

November 2, 2011

MEMORANDUM

TO: University Senate Members

FROM: Eric Kasischke
Chair of the University Senate

SUBJECT: University Senate Meeting on Wednesday, November 9, 2011

The next meeting of the University Senate will be held on Wednesday, November 9, 2011. The meeting will run from **3:15 p.m. – 5:15 p.m.**, in the **Colony Ballroom (2nd Floor) of the Stamp Student Union**. If you are unable to attend, please contact the Senate Office¹ by calling 301-405-5805 or sending an email to senate-admin@umd.edu for an excused absence. Your response will assure an accurate quorum count for the meeting.

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

Meeting Agenda

1. Call to Order
2. Approval of the October 20, 2011, Senate Minutes (Action)
3. Report of the Chair
4. Special Order of the Day
Wallace D. Loh
President of the University of Maryland, College Park
2011 State of the Campus Address
5. PCC Proposal to Rename the Department of Geography to Geographical Sciences (Senate Doc. No. 11-12-13) (Action)
6. PCC Proposal to Rename the B.S. in Geography to Geographical Sciences (Senate Doc. No. 11-12-14) (Action)
7. PCC Proposal to Rename the M.A. and Ph. D. in Geography to Geographical Sciences (Senate Doc. No. 11-12-15) (Action)

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

8. PCC Proposal to Establish a Master of Arts Program in Second Language Acquisition (Senate Doc. No. 11-12-16) (Action)
9. PCC Proposal to Establish a Graduate Certificate in Second Language Acquisition (Senate Doc. No. 11-12-17) (Action)
10. PCC Proposal to Establish a New Master and Doctoral Program in Higher Education, Student Affairs, and International Education Policy (Senate Doc. No. 11-12-18) (Action)
11. PCC Proposal to Change the Name of the Master and Doctoral Programs in Counseling and Personnel Services to Counseling Psychology, School Psychology, and Counselor Education (Senate Doc. No. 11-12-19) (Action)
12. Proposal to Review the University of Maryland Policies Concerning Academic Transcripts and Calculation of Grade Point Average (Senate Doc. No. 10-11-11) (Action)
13. Title Updates in the Senate Bylaws (Senate Doc. No. 11-12-08) (Action)
14. Preservation of Shared Governance During Reorganizations, Consolidations, and Mergers (Senate Doc. No. 09-10-49) (Action)
15. New Business
16. Adjournment

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

University Senate

October 20, 2011

Members Present

Members present at the meeting: 89

Call to Order

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

Approval of the Minutes

Chair Kasischke asked for additions or corrections to the minutes of the September 21, 2011 meeting. Hearing none he declared the minutes approved as distributed.

Report of the Chair

Nominations Committee

Kasischke stated that outgoing senators should have received a message from the Senate Office requesting volunteers to serve on the Nominations Committee. This important committee is charged with soliciting nominations from the membership of the Senate for the Executive Committee, Chair-Elect, the Committee on Committees, and other University-wide committees and councils up for election at the annual transition of the Senate in May. They meet only a few times during the period of late-January through March, but they serve a very important purpose. The Nominations Committee submits a slate of candidates for the Transition Meeting elections. The Senate relies on the good judgment of the members of the Nominations Committee to present candidates that reflect the quality and diversity of our campus community. The deadline for nominees is October 21, 2011. He encouraged any outgoing senators to consider serving on this important committee. Those interested can send an email to senate-admin@umd.edu. The Senate will vote on the Nominations Committee slate at its December meeting.

Board of Regents Staff Awards

Kasischke announced that we have received the Board of Regents Staff Awards announcement. This is an excellent opportunity for our staff to be recognized for the amazing work that they do. Nomination packets are due in the Senate Office by Friday, November 11, 2011. Information about the nomination process and criteria are listed on the Senate website at <http://www.senate.umd.edu>. He encouraged senators to nominate a staff member.

Next Meeting

The next senate meeting will be held on Wednesday, November 9, 2011. President Loh will be presenting his vision for the campus. This meeting will be held in the

Colony Ballroom of the Union to accommodate the larger audience that is anticipated.

Consideration of a Campus-Wide Helmet Policy at the University of Maryland (Senate Doc. No. 10-11-33) (Action)

Marcia Marinelli, Chair of the Campus Affairs Committee presented the proposal and gave a brief overview of the committee's recommendations.

Kasischke opened the floor to discussion.

Senator Calderon, Part-Time Undergraduate, stated that the survey shows that people who ride scooters do not want a helmet policy. We are enforcing a rule that we do not want.

Majed Kurtom, SGA Outlying Community Legislator, stated that the Student Government Association (SGA) voted against a helmet policy because it violates First Amendment rights, specifically our freedom of choice, and discourages scooters. Anyone that does not have a helmet will not ride a scooter. He also stated that crash helmets for automobile motorists or a midnight curfew would do more to save lives than helmets for scooter riders. It is as irrational to propose a helmet policy for scooter riders as for car drivers. Thus this bill exceeds its boundaries. The State of Maryland does not require license plate registration for scooters but the University does. This policy means taking a giant leap beyond just registering scooters. He also raised concerns about implementation and whether having two transportation staff taking pictures of violators was appropriate. He stated that there is a predominate tone of making money in this bill. Fines could range from \$30-\$75. He does not feel comfortable with staff taking pictures of students without helmets.

Marinelli stated that the committee did consider First Amendment rights and respects those rights. She stated that the Department of Transportation Services (DOTS) has the authority to enforce a helmet policy for safety reasons. Even though the State of Maryland does not have a law, we can still enforce this policy on our campus. She introduced J. David Allen, Director, Department of Transportation Services, to respond to the concerns about implementation.

David Allen stated that the plan is to use cameras with existing DOTS staff to enforce the policy. The Campus Transportation Advisory Committee (CTAC) approved a fee of \$15 for helmet violations. This fee would barely cover the expense of enforcing the policy so this is not a moneymaking plan. There is currently one staff member dedicated to enforcing scooter violations who would also be tasked with helmet enforcement.

Senator Henry, Faculty, Libraries, stated that he is not in agreement with the libertarian perspective because the campus has a vested interest in the safety of our students. However, there is a pragmatic rationale for not implementing a helmet policy; not to have such a policy would promote increased scooter use on campus. Noting that it is easier to get around campus on scooters, he stated that neither student injured in scooter accidents last year had a head injury nor were the circumstances for their accidents related to helmet use but rather to motorist and pothole issues. Where, then, is the head injury problem here? The safety forum showed more angst over scooters riding on sidewalks and running stop signs. We need to work on our infrastructure rather than a helmet policy because that will go much further. Why are we using people to take pictures of those without helmets instead of those texting while driving or not wearing seatbelts, which are actual laws being broken?

Senator Tolu, Undergraduate, College of Computer, Mathematical, and Natural Sciences, stated that she is in full favor of this bill. Safety at the University should be one of our highest priorities. This bill does not apply to bicyclists. While the recent injuries were not head injuries, it just takes one severe accident with a head injury to make this policy worth it. The Department of Intercollegiate Athletics (DIA) now requires all athletes to wear helmets. Why do athletes have more safety than other students? All students should be valued equally. When the policy is implemented, she encouraged a low fine such as the \$15 fine proposed by Allen. She encouraged senators to vote for the proposal.

Senator Milton, Faculty, School of Public Health, stated that his son had a severe bicycle accident while in college. His son is only still alive because he was wearing a helmet. This is a first step to requiring helmets for cyclists. From an environmental point of view, we should be encouraging bikes not scooters because they will reduce our carbon footprint and help fight obesity. Scooters are a danger to bicyclists. If we are going to encourage other forms of transportation on our campus, we need to separate scooters from bikes from pedestrians. We are investing a lot in our students. We should protect that investment.

Senator Blagadorskiy, Undergraduate, College of Letters and Sciences, stated that this policy is a proactive way of saving lives, but we are not fixing any current real issues that would justify implementing this policy. There has not been a head injury involving a scooter. We are looking at redesigning the campus infrastructure so this may be a more relevant discussion then but nothing necessitates it right now.

Senator Ethridge, Graduate Student, College of Arts & Humanities, stated that he was in full support of the bill, and declared that this is a real issue. 15-30 mph plus concrete equals a lower probability of survival. It is true that if you have a helmet, you are less likely to get injured. We should not wait for bad things to

happen in order to implement this policy but rather to prevent them from happening. We already limit choice by forcing people to wear seatbelts because it is safer. So the question is not whether scooter riders want the policy; it is about what is best for them. It is obvious that this is an issue. This policy shows that we care about safety. This policy does not change the world but is a step in the right direction.

Senator Ahmed, Undergraduate, School of Public Health, raised concerns about the policy because helmets are not a requirement in the State of Maryland. How can we enforce it on our campus if it is not a law? Students coming from off-campus putting on helmets when they get here is not practical. How do we regulate students who live around the campus? If we choose to approve the policy, we should consider extending it to any type of bike. Motorized scooters should not be the only group on which this policy is imposed. Also, there appear to be too many technicalities in the proposed policy and its limitations.

Senator Fleischmann, Faculty, College of Information Studies, inquired whether the survey showed results of scooter riders vs. non-scooter riders and also whether the committee considered subsidizing the cost of buying a helmet.

Marinelli stated that those results were included in the materials. She also stated that Heyser Cycles in Laurel, MD came to campus to fit and sell helmets on campus, but she was unsure of whether the cost was subsidized.

Senator Calderon, Part-Time Undergraduate, stated that because the State of Maryland does not have a law, it is not recommended that we approve this policy. We seem to be debating whether it is a good idea to wear a helmet instead of whether we should impose this on people who can make their own choices. We are implying that we are smarter than the State at large.

Marinelli stated that this policy was vetted up through the State Attorney General's Office on whether we could enforce such a policy.

Matthew Popkin, Member of the Campus Affairs Committee, stated that the freedom of choice is not included in the First Amendment. He initially voted against the policy in the committee because he did not think it was complete but that can be addressed during enforcement. The SGA considered mitigating enforcement by working with DOTS, but that was rejected. Mitigation of enforcement efforts should be considered during implementation. The policy is great in that it is proactive. He stated that he was injured riding a bicycle but did not suffer a head injury because he was wearing a helmet. The impact of a head injury should be taken into consideration. Enforcement should also be considered further. The goal is to change behavior, and this policy will greatly increase the use of helmets. If you are coming from off campus, you do not have to wear a helmet until you get to campus but hopefully you will keep it on even

when you leave campus. Scooter owners make a decision to buy a scooter in the first place instead of a bicycle so it is reasonable to expect that they wear a helmet. It is also reasonable that the University considering offering assistance for buying a helmet for those that need it. Athletics does require athletes to wear helmets on scooters. If Athletics values their students why don't we?

Senator Miletich, Undergraduate, College of Arts & Humanities, asked whether we are going to wait for a head injury before we implement this policy. A lot of our other policies have been instituted incited because of students being hurt or killed. We have the opportunity to pass a law to save a life. We have already seen major injuries so we should not wait for a serious head injury to implement this policy. The main concern is safety.

Senator Leone, Faculty, College of Behavioral & Social Sciences, asked for clarification on how long pictures of violators of the policy would be kept and whether they would be shared with other law enforcement agencies such as the College Park Police or Prince Georges County Police. What will they be used for other than levying a fine?

Marinelli stated that Campus Affairs will revisit how long all images will be kept later in the year and asked David Allen to respond to pictures of students without helmets.

David Allen responded that pictures of violators would only be kept until the appeals process is over. They will be deleted after 15 days. They will not be shared with any other agencies.

Senator Parsons, Exempt Staff, stated that we do not have a right to tell someone else what to do especially if their actions do not hurt others. She would prefer that we force bicyclists to wear lights because their visibility directly impacts everyone else. Unless there is evidence that not wearing helmets causes the University or an individual a safety problem, we do not have a right to tell our adult students what to do. We should not be requiring "yes, mom". We are a place where students can be treated as adults. They will bear the consequences of bad decisions. Just because the State has vetted this policy does not mean that we have to enact the policy. All that means is that the policy is legal.

Kasischke clarified that our guidelines state that speakers can only speak once until all others who wish to speak have had the opportunity.

Senator Buchanan, Faculty, College of Agriculture & Natural Sciences, stated that he was in favor of the policy but found the implementation to be inconsistent with evidentiary standards. There is no chain of evidence. It is a good policy but we need to make sure evidentiary standards and appeals are considered.

Kasischke reminded senators that we are considering the committee's recommendations to create a policy not implementation of that policy.

David Allen responded that violations of the policy would not be appealed through a district court. It is a University policy much like any other policy. A chain of evidence does not apply for enforcing such a policy, the enforcement of which is similar to enforcing our policies against cheating on an exam.

Senator Yuravlivker, Graduate Student, College of Behavioral & Social Sciences, stated that seatbelt laws negate the argument that we should not impose a policy that does not affect us. If we can take a small step to make things safer, we should take that step. It is their choice not to use a scooter on campus if they do not want to follow the policy. He does not see a problem with us approving this policy even if it is "yes, mom". He also suggested that we end the debate and move on.

Senator Calderon, Part-Time Undergraduate, introduced Majed Kurtom.

Majed Kurtom, SGA Outlying Community Legislator, stated that he did not say that freedom of choice was part of the First Amendment. He also stated that imposing a helmet policy for athletes does not necessarily mean that we value them more but rather there is concern over the financial repercussions of injured athletes. We should channel our efforts to prevent injury instead of helmet use.

