall give effect to the rules of confidentiality and privilege, but shall otherwise admit all matters into evidence which reasonable persons would accept as having probative value in the conduct of their affairs. Unduly repetitious or irrelevant evidence may be excluded.<sup>35</sup>

- (l) Respondents shall be accorded an opportunity to question those witnesses who testify for the complainant at the hearing.
- (m) Affidavits shall not be admitted into evidence unless signed by the affiant and witnessed by a University employee, or by a person designated by the Director of Student Conduct.
- (n) Board members may take judicial notice of matters which would be within the general experience of University students.<sup>36</sup>
- (o) Board advisors may comment on questions of procedure and admissibility of evidence and will otherwise assist in the conduct of the hearing. Advisors will be accorded all the privileges of board members, and the additional responsibilities set forth in this *Code*, but shall not vote. All advisors are responsible to the Director of Student Conduct and shall not be excluded from hearings or board deliberations by any board or by the presiding officer of any board.
- (p) The Director of Student Conduct may appoint a special presiding officer to any board in complex cases or in any case in which the respondent is represented by an attorney. Special presiding officers may participate in board deliberations, but shall not vote.<sup>37</sup>
- (q) A determination of guilt shall be followed by a supplemental proceeding in which either party and the board advisor may submit evidence or make statements concerning the appropriate sanction to be imposed. The past disciplinary record<sup>38</sup> of the respondent shall not be supplied to the board by the advisor prior to the supplementary proceeding.
- (r) Final decisions of all conduct panels shall be by majority vote of the members present and voting. A tie vote will result in a recommended acquittal in an original proceeding. A tie vote in an appellate proceeding will result in an affirmation of the original decision.
- (s) Final decisions of all boards, except conference boards, shall be accompanied by a brief written opinion.

## **ATTORNEYS AND REPRESENTATIVES**

35. Representatives of both complainants and respondents in hearings pursuant to this *Code* have the right to call witnesses to testify, to question in person all witnesses who appear at the hearing, to voice timely objections, to make opening and closing statements, to petition for recesses in the proceedings and to zealously and lawfully assert their client's position under the *Code of Student Conduct*.<sup>39</sup> All presenters and representatives who participate in disciplinary hearings and disciplinary conferences shall not:
- (a) Intentionally engage in conduct to disrupt a hearing;

- (b) Intentionally attempt to improperly influence an officer of the Office of Student Conduct, a hearing advisor or member of a conduct board;
  - (c) Intentionally fail to obey a reasonably definite and specific order by a presiding officer;
  - (d) Knowingly make a false statement of material fact, law or representation of the *Code* to other participants in a hearing;
  - (e) Knowingly fail to disclose a material fact in a hearing when disclosure is necessary to avoid assisting a future criminal or fraudulent act;
  - (f) Knowingly offer false evidence, falsify evidence, counsel or induce witnesses to testify falsely, or offer improper inducements to testify;
  - (g) Recklessly and unlawfully obstruct another party's access to evidence, or alter, destroy or conceal material not protected by privilege having potential evidentiary value;
  - (h) If the representative is an attorney, otherwise fail to follow any obligations under relevant standards of professional responsibility in matters pertaining to the representation.
36. (a) Any participant in a hearing may refer complaints about suspected violations of the provisions of Part 35 of this *Code* to the Senate Committee on Student Conduct.
- (b) Within a reasonable time after such referral, the chairperson of the Senate Committee on Student Conduct will review the complaint. After review the chairperson shall dismiss complaints which are anonymous, manifestly frivolous, which cannot be reasonably construed to allege a violation of Part 35, or are based on hearsay alone. Those which are not dismissed will be referred to the full Committee which will convene a hearing no sooner than 10 business days after sending a copy of the evidence presented to the representative named in the complaint. The hearing shall be held under the relevant rules and procedures governing disciplinary hearings outlined in Parts 34-36 of this *Code*.
- (c) A client shall not be compelled either directly or through their representative to waive the attorney-client privilege.
- (d) Representatives found responsible for violations of the provisions of Part 35 may be suspended from the privilege of representation for such time as the Committee may deem appropriate. In addition, the Committee may refer their findings to the Attorney Grievance Commission, or other appropriate disciplinary body.
- (e) Appeals from decisions of the Senate Committee on Student Conduct regarding violations under Part 35 may be made by parties found responsible. Appeals should be made in writing to the Senate Campus Affairs Committee within 10 business days of receipt of the letter notifying the party of the decision. Appeals will be conducted in accordance with the standards for the hearing of student disciplinary appeals. Decisions of the Campus Affairs Committee regarding these appeals shall be final.

## STUDENT GROUPS AND ORGANIZATIONS

37. Student groups and organizations may be charged with violations of this *Code*.
38. A student group or organization and its officers may be held collectively<sup>40</sup> or individually responsible when violations of this *Code* by those associated with<sup>41</sup> the group or organization have received the tacit or overt consent or encouragement of the group or organization or of the group's or organization's leaders, officers, or spokespersons.
39. The officers or leaders or any identifiable spokespersons<sup>42</sup> for a student group or organization may be directed by the Vice President for Student Affairs or a designee to take appropriate action designed to prevent or end violations of this *Code* by the group or organization or by any persons associated with the group or organization who can reasonably be said to be acting in the group's or organization's behalf. Failure to make reasonable efforts to comply with the Vice President's directive shall be considered a violation of ~~Part 9(n)~~ Part 9(o) of this *Code*, both by the officers, leaders or spokespersons for the group or organization and by the group or organization itself.
40. Sanctions for group or organization misconduct may include revocation or denial of recognition or registration, as well as other appropriate sanctions, pursuant to Part 10(f) of this *Code*.

## APPEALS

41. Any determination made pursuant to this *Code* resulting in expulsion or suspension<sup>43</sup> may be appealed by the respondent to the Senate Committee on Student Conduct. The Senate Committee shall also hear appeals from denials of petitions to void disciplinary records, pursuant to Part 51 of this *Code*.
42. Final decisions of residence boards, the Central Board and ad hoc boards, not involving the sanctions specified in Part 41, may be appealed by the respondent to the Appellate Board.<sup>44</sup>
43. Requests for appeals must be submitted in writing to the Office of Student Conduct within seven business days from the date of the letter notifying the respondent of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.<sup>45</sup>
44. A written brief in support of the appeal must be submitted to the Office of Student Conduct within 10 business days from the date of the letter notifying the respondent of the original decision. Failure to submit a written brief within the allotted time will render the decision of the lower board final and conclusive.<sup>46</sup>