Senator Blagodarskiy, Undergraduate, College of Letters & Sciences, stated that we should do everything in our power to save lives. There are a lot of scooter riders on campus who will ignore the policy until they are given fines. It is not our business to force people to wear helmets. Students know they are safer if they wear a helmet but it is their choice. They should be able to willingly take that chance.

Senator Alt, Faculty, Robert H. Smith School of Business, thanked Marinelli and her committee for their work. He stated that he was strongly in favor of increasing student safety. He stated that the policy states that the police enforce "moving violations." He does not want to burden the police with enforcing helmet use but also does not think that this is under DOTS purview. In the recommendation, "protective headgear" is a broad category including bum caps that provide little protection. Our peers all use the term "safety helmets." He hopes that we go the extra mile during enforcement of this policy. He also inquired whether the policy has to be approved by the Board of Regents.

Marinelli stated that the committee did not want to burden the police with this. Because DOTS had the license plate recognition system already, this fit within their purview.

Senator Smela, Faculty, College of Engineering, stated that we all understand that wearing helmets is good, but she was concerned about taking away liberties using the rationale that we are doing so for students' own good. She was concerned about where we stop if we use seatbelt laws as the rationale for imposing this policy. We need to be concerned about personal responsibility. She also had concerns about using the photography aspect for implementation because it could set precedence for using pictures for other things.

Provost Wylie stated that the police officers are sworn to enforce laws not signs or campus policies. It is not appropriate for police officers to pull over students without helmets. She also inquired why the committee did not also consider bicycles in this policy.

Marinelli responded that the committee did consider bicycles but responded to the specifics within the charge.

Kasischke called for a vote on the proposal. The result was 55 in favor, 31 opposed, and 1 abstention. **The motion to approve the proposal passed.**

Special Order of the Day
Donna Hamilton
Associate Provost and Dean for Undergraduate Studies
The New General Education Program: Implementation Update

Kasischke introduced Donna Hamilton, Associate Provost & Dean for Undergraduate Studies.

Hamilton gave a brief overview of the General Education Program implementation thus far.

Overview

- Undergraduate Studies held meetings in June 2011 with five area community colleges to discuss the transfer policy and general education requirements. Representatives were asked for their opinions on how the policy should be implemented. They were very appreciative to be involved in crafting the policy before it was finalized.
- In the end of July seat targets were sent out to the colleges.
- In August, they met with each college to discuss methodology and background information used to calculate how much instruction was needed and to set the seat targets.
- The faculty boards were reappointed in late August 2011. All of last year's members were asked to continue, and the majority agreed. The boards are facilitated by Donna Hamilton in Oral Communication and I-Series; Doug Roberts in Analytic Reasoning, Humanities, Scholarship in Practice; Betsy

Beise in Writing, Robert Gaines in Diversity, History, and Social Sciences, and Natural Sciences; The members of the faculty boards have taken a great deal of ownership in these boards.

- In October 2011, Hamilton reported the implementation progress to the Senate's General Education Committee.
- New recruitment brochures highlighting the new general education program have been created, and a new website will be ready in a week.
- The process of coding courses for categories in the Student Information System (SIS) is now complete but the coding process is ongoing in Testudo.
- There have been General Education workshops this fall in the Center for Teaching Excellence. The Lilly fellows will focus on the scholarship in practice component of the program. The I-Series faculty seminars are running again.
- There have been three workshops thus far for advisors. There is one more scheduled. Undergraduate Studies is happy to make individual presentations within colleges and departments if needed.
- They are in the process of planning the next steps for academic advisors and are preparing FAQs for advisors.
- Academic programs will now need to write new 4-year plans by the end of the semester. These will help incoming and transfer students.

New Business

There was no new business.

Adjournment

Senate Chair Kasischke adjourned the meeting at 4:18 p.m.



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-13
PCC ID #:	11003
Title:	Proposal to Rename the Department of Geography as the Department of Geographical Sciences
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses (PCC) Committee
Date of SEC Review:	October 24, 2011
Date of Senate Review:	November 9, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	The College of Behavioral and Social Sciences and the Department of Geography propose to change the name of the department to the Department of Geographical Sciences. The proposed name reflects the direction of the field and better represents the department's teaching and research activities. Two other proposals, Senate Docs 11-12-14 and 11-12-15 have been submitted to rename the department's academic degree programs.
Relevant Policy # & URL:	
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate accept the name change.
Committee Work:	<p>The PCC Committee considered the proposal at its October 7, 2011, meeting. Chris Justice, Chair of Geography, and Kathy Beardsley, Associate Dean of Behavioral and Social Sciences, were present to discuss the proposal and answer questions.</p> <p>The Academic Planning Advisory Committee approved the proposal on September 19, 2011. The Senate PCC Committee voted and approved the proposal on October 7, 2011.</p>
Alternatives:	The Senate could decline to approve the new name for this department.
Risks:	If the Senate does not approve the new name, then the department will retain its existing name, which does not accurately reflect the activities of the department or the direction of the field.
Financial Implications:	There are no significant financial implications with this proposal.

Further Approvals Required: <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President.
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THE UNIVERSITY OF MARYLAND, COLLEGE PARK PROGRAM/CURRICULUM/UNIT PROPOSAL

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

PCC LOG NO.

11003

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

College/School:

BSOS

Please also add College/School Unit Code-First 8 digits: **01202800**

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

Department/Program: Geography Department

Please also add Department/Program Unit Code-Last 7 digits: **1281501**

Type of Action (choose one):

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

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

Summary of Proposed Action:

The Geography Department proposes to change its name to the **Department of Geographical Sciences**. This name is in keeping with key National Academy initiatives (Committee on Strategic Directions for the Geographical Sciences in the Next Decade; National Research Council, *Understanding the Changing Planet, Strategic Directions for the Geographical Sciences*, National Academy Press, 2011) and better represents our research, bridging human dimensions of global change and earth systems science with geospatial information technologies including remote sensing and GIS.

We have sent notification of the proposed name change to UMD departments in related disciplines (including ENST and ENSP), asking if they had any concerns. No objections to the change were made.

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

1. Department Committee Chair / Faculty Advisory Committee *George Heurtt* George Heurtt 3/14/11
2. Department Chair *Chris Justice* Chris Justice 3/14/11
3. College/School PCC Chair *Martha E. Geores* Martha E Geores 7/21/11
4. Dean *Katherine Pedro Beardsley* Katherine Pedro Beardsley 7-21-11
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC *David Felness* David Felness 10/7/11
7. University Senate Chair (if required) _____
8. Senior Vice President for Academic Affairs & Provost _____

Michael D Colson

From: Frank J. Coale [fjcoale@umd.edu]
Sent: Friday, February 25, 2011 7:23 AM
To: cjustice-contact
Subject: RE: Proposed Department Name Change

Chris,

The Department of Environmental Science and Technology has no objection to your plan to rename your department the Department of Geographic Sciences.

Best,
Frank

=====
Frank J. Coale, Ph.D.
Professor and Department Chair
Department of Environmental Science and Technology
1109 H. J. Patterson Hall
University of Maryland
College Park, MD 20742 USA
Tel: 301-405-1306
Email: fjcoale@umd.edu

From: Chris Justice [justice@hermes.geog.umd.edu]
Sent: Thursday, February 24, 2011 6:25 PM
To: rtourang-contact; Dennis H. Wood; Eric D. Wish; Gary D. LaFree; Sandra L. Hofferth; Jeffrey F. Werling; Kathleen Jane Smarick; Mark Lichbach; Nan Bernstein Ratner; Peter Murrell; Paul A. Shackel; Reeve Doering Vanneman; Sally S. Simpson; Thomas H. Carr; Thomas S. Wallsten; William W. Falk; jtownshe-contact; Wayne McIntosh; Frank J. Coale; ajanetos-contact; carton-contact; Michael Brown; Bruce R. James; Wendy L. Whittemore; Kim Nickerson
Subject: Proposed Department Name Change

Department Chairs and Colleagues

The Geography Department has been undergoing major changes in the past few years with our recent hires who bring strength in the human dimensions of global change and global modeling.

We want to follow the trend of other leading Geography Departments and change our name to better reflect who we are.

We are proposing changing our name to the **Department of Geographic Sciences**.

As part of the process, if you have any concerns about this proposed name change we would like your input.

Chris Justice

Professor and Chair
Department of Geography
University of Maryland



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-14
PCC ID #:	11021
Title:	Proposal to Rename the Bachelor of Science in Geography as the Bachelor of Science in Geographical Sciences
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses (PCC) Committee
Date of SEC Review:	October 24, 2011
Date of Senate Review:	November 9, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	The College of Behavioral and Social Sciences and the Department of Geography propose to change the name of the Bachelor of Science in Geography to the Bachelor of Science in Geographical Sciences. The proposed name reflects the direction of the field and better represents the teaching and research activities of the department. Two other proposals, Senate Docs 11-12-13 and 11-12-15, have been submitted to rename the department and graduate degree programs, respectively.
Relevant Policy # & URL:	
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate accept the name change.
Committee Work:	<p>The PCC Committee considered the proposal at its October 7, 2011, meeting. Chris Justice, Chair of Geography, and Kathy Beardsley, Associate Dean of Behavioral and Social Sciences, were present to discuss the proposal and answer questions.</p> <p>The Academic Planning Advisory Committee approved the proposal on September 19, 2011. The Senate PCC Committee voted and approved the proposal on October 7, 2011.</p>
Alternatives:	The Senate could decline to approve the new name for this program.
Risks:	If the Senate does not approve the new name, then the program will retain its existing name, which does not accurately reflect the activities of the program or the direction of the field.

Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required: <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 will need to be notified.

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

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

PCC LOG NO.

11021

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

College/School:

BSOS

Please also add College/School Unit Code-First 8 digits: **01202800**

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

Department/Program: Geographical Sciences

Please also add Department/Program Unit Code-Last 7 digits: **1281501**

Type of Action (choose one):

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

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

Summary of Proposed Action:

The Department of Geographical Sciences proposes to change its undergraduate academic program to B.S in Geographical Sciences to match the recent departmental name change. The justification includes that the name of the NRC oversight Committee is the Committee for Geographical Sciences and that the Department is in the College of Behavioral and Social Sciences.

We are keeping the B.S. concentration the same; Geography and Geographic Information Systems.

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

1. Department Committee Chair *Denzel H. Williams*
2. Department Chair *Martha E. Geores*
3. College/School PCC Chair *Martha E. Geores* Martha E. Geores
4. Dean *Katherine Pedro Beardsley* Katherine Pedro Beardsley 9-27-11
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC *David Bolness* 10/7/11
7. University Senate Chair (if required) _____
8. Senior Vice President for Academic Affairs & Provost _____



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-15
PCC ID #:	11022
Title:	Proposal to Change the Names of the Master of Arts and Doctoral Programs in Geography to Geographical Sciences
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses (PCC) Committee
Date of SEC Review:	October 24, 2011
Date of Senate Review:	November 9, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	The College of Behavioral and Social Sciences and the Department of Geography propose to change the name of the Master of Arts and Doctoral programs in Geography to the Bachelor of Science in Geographical Sciences. The proposed name reflects the direction of the field and better represents the teaching and research activities of the department. Two other proposals, Senate Docs 11-12-13 and 11-12-14, have been submitted to rename the department and undergraduate degree program, respectively.
Relevant Policy # & URL:	
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve the name change.
Committee Work:	<p>The PCC Committee considered the proposal at its October 7, 2011, meeting. Chris Justice, Chair of Geography, and Kathy Beardsley, Associate Dean of Behavioral and Social Sciences, were present to discuss the proposal and answer questions.</p> <p>The Academic Planning Advisory Committee approved the proposal on September 19, 2011. The Graduate PCC Committee approved the proposal on September 28, 2011, and the Graduate Council approved the proposal on October 10, 2011. The Senate PCC Committee voted and approved the proposal on October 7, 2011.</p>
Alternatives:	The Senate could decline to approve the new name for these programs.
Risks:	If the Senate does not approve this proposal, then the programs

	will retain their existing names, which do not accurately reflect the activities of the programs or the direction of the field.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required: <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 will need to be notified.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

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

PCC LOG NO.

11022

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

College/School:

BSOS

Please also add College/School Unit Code-First 8 digits: **01202800**

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

Department/Program: Geographical Sciences

Please also add Department/Program Unit Code-Last 7 digits: **1281501**

Type of Action (choose one):

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

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

Summary of Proposed Action:

The Department of Geographical Sciences proposes to change its graduate academic programs to M.A and PhD in Geographical Sciences to match the recent departmental name change. The justification includes that the name of the NRC oversight Committee is the Committee for Geographical Sciences and that the Department is in the College of Behavioral and Social Sciences.

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

1. Department Committee Chair Daryl Hunt
2. Department Chair Martha E. Geores
3. College/School PCC Chair Martha E. Geores **Martha E. Geores**
4. Dean Katherine Pedro Beardsky Katherine Pedro Beardsky 9-27-11
5. Dean of the Graduate School (if required) [Signature] 10/10/11
6. Chair, Senate PCC David Salness 10/7/11
7. University Senate Chair (if required) _____
8. Senior Vice President for Academic Affairs & Provost _____



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-16
PCC ID #:	11011
Title:	Proposal to Establish a Master of Arts Degree Program in Second Language Acquisition
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses (PCC) Committee
Date of SEC Review:	October 24, 2011
Date of Senate Review:	November 9, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Arts and Humanities and the School of Languages, Literatures and Cultures wish to establish a new Master of Arts program in Second Language Acquisition. Building on the success of the currently existing Ph.D. program in Second Language Acquisition, this new program will provide Master's level students with a rigorous and comprehensive training in the theory and research of how people learn second languages.</p> <p>The job market for those with an M.A. in Second Language Acquisition is growing. Governments as well as private industries in the United States and other countries are making second language learning a priority and investing in programs that teach second languages to others. Teachers and administrators with Master's level training are needed in this field. Students can also use the program as preparation for pursuing a Ph.D. in Second Language Acquisition, which will prepare them for the growing number of academic jobs in this area.</p> <p>To earn the degree, students must complete 30 credits. There will be a track for those interested in eventually earning their Ph.D., and a track for those interested only in the Master's degree. The curriculum is cognitively oriented and the core curriculum covers such areas as psycholinguistics, instructed language learning, second language analysis, and testing.</p>

	<p>The program is expected to enroll 5-10 students in the first year, and have a steady state enrollment of 20-30 students. Because the Second Language Acquisition Ph.D. program already exists, and there is no undergraduate program, the department believes that it already has the faculty, courses and infrastructure to administer the program; therefore, no new resources will be required for this new program.</p>
Relevant Policy # & URL:	
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.
Committee Work:	<p>The PCC Committee considered the proposal at its meeting on October 7, 2011. Kira Gor, Director of the Second Language Acquisition program, along with Carol Mossman and Gabriele Strauch of the School of Languages, Literatures, and Cultures, presented the proposal to the committee and responded to questions. After discussion, the Committee voted to recommend the proposal.</p> <p>The Academic Planning Advisory Committee approved the proposal on September 19, 2011. The Graduate PCC Committee approved the proposal on September 28, 2011, and the Graduate Council approved the proposal on October 10, 2011.</p>
Alternatives:	The Senate could decline to approve the proposed program.
Risks:	If the Senate declines to approve this program, the University will lose an opportunity to establish a program that meets a growing demand for second language acquisition.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required: <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.

PCC LOG NO.

11011

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

College/School: ARHU/SLLC

Please also add College/School Unit Code-First 8 digits: **01202700**

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

Department/Program: SLA

Please also add Department/Program Unit Code-Last 7 digits: **1274001**

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 |

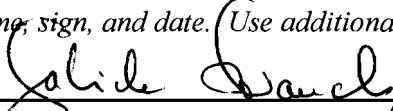

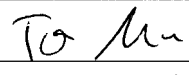
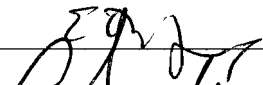
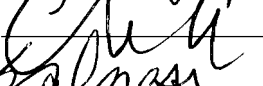
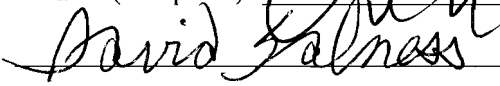
Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Add an M.A. in Second Language Acquisition to the existing Ph.D. in SLA.

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

1. Department Committee Chair: Gabriele Strauch  9/12/2011
2. Department Chair: Carol Mossman  9/12/2011
3. College/School PCC Chair TOM MOORE  9/12/11
4. Dean Elizabeth B. Lauer  9/12/11
5. Dean of the Graduate School (if required)  10/11/11
6. Chair, Senate PCC David Falness  10/7/11
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

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

M.A. in Second Language Acquisition

COLLEGE OF ARTS AND HUMANITIES

DEAN: Bonnie T. Dill

**MASTER'S DEGREE IN SECOND LANGUAGE ACQUISITION
Version of October 5, 2011**

PROPOSED INITIATION DATE: FALL, 2012

I. OVERVIEW AND RATIONALE

A. Nature of the proposed program

Master's degrees in second language acquisition (SLA)¹ are highly successful at many universities in the USA, Canada, several European countries, and Australasia. The proposed new two-year Master's program at UMD would provide high-quality students with a thorough grounding in the theory, research and practice of untutored as well as instructed second (including foreign) language acquisition. As described in more detail below, two options would be available to the students. Together, these options would meet needs for training in Maryland and the greater metropolitan D.C. area, as well as nationally and internationally, and given the relationship to the established Ph.D. in SLA, could do so at the very highest level, **without requiring any new resources**. With the return of Michael Long (former Director of the School of Languages, Literatures and Cultures) to the faculty, the program faculty is now in place. Students for the M.A. will come with outside funding (i.e., with sponsorship from their home institutions/employers or their governments, or with Fulbright scholarships), or they will be funded through research assistantships at CASL (Center for the Advanced Study of Language) or NFLC (National Foreign Language Center). The SLA program has a long-standing, productive, reciprocal relationship with CASL and NFLC that will be built on and strengthened by the addition of the M.A. and Graduate Certificate in SLA. As with the Ph.D. in SLA program, some students may also be funded via employment as research assistants on external grants secured by the SLA faculty.

The proposed program will address the University Strategic Plan's emphasis on globalization, and its call for programs with important social ramifications: "The University of Maryland will sustain and significantly increase the breadth, quality, and impact of its partnerships, outreach, and engagement initiatives that address critically important intellectual and societal issues" (p. 22). It would also further the mission of the School of Languages, Literatures, and Cultures (SLLC) to deliver state-of-the-art foreign language instruction.

The College Park campus already has in hand all the faculty, courses and infrastructure required to open this program, and our Ph.D. in SLA program, although only six years old, is fast becoming recognized as among the top two or three in the country. The University's new Strategic Plan states (p. 14) that "(t)he University of Maryland will provide high-quality graduate and professional

¹ Some degrees, e.g., those at Hawai'i, Indiana and Michigan State, are called 'Second Language Studies,' and some that share a similar, but not quite the same, focus to what is suggested for the new UMD program, are called 'Applied Linguistics.' A similar variety of names is employed for doctoral programs in the field. The proposed program is clearly different from what is typically offered in Linguistics departments because it puts less emphasis on linguistic theory and analysis and more on second language learning, and it is different from what is typically offered in Schools of Education because of our emphasis on research.

education” (p. 14). The quality of Ph.D. in SLA applicants is already as good here as at the top-rated University of Hawai’i. Many of the same most promising students apply to, and are accepted at, the same elite programs; we know that from the applicants themselves in some cases, from faculty at the rival programs in other cases, and also by tracking where the individuals end up attending. This year, at least one of our top candidates preferred our program and turned down the offer of admission from the University of Hawai’i. The number of applicants to the Ph.D. in SLA is growing and our acceptance rate is decreasing with the following figures recorded for the AY 2010/2011: 61 applicants, 11.5% acceptance rate, 71.4% enrollment rate, compared to the UMD averages of 14.2% acceptance rate and 49.5% enrollment rate for the same academic year (data from IRPA Profiles). The core Maryland SLA faculty number is six, making us a middle-size program by U.S. standards. All of us are tenured (four Full, two Associate), and widely published and quoted. Our students themselves are proving to be of exceptional caliber, presenting at major conferences before even finishing their coursework and even publishing already in the leading journals and receiving prestigious fellowships. Several students are participants in the IGERT program for multi-disciplinary training in the Language Sciences sponsored by the National Science Foundation or recipients of fellowships and awards from the Graduate School (Ann G. Wylie Dissertation Fellowship, Mabel S. Spencer Award for Excellence in Graduate Achievement, Graduate Student Summer Research Fellowship), or from the National Science Foundation. In October 2010, the students organized the leading annual conference in SLA, the Second Language Research Forum, at UMD and contributed numerous successful talks to this prestigious venue (see <http://www.webspace.umd.edu/SLRF2010/>).

In sum, we are proposing the two-year M.A. program and concurrently an 18-credit Graduate Certificate in SLA that, together with the existing Ph.D., will create a flexible and efficient advanced graduate curriculum in SLA serving the needs of a broad pool of applicants.

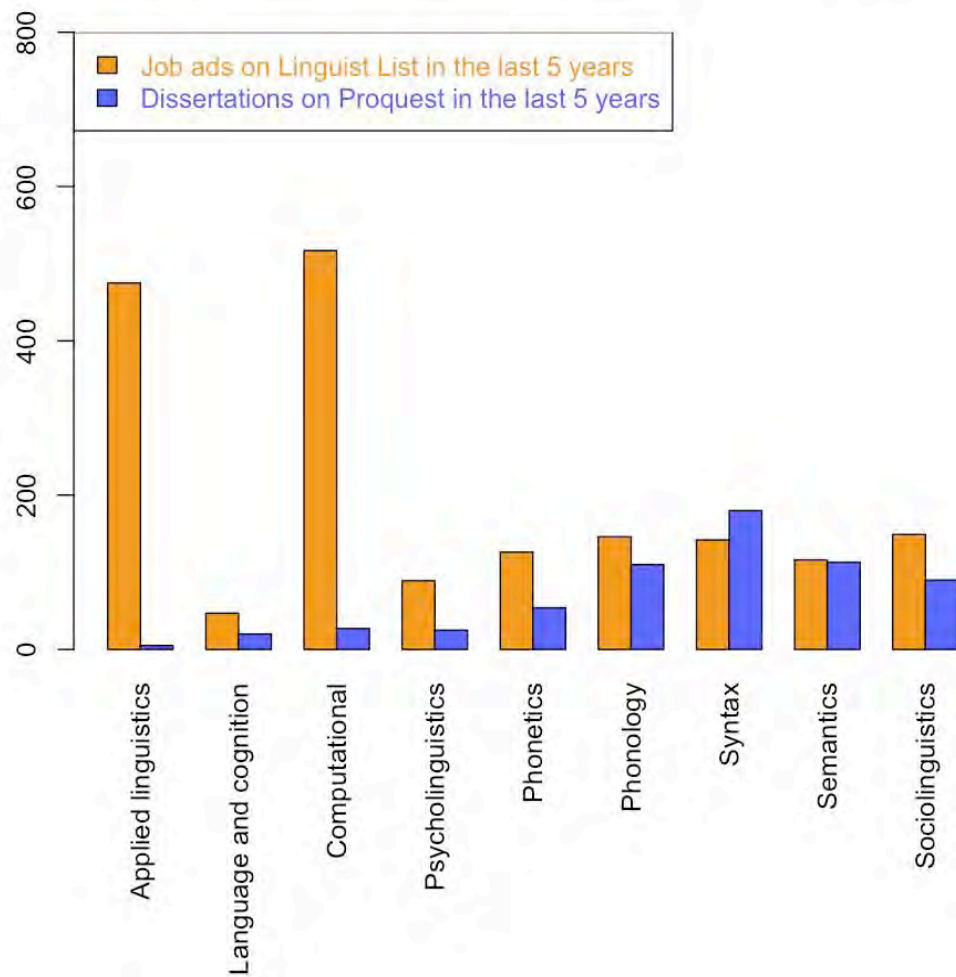
B. Program size, needs and market

A growing demand for advanced graduate-level training in SLA is a steady national and international trend. The figure below presents the findings of Christopher Potts, a linguistics professor at Stanford University, and Heidi Harly, a linguistics professor at the University of Arizona, who have studied the employment outlook for graduates with a Ph.D. in linguistics for five years (2004-2008). They have tracked job ads and compared the data with the number of Linguistics Ph.D.s granted in the United States each year.

These data indicate that while overall the jobs available do not significantly exceed the number of Ph.D.s granted, the demand is especially pronounced in applied and computational linguistics, with applied linguistics to a large extent comprising SLA. The data on Ph.D. degrees reflect the general market need in applied linguists with all the levels of training. However, many professionals in the area of applied linguistics and working in the public sector are not interested in pursuing a Ph.D. degree that would require an important time and resource

investment. An M.A. or Graduate Certificate program that is more limited in scope will better serve their needs.

Linguistics jobs and dissertations, 2004-2008 (updated)



<http://www.stanford.edu/~cgpotts/misc/linglist-barplot-updated.jpg>

Several sources of information confirm the anticipated growth in various sectors that would place a high demand on M.A. in SLA holders, and a new M.A. degree in SLA at the University of Maryland will respond to the quickly growing market needs both nationally and internationally.

First, there is a clear need for language instructors, program directors, and curriculum developers having an M.A. degree in SLA in universities, liberal arts colleges, and junior colleges. According to the Modern Language Association (MLA) job list (<http://www.mla.org/jil>), the centralized database for academic jobs in the fields of foreign languages, linguistics, applied linguistics, and SLA, academic jobs in the U.S. calling for an M.A. (instructor's rank) constituted one fourth of all jobs advertised for all ranks (22.1%, 218 listings) in 2010/2011.

The international job market for holders of an M.A. in SLA is also growing, especially, in Asia. To provide an example, the Japan Association of College English Teachers (JACET) has posted more than 40 college level jobs in applied linguistics, TESOL, and SLA in the last four months. China also has a rapidly growing market for Master's degree recipients in SLA. Inquiries received by our SLA program over the past several years indicate a clear demand on the part of Chinese holders of a BA (often in English) for M.A.-level training in SLA. Typically these students plan to teach Chinese or English as a second language in the U.S. or China. These students often come with outside funding and some of them plan to go on to a Ph.D. program in SLA. The government-sponsored educational reform underway in China has made it a priority to promote English learning. The new national school curriculum requires teaching English in public elementary schools starting from the third grade. According to the National Foreign Language Teachers Association of China, this will result in a shortage of about 100,000 English teachers. New or significantly expanded programs will require a large cadre of specialists in second language acquisition, foreign language assessment and curriculum developers with M.A.-level training.