45. Appeals shall be decided upon the record of the original proceeding and upon written briefs submitted by the parties. De novo hearings shall not be conducted.
46. Appellate bodies may:
- (a) Affirm the finding and the sanction imposed by the original board.
  - (b) Affirm the finding and reduce, but not eliminate, the sanction, in accordance with Parts 47 and 47(a).
  - (c) Remand the case to the original board, in accordance with Parts 47 and 47(b).
  - (d) Dismiss the case, in accordance with Parts 47 and 47(c).
47. Deference shall be given to the determinations of lower boards.<sup>47</sup>
- (a) Sanctions may only be reduced if found to be grossly disproportionate to the offense.
  - (b) Cases may be remanded to the original board if specified procedural errors or errors in interpretation of University regulations were so substantial as to effectively deny the respondent a fair hearing, or if new and significant evidence became available which could not have been discovered by a properly diligent respondent before or during the original hearing.<sup>48</sup> On remand, no indication or record of the previous conduct hearing will be introduced or provided to members of the new conduct panel, except to impeach contradictory testimony at the discretion of the presiding officer. The board will be directed by the committee not to repeat the specified errors that caused the remand.
  - (c) Cases may be dismissed only if the finding is held to be arbitrary and capricious.<sup>49</sup>
  - (d) Decisions of the Appellate Board shall be recommendations to the Director of Student Conduct.<sup>50</sup> Decisions of the Senate Committee on Student Conduct shall be recommendations to the Vice President for Student Affairs. Decisions altering the determinations of all hearing boards and the Senate Committee on Student Conduct shall be accompanied by a brief written opinion.
48. The imposition of sanctions will normally be deferred during the pendency of appellate proceedings, at the discretion of the Director of Student Conduct.

## **DISCIPLINARY FILES AND RECORDS**

49. Case referrals may result in the development of a disciplinary file in the name of the respondent, which shall be voided if the respondent is found innocent of the charges.<sup>51</sup> The files of respondents found guilty of any of the charges against them will be retained as a disciplinary record for three years from the date of the letter providing notice of final disciplinary action.<sup>52</sup> Disciplinary records may be retained for longer periods of time or permanently, if so specified in the sanction.

50. Disciplinary records may be voided<sup>53</sup> by the Director of Student Conduct for good cause, upon written petition of respondents. Factors to be considered in review of such petitions shall include:
- (a) the present demeanor of the respondent.
  - (b) the conduct of the respondent subsequent to the violation.
  - (c) the nature of the violation and the severity of any damage, injury, or harm resulting from it.
51. Denials of petitions to void disciplinary records shall be appealable to the Senate Committee on Student Conduct, which will apply the standard of review specified in Part 47 and 47(c). The requirements for appeals as set forth in Part 43 and 44 shall be applicable.<sup>54</sup>
52. Disciplinary records retained for less than 90 days or designated as “permanent” shall not be voided without unusual and compelling justification.<sup>55</sup>

## ANNOTATIONS

1. The University is not designed or equipped to rehabilitate or incapacitate persons who pose a substantial threat to themselves or to others. It may be necessary, therefore, to remove those individuals from the campus and to sever the institutional relationship with them, as provided in this *Code of Student Conduct* and by other University regulations.\*

Any punishment imposed in accordance with the *Code* may have the value of discouraging the offender and others from engaging in future misbehavior. In cases of minor disciplinary violations, the particular form of punishment may also be designed to draw upon the educational resources of the University in order to bring about a lasting and reasoned change in behavior. The underlying rationale for punishment need not rest on deterrence or “reform” alone, however. A just punishment may also be imposed because it is “deserved” and because punishment for willful offenses affirms the autonomy and integrity of the offender. The latter concept was expressed by D.J.B. Hawkins in his essay “Punishment and Moral Responsibility” in *7 Modern Law Review* 205:

*The vice of regarding punishment entirely from the points of view of reformation and deterrence lies precisely in forgetting that a just punishment is deserved. The punishment of men then ceases to be essentially different from the training of animals, and the way is open for the totalitarian state to undertake the forcible improvement of its citizens without regard to whether their conduct has made them morally liable to social coercion or not. But merit and demerit, reward and punishment, have a different significance as applied to men and as applied to animals. A dog may be called a good dog or a bad dog, but his goodness or*

*badness can be finally explained in terms of heredity and environment. A man, however, is a person, and we instinctively recognize that he has a certain ultimate personal responsibility for at least some of his actions. Hence merit and demerit, reward and punishment, have an irreducible individual significance as applied to men. This is the dignity and the tragedy of the human person.*

A similar view was expressed by Justice Powell, dissenting in *Goss v. Lopez* (42 L. Ed. 2d 725, 745):

*Education in any meaningful sense includes the inculcation of an understanding in each pupil of the necessity of rules and obedience thereto. This understanding is no less important than learning to read and write. One who does not comprehend the meaning and necessity of discipline is handicapped not merely in his education but throughout his subsequent life. In an age when the home and church play a diminishing role in shaping the character and value judgments of the young, a heavier responsibility falls upon the schools. When an immature student merits censure for his conduct, he is rendered a disservice if appropriate sanctions are not applied.*

2. An effort is made in the *Code* to use a simplified numbering and lettering system, without use of Roman numerals or subsets of letters and numbers. Any part of the *Code* can be found by reference to one number and one letter [e.g., Part 10a explains the meaning of expulsion].
3. Culpable conduct should include conscious acts posing a substantial risk or harm to others (e.g. throwing a heavy object out a tenth floor window above a sidewalk). If the act itself, however, is unintended (e.g. one is distracted by a noise while climbing a flight of stairs and drops a heavy object) the individual may have failed to use reasonable care, but is not normally deserving of the moral stigma associated with a “conviction” for a disciplinary offense.
4. Former students may be charged for violations which allegedly occurred during their enrollment at the University.
5. Colleges and universities are not expected to develop disciplinary regulations which are written with the scope of precision of a criminal *Code*. Rare occasions may arise when conduct is so inherently and patently dangerous to the individual or to others that extraordinary action not specifically authorized in the rules must be taken.
6. The terms “suspension” and “interim suspension” are to be distinguished throughout the *Code* and are not interchangeable.

7. Disciplinary removal from University housing should be distinguished from administrative removal for violations of the residence contract. The latter does not leave students with a disciplinary record and does not come under the purview of this *Code*.
8. The standard set forth here represents the minimal procedural protection to be accorded to students charged with most disciplinary violations. Students who are subject to lengthy suspensions or to expulsion may be entitled to more formal procedures, including a hearing with a right to cross-examine the witnesses against them. *Goss v. Lopez*, 419 U.S. 565 (1975).
9. The Supreme Court has recently rejected the theory that state schools are bound by principles of federal administrative law requiring agencies to follow their own regulations. *Board of Curators, University of Missouri v. Horowitz* 55 L.Ed 2d 124, 136. See, generally, “Violation by Agencies of Their Own Regulations” 87 *Harvard Law Review* 629 (1974).
10. Respondents in disciplinary proceedings may be directed to answer questions concerning their conduct. Students who refuse to answer on grounds of the Fifth Amendment privilege may be informed that the hearing panel could draw negative inferences from their refusal which might result in their suspension or dismissal. If the student then elects to answer, his/her statements could not be used against him/her in either state or federal court. *Garrity v. New Jersey*, 385 U.S 493 (1967). See also *Furutani v. Ewigleben*, 297 F. Supp. 1163 (N.D.Cal. 1969).
11. The “controlled substances” or “illegal drugs” prohibited in this section are set forth in Schedules I through V in the Maryland Criminal Law Article 5-401 through 5-406 and 5-708 (Inhalants).
12. [\*See Annotation 11.\*](#)
13. Colleges and universities should be a forum for the free expression of ideas. In the recent past, however, unpopular speakers have been prevented from addressing campus audiences by students who effectively “shouted them down.” Both Yale and Stanford Universities have treated such actions (which are to be distinguished from minor and occasional heckling) as serious disciplinary violations. See the “Report from the Committee on Freedom of Expression at Yale University” which is available in the Office of Student Conduct.