Documentation suggests that the highest demand for M.A. in SLA graduates is in K-12 education. Among those who will need competence in SLA are K-12 administrators, education program specialists and education program managers in bilingual education, world languages specialists, and curriculum developers for foreign language programs, bilingual education, and English as a second language. According to the Bureau of Labor Statistics Occupational Handbook, 2010-2011 Edition (<http://www.bls.gov/oco/ocos318.htm>), currently many school districts have difficulty hiring qualified teachers in four subject areas, two of which are bilingual education and foreign languages. The National Education Association states that "America's public schools enroll about 5 million English language learners – twice the number from just 15 years ago, and that number is expected to double again by 2015" (<http://www.nea.org/home/29914.htm>). The positions that need to be filled in K-12 education require specialized training in classroom-based SLA and foreign language assessment provided by our proposed M.A. in SLA degree.

The number of jobs for M.A. in SLA holders in the government sector is also growing. At the Foreign Language Summit held at the University of Maryland on December 9, 2010, the Secretary of Defense and former CIA Director Leon Panetta

stated the national need in advanced training in foreign languages (<http://diverseeducation.com/article/14508/>). In order to produce sufficient numbers of government linguists, analysts, interpreters, and translators, language training programs run by various U.S. government agencies require administrators, instructors, curriculum planners, and language assessment specialists with a deep understanding of the needs of adult second language learners.

Currently, several local U.S. government agencies have their own language training programs that require specialists in foreign language acquisition, teaching methodology, and assessment. These include the National Security Education and Training program administered by the Associate Directorate for Education and Training (ADET), the organization within the National Security Agency/Central Security Service (NSA/CSS), with one division devoted to foreign language training, the Language Testing and Assessment Unit at the Federal Bureau of Investigation (FBI), the Defense Language Office at the Department of Defense (DoD), and the Foreign Service Institute, the Federal Government's primary training institution for officers and support personnel of the U.S. foreign affairs community, preparing American diplomats and other professionals to advance U.S. foreign affairs interests overseas and in Washington.

Numerous contractors who provide language training services to the U.S. government also rely on foreign language specialists with an M.A. degree. These include L3 Communications (www.l-3com.com) who have already hired three of our SLA students who worked at the Center for Advanced Study of Language, the main sponsor and employer of students from the Ph.D. program interested in hiring future M.A. graduates, the Diplomatic Language Services (<http://www.dlsdc.com>), and the ICA Foreign Language Services (<http://www.icalanguages.com/forlang.html>). According to the statement by the Associate Provost for Language, Science and Technology made on October 3, 2011, the largest U.S. government foreign language training site in the country, Defense Language Institute (DLI) Foreign Language Center at Monterey, CA, is interested in hiring native-speaking teachers with M.A. degrees knowledgeable in language pedagogy and SLA theory. DLI has recently hired one of our ABDs in SLA. The job market in the U.S. government, and especially in the Washington, DC area, has a high demand for M.A. in SLA graduates.

The M.A. in SLA will not overlap with the existing programs in the Washington, DC metropolitan area and will provide a unique opportunity for professionals in the field of language instruction and U.S. government employees to receive advanced graduate training locally. There are three Master's-level programs in the area, the Master of Science (M.S.) and the Master of Arts in Teaching English as a Second Language/Bilingual Education (M.A.T.) offered at Georgetown University, and the Linguistics Concentration in the Master of Arts in English offered at George Mason University. All three have foci that are different from our proposed M.A. and target different populations. The Master of Science (M.S.) housed in the Department of Linguistics at Georgetown University has four areas of concentration, Applied Linguistics, Computational Linguistics, Sociolinguistics, and Theoretical Linguistics. Course offerings in SLA,

which are part of the Applied Linguistics concentration, are extremely limited, understandably so given the broad applied linguistics focus of the degree. The M.A. in Teaching English as a Second Language/Bilingual Education (M.A.T.) at Georgetown University, and the Linguistics Concentration in the M.A. in English at George Mason University both concentrate on applied aspects of language teaching, and in particular, teaching English as a second language, and bilingual education. Students seeking those degrees are most interested in language pedagogy, and not cognitive aspects of SLA. Our proposed program is much more focused on the psycholinguistics of second language acquisition than all these others in the area: it emphasizes the psychological and linguistic underpinnings of the second language learning process rather than its social or institutional context. It is also different in that it deals with foreign language learning instead of ESL. The combination of these two makes the program especially unique, not just in the area, but nationwide, because it is precisely the combination of the *psycholinguistic* emphasis and the *foreign* language focus that is typically lacking.

Students for the M.A. program (both options) would come from several populations on and off- campus, from the USA and overseas. They include:

- Individuals with Bachelor's degrees from U.S. and overseas institutions, often in English language, linguistics, psychology, education or modern languages, who wish to enter the language teaching profession. The job market for holders of such Bachelor's degrees is limited, but they provide an excellent foundation for graduate work in SLA, which is a field with many career opportunities, of which language teaching is one. For example, there is enormous interest in a short-term (one- and two year-long) SLA training programs for graduate students from the People's Republic of China. These students are willing to come funded by the Chinese government or self-funded, but since currently there is no official program in SLA to accommodate their needs, several of them hosted by the Confucius Institute at UMD have taken classes in the Ph.D. in SLA program. At present, the Maryland China Initiative, an on-campus training institute and a part of the Institute of International Programs of UMD, is in the process of creating a training program for teachers of Schools of Foreign Languages at several Chinese universities, including Beijing Normal University. A number of these trainees with a primary interest in fundamental SLA as opposed to pedagogy and methods of teaching foreign languages can be prospective students of the 30-credit M.A. or 18-credit Graduate Certificate in SLA program.
- Junior staff members at UMD's Center for the Advanced Study of Language (CASL), National Foreign Language Center (NFLC), and lecturers in language programs in the School of Languages, Literatures, and Cultures (SLLC) and at area universities who either do not need or lack the time for a multi-year doctoral program like the Ph.D. in SLA.
- Teachers, supervisors, and teacher trainers who need empirically-

grounded Master's level graduate training on SLA in a variety of languages (UMD's Ph.D. in SLA program features the acquisition, assessment and testing of LCTLs—Chinese, Arabic, Hebrew, Persian, Russian, Japanese, Korean, Turkish, etc.—as a major focus, and offers substantial expertise in French, Italian, Spanish and German, as well).

- Employees in the many U.S. government language programs and language service contracting firms in the greater DC/MD/Northern VA area—military language specialists, teachers, supervisors, curriculum designers, materials writers, testers, researchers and program evaluators—who are interested in rigorous training, but are unable to commit to a full doctoral degree program.
- University faculty members from the USA and, especially, overseas – many with completed doctorates in related fields (literature, education, etc.) – whose mid-career focus has shifted towards second language acquisition, and who need to “retool.”
- Researchers at the Center for the Advanced Study of Language (CASL) or the National Foreign Language Center (NFLC), who are cognitive scientists or former educators, need advanced graduate training in SLA, but are not ready to commit themselves to a longer Ph.D. track or lack a relevant M.A. degree. This year alone, we have admitted two applicants from CASL to the Ph.D. track, but were unable to accommodate the researchers interested in M.A.-level training.

The Strategic Plan mandates (p. 16) that “programs will control their enrollment to maintain program quality in line with program resources and market demands for graduates” (p. 16), and further that “(e)ach Master's and each Ph.D. program will recommend a target program size corresponding to metrics of quality and resources and a plan to reach that size” (p. 17). In 2007-2010, the relatively new Ph.D. in SLA program has attracted 47 to 61 applications per year, of which seven per year have been admitted with the acceptance rate ranging from 14.9% to 11.5%. Given that the reputation of our SLA program is already well established, and given the greater demand at the M.A. level nationally and internationally, we would anticipate 20-40 applications, and an enrollment of 5-10 students, the first year the program was offered (ideally, AY 2012-13), and an application pool of 40-60 each year thereafter, with 10-15 admitted per year. Most students would complete the program in two years. Customarily, students from the government and private sector who are sponsored by their organizations are given time off to pursue their degrees.

Graduate Certificate and M.A. students in the College of Arts and Humanities are rarely guaranteed funding (unless the M.A. is part of the Ph.D. program). However, it is expected that students admitted to the SLA Graduate Certificate and M.A. will come with outside sponsorship (e.g., from U.S. or foreign governments) or internal funding (e.g., at CASL or NFLC):

- a) Students with sponsorship from their home institutions/employers or their governments, or with Fulbright scholarships. For an M.A. in SLA, the number of potential students coming with funding is much larger than in many other

areas or for the Ph.D. in SLA. Many governments and foundations do provide scholarships/fellowships at the MA, but not the Ph.D. level. For example, the scholarship of the President of the Russian Federation (established in 1993), a highly competitive source of funding for top graduate students in Russia, covers full tuition and living expenses for study in foreign universities for one or two years. The most obvious example, however, is the many students from East Asia, in particular the PRC. There is a large number of students from China who are studying in an M.A. program in Applied Linguistics, Second Language Studies, TESL/TESOL. These students can be found, for example, in the M.A. programs at University of Hawaii, Michigan State University, Georgetown University, and Georgia State University. There are such students in other M.A. programs on this campus, as well. These students are usually English majors in college. Approximately 100,000 student visas were issued to Chinese students by U.S. Embassy and Consulate Generals in 2010, which was a 30% increase over 2009. Some of these students go on to pursue Ph.D. study after they graduate from an M.A. program; others return to China to teach English or work in other professions.

To provide some numbers based on the 2011/2012 Ph.D. admissions cycle, out of the 67 students who have applied for the Ph.D. program for next year, 13 have stated they do not need financial aid from the university. Out of the total of seven students admitted to the Ph.D. program for the fall 2011, six come with outside funding (three with internal funding—two from CASL, and one from the Arabic Flagship program at UMD, and three with external funding from foreign governments). If a substantial percentage of applicants can obtain external funding even for Ph.D. programs, then that should certainly be possible for the much shorter M.A. program.

b) Students who can be funded on external grants, either to the Center for the Advanced Study of Language or to the National Foreign Language Center, or directly via employment on external grants secured by the SLA faculty.

II. CURRICULUM

A. Catalog description

The M.A. is intended primarily as a two-year program for full-time students. A very limited number of part-time students would also be admitted. It will provide students with rigorous, comprehensive training in the theory and research of second (including foreign) language learning, teaching and testing, and related areas. A major program focus includes preparation for those working, or intending to work, in programs for tertiary students and adults studying less commonly taught languages (LCTLs), e.g., East-Asian and Middle-Eastern languages, and such modern European languages as Spanish, French, Italian and German. Areas of particular faculty expertise include cognitive processes in SLA; language teaching methodology and pedagogy; psycholinguistics; language processing; individual differences in such factors as age, aptitude, and working memory; second language analysis; interlanguage studies; heritage learners; needs analysis; syllabus design; materials writing; learner training; language assessment; program evaluation; second language research methods; task-based language teaching; and uses of technology in language learning and testing.

B. Structure, course requirements and options

The M.A. in SLA is a 30-credit program, with two tracks: Plan A, by coursework and thesis, and Plan B, by coursework only. These two tracks are meant to accommodate two slightly different populations, those planning on going on for the Ph.D. at Maryland or elsewhere (Plan A) and those who will be consumers and interpreters rather than producers of research and for whom the M.A. will be a terminal degree (plan B).

Plan A: Coursework and thesis

Six required core courses (18 credits), all taught in English

1. SLAA 610: Introduction to SLA
2. SLAA 611: Fundamentals of Language Acquisition and Instruction
3. *SLAA 630: Second Language Testing (**new, approved by the ARHU PCC, course proposal attached; catalog description below**)

4. *SLAA 640: Psycholinguistics (**new, approved by the ARHU PCC, course proposal attached; catalog description below**)
5. *SLAA 650: Second Language Analysis (**new, approved by the ARHU PCC, course proposal attached; catalog description below**)
6. SLAA 620: Second Language Research Methodologies

Two electives (6 credits) to include any SLA course, or a course chosen from offerings in another department. All electives will be chosen in consultation with and with the approval of the program advisor.

7. Elective 1
8. Elective 2

Thesis (6 credits)

Plan B: Coursework only

Five required core courses (15 credits), all taught in English

1. SLAA 610: Introduction to SLA
2. SLAA 611: Fundamentals of Language Acquisition and Instruction
3. *SLAA 630: Second Language Testing
4. *SLAA 640: Psycholinguistics
5. *SLAA 650: Second Language Analysis

Five electives (15 credits), any appropriate combination of SLAA courses and courses in other departments. All electives will be chosen in consultation with and with the approval of the program advisor.

6. Elective 1
7. Elective 2
8. Elective 3
9. Elective 4
10. Elective 5

C. Courses

1. New (*) and existing required courses in Second Language Acquisition

SLAA 610 Introduction to SLA Research and Theories in Second Language Acquisition (3 credits)

Introduction to current theories and research findings Second Language Acquisition (SLA).

SLAA 611 Fundamentals of Language Acquisition and Instruction (3 credits)

Introduction to theoretical and practical issues relevant to foreign language learning, language acquisition, and curriculum construction.

SLAA 620 Second Language Research Methodologies (3 credits)

Prerequisite: SLAA 610. Pre- or corequisite: SLAA 611.

Exploration of research methodology in second language acquisition (SLA), with a focus on developing practical skills in data analysis and interpretation. Preparation in both critical evaluation of existing research and design of new research models.

***SLAA 630 Second Language Testing (new; course proposal attached)**

An introduction to basic concepts in the assessment of second language knowledge. Issues of reliability, dependability, construct validity, utility, and washback on instruction are examined.

***SLAA 640 Psycholinguistics (new; course proposal attached)**

An introduction to the field of psycholinguistics that covers speech perception, word recognition, sentence and discourse processing, speech production, and language acquisition. Basic concepts, research methods, major research topics, leading theories and related research findings, with implications of psycholinguistic theories and findings for second language studies.

***SLAA 650 Second Language Analysis (new; course proposal attached)**

Overview of the field of linguistics with a particular attention to its application in SLA studies, introduces students to the basic concepts and skills related to the scientific study of language, and provides them with opportunities to apply these concepts and skills in the analysis of language. It covers topics such as phonetics, phonology, morphology, syntax, semantics, language acquisition, and language use.

2. Existing courses in Second Language Acquisition that can serve as electives

SLAA 649 Special Topics in Second Language Acquisition (3 credits)

Repeatable to 9 credits if content differs.

Current topics in research in second language acquisition.

SLAA 719 Second Language Acquisition and Application Internship (3 credits) Repeatable to 06 credits if content differs.

Internship at a site to be determined. Topics may include heritage language learning, immersion education, testing and assessment, translation and interpretation, and national language planning and policy.

SLAA 740 Research Issues in Second Language Learning (3 credits)

Current topics in second language learning research, including interlanguage development, negative feedback, maturational constraints, units of acquisition, stabilization/fossilization, aptitude and aptitude training.

SLAA 741 Cognitive Processes in Second Language Learning (3 credits)

Prerequisite: SLAA610 or equivalent, and permission of instructor. Examines the roles played by varied types of learning processes and memory, general processing issues, and the cognitive bases of individual differences in learning and processing a second language.

SLAA 742 Second Language Processing (3 credits)

Prerequisite: M.A. students need permission of instructor. Covers leading theoretical approaches and experimental methods in second language processing. Draws on research and theories in SLA, formal linguistics, cognitive grammar, psycholinguistics, and neurolinguistics.

SLAA 743 Interlanguage Studies (3 credits)

Prerequisite: SLAA610 or permission of instructor. Review of the accepted facts about interlanguage development, and critical study of the many, often mutually exclusive, explanatory mechanisms and processes proposed by advocates of different SLA theories.

SLAA 744 Age Effects in Second Language Learning (3 credits) Prerequisite:

SLAA610 and permission of instructor. Consideration of the empirical evidence for age effects in second language learning and potential confounds. Critical evaluation of the differing interpretations of those effects and their implications for educational practice, SLA theory, developmental psychology, and research methodology.

SLAA 749 Special Topics in Second Language Learning (3 credits)

Prerequisite: SLAA610 or permission of instructor. Current topics in research on second and foreign language learning.

SLAA 750 Instructed Second Language Acquisition (3 credits)

Prerequisite: SLAA610. Survey of studies of the effectiveness of SLA instruction within various domains of language, with a focus on research design.

SLAA 751 Second Language Classroom Research (3 credits)

Prerequisite: SLAA610. Critical evaluation of the evolution and current state of second language classroom research, focusing on theoretical concerns, methodological issues, and substantive findings.

SLAA 754 Task-Based Language Teaching (3 credits)

Overview of Task-Based Language Teaching (TBLT), including task-based needs and means analysis, syllabus design, materials writing, methodology and pedagogy, testing, and evaluation. Theoretical issues addressed include relationships of TBLT to research findings on the psychology of learning and SLA, and to libertarian approaches to education.

SLAA 759 Special Topics in Second Language Instruction (3 credits)

Topics in the theory and practice of second language instruction.

SLAA 760 Second Language Assessment (3 credits)

Prerequisite: SLAA610. An overview of current assessment models in second and foreign language learning.

SLAA 773 The Heritage Language Speaker (3 credits)

Masters students need permission of instructor. Critical exploration of theoretical issues and existing experimental research on heritage language learning and use, as well as classroom and curricular implications of heritage language learning.

SLAA 779 Directed Research in Second Language Acquisition and Application (1-3 credits)

Directed independent research in SLA.

SLAA 798 Master's Independent Study (1-3 credits)

Repeatable for 6 credits if content differs.

SLAA 799 Master's Thesis Research (1-6 credits)

D. Admissions policy and special criteria for students selecting this field of study

Students may enter the program in the Fall semester, only. Prior to admission to the program, applicants must have successfully completed a Bachelor's degree from an accredited university in a relevant field, e.g., linguistics, applied linguistics, psychology, foreign languages, applied linguistics, cognitive science, anthropology or education. They must provide three letters of recommendation from academic and/or professional referees. They must submit a statement of purpose describing their academic and career background and future plans, specifying why they believe the UMCP program is suitable for them, and they for it, and how they would expect to use the training received. Unless they completed a prior degree at an English-medium university within the previous three years, students whose native language is not English must provide a TOEFL score of 600 or higher on the paper-based version (250 or higher on the computer-based version; 100 on the internet version) or an IELTS score of 8. The TOEFL or IELTS must have been taken within the last two years for the scores to be valid. Verbal and quantitative GRE scores will be required of all native speakers of English, and are recommended for non-native speakers, as well.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. List of the program's learning outcomes

1. Plan A and Plan B students will demonstrate familiarity with the field's foundational literature.
2. Plan A and Plan B students will demonstrate ability to read and think critically about SLA theories and findings.
3. Plan A students will demonstrate knowledge of research design and the ability to conduct empirical research in SLA.
4. Plan B students will demonstrate in-depth thinking about the relationship between SLA theories or research and the solution of practical problems such as second language pedagogy, bilingual education, translation and interpreting, and language program evaluation.

B. Assessment Plan (Appears at the start of the Supporting Materials.)

IV. FACULTY AND ORGANIZATION

A. Academic direction and oversight

The M.A. in SLA program will be housed within a single academic department at College Park, the School of Languages, Literatures, and Cultures (SLLC). The Program Director will be the Director of the current Ph.D. in SLA program, who will assume senior administrative responsibility for both programs. He or she will be assisted by the M.A. program's Graduate Faculty (GF). The SLA faculty listed below are all widely recognized internationally as among the very best in the field. They will act as student advisors, thesis committee members, and members of other committees (admissions, curriculum, etc.) as required. They all have extensive experience operating similar programs at other institutions.

Robert DeKeyser (Full Professor, SLLC) (Ph.D., Education, with a minor in Linguistics, Stanford University, 1986): Interlanguage variability, individual differences in language learning, aptitude-treatment interaction, cognitive psychology of language acquisition, age effects in language learning; monitoring processes, effects of study abroad.

Michael H. Long (Full Professor, SLLC) (Ph.D., Applied Linguistics, University of California, Los Angeles, 1980): Epistemological issues and theory change in SLA; age differences; maturational constraints and sensitive periods in SLA; SLA processes, e.g., stabilization/fossilization in interlanguage development, negative feedback (models and recasts); language aptitude; the advanced learner; second language research methods; foreign language needs analysis; task-based language teaching.

Steven Ross (Full Professor, SLLC) (Ph.D., Second Language Acquisition, University of Hawai'i, 1995): Research methods and statistics; language testing; program evaluation; individual differences; discourse and conversation analysis. Professor Ross is also appointed at CASL.

Kira Gor (Associate Professor, SLLC) (Ph.D., Linguistics and Experimental Phonetics, St. Petersburg State University, 1983; Ph.D., Russian and Second Language Acquisition, Bryn Mawr College, 1993): Acquisition of second language (L2) phonology and morphology; cognitive aspects of phonological and morphological processing in Russian as a native or second language; L2 lexical access, heritage learners; foreign language pedagogy.

Nan Jiang (Associate Professor, SLLC) (Ph.D., Second Language Acquisition and Teaching, University of Arizona, 1998): Cognitive/psycholinguistic processes and mechanisms in adult second language acquisition; bilingual language processing, lexical representation in L2 development; language

transfer; integration of linguistic knowledge in adult L2 learning; relationships between language and thought.

Adjunct faculty

Catherine J. Doughty (Senior Research Scientist and Area Director for SLA, CASL) (Ph.D., Applied Linguistics, University of Pennsylvania, 1988): Cognitive processes in SLA; language aptitude; measurement of second language development and proficiency; research on second language instruction; technology and language teaching; the advanced learner. (Even though she is listed adjunct, Professor Doughty has taught a course for the Ph.D. program in SLA on a regular basis, and is serving on many Ph.D. dissertation and qualifying paper committees.)

V. OFF-CAMPUS PROGRAMS

N/A. The program will be wholly residential. There will be no off-campus locations, nor a distance education component.

VI. OTHER ISSUES

None.

VII. COMMITMENT TO DIVERSITY

SLLC's Ph.D. in SLA program has already attracted a wide range of students who represent a diverse group of countries and ethnicities. The M.A. program would open the door to larger numbers of an even more diverse population of students.

Many core research areas in SLA are intrinsically concerned with diversity, an issue of special significance for the College of Arts and Humanities (ARHU), the University, and the State of Maryland. Understanding communication (and communication breakdowns) among speakers of different languages, races, genders and cultures in academic, workplace, and other social settings is a major research focus in the field. So is the acquisition and assessment of the ability to operate successfully and harmoniously across cultures, including traditionally problematic boundaries of race and class. The same is true of dialect differences, often linguistic markers of racial, economic, social and cultural differences within communities. Development of an understanding and appreciation of another culture is an inherent part of developing proficiency, especially high-level proficiency, in a foreign language. Improving the efficiency of the development process is arguably one of the best ways of increasing cross-cultural understanding and an appreciation for human diversity.

Students and faculty in the proposed Ph.D. program will themselves inevitably represent a rich array of languages and cultures, and many dimensions of cultural diversity will figure among their core research interests. SLA faculty members at College Park already reflect the diversity of which the College of Arts and Humanities and SLLC are justifiably proud, and at least 50% of the intake to the M.A. program is expected to consist of international students. The focus on European and less commonly taught and rarely taught languages, including those of Asia and the Middle East, means that the diversity of students in the M.A. will likely be as great as that which already exists in SLLC's Ph.D. in SLA program.

VIII. REQUIRED PHYSICAL RESOURCES

A. Library and information resources

More than sufficient library resources for the new program, both books and periodicals, are already in place, since the M.A. will require only a sub-set of those previously purchased for the Ph.D. in SLA. There will be no need for additional library resources. The Ph.D. in SLA program has a special fund from CASL to purchase new books in SLA appearing on the market. A library report stating that no additional funds would be required for the M.A. program is attached.

B. Facilities

No new facilities are required.

C. Impact on existing facilities and equipment

Facilities and equipment for the proposed program are already abundant at College Park. The research laboratory in the basement of Jimenez Hall that serves the Ph.D. in SLA can more than satisfy M.A. program needs, as well. Excellent research facilities exist in surrounding departments and other units, e.g., Linguistics, CASL, and the College's National Foreign Language Center, with all of which the SLA faculty have close working relationships.

No new office space will be required, as the faculty for the new program will be the same as that for the existing Ph.D. in SLA. Office space will not be needed for students.

IX. RESOURCE NEEDS AND SOURCES

A. New courses

Three new courses will be needed for the new program: SLAA 630: Language testing, SLAA 640: Psycholinguistics, and SLAA 650: Second language analysis. Syllabi for these courses are attached. All three are courses previously taught at other institutions many times by our existing faculty.

B. New personnel

No new personnel are required. The existing SLA faculty members are all tenured, and more than adequate to handle the new program.

C. Impact on existing faculty and staff

The new program will involve a small increase in administrative work for some SLLC staff, e.g., those in graduate records and accounts. Existing staff are highly competent, however, and already experienced at handling Ph.D. in SLA students records.

D. Source for funding required for VIII, above

N/A. No funding is required. This is a program that can be operated successfully using personnel and resources already in place for the Ph.D. in SLA program.

E. Other required resources

None.

F. Faculty Resources and Course Rotation

Table 1. Faculty resources in SLA

Faculty members in SLA	Expected teaching load (per year)
Michael Long	4 courses
Robert DeKeyser	4 courses
Nan Jiang	4 courses
Kira Gor	3 courses (1 course release as Graduate Director)
Steven Ross	1.5 courses (40%, 3 courses in 2 years)
Cathy Doughty	0.5 courses (1 course every other year)
Total	17 courses

Teaching the six core courses for the proposed M.A. will simultaneously provide all needed courses for the Certificate. Certificate students will take up vacant seats in the M.A. courses. Covering those six courses leaves the faculty with 11 courses (17 - 6 = 11) at the Ph.D. level, and electives for both the M.A. and Certificate level per year. Since four courses per semester, and eight per year, are offered at the Ph.D. level, those 11 courses will also leave room for occasional sabbatical leaves, course buy-outs, teaching undergraduate honors courses, etc. Teaching assignments may change.