The following language from the Yale report may be used to elaborate upon the intent and scope of ~~Part 9(j)~~ [Part 9\(k\)](#) of this *Code*.

- A. “There is no right to protest within a University building in such a way that any University activity is disrupted. The administration, however, may wish to permit some symbolic dissent within a building but outside

the meeting room, for example, a single picket or a distributor of handbills.”

- B. “[A] member of the audience may protest in silent, symbolic fashion, for example, by wearing a black arm band. More active forms of protest may be tolerated such as briefly booing, clapping hands or heckling. But any disruptive activity must stop [and not be repeated] when the chair or an appropriate University official requests silence.
  - C. “Nor are racial insults or any other ‘fighting words’ a valid ground for disruption or physical attack... The banning or obstruction of lawful speech can never be justified on such grounds as that the speech or the speaker is deemed irresponsible, offensive, unscholarly, or untrue.”
14. A compilation of published regulations which have been reviewed and approved by the Vice President shall be available for public inspection during normal business hours in the Office of Student Conduct.
- ~~14. The “controlled substances” or “illegal drugs” prohibited in this section are set forth in Schedules I through V in the Maryland Criminal Law Article 5-401 through 5-406 and 5-708 (Inhalants).~~
15. This Part and Parts 12 and 13 represent an attempt to give needed guidance to those who are assessing penalties. Moreover the direction of the guidance is toward imposition of more severe disciplinary sanctions in serious cases. Nonetheless, the language concerning “mitigating factors” is broad enough to give decision-makers considerable leeway to “do justice,” depending upon the facts in each case. The burden of establishing facts in mitigation should, of course, be upon the respondent.
16. There does not seem to be any rational basis for imposing less severe penalties for attempts than for completed violations. The authors of the *Model Penal Code*, for example, have written that:
- To the extent that sentencing depends upon the antisocial disposition of the actor and the demonstrated need for a corrective action, there is likely to be little difference in the gravity of the required measures depending on the consummation or the failure of the plan.*  
See LaFave, *Criminal Law Treatise* p. 453.
17. These procedures are analogous to those found in the “emergency” disciplinary rules adopted by the Board of Regents in 1971 and are consistent with the formal opinion of the Maryland Attorney General on this subject, dated January 23, 1969. See also *Goss v. Lopez*, 419 U.S. 565 (1975).

Nothing in this provision would prohibit the Vice President from modifying the terms of an interim suspension, so long as the hearing requirement specified in

Part 18 was met. For example, a suspended student might be allowed to enter University premises solely for the purpose of attending classes.

18. Staff members in the Office of Student Conduct should endeavor to arrange a balanced presentation before the various conduct boards and may assist both complainants and respondents.
19. This language does not effect any change in previous policy concerning the powers of conduct boards. All board decisions, including those rendered by Conference Boards, shall be treated as recommendations.
20. See Annotation 1, *supra*. The deterrent effect of punishment is diminished if the community is unaware of the number and general nature of sanctions imposed. The Director of Student Conduct may, for example, arrange for publication of the statistical report in the campus press each semester.
21. Boards established pursuant to this section might include modified versions of the present “Greek” or residence hall boards.
22. It is intended that a quorum will consist of three members (out of five). The authority to appoint ad hoc boards should be broadly construed and might be especially useful, for example, when a conduct board or the Senate Committee is charged with hearing a case involving one of its own members. The final determination as to whether a panel is “unable to hear a case” should be within the discretion of the Director of Student Conduct.
23. The power of confirmation represents a significant grant of authority to the Senate Committee. ~~The committee is presently under-utilized and might best contribute to the judicial system by becoming more involved with it.~~ Moreover, confirmation procedures will give committee members direct contact with board members and will also allow the committee to exercise more control over the quality of Conduct Board decisions.
24. Proposed bylaws must be submitted to the Attorney General for review.
25. It could be a public embarrassment for the University to have a student charged with or convicted of a serious crime sit in judgment over other students in disciplinary proceedings. The various state criminal *Codes* are usually so broad and archaic, however, that automatic suspension or removal should not result from any violation of any law (e.g., New York makes it a criminal misdemeanor for anyone “to dance continuously in a dance contest for 12 or more hours without respite”).
26. Case referrals should not be limited to members of the “campus community.” A student who assaults another person on campus should not escape University

judicial action merely because the person assaulted was a visitor (or, as in a recent case, a former student who had just withdrawn from the University).

27. The Director of Student Conduct may appoint a trained volunteer from the campus community to serve as the complainant. It would be preferable, however, to employ a “community advocate” to present all disciplinary cases.

Several measures in the *Code* are designed to restore balance in disciplinary proceedings, even in those cases in which the complainant is inexperienced with administrative adjudication:

- (a) A hearing officer may be appointed in complex or serious cases. See Part 34(p).
  - (b) The role of attorneys or advisors may be restricted. See Parts 35 and 36, and Annotation 39.
  - (c) The “disciplinary conference” procedure is designed to eliminate adversary proceedings in minor cases. See Parts 32-33 and Annotation 29.
28. Staff members may consider the mitigating factors specified in Part 11 to determine the permissible sanction to be imposed if the respondent is found guilty of charges. For example, a student involved in a minor altercation might be charged pursuant to Part 9(a), but referred to a disciplinary conference, thereby precluding the possibility of expulsion or suspension for the alleged misconduct.
  29. The hearing procedures specified at Part 34 need not be followed in disciplinary conferences. Instead a disciplinary conference would normally consist of an informal, nonadversarial meeting between the respondent and a staff member in the Office of Student Conduct. Complainants would not be required to participate, unless their personal testimony was essential to the resolution of a dispositive factual issue in the case. Documentary evidence and written statements could be relied upon, so long as respondents are given access to them in advance and allowed to respond to them at the conference. Respondents would also be allowed to bring appropriate witnesses with them and might be accompanied by a representative, who may participate in discussions, although not in lieu of participation by the respondent.

The conference procedure is designed to reduce the steady growth of unnecessary legalism in disciplinary proceedings. The worst features of the adversary system (including the concept that judicial proceedings are a “contest” to be “won by clever manipulation of procedural rules) undermine respect for the rule of law. Colleges and universities can and should be a testing ground for development of carefully reasoned alternatives to current procedural excesses in the larger society.\*\*

Procedures comparable to the disciplinary conference (referred to as “structured conversations”) are suggested by David L. Kirp in his 1976 article “Proceduralism

and Bureaucracy: Due Process in the School Setting” 38 *Stanford Law Review* 841.

*The benefits of such conversations in the school setting may better be appreciated by contrasting them with the typical due process hearing. Hearings are designed to determine the facts of a particular controversy, and apply predetermined rules to the facts thus found. At that point, the function of the hearing is at an end. The wisdom of the underlying substantive rules has no relevance, nor is broader discussion of grievances generally encouraged, unless it is somehow pertinent to the dispute at hand.*

*Conversation knows no such limits. It too serves as a vehicle for resolving what are likely to be factually uncomplicated disputes, but it does more than that. It enables students to feel that they are being listened to and may encourage them to raise underlying grievances. It provides administrators with a relatively inexpensive vehicle for monitoring, and hence a basis for reshaping institutional relationships. The outcome of these ‘orderly thoughtful conversations’ may well be decisions different in their particulars from what might otherwise have been anticipated; repeated conversations which touch upon similar student grievances may ultimately lead disciplinarians to reassess whether control is so vital, and collaboration so improbable, as a means of assuring institutional order.*

The conference procedure would not be used in any case which might result in any form of separation from the University. Accordingly, the procedure appears to meet or exceed the due process requirements set forth by the United States Supreme Court for cases involving suspensions of ten days or less. In *Goss v. Lopez* the Court held:

*[W]e stop short of construing the Due Process Clause to require, countrywide, that hearings in connection with short suspensions must afford the student the opportunity to secure counsel, to confront and cross-examine witnesses supporting the charge, or to call his own witnesses to verify his version of the incident. Brief disciplinary suspensions are almost countless. To impose in each such case even truncated trial-type procedures might well overwhelm administrative facilities in many places and, by diverting resources, cost more than it would save in educational effectiveness. Moreover, further formalizing the suspension process and escalating its formality and adversary nature may not only make it too costly as a regular disciplinary tool but also destroy its effectiveness as part of the teaching process.*

*On the other hand, requiring effective notice and an informal hearing permitting the student to give his version of the events will provide a meaningful hedge against erroneous action. At least the disciplinarian will*

*be alerted to the existence of disputes about facts and arguments about cause and effect. He may then determine himself to summon the accuser, permit cross-examination, and allow the student to present his own witnesses. In more difficult cases, he may permit counsel. In any event, his discretion will be more informed and we think the risk of error substantially reduced (42 L. Ed. 725, 740).*

30. The case file consists of materials which would be considered “education records,” pursuant to the Family Educational Rights and Privacy Act. Personal notes of University staff members or complainants are not included.
31. Determinations made in accordance with Parts 32 and 33 are not appealable.
32. Internal subpoenas may be desirable, since cases have arisen in which complainants or respondents were unable to present an effective case due to the indifference and lethargy of potential witnesses. A student who refused to respond to a subpoena may be charged with a violation of ~~Part 9(n)~~ Part 9(o) of the *Code*. The Director of Student Conduct should not approve a subpoena unless the expected testimony would be clearly relevant. Likewise, a subpoena designed to embarrass or harass a potential witness should not be authorized. The subpoena power specified here is not designed to reach documents or other materials.
33. Board members should be disqualified on a case basis only; permanent removal should be accomplished in accordance with Part 27. Board members should not be readily disqualified. The term “personal bias” involves animosity toward a party or favoritism toward the opposite party. See, generally, Davis, *Administrative Law Treatise* “Bias” Section 12.03.
34. The exclusionary rule generally does not apply to civil administrative proceedings. Furthermore, the University of Maryland is exempted by statute from the applicable portions of the Administrative Procedure Act. The Maryland Court of Appeals, however, has barred evidence from administrative proceedings where a respondent establishes that officials were improperly motivated to illegally seize the evidence. See *Sheetz v. City of Baltimore*, 315 Md. 208 (1989).
35. Testimony containing hearsay may be heard, if relevant. A final determination should not be based on hearsay alone.
36. Every statement or assertion need not be proven. For example, board members may take notice that many students commute to the University.
37. Student presiding officers are often at a disadvantage when the respondent is represented by an attorney. The proceedings might progress more rapidly and efficiently if a special presiding officer were appointed. Generally, a staff member in the Office of Student Conduct would be selected for such a responsibility,

although other University employees with legal training might also be called upon.

38. Information pertaining to prior findings of disciplinary and residence hall violations might be reported, as well as relevant criminal convictions. Prior allegations of misconduct should not be disclosed.
39. The dynamics of a judicial hearing in a University setting are not the same as those of a courtroom. Strict adherence to the conventions of courtroom advocacy may not be in the best interest of clients in University judicial proceedings.

The presiding officer and the board advisor are authorized to take reasonable measures to maintain control over the proceedings in order to elicit relevant facts, to prevent the harassment of participants, to insure that proceedings are not disrupted and the interests of fairness are served. This may include regulating the timing, length and manner of presentations and objections, declaring recesses in the proceedings, and other appropriate actions. Presiding officers should have training and experience appropriate to the demands of the office.

Before hearings, presenters for both complainants and respondents shall be presented with a written statement approved by the Senate Committee on Student Conduct regarding their rights and obligations during hearings and the powers of the presiding officer to control behavior in hearings.

40. Punishment of one or several individuals for the acts of others should be avoided if the identities of the specific offenders can be readily ascertained.
41. Association does not require formal membership. Individuals who might reasonably be regarded as regular participants in group or organization activities may be held to be associated with the group or organization.
42. Leaders or spokespersons need not be officially designated or elected. For example, if a group or organization accepted or acquiesced in the act or statement of an individual associated with it, that individual might reasonably be regarded as a leader or a spokesman for the group or organization.
43. "Suspension" includes deferred suspension but not interim suspension or suspension which is withheld. See Annotation 6.
44. Students left with a disciplinary record after a disciplinary conference may request that their record be voided, in accordance with Part 49. Denials may be appealed, pursuant to Part 51.
45. The decision will be "final and conclusive" on the part of the conduct board, but will remain a recommendation to the Director of Student Conduct.

46. This Part is intended to discourage frivolous appeals. Respondents who are genuinely interested in pursuing an appeal can reasonably be expected to prepare a written brief.
47. Appellate bodies which do not give deference (i.e., a presumption of validity) to lower board decisions will distort the entire disciplinary system. Respondents would be encouraged to “test their strategy” and “perfect their technique” before lower boards, since the matter would simply be heard again before a “real” board with final authority.

Lower board members usually have the best access to the evidence, including an opportunity to observe the witnesses and to judge their demeanor. Members of appellate bodies should be especially careful not to modify a sanction or to remand or dismiss a case simply because they may personally disagree with the lower board’s decision.

The opportunity to appeal adverse decisions has not been determined to be a requirement of constitutional “due process” in student disciplinary cases.\*\*\* There is presently no legal obstacle to adopting an amendment to the Code which would eliminate the appellate system altogether.