Table 2. Sample Course Schedule with Faculty Rotation for AY 2012/2013-2016/2017

Semester	Core courses and electives			
Fall 2012	SLAA 610 DeKeyser	SLAA 650 Nan Jiang	SLAA 611 Gor	
Spring 2013	SLAA 620 DeKeyser	SLAA 640 Gor	Elective	Elective
Fall 2013	SLAA 610 DeKeyser	SLAA 650 Nan Jiang	SLAA 611 Gor	SLAA 630 Ross
Spring 2014	SLAA 620 DeKeyser	SLAA 640 Gor	Elective	Elective
Fall 2014	SLAA 610 Gor	SLAA 650 Nan Jiang	SLAA 611 DeKeyser	SLAA 630 Ross
Spring 2015	SLAA 620 DeKeyser	SLAA 640 Nan Jiang	Elective	Elective
Fall 2015	SLAA 610 Gor	SLAA 650 Nan Jiang	SLAA 611 DeKeyser	SLAA 630 Ross
Spring 2016	SLAA 620 DeKeyser	SLAA 640 Nan Jiang	Elective	Elective
Fall 2016	SLAA 610 DeKeyser	SLAA 650 Nan Jiang	SLAA 611 Gor	SLAA 630 Ross
Spring 2017	SLAA 620 DeKeyser	SLAA 640 Gor	Elective	Elective

M.A. in SLA

Course Cycle for Incoming Students, Plan A (with thesis)

Semester 1, Fall: SLAA 610, 611, 650
 Semester 2, Spring: SLAA 620, 640, Elective 1
 Semester 3, Fall: SLAA 630, Elective 2, Thesis 1
 Semester 4, Spring: Thesis 2

M.A. in SLA

Course Cycle for Incoming Students, Plan B (without thesis)

Semester 1, Fall: SLAA 610, 611, 650

Semester 2, Spring: SLAA 640, Elective 1, Elective 2

Semester 3, Fall: SLAA 630, Elective 3, Elective 4

Semester 4, Spring: Elective 5

In conclusion, sections I to IX have described the need for and proposed curriculum, staffing, resources, and scheduling of an M.A. in SLA. The proposed M.A. offered concurrently with the existing Ph.D. and the proposed Graduate Certificate in SLA will help the SLA program to fulfill its academic mission: to provide advanced graduate training in SLA, serve a broad population of graduate students and professionals, and do so at no additional cost. The existing faculty is capable of handling the required load, and the M.A. courses at the 600 level will be offered as required courses for the proposed Graduate Certificate or as elective courses for the existing Ph.D. in SLA. Finally, letters from the following are included as supporting materials:

Professor Colin Phillips (Linguistics; IGERT)

Dr. Amy Weinberg (Deputy Executive Director, CASL)

Dr. Catherine Ingold (Director, NFLC)

Dr. Joseph Danks (Director of Research, CASL)

Professor Linda Valli (Professor and Interim Chair, EDIC)

Professor Norbert Hornstein (Professor and Chair, Linguistics)

These letters identify several populations that would benefit from the M.A. and Graduate Certificate programs offering shorter-term graduate-level training in SLA unavailable locally at any other program. Thus, the letter from Professor Phillips highlights the need in non-Ph.D. graduate opportunities in SLA for the large graduate community of language scientists at UMD centered around the NSF-sponsored IGERT graduate training program. Dr. Weinberg, Deputy Executive Director of CASL, sees many career opportunities for USG professionals, holders of the M.A. and Graduate Certificate in SLA. Dr. Ingold, Director of NFLC, states the need in shorter-term graduate level programs for U.S. language educators, including K-12 teachers. Dr. Danks, Director of Research at CASL, mentions the fact that CASL has a number of researchers who would be very interested in an M.A. in SLA. All the letters express strong support for the proposed M.A. and Graduate Certificate in SLA.

ASSESSMENT PLAN

M.A. IN SECOND LANGUAGE ACQUISITION

Program Contact: Nan Jiang Phone: ext. 5-1378 E-mail: njiang@umd.edu

Date submitted to Academic Unit Head: April 2011

Program Goals: Produce MA-level scholars (i) with in-depth knowledge of theory and research findings on the acquisition of second languages by adults, and where appropriate, of their practical applications to solving problems in the field, and (ii) capable of entering the top Ph.D. programs in the field.

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable: These program goals are aligned with the following points of the University's Mission Statement

- Further enhance the excellence of the college, departments, and units in research and scholarship
- Elevate the quality of graduate and undergraduate education and of the student experience
- Develop and facilitate access to scholarly information to support cutting-edge research, scholarship, teaching, and learning

Student Learning Outcomes	Assessment Measures and Criteria	Assessment Schedule
1. Plan A and Plan B students will demonstrate familiarity with the field's foundational literature.	<p>Measure: This outcome will be measured in course assignments such as literature review papers and examinations.</p> <p>Criteria: Foundational literature consists of (i) the basic concepts, methods, and history, (ii) major topics and issues, (iii) important models and theories, and (iv) related research findings. A student's familiarity with each of the four aspects will be evaluated and scored as <i>inadequate</i>, <i>adequate</i>, or <i>outstanding</i>. 80% of the students will develop an <i>adequate</i> or better familiarity with all four aspects of foundational literature.</p>	End of Fall and Spring semesters of the first year
2. Plan A and Plan B students will demonstrate ability to read and	<p>Measure: This outcome will be measured in course assignments such as critique papers and examinations.</p> <p>Criteria: The assessment of critical reading and thinking will focus on the ability to (i) identify the main assumptions,</p>	End of Fall and Spring semesters of the first year

<p>think critically about SLA theories and findings.</p>	<p>components, and claims of a theory, (ii) understand the context in which a theory is proposed and its advantages and drawbacks, and (iii) understand the methodological strengths and limitations of an empirical finding and its adequate interpretation. A student's critical reading and thinking will be evaluated and scored as <i>inadequate</i>, <i>adequate</i>, and <i>outstanding</i> in each of the three aspects. 80% of the students will be considered to have developed <i>adequate</i> or better critical reading and thinking skills.</p>	
<p>3. Plan A students will demonstrate knowledge of research design and the ability to conduct empirical research in SLA.</p>	<p>Measure: All Plan A students will conduct an original empirical study, based on an approved thesis proposal, and report it in a written thesis presented to a three-person faculty committee.</p> <p>Criteria: 80% of all Plan A students will successfully complete their M.A. thesis. Faculty acceptance of the thesis will reflect their joint assessment of (i) the work's literature review, (ii) the ensuing research questions and their motivation; (iii) the appropriateness of the research design and methodology, including the linguistic and statistical analyses; (iv) the presentation and interpretation of the results; (v) evidence of the student's awareness of any limitations of the work.</p>	<p>End of Spring semester of the second year</p>
<p>4. Plan B students will demonstrate in-depth thinking about the relationship between SLA theories or research and the solution of practical problems such as second language pedagogy, bilingual education, translation and interpreting, and language program evaluation.</p>	<p>Measure: Completion of a written term paper focusing on the application of SLA theories or research to practical problems.</p> <p>Criteria: The evaluation of the application term paper will consider the following aspects: (i) the understanding of the theory to be applied, (ii) the statement of the practical situation, issue, or problem under consideration, (iii) discussion of how the theory can be best applied to deal with the practical problem. A term paper will be considered <i>inadequate</i>, <i>adequate</i>, and <i>outstanding</i> in each of these three aspects in its evaluation. 80% of all Plan B students will receive an <i>adequate</i> or higher score in all three aspects.</p>	<p>End of Spring semester of the second year</p>



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

Kira Gor
Graduate Director, SLA Program
School of Languages, Literatures, & Cultures
Jimenez Hall
University of Maryland

April 21st 2011

Dear Kira,

I would like to add my support to the proposals for an MA program and a Certificate program in Second Language Acquisition (SLA). I think that these programs will provide valuable additions to the university's offerings, and will help to round out the University of Maryland's profile as one of the very best institutions in the world for research on language.

As you know, the University of Maryland has the largest and most integrated community of language scientists in North America, currently spanning around 200 people from 10 departments and research centers, in 6 different colleges (languagescience.umd.edu). This group covers the science of language using approaches ranging from fieldwork to philosophy, to infant development, to neuroscience, to education, to clinical applications, to computer models and engineering, and of course to second language acquisition. No other university brings all this together in one place. And yet this achievement is not having the impact that it should, because of the scope of programs available. PhD students have wonderful opportunities for innovative interdisciplinary training, but at the undergraduate level there are only traditional departmental majors, and at the pre-PhD graduate level there is currently only the clinical masters degree in Hearing & Speech Sciences. There is a clear need for more non-PhD graduate opportunities.

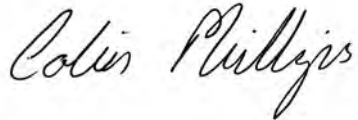
I will highlight two constituencies that the proposed new programs would serve.

(i) Over the course of 10 years as Graduate Admissions Director for the Linguistics department, I fielded countless inquiries from people who were looking for graduate level training in language and language learning, but who were not yet in a position to commit to PhD-level study. In many cases these were people from the Washington DC metro area who had heard that the University of Maryland has great programs in language, and who were then dismayed to learn that we had little to suit their needs. (I typically directed them to consider the MA program offered by George Mason University, which is certainly less strong than the proposed new programs in SLA.)

(ii) For students who are already enrolled in a PhD program in another area of language science at the university, the new Certificate program could be an attractive route to enhancing their regular PhD training, thereby increasing the student's range of expertise, and making the student more competitive in the very tight job market. I have recent experience of helping to develop and implement a similar Certificate Program for the Neuroscience & Cognitive Science (NACS) program. At present, all 8 of my own PhD students in Linguistics are pursuing the NACS Certificate in addition to their regular PhD. In addition, many of the students in our interdisciplinary graduate program, sponsored by NSF's IGERT program, are also pursuing the NACS Certificate. This speaks to the attractiveness of a certificate program for ambitious and talented PhD students. I could imagine that the Certificate in SLA would also attract students from other language science programs at the university. In addition to Linguistics students, I could imagine it being of particular interest to students from Human Development (School of Education) and Psychology (BSOS), who have a growing interest in bilingualism.

Please let me know if I can provide any further input on the proposed programs.

Sincerely,

A handwritten signature in black ink that reads "Colin Phillips". The signature is written in a cursive, flowing style.

Colin Phillips

Professor of Linguistics
Director, Interdisciplinary Graduate Program in Language Science
Associate Director, Neuroscience & Cognitive Science Program
Acting Co-Director, Maryland Neuroimaging Center

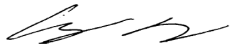
Dear Colleagues:

I am writing to express CASL's strong support for the establishment of an MA and graduate certificate program in Second Language Acquisition. Our center works extremely closely with the United States Government to train foreign language professionals, and to support them in their performance on the job. There is an urgent call for increased numbers of language professionals to serve the nation. Training in SLA at the masters level will help in this effort either by providing graduates with the training needed to teach foreign languages at the adult level, to improve language teaching programs, or to bring a deeper understanding of language structure to language jobs within the Defense Department. I see many career opportunities for Masters degree holding students in the United States Government, and I think, this would be a very attractive program for USG professionals throughout their careers. This of course is in addition to a corresponding need in industry and in the educational system.

We hire a significant number of SLA students to work on our projects as GRAs, so I can speak to the high level of training offered by the current faculty, who I believe are in place, and provide the capacity to offer courses at the 600 level in addition to 700-800 level courses. The Certificate will require 18 credits, 4 core courses in SLA and 2 electives that could be fulfilled in other programs, Linguistics, Psychology, etc.

In short, we strongly support these efforts and believe that they will be highly successful if approved.

Sincerely,



Dr. Amy Weinberg
Deputy Executive Director
CASL



Dr. Kira Gor
School of Languages, Literatures and Cultures
College of Arts and Humanities
University of Maryland, College Park

April 22, 2011

Dear Kira:

I'm pleased to write in support of the master's degree in Second Language Acquisition and the Graduate Certificate in SLA proposed by SLLC. In view of the strong reputation that SLLC's PhD program in SLA has developed in only a few years, I am confident that the program can provide high quality of content and instruction, and that it will attract a strong pool of candidates both from the US and from abroad. I can't address the course choices in detail – that is best left to the experts; but I can certainly speak to the need for high-quality SLA programs for professionals in a variety of sectors.

While the doctoral program fills an important need for prospective researchers and university faculty, there are numerous professional roles in the public and private sectors that demand substantial, practical, evidence-based understanding of language acquisition issues. For people in many of these roles, a Ph.D. is not a realistic option, but a master's or a graduate certificate can be. US language educators, whether in K-12 or in higher education, are increasingly drawn from US immigrants who are educated native speakers of the target language but may not have taught the language before, or may bring traditional models of language teaching that are less effective. This population does not benefit from graduate programs devoted to acquisition of their language. For these individuals, a master's or graduate certificate in SLA is a valuable and pertinent alternative -- at least as a first step that yields a professionally useful credential and provides sound preparation. An additional target population for these programs might be administrators, particularly in the government sector, who are overseeing language programs but lack needed grounding in how languages are best taught and assessed.

Finally, the NFLC looks forward to opportunities to hire students in this program as graduate assistants in funded programs as the opportunity arises.

With best regards,



Catherine Ingold
Director of the National Foreign Language Center
University of Maryland

11 February 2010

Professor Robert DeKeyser
School of Languages, Literatures, and Cultures
University of Maryland
College Park, MD 20742

Dear Dr. DeKeyser:

The M.A. in Second Language Acquisition, which is proposed by the School of Languages, Literatures, and Cultures, is an excellent addition to the graduate programs of the School, and will serve the needs of a large number of potential students in the greater D.C. metro area. Teaching second languages, especially to typically monolingual Americans, has become a critical issue for the country. Several departments in the U.S. government have renewed emphasis on the teaching of foreign languages, both for children and adults. For example, the National Security Language Initiative announced by then-President Bush a couple of years ago has spawned several programs within the executive departments on foreign language acquisition.

The program's focus on the teaching of less commonly taught languages (LCTLs) is much needed. This topic is a major focus of the research program of the Center for Advanced Study of Language. This instructional program will complement nicely the research program at CASL. Indeed, the six faculty members are all affiliates of CASL and one of CASL's senior research scientists, Catherine Doughty, will be teaching regularly in the M.A. program. In addition, the research at CASL can serve as site for students to engage in research projects on second language acquisition.

The Ph.D. program in Second Language Acquisition has rapidly achieved national prominence, so that one can predict that the M.A. program will be equally successful. Since the same faculty members will teach in both the M.A. and Ph.D. programs, the addition of an M.A. program make for an efficient use of University resources, while increasing educational opportunities for students at the same time.