48. Respondents who obtain information at the hearing which might lead to new evidence are required to request an adjournment rather than wait to raise the matter for the first time on appeal.
49. An arbitrary and capricious decision would be a decision “unsupported by any evidence.” The cited language has been adopted by the Federal Courts as the proper standard of judicial review, under the due process clause, of disciplinary determinations made by the state boards or agencies. *See McDonald v. Board of Trustees of the University of Illinois*, 375 F. Supp. 95, 108 (N.D. Ill., 1974).
50. See Annotation 19.
51. Voided files will be so marked, shall not be kept with active disciplinary records, and shall not leave any student with a disciplinary record.
52. Disciplinary records may be reported to third parties, in accordance with University regulations and applicable state and federal law.
53. Void records shall be treated in the manner set forth in Annotation 51.
54. The scope of review shall be limited to the factors specified at Part 50. An inquiry into the initial determination of guilt or innocence is not permitted. For example, when considering the “nature” of the violation, pursuant to Part 50 (c), it is to be assumed that the violation occurred and that the respondent was responsible for it.

55. Some discretion must be retained to void even “permanent” disciplinary records. It may be unnecessary, for example, to burden a graduating senior with a lifelong stigma for an act committed as a freshman. Social norms also change rapidly. “Unacceptable” conduct in one generation may become permissible and commonplace in the next.
- \* See the procedures for mandatory medical withdrawal developed by the Vice President for Student Affairs
- \*\* See Macklin Fleming, *The Price of Perfect Justice*: “in our pursuit of . . . perfectibility, we necessarily neglect other elements of an effective procedure, notably the resolution of controversies within a reasonable time at a reasonable cost, with reasonable uniformity . . . we impair the capacity of the legal order to achieve the basic values for which it is created, that is, to settle disputes promptly and peaceably, to restrain the strong, to protect the weak, and to conform the conduct of all the settled rules of law.”
- \*\*\* See the due process standard set forth in *Dixon v. Alabama*, 294 F.2nd 150, 158-159 (Fifth Cir., 1961), Cert. den 368 U.S. 930.



## University Senate CHARGE

<b>Date:</b>	November 9, 2010
<b>To:</b>	Nan Ratner Chair, Student Conduct Committee
<b>From:</b>	Linda Mabbs Chair, University Senate 
<b>Subject:</b>	Medical Amnesty: Responsible Action Protocol
<b>Senate Document #:</b>	07-08-20
<b>Deadline:</b>	March 28, 2011

As you know, the Senate passed the Responsible Action Protocol (RAP) in the spring 2009 semester and asked for a one-year evaluation of the protocol. The resolutions passed by the Senate also stipulated that the Office of Student Conduct report back to the Senate Executive Committee (SEC) on its evaluation of data collected over the past year. Dr. Zacker presented the report to the SEC at its meeting on October 27, 2010.

After extensive discussion on the report, the SEC agreed that further review of this issue is necessary. Therefore, the SEC requests that the Student Conduct Committee review the Office of Student Conduct's report and advises the SEC whether further action should be taken.

Specifically, we ask that you:

1. Review the existing language in the protocol and consider whether it should be revised to strengthen the language stating that student safety is of paramount importance.
2. Review the current process for data collection by the Office of Student Conduct and make suggestions for improvement as appropriate.
3. Consider whether the Responsible Action Protocol has been effective by consulting with students.
4. Advise the SEC whether to propose that the protocol (or a modified version of it) be transformed into an official policy.
5. Consider whether a broad medical amnesty policy, which refers to the protocol for specific implementation procedures, should be created.

We ask that you submit your report and recommendations to the Senate Office no later than March 28, 2011. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



Office of Student Conduct  
*Promoting Integrity, Character, & Ethics*

**Responsible Action Protocol**  
**Report to the University Senate Executive Committee**  
 October 27, 2010

**Background**

In May 2009 the President acknowledged receipt of University Senate resolutions on Promoting Responsible Action in Medical Emergencies. This action formally adopted the following (see University Senate Chair Holum memorandum to President Mote dated April 23, 2009):

1. To endorse likewise the administrative protocol entitled Promoting Responsible Action in Medical Emergencies formulated by the Student Conduct Committee and recommend that the Office of Student Conduct adopt it as administrative procedures for cases of medical emergencies involving a student in possession or under the influence of alcohol who summons medical emergency assistance for him/herself or on behalf of a fellow student.
2. To request that the Office of Student Conduct, after a one-year trial period, report to the Senate Executive Committee on the results of the implementation of the new administrative procedures. The University Senate of 2010-2011 will then examine whether it is advisable to propose a new University policy to apply in such cases.

Effective Fall 2009 the attached administrative protocol entitled Promoting Responsible Action in Medical Emergencies (RAP) was adopted as an administrative procedure by the Office of Student Conduct. In turn, the Office of Rights and Responsibilities with the Department of Resident Life was requested to implement RAP in handling applicable cases in and around the residence halls.

**Alcohol Transport Data**

As the chart below indicates, the number of student requiring medical transport for alcohol related issues has increased over the past three years. The total number of student transports in 2008-09 increased by 30% over 2007-08. During the first year of RAP implementation in 2009-10 the total number of student transports increased by 36% over the previous year. The most significant change during the RAP implementation seems to be the number of students receiving transport during the Fall 2009 increasing by 66% over the previous fall semester.

	Fall 07	Spr 08	Total 07-08	Fall 08	Spr 09	Total 08-09	Fall 09	Spr 10	Total 09-10
Transports	13	14	27	18	10	28	30	16	46
Refusal	10	3	13	13	11	24	12	13	25
<b>TOTAL</b>	<b>23</b>	<b>17</b>	<b>40</b>	<b>31</b>	<b>21</b>	<b>52</b>	<b>50</b>	<b>34</b>	<b>71</b>

The trend over this three year period indicates a steady increase in the total number of alcohol related transports. The increase in 2009-10 cannot be definitively attributed to the implementation of RAP.

### Assessment Results

During Spring 2010 a survey of 1,500 randomly selected students was conducted with the purpose of assessing knowledge of RAP and factors that might contribute to calling for medical assistance. We received a 26% return rate with 400 respondents. In addition, we “over-surveyed” fraternities and sororities by providing the survey link to chapter presidents requesting that they encourage members to complete.

Overall, 88% of students responding indicate (strongly/moderately agree) that they can identify the warning signs of alcohol poisoning. Additionally, 89% indicate that it is very likely or moderately likely that they would seek help if worried about a friend’s health or safety after drinking.

The most important result of the survey was that 56% of students were NOT aware of RAP prior to completing the survey. Of those students responding that they were aware of RAP 71% lived in an on-campus residence hall. This results indicates that the Department of Resident Life did an effective job promoting RAP to resident students, but that further marketing efforts should be considered for off-campus students.

When asked to what extent various reasons might keep students from seeking help, *possible punishment from the University* was most significant. Over 50% of students report that punishment would factor into their decision either “a great deal” or “considerably.” This would seem to support the implementation of RAP as a way of addressing this perception.

### 2009-10 RAP Implementation

Over the 2009-10 academic year RAP was applied to 45 students. It is important to note that all situations in which RAP was considered occurred in the residence halls. No incidents were reported occurring elsewhere on campus that required RAP to be considered.

	Fall 09	Spr 10	Total
RAP Applied	30	15	45
RAP Not Applied	24	15	39
Alcohol – Caller	7	1	8

An RAP “implementation team” was created comprised of representatives from the Health Center, Department of Resident Life, Office of Fraternity and Sorority Life, and Office of Student Conduct. They developed the survey and continue to meet to assess the overall effectiveness of both the implementation as well as marketing. In addition to specific marketing efforts directed toward all resident students (posters, residence hall floor/hall meetings, staff training) a general notice was sent electronically to all students highlighting RAP.

## **Recommendations**

After a one-year “trial period” as requested by the Senate Executive Committee, the following recommendations are made:

1. Continue marketing efforts geared toward making all students aware of RAP and encouraging “responsible action” in medical emergencies.
2. Continue to collect data regarding alcohol related transports and application of RAP in order to assess overall trends.
3. Continue implementation and application of RAP as developed as an administrative protocol. There does not seem to be justification to modify the existing protocol or to create/institute a more formal policy.



Office of Student Conduct  
*Promoting Integrity, Character, & Ethics*

## **Promoting Responsible Action in Medical Emergencies**

### **Introduction**

The health and safety of University students is of paramount concern. All members of the University community are encouraged to act in a responsible manner when an individual may require medical assistance by dialing 911 or 301.405.3333 or seeking a University official. In situations in which either a student summoning or requiring help is under the influence of alcohol, the threat of disciplinary sanctions for violating the University's alcohol policy should not be a barrier to responsible action. *Promoting Responsible Action in Medical Emergencies* is an administrative protocol<sup>1</sup> authorized by the Director of Student Conduct to provide conditional relief in certain defined situations. The purpose is to encourage students to seek assistance for medical emergencies.

### **Protocol of the Office of Student Conduct**

1. A student in possession or under the influence of alcohol who summons medical emergency assistance for him/herself or on behalf of a fellow student experiencing a medical emergency will normally not face disciplinary charges under the *Code of Student Conduct* or *Residence Hall Rules* for the possession or use of alcohol. In lieu of disciplinary charges and as a condition of such relief, students handled under this protocol will usually be required to be evaluated by the University Health Center staff and successfully complete an approved alcohol intervention program.
2. This protocol also extends to the student for whom medical emergency assistance has been summoned.
3. Students referred to the Office of Student Conduct or the Department of Resident Life for alcohol use or possession will be interviewed by a representative of the unit. If the student is eligible for conditional relief under this protocol, the initiation of disciplinary charges will normally be "deferred" under part 28 of the *Code of Student Conduct* pending successful completion of an approved alcohol intervention program. If the student successfully completes the program to the satisfaction of the Health Center staff and the Office of Student Conduct/Department of Resident Life, the pending

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<sup>1</sup> This protocol constitutes instructions by the Director to the staff of the Office of Student Conduct describing how a limited range of alcohol-related conduct will be regularly managed under the *Code of Student Conduct* and Residence Hall Rules. It also serves to inform the Campus Community of what has and shall be the customary practice of the Office of Student Conduct. It must be understood, however, this protocol is not an established University policy or rule and may, from time-to-time be changed by the Director. Similarly, on a case-by-case basis and notwithstanding anything to the contrary in this protocol, the possession or use of alcohol in violation of the University's alcohol policy may be handled differently when the Director determines that under the peculiar facts of the situation it is in the best interests of the institution or persons involved. It is for these reasons the words "normally" and "usually" are employed in the protocol.

charges will be withdrawn, leaving the student with no disciplinary record. If the student fails to successfully complete the program, charges for alcohol use and possession will be processed and, if proved, may result in more severe sanctions and a disciplinary record.

## **Exclusions**

1. The conditional relief from disciplinary charges described in this protocol does not extend to charges other than possession or use of alcohol. In addition, it shall not provide relief from disciplinary charges pertaining to the alleged possession or use of alcohol which, if proven:

- (a) would constitute an “Aggravated Violation” as defined under Paragraph 2(a) of the *Code of Student Conduct*:

*“[T]he term “aggravated violation” means a violation which resulted or foreseeably could have resulted in significant damage to persons or property or which otherwise posed a substantial threat to the stability and continuance of normal University or University sponsored activities.”*

“Aggravated Violation” also includes:

“...[R]ioting, assault, theft, vandalism, arson, or breach of the peace related directly or indirectly to University sponsored activities;” or,

- (b) involve or are associated with the distribution of alcohol to a person under the legal drinking age.

2. Students with a prior disciplinary record of alcohol-related violations and students previously granted relief under this protocol, shall only be eligible for relief on an individual-by-individual basis following an assessment by the Office of Student Conduct.

3. This protocol does not and cannot offer conditional relief, immunity or protection from criminal complaint, arrest or prosecution by University police or other person or official for illegal activity, including the illegal use or possession of alcohol in violation of County, State or Federal law. It does not provide relief from any civil suit, fine or financial obligation to any party (including the University), for loss, damage or injury associated with alcohol use or possession. It must be emphasized that the “charges” and “violations” referred to in the protocol are only charges and violations under the *Code of Student Conduct* and/or under *Residence Hall Rules*.

4. This protocol does not offer conditional relief to student organizations, which remain subject to organizational charges for alcohol-related violations, including possession and use. The nature of such charges and any resulting disciplinary sanctions, however, will take into account and may be mitigated by the action taken by organizational representatives. A representative of a student organization who summons medical emergency assistance may be eligible for conditional relief from charges for his or her personal use or possession of alcohol under this protocol.

## TRANSMITTAL AND ABSTRACT OF SENATE REPORT

**Date Presented to the Senate:** April 23, 2009

**Presenter:** David Freund, Chair of the Student Conduct Committee

**Subject of Report:** Good Samaritan Policy

**Senate Document Number:** #07-08-20

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

### A. Statement of Issue:

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

### B. Recommendations:

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

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

### C. Committee Work:

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

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

April 14, 2009

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

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

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

**Motion #1**

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

This motion was carried unanimously.

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

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

**Motion #2**

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

**Motion #3**

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

**D. Alternatives:**

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

**E. Risks:**

There are no associated risks.

**F. Financial Implications:**

There are no financial implications.