Because of the critical need for this program, it will have no difficulty attracting high caliber students, many of whom will not need direct financial support from the University. Specifically, we have a number of researchers at CASL who will be very interested in enrolling in this program, so that they can further their skills in areas relevant to the research on which they work at CASL. In addition, CASL will be

interested in considering students in the program for research assistantships at CASL.

In summary, the M.A. in Second Language Acquisition is a well-designed program. It complements the research program at CASL with a high quality instructional program. CASL is pleased to lend its wholehearted support for the proposal and urges its establishment at the University.

Sincerely yours,

Joseph H. Danks
Director of Research
Center for Advanced Study of Language
University of Maryland, College Park



Department of Curriculum and Instruction
2311 Benjamin Building
University of Maryland
College Park, MD 20742

January 26, 2010

Beth Loizeaux, Associate Dean
Chair, ARHU-PCC
College of Arts and Humanities
University of Maryland

Dear Beth:

I meet this week with Gabi Strauch and Robert DeKeyser about the MA proposal in Second Language Acquisition (SLA). Roberta Lavine was also at the meeting.

I am pleased to be able to say that after consultation with the faculty in the Second Language Education and Culture (SLEC) program, we are all agreed that the proposed degree would complement our programs. We have no concerns about undue overlap. The two programs have different goals and would attract students with different academic and professional aspirations.

In addition, the SLLC and SLEC faculties will share syllabi and try to coordinate schedules in order to provide as many options as possible for graduate students in both programs.

We appreciate the opportunity to work with the SLLC faculty and look forward to a long and fruitful relationship.

Sincerely,

Linda Valli

Linda Valli, Professor
EDCI Interim Chair

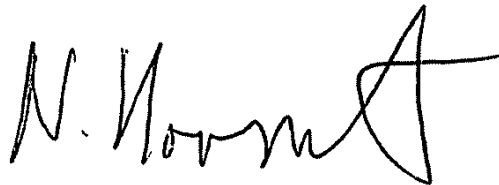
January 14, 2010.

To Whom It May Concern:

The Linguistics Department has worked closely with the SLA program in the SLLC to the great advantage of both units. We have collaborated in a major grant (i.e. the first IGERT to come to the campus), we have encouraged graduate students to take courses in the other unit, we have served on one another's thesis committees and we have participated in joint intellectual activity. As chair of the Ling department I can say without any hesitation that the SLA is a boon to language studies on campus, that its activities directly benefit the Linguistics department, especially its graduate students and that we would greatly benefit from the prospective MA in SLA. Why so? The brief answer is that it would be a perfect additional degree for our PhD students. It is eminently marketable, intellectually complimentary to a PhD in linguistics and would give our students an extra edge in a very competitive job market. In short, it would be a great additional option for our best students. In addition, it would widen the pool of smart people interested in language at UMD. We are already a world center for the study of language. This would strongly enhance our position in more applied areas and this is all for the good, both intellectually and for future grant pursuits. So, in all ways that I can see, the MA would be beneficial for the SLLC, the Linguistics Department and UMD in general.

One more word: we already happily open our graduate classes to SLA students. I would commit the department to continuing the open door policy into the future. I take this to be putting some resources behind my praise and self-interest.

Norbert Hornstein



Chair/Professor/Linguistics

Date: April 21, 2011
To: Robert DeKeyser
Professor of Second Language Acquisition

From: Tim Hackman
Librarian for English, Linguistics, Spanish & Portuguese and Second Language Acquisition

Re: Library Resources to support Master's and Certificate programs in SLA

The University of Maryland Libraries currently supports the work of students and faculty in the PhD program in Second Language Acquisition. The UM Libraries can support the addition of a Master of Arts and a Certificate in Second Language Acquisition with no additional resources.

The Collection: Books and Journals

Holdings

The majority of holdings related to language and linguistics are located in McKeldin Library. The numbers of unique volumes in the UM Libraries' collections are listed below by call number range.

<u>Call Number</u>	<u>Description</u>	<u>Unique Titles</u>
P118 - P118.75	Language Acquisition	641
P121 - P149	Science of Language (Linguistics)	1,123
P201 - P299	Comparative Grammar	1,628
P306 - P310	Translating and Interpreting	286

To further analyze the UM Libraries holdings, the librarian performed subject field searches for relevant Library of Congress Subject Headings in both the UM Libraries Catalog, which contains bibliographic records for the eight libraries at College Park and Shady Grove, and the USMAI (University System of Maryland and Affiliated Institutions) Catalog, which contains bibliographic records for the entire University System of MD (including College Park and Shady Grove.) Students and faculty at College Park have access to all items held by USMAI via a combined catalog.

For the purposes of comparison, searches were also performed in the catalogs for University of Wisconsin, University of Hawai'i at Manoa, University of Pittsburgh, and University of Arizona, four institutions with notable Second Language Acquisition graduate programs. *Table 1* shows the number of records retrieved for each subject heading, by institution.

The University of Maryland Libraries' collections compare favorably with these peers, especially if the holdings of the entire University System of Maryland are taken into account.

Table 1: Bibliographic Records by Subject Heading and Institution

Library of Congress Subject Heading	University of Maryland (College Park)	USMAI (University System of MD)	University of Wisconsin	University of Hawai'i at Manoa	University of Pittsburgh	University of Arizona
Second Language Acquisition	665	876	718	538	769	972
Applied Linguistics	134	192	236	172	196	874
Language and Languages – Study and Teaching	1,024	1,591	1,915	1,516	1,475	1,119
Language and Languages – Ability Testing	79	143	110	116	118	89
Bilingualism (NOT Literature)	399	615	808	585	636	? ¹

For serials holdings, the librarian consulted the latest available edition (2009) of *Journal Citation Reports*, a database that uses citation data to rank and determine the impact factor of journals by academic field. *JCR* does not allow the user to search for specific sub-fields (e.g., Second Language Acquisition or Applied Linguistics), so the list of top-ranked journals for Linguistics was consulted. The following titles from the top fifty journals in Linguistics seemed relevant to the new degree and certificate programs:

<u>JCR Rank</u>	<u>Title (Publisher)</u>	<u>UM Access?</u>
5	Applied Linguistics (American Assoc. for Applied Linguistics)	Yes
6	Applied Psycholinguistics (Cambridge UP)	Yes
7	Bilingualism: Language and Cognition (Cambridge UP)	Yes
21	International Journal of Bilingualism (Sage)	Yes
46	Journal of Second Language Writing (Elsevier)	No

In addition, UM has access to the following journals that may be relevant to the new programs:

- Annual Review of Applied Linguistics (Cambridge UP)
- Applied Language Learning (Defense Language Institute, Foreign Language Center)
- International Journal of Applied Linguistics (International Association of Applied Linguistics)
- International Journal of Bilingual Education and Bilingualism (Routledge)
- IRAL: International Review of Applied Linguistics in Language Teaching (Mouton de Gruyter)
- Issues in Applied Linguistics (UCLA Dept. of TESL & Applied Linguistics)
- Language and Linguistics Compass (Synergy)
- Language Learner (National Association for Bilingual Education)
- Language Learning: A Journal of Research in Language Studies (Wiley-Blackwell)
- Second Language Research (Sage)
- Studies in Second Language Acquisition (Indiana University)

¹ Unable to perform this search due to limitations of the University of Arizona Libraries catalog.

Funding

The UM Libraries has a purchase plan agreement with YBP Library Services (a division of Baker & Taylor) through which it spends one million dollars per year. This agreement allows the Libraries to receive most significant new monographic publications from every major university and scholarly press, including important Linguistics and Second Language Acquisition publishers such as Routledge, John Benjamins, Continuum, Multilingual Matters, Palgrave Macmillan, Oxford University Press, and others.

In addition, the SLA librarian has a discretionary fund of \$1,500 per year to be used for purchasing items not received under the purchase plan. The discretionary fund allows the Libraries to quickly respond to purchase requests from faculty and graduate students.

Periodical funds for Second Language Acquisition total \$5,242 per year, split nearly equally between print periodicals and electronic journals.

Finally, the Libraries received \$20,000 in one-time support for collections from the Center for Advanced Study of Language (CASL) in 2006. Of the original funds, there is still approximately \$13,600 remaining, which can be used to purchase monographs in areas of interest to CASL researchers, at least seven of whom are also Second Language Acquisition affiliate faculty.

The Collection: Databases

UM Libraries subscribes to the following databases that will support the Master of Arts and Certificate programs: *Linguistics and Language Behavior Abstracts* (LLBA); *Education Research Complete*; *ERIC*; *MLA International Bibliography*; *PsycInfo*; and *Web of Science* (a.k.a. *ISI Web of Knowledge*). LLBA is the key database for language and linguistics-related research, and contains nearly 10,000 citations with the descriptor "Second Language Learning."

Conclusion

After building a strong collection of books, journals, and databases to support the PhD program in Second Language Acquisition for many years, the UM Libraries can support the addition of the Master of Arts and Certificate programs in Second Language Acquisition with no additional resources.

University of Maryland Course Proposal Form

Department/Program: SLAA

College/School: ARHU

Action: add

VPAC log no.: 0949769E

Date initiated: 08/19/11

Unit Code:012025001250101

ACAF log no.:

Course Prefix and Number: SLAA630	Transcript Title: SECOND LANGUAGE TESTING
Title: Second Language Testing	
Credits: Minimum 3 Maximum 3	Repeatable to a maximum of 0 if content differs
Hour commitment per week: Lecture: 3 Internship: Discussion: Laboratory: Seminar:	
Can this course be waived through an AP exam? No	
Has this course been approved to fulfill a CORE distribution requirement? No	
Grading Method: Standard Graduate	Formerly:
Prerequisite(s): none	
Corequisite(s):	
Recommended course(s): SLAA 610 Introduction to SLA (or equivalent)	
Restrictions:	
Crosslisted with:	
Shared with:	
Credit will be given for only one of the following courses:	
Will this course be offered at another location or through an alternate delivery method? No	
Catalog Description: An introduction to basic concepts in the assessment of second language knowledge. Issues of reliability, dependability, construct validity, utility, and washback on instruction are examined.	
Reason for proposal/comments: This course is needed for the new M.A. in Second Language Acquisition.	
Proposal affects degree requirements? Yes	If so, has PCC proposal been submitted? Yes
Early Warning Grades: Yes	Inclement Weather Procedures: Yes
Academic Integrity / Honor Pledge: Yes	Accommodations for students with disabilities: Yes
Learning Outcomes: Students will understand the basics of assessment design, test specifications, performance analysis, norm and criterion referencing, and standard setting for language assessment.	
Assessment Policy: Class participation self assessment (20%) Participation is defined as 1) attendance at class sessions; 2) active participation in group discussion and class discussion; 3) timely reading of assignments before class meetings; 4) timely preparation of materials for in-class use; 5) on-time submission of assignments. Test specimen review (20%) This task entails finding a test or assessment task that is currently used in an institutional setting. The test or assessment task must be reverse engineered' to find what kind of test specifications the designer had most likely used. The test will need to be examined in terms of its purpose, reference, and type. Take-home review (30%) Key concepts from lectures, discussions, and readings will be presented as vignettes. Your task will be to correctly identify and classify key concepts based on the descriptive information in the vignettes. Test development/analysis project (30%) Students have the option of a) developing a test or assessment instrument, or b) conducting a Rasch analysis on a data set they have collected themselves or from one lent by the instructor. In the case that a development project is chosen, the student will need to provide information about test/task purpose, specifications, sample items, referencing, and typology. Option b requires the student to conduct a Rasch	

analysis and provide an interpretation of the results in light of reliability, facet structure, person, judge, and item model fit. Students will be required to make a short presentation to the class at the end of the term.

Text/Resource Materials: Bachman, L, and Palmer, A. (2010). Language assessment in the real world. Oxford, UK: Oxford University Press.

Course Pedagogy and Format: Syllabus

- Week 1 Fundamental testing concepts
- Week 2 Reliability and dependability
- Week 3 Norm and criterion referencing
- Week 4 Performance Assessment
- Week 5 Task-based Assessment
- Week 6 Rater training and management
- Week 7 Standard setting methods
- Week 8 Content validity
- Week 9 Construct validity: nomological networks
- Week 10 Predictive validity
- Week 11 Systemic and ecological validity
- Week 12 Washback effects and consequential validity
- Week 13 Building test systems
- Week 14 Language tests in program evaluation

For Use by the Registrar's Office Only

Effective Term: _____

Repeat Table: _____

Prereq pop-up: _____

Entered/date: _____

Verified: _____

Dept. PCC Chair (print name, sign, date)

Dept. Chair (print name, sign, date)

College/School PCC Chair (print name, sign, date)

Dean (print name, sign, date)

Senior Vice President & Provost

Effective Term

University of Maryland Course Proposal Form

Department/Program: SLAA

College/School: ARHU

Action: add

VPAC log no.: 0949771E

Date initiated: 08/19/11

Unit Code:012025001250101

ACAF log no.:

Course Prefix and Number: SLAA640	Transcript Title: PSYCHOLINGUISTICS
Title: Psycholinguistics	
Credits: Minimum 3 Maximum 3	Repeatable to a maximum of 0 if content differs
Hour commitment per week: Lecture: 3 Internship: Discussion: Laboratory: Seminar:	
Can this course be waived through an AP exam? No	
Has this course been approved to fulfill a CORE distribution requirement? No	
Grading Method: Standard Graduate	Formerly:
Prerequisite(s):	
Corequisite(s):	
Recommended course(s):	
Restrictions:	
Crosslisted with:	
Shared with:	
Credit will be given for only one of the following courses:	
Will this course be offered at another location or through an alternate delivery method? No	
Catalog Description: An introduction to the field of psycholinguistics that covers speech perception, word recognition, sentence and discourse processing, speech production, and language acquisition. Basic concepts, research methods, major research topics, leading theories and related research findings, with implications of psycholinguistic theories and findings for second language studies.	
Reason for proposal/comments: required for new M.A. in Second Language Acquisition	
Proposal affects degree requirements? Yes	If so, has PCC proposal been submitted? No
Early Warning Grades: Yes	Inclement Weather Procedures: Yes
Academic Integrity / Honor Pledge: Yes	Accomodations for students with disabilities: Yes
Learning Outcomes: By the end of the course, students are expected to achieve the following objectives: a. understand the major theories/models of language processing, production, and acquisition covered in the course, ... b. become familiar with some of the major findings in each of the areas discussed, c. feel comfortable reading and discussing research articles similar to those discussed in class, d. have the working knowledge of some psycholinguistic experimental paradigms and related technology, and e. understand the relationship between applied linguistics, second language acquisition, and psycholinguistics, and have the potential to study applied linguistics and SLA from a psycholinguistic perspective.	
Assessment Policy: This course has a total of 100 points divided among the three assignments: term project 60%, study questions 30%, critiques 10%. The letter grade for the course is determined by the total number of points you receive, using the following criteria: A: 93 or higher, A-: 90-92, B+: 85-89, B: 82-84, B-: 80-81, C+: 76-79, C: 72-75, C-: 70-71, D: 60-69, F: 59 or lower. Regular attendance and active participation are critical to students' success in this class. Class roll will be taken at the beginning of or during every class. If you are late, it is your responsibility to let me know you are in class. A student may be dropped from this class if he or she has more than two unexcused absences. I suggest that you contact me before you have to miss a class. Tell me why you can't come to class so that I can determine whether the absence will be excused or not.	