April 14, 2009



UNIVERSITY OF  
**MARYLAND**  
UNIVERSITY SENATE

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April 23, 2009

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

FROM: Kenneth G. Holum  
Chair, University Senate

SUBJ: Resolutions on Promoting Responsible Action in Medical Emergencies

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

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

Signed: \_\_\_\_\_  
Kenneth G. Holum  
Chair, University Senate

# Promoting Responsible Action in Medical Emergencies

## Introduction

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

## Protocol

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

## Provisions

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

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

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

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

**I. Introduction and Background**

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

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

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

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

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

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

**II. Findings from other institutions**

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

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

### *Muhlenberg College*

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

### *Cornell University*

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

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

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

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

### **III. Recent Research**

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

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

### **IV. Maryland State Legislation**

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

### **V. University of Maryland Police Department (UMPD)**

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

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

## **VI. Forum and Anecdotal Evidence**

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

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

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

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

## **VII. Summary of Student Support**

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

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

## **VIII. Recommendations**

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

Therefore, the Working Group recommends the following:

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

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

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

## APPENDICES

<b>Appendix</b>		<b>Pages</b>
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# HOUSE BILL 1273

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9lr2333

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

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## A BILL ENTITLED

1 AN ACT concerning

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

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

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

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

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



## Article - Criminal Law

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**5-601.1.**

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

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

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

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

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

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

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

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

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

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

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

Dear Members of the University Senate:

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

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

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

### The Good Samaritan Parable.

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

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

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

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

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

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

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

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

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

Sincerely,

Daniel P. Reardon, D.D.S.

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

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

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

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

**Senate Office Staff:** Chelsea Benincasa (Coordinator)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Student # 6 and multiple students:** Yes. Absolutely.

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

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

**Student #8:** Yes.

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

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

**Zacker:** That is true.

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

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

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

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

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

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

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

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

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

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

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

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

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

**M. Zuckerman:** What about when parents find out?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The forum adjourned at 6:32 p.m.

Submitted by: Chelsea Benincasa

## **Spring 2008 SGA Elections Ballot Results**

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

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

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

Yes: 94%

No: 6%

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

Yes: 93%

No: 7%

## University Student Judiciary (USJ) Survey

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

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

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

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

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

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

*Answered Question: 42  
Skipped Question: 0*

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

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

*Answered Question: 42  
Skipped Question: 0*

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

Yes	50.0%	21
No	50.0%	21

*Answered Question: 42  
Skipped Question: 0*

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

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

*Answered Question: 42  
Skipped Question: 0*

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

Yes	95.2%	40
No	4.8%	2

*Answered Question: 42  
Skipped Question: 0*

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

Yes	90.5%	38
No	9.5%	4

*Answered Question: 42  
Skipped Question: 0*

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

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

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

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

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

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

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

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

**18.** It's safer and healthier for everyone involved

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Answered Question: 42*  
*Skipped Question: 0*



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December 12, 2008

TO: Dr. David Freund  
Chair, Committee on Student Conduct

FROM: Kenneth G. Holum   
Chair, University Senate

SUBJECT: Request to Revisit Need for a Medical Amnesty Policy (MAP) (Senate Document Number 07-08-20)

Last year the Student Conduct Committee, under the leadership of Professor Boden Sandstrom, addressed the issue whether the Senate should recommend an amendment to the University of Maryland Code of Student Conduct adopting a so-called Medical Amnesty Policy (MAP). Such a policy would introduce amnesty in cases of alcohol use or substance abuse in apparent violation of the University of Maryland Code of Student Conduct if such a violation occurred while a student was seeking emergency medical assistance for themselves or another person. For your information, the Code of Student Conduct, a Board of Regents policy, is available at <http://www.president.umd.edu/policies/docs/v100b.pdf>, and the relevant sections are 9/(d)/i and (o). In its report of February 12, 2008, in response to Senate Document 07/08/20, the SCC did not support recommending an MAP, and the Senate Executive Committee declined to bring such a policy before the Senate.

In its meeting on October 22, 2008, the SEC decided that the 2007-2008 committee, while completing extensive research on MAP in the literature and at other campuses, did not sufficiently investigate opinion and experience on our own campus. We therefore request that you revisit the issue during the spring semester 2009.

In examining the advisability of recommending an MAP, the SCC should engage members of the University community fully. Particular attention should be given to members who deal with this type of emergency regularly, such as resident assistants, University Police officers, and students with relevant experience. One or more forums might be organized and publicized so members of the community can provide testimony in an open environment. An anonymous feedback mechanism might be developed in order to capture a larger number of candid responses from students. Officials of the Office of Student Affairs should be encouraged to provide opinions as well.

In order to complete this assignment expeditiously, the SCC might want to organize a working group including committee members and engaged students. The working group might also include a representative of the Office of Student Affairs, and in any case will want to consult with that Office while preparing to collect and evaluate the new data.

In order to permit Senate action in the Spring semester 2009, I ask that the SCC report on its findings, with its recommendations on MAP, no later than April 7, 2009.

February 12, 2008

**MEMORANDUM**

**TO:** William Montgomery  
Chair, University Senate

**FROM:** Boden Sandstrom  
Chair, Senate Student Conduct Committee

**SUBJECT:** Report on charge by the Senate Executive Committee to review Proposal on Discipline and Calls for Emergency Medical Service (Senate document Number 07-08-20)

The Senate Executive Committee charged the Student Conduct Committee to review a request from Anastacia Cosner for a "Senate review of disciplinary policies that apply to students who call for Emergency Medical Services for a drug or alcohol related illness or overdose."

The Student Conduct Committee (SCC) did extensive research on this subject by reading articles and surveys on medical amnesty policies (MAP) and soliciting opinions on MAP from the members of the University Community who would be knowledgeable about the current practices on campus and the possible impacts of such a change in policy. The SCC held a three-hour meeting on January 24, 2008 to discuss the wealth of information we gathered and analyzed. As a result of this meeting, we passed the following motions:

**Motion #1:**

It was moved that the Student Conduct Committee not recommend a change to the Code of Student Conduct at this time.

This motion was carried unanimously.

**Motion #2:**

The Student Conduct Committee recommends that the Senate Executive Committee:

- ascertain which recommendations of the Alcohol Task Force\* have been implemented to date
- conduct or work with the Alcohol Coalition to conduct a survey to determine students' awareness of, and reaction to, suspected alcohol poisoning
- investigate the feasibility of an anonymous campus "hot-line" for reporting suspected alcohol poisoning
- develop or work with relevant campus or student groups to develop an educational tool such as a "business card" or magnet containing relevant information on the signs of alcohol poisoning and appropriate sources of help for distribution during the upcoming academic orientation period (Fall 2008).
- examine the appropriateness of current penalties for alcohol violations imposed by Resident Life on residents of University-based housing.

\*for clarification purposes (University of Maryland Alcohol Task Force Final Report March 2004)

This motion was carried by a majority.

We are not recommending a change in the Student Conduct Code at this time for the following reasons:

First, the SCC feels strongly that it is premature to institute a Medical Amnesty Policy by changing the Student Conduct Code due to lack of sufficient information and data. The question of what students do or do not do in regards to calling for help in a drug or alcohol emergency is, at the present, under-documented. The research, available to date, however, does reveal one important fact: education has the largest impact on students' willingness to call for help in such situations. There was also a consensus that, because of the differences in alcohol poisoning and drug overdoses and their related penalties, any MAP deliberations should consider them separately. On and off campus policies for these two concepts would need to be considered separately as well.

Second, we spent a great deal of time collecting data and analyzing data. Perhaps one of the most critical outcomes of our research was that we learned that we were not qualified to recommend solutions at this time. Design and implementation of a MAP need to involve multiple stakeholders - students, staff in Greek and resident life, campus police, on- and off-campus healthcare providers, the University of Legal Affairs, members of the surrounding community, and off-campus local, state and federal law enforcement agencies. However, we discovered that the campus has already done much research on these issues and continues to do so. We would like to direct you to the work of the current UM Alcohol Coalition, which is considering a MAP as well as additional ways to better educate the University community, and the past reports of University of Maryland Alcohol Task Force Final Report (March 2004) and Report to the University of Maryland Board of Regents Summary of Alcohol and Substance Abuse Prevention Programs from the University of Maryland, College Park (February 2006).

Third, we discovered that Fraternity and Sorority Life, Resident Life and Office of Student Conduct practice a progressive disciplinary process that takes into account violation severity, mitigating or aggravating circumstances, and past disciplinary offenses while agreeing that education is a key component of the process. While not directly related to the SEC charge, the SCC recommends that Resident Life policies be examined to make sure that they are consistent with those of the Office of Judicial Programs, etc. and that they contain an educational component. The SEC may wish to consider referring this matter to the Directors of Student Conduct and Resident Life for further consideration. In contrast, however, there are no statistical data that indicate the penalties for reporting medical emergencies are unduly severe or act as a deterrent from seeking medical assistance.

Fourth, J. Terrance Roach, Chief Counsel for the University, pointed out that the "Code of Student Conduct is a Board of Regents policy, not a campus policy over which the President has control. Only the BOR has the authority to make substantive changes to it. For that reasons, it is important that any proposal presented by the President to the

Regents be supported by careful research convincingly demonstrating the need for change.” (Roach, J. Terrance. Email to the author. 20 Dec. 2007.)

Fifth, the SCC reviewed a recently released national survey conducted by the University of Virginia examining MAPs at colleges and universities nationwide. Eric Hoffman, co-chair of the UM Alcohol Coalition and Coordinator of Campus Alcohol Programs at the University forwarded these results to the SCC. The following data are from his summary. Limitations of the study included a small sample size (61 institutions) and an inherent bias in that most responders either have a MAP in place or are considering one. Only 4 of the 17 institutions with enrollment over 12,000 students were public institutions (such as UM). Approximately 50% of institutions require an educational component for students when using the policy and a follow-up education class following infractions. The survey results indicate mixed results on the perceived effectiveness of MAP policies and the difficulty of getting all campus constituents on board. For more information see:

Survey Results

[http://www.surveymonkey.com/sr.aspx?sm=4kAmd\\_2f\\_2fe\\_2bHy40n0Nz\\_2bkOzPB2eGU799kBJK\\_2bXm6Vopw\\_3d](http://www.surveymonkey.com/sr.aspx?sm=4kAmd_2f_2fe_2bHy40n0Nz_2bkOzPB2eGU799kBJK_2bXm6Vopw_3d)

Comparison of the responses of Private and Public institutions and a summary of open-ended responses

<http://www.virginia.edu/case/about/documents/masummary.pdf>

Sixth, the SCC also read a major report on the outcome of a MAP at Cornell University in 2002. The report indicated that there was both an increase in calls to emergency medical services and hospital emergency room visits for acute alcohol intoxication. However, the MAP developed at Cornell is a protocol not a change to the Cornell Code of Conduct and education is a major component of the MAP.

(Lewis, Deborah K. and Marchell, Timothy C. “Safety First: A Medical Amnesty Approach to Alcohol Poisoning at a U.S. University. International Journal of Drug Policy 7 (2006). <<http://www.sciencedirect.com>>)

In conclusion our extensive research on this topic has shown that there is insufficient data both for the UM Community and at comparable institutions to warrant the recommendation of a change to the UM Code of Student Conduct. Rather, we believe the best course of action is to concentrate on education and information dissemination about alcohol poisoning. Therefore, in Motion #2, the SCC recommends that the SEC work with the UM Alcohol Coalition to conduct a survey to determine students' awareness of, and reaction to, suspected alcohol poisoning. We also recommend an emphasis on creative ways to get information to the students about alcohol poisoning, such as establishing an anonymous campus "hot-line" and work with relevant campus or student groups to develop an educational tool such as a "business card" or magnet containing relevant information. The Committee strongly recommends a deadline of September 2, 2008 for survey completion and distribution of an educational tool. The SCC also encourages that the SEC promote collaboration with the existing components of the UM campus who have expertise in the arenas of alcohol use and research on a MAP and to see that they get the necessary resources to continue this work.



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November 5, 2007

## MEMORANDUM

**TO:** Boden Sandstrom  
Chair, Senate Student Conduct Committee

**FROM:** William Montgomery  
Chair, University Senate

**SUBJECT:** Proposal on Discipline and Calls for Emergency Medical Service  
(Senate Document Number 07-08-20)

I recently received a "Good Samaritan" proposal from Anastacia Cosner, who is an undergraduate student senator and a member of your committee. I brought Ms. Cosner's proposal to the attention of the Senate Executive Committee at its meeting on October 25. After a short discussion, the Executive Committee decided to charge the Senate Student Conduct Committee with reviewing the attached document because it might eventuate in a change to the Code of Student Conduct. Changes relating to the Code of Student Conduct normally fall under the purview of your committee.

Please send me your report on Ms. Cosner's proposal by or before Wednesday, February 13, 2008. In the course of your examination of this document you may want to consider the rules and practices of our peers and comparable institutions relating to students who call for emergency medical services because of alcohol or drug use. If you have any questions about this charge, please contact Dr. Mary Giles by phone on extension 5-5804, or by email at [mgiles@umd.edu](mailto:mgiles@umd.edu).

WLM:mdg

✓ cc: Vera McCoy-Espinoza

Attachment

From: "Anastacia Cosner" <anastaciacosner@gmail.com>  
Date: October 20, 2007 8:38:16 PM EDT  
To: wlm@umd.edu  
Subject: Request for Senate review of policy - discipline & calls for emergency medical services

Dear Dr. Montgomery,

My name is Anastacia and I am an undergraduate Senator representing the College of Arts and Humanities, I am also President of Students for Sensible Drug Policy at the University of Maryland. I have been doing quite a bit of research on an issue commonly referred to as "Good Samaritan" policies as an option to reduce harm to our students.

I write to request Senate review of disciplinary policies that apply to students who call for Emergency Medical Services for a drug or alcohol related illness or overdose. Studies have shown that implementation of such "Good Samaritan" policies increase 911 calls in the area - in this case, the campus community. It is in the opinions of many of my fellow undergraduate senators that students should never be deterred from or hesitate to call for help because of fear of disciplinary action. I would recommend that an amendment be made to the Code of Conduct that would exempt such individuals from judicial action (such as for the possession or use of any substance – including alcohol, as well as other "harder" drugs) if they call for medical assistance for themselves or a friend.

I look forward to your response, and would be more than happy to discuss this issue at your earliest convenience.

Sincerely,

Anastacia Cosner

Anastacia Cosner  
University of Maryland, College Park  
Senator, College of Arts and Humanities  
President, Students for Sensible Drug Policy  
Secretary, SSDP Board of Directors

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