Text/Resource Materials: 1. Textbook: Harley, T. (2001). *The Psychology of Language: From Data to Theory* (2nd Ed.). East Sussex, Britain: Psychology Press.

2. Additional Readings. Students are required to read additional research articles each week. See the daily syllabus for the articles designated for each week.

3. Additional Books/Articles for the Research Project/Term Paper. These articles are related to the topic of individual term papers students are working on and thus may vary among students. Students are responsible for finding their own articles that are relevant to and most helpful for their research projects. The following online database will be very useful for finding articles in psycholinguistics: .PsycInfo and LLBA (Linguistics and Language Behavior Abstract). Let me know if you need help using the database.

Course Pedagogy and Format: Study questions. Study questions will be given to students on a weekly basis. The purpose of these questions is twofold: to make sure students do the required readings before they come to class, and to help students become better focused in reading. The questions are always related to the designated topics and readings for the week. They are given to students a week prior to the discussion of the topic and readings. Students are expected to email their answers to the instructor before class, and bring a hard copy to class for discussion purposes.

Critiques. Each student is expected to do a critiques of a research article and lead discussion of the article in class. The purpose of the critique is to help students read SLA research articles closely and critically. A sign-up sheet will be handed out on the first day of class so that students can pick their articles. A critique has the following two components:

a. Oral part: You will be given 20 minutes for summarizing and critiquing the article and 5 minutes for leading class discussion in class.

b. Written part: turn in a written critique at the end of the class on the day of your oral critique. It should be of 2 to 3 double-spaced pages.

Both the oral and written forms of your critique should include the following information:

a. the reference of the article: author(s), year of publication, title, journal name,

b. the purpose and the research question: what is the purpose of the project or the specific.research question under investigation? Explain important concepts and definitions if necessary.

c. method information: participants (age, L1, L2, L2 level), materials, design, tasks/procedures, Dependent variable, independent variable,

d. results, findings, and conclusions: results from the study, summary of findings, the author's.interpretation of the findings and conclusions.

e. your evaluation of the study: e.g., right question? appropriate method? reasonable interpretation of the findings? conflicting evidence?

Term project . Students are required to complete a term project in this course. There are three options for this assignment.

a. A research project -- a student can complete a research project that is related to one of the topics of this course and write a report on the project as the term paper. The project can be a simple replication of a published study, a study attempting to extend a published finding to a new participant population or a new language, or a study that examines a research question that has not been explored. Project ideas will be discussed in class in connection to various topics. A good report should have a well-defined research question, an adequate literature review, an appropriate research method, a clear presentation of the results, and a reasonable interpretation or explanation of the findings. Students are encouraged to discuss their research ideas with the instructor before they begin the project. Students may work in a small group for the project, but they have to write the report individually and independently.

While other options are available (see below), students are strongly encouraged to take the project option for their term project. Lab hours may be scheduled in the second half of the semester for students to learn to use experimentation and statistics programs for conducting psycholinguistic experiments.

b. A review paper -- a student can write a review paper in which he or she analyzes, synthesizes, and

evaluates the research done on a specific topic related to psycholinguistics or psycholinguistic study of second language acquisition and teaching. A good review paper for this course should have a specific rather than a general topic, a clear and well-supported theme, and an adequate coverage of information. It should include a minimum of 10 references.

c. A research proposal -- a student can also write a detailed proposal for a research project that investigates a psycholinguistic issue or an applied linguistic or SLA issue from a psycholinguistic perspective. A good project proposal should have a clearly defined research question, an adequate review of literature related to the question, detailed description of the method to be used, including such information as participants, experimental paradigms or test methods, test materials and other instruments, research design, dependent and independent variables involved, test procedures. The proposal should also list possible outcomes of the project and potential significances of the findings.

The term paper should be word-processed (12 point font, double-spaced), follow APA style, and 4-5 pages in length for the first option or 8-10 pages for the last two options.

Dept. PCC Chair (print name, sign, date)

Dept. Chair (print name, sign, date)

College/School PCC Chair (print name, sign, date)

Dean (print name, sign, date)

Senior Vice President & Provost

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Effective Term: _____

Repeat Table: _____

Prereq pop-up: _____

Entered/date: _____

Verified: _____

Effective Term

University of Maryland Course Proposal Form

Department/Program: SLAA

College/School: ARHU

Action: add

VPAC log no.: 0949772F

Date initiated: 08/19/11

Unit Code:012025001250101

ACAF log no.:

Course Prefix and Number: SLAA650	Transcript Title: SECOND LANGUAGE ANALYSIS
Title: Second Language Analysis	
Credits: Minimum 3 Maximum 3	Repeatable to a maximum of 0 if content differs
Hour commitment per week: Lecture: 3 Internship: Discussion: Laboratory: Seminar:	
Can this course be waived through an AP exam? No	
Has this course been approved to fulfill a CORE distribution requirement? No	
Grading Method: Standard Graduate	Formerly:
Prerequisite(s): NONE	
Corequisite(s): NONE	
Recommended course(s): NONE	
Restrictions:	
Crosslisted with:	
Shared with:	
Credit will be given for only one of the following courses:	
Will this course be offered at another location or through an alternate delivery method? No	
Catalog Description: An overview of the field of linguistics with a particular attention to its application in SLA studies, introduces students to the basic concepts and skills related to the scientific study of language, and provides them with opportunities to apply these concepts and skills in the analysis of language. It covers topics such as phonetics, phonology, morphology, syntax, semantics, language acquisition, and language use.	
Reason for proposal/comments: required for new M.A. in Second Language Acquisition	
Proposal affects degree requirements? Yes	If so, has PCC proposal been submitted? No
Early Warning Grades: Yes	Inclement Weather Procedures: Yes
Academic Integrity / Honor Pledge: Yes	Accommodations for students with disabilities: Yes
Learning Outcomes: By the end of the course, students should be able to understand the basic concepts and methods related to the study of language, apply these concepts and methods of linguistic analysis in examining and comparing languages, demonstrate knowledge of the linguistic systems of English phonology and grammar, and the sociolinguistic and psycholinguistic processes involved in language use, and develop a positive attitude towards different languages, language varieties, and the field of linguistics.	
Assessment Policy: The requirements of this course include a mid-term exam (30%), a final exam (30%), and weekly in-class and after-class activities (40%, 3% for each week's activities Weeks 2 through Week 14, 4% for Week 15). This course has a total of 100 available points. The final letter grade is determined based on the following criteria: A=94-100, A-=90-93, B+=86-89, B=83-85, B-=80-82, C+=76-79, C=73-75, C-=70-72, D=60-69, F=59 or lower.	
Text/Resource Materials: O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2005). Contemporary Linguistics: An Introduction. (fifth edition). Boston: Bedford/St. Martin's.	
Course Pedagogy and Format: A combination of lectures, large and small group discussions, and individual and group activities will be used. The pedagogical emphasis is on the development of clear basic concepts involved in second language analysis and the skills in applying these concepts and analytical tools in analyzing linguistic structures from a second language perspective.	
Weekly Syllabus	
WK Date Topics Readings & Notes	
1 8/20 Course Overview; Introduction to Linguistics Chapter 1	

- 2 8/27 Phonetics Chapter 2
- 3 9/3 Labor Day; No Class
- 4 9/10 Phonology (1) Chapter 3 (Sections 1-4)
- 5 9/17 Phonology (2) Chapter 3 (Sections 5-6)
- 6 9/24 Morphology (1) Chapter 4 (Sections 1-2)
- 7 10/1 Morphology (2) Chapter 4 (Sections 3-6)
- 8 10/8 Syntax (1) Chapter 5 (Section 1)
- 9 10/15 Syntax (2) Chapter 5 (Sections 2-5);
- Midterm Exam Assigned
- 10 10/22 Semantics (1) Chapter 6 (Sections 1-2);
- Midterm Exam Due
- 11 10/29 Semantics (2) Chapter 6 (Sections 3-4)
- 12 11/5 First Language Acquisition Chapter 11
- 13 11/12 Second Language Acquisition Chapter 12
- 14 11/19 Psycholinguistics Chapter 13
- 15 11/26 Language in Social Contexts Chapter 15
- 16 12/3 Review and Wrap-up ;Final Exam Assigned

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Effective Term: _____

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Verified: _____

Dept. PCC Chair (print name, sign, date)

Dept. Chair (print name, sign, date)

College/School PCC Chair (print name, sign, date)

Dean (print name, sign, date)

Senior Vice President & Provost

Effective Term



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-17
PCC ID #:	11012
Title:	Proposal to Establish a Post-Baccalaureate Certificate in Second Language Acquisition
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses (PCC) Committee
Date of SEC Review:	October 24, 2011
Date of Senate Review:	November 9, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Arts and Humanities and the School of Languages, Literatures and Cultures wish to establish a new Post-Baccalaureate program in Second Language Acquisition. Building on the success of the currently existing Ph.D. program in Second Language Acquisition, the College and School are proposing a new Master's level program in Second Language Acquisition (Senate Doc 11-12-16). This proposal is for an 18-credit Post-Baccalaureate Certificate in Second Language Acquisition.</p> <p>This graduate-level certificate will consist of four courses from the core curriculum of the proposed Master's program as well as six credits of electives. Students interested in this certificate program may be current UM graduate students in related programs, or professionals in language-related fields, such as teachers of second languages or professionals in government language programs or language service contracting firms. The certificate is designed for those who are looking for additional education but cannot commit to a 30 credit Master's program.</p> <p>The program is expected to enroll 5-10 students each year. Because the Second Language Acquisition Ph.D. program already exists and there is no undergraduate program, the department believes that it already has the faculty, courses and infrastructure to administer this certificate program; therefore,</p>

	no new resources will be required for this new program.
Relevant Policy # & URL:	
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.
Committee Work:	<p>The PCC Committee considered the proposal at its meeting on October 7, 2011. Kira Gor, Director of the Second Language Acquisition program, along with Carol Mossman and Gabriele Strauch of the School of Languages, Literatures, and Cultures, 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 September 19, 2011. The Graduate PCC Committee approved the proposal on September 28, 2011, and the Graduate Council approved the proposal on October 10, 2011.</p>
Alternatives:	The Senate could decline to approve the proposed program.
Risks:	If the Senate declines to approve this program, the University will lose an opportunity to establish a certificate program that meets a growing demand for second language acquisition.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required: <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.

PCC LOG NO.

11012

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

College/School: ARHU/SLLC

Please also add College/School Unit Code-First 8 digits: **01202700**

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

Department/Program: SLA

Please also add Department/Program Unit Code-Last 7 digits: **1274001**

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 |

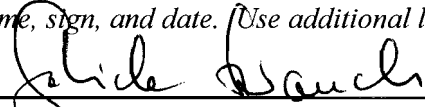
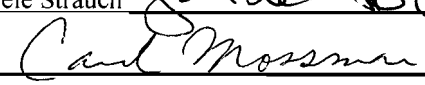
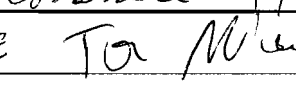
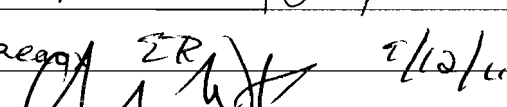
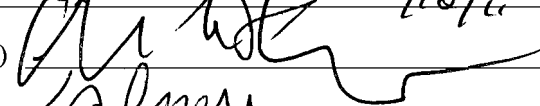
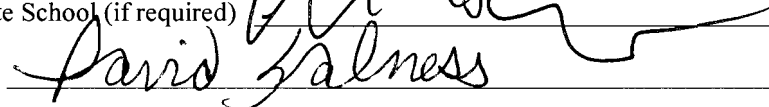
Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Add a Graduate Certificate in Second Language Acquisition to the existing Ph.D. in SLA.

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

1. Department Committee Chair: Gabriele Strauch  9/12/11
2. Department Chair: Carol Mossman  9/12/2011
3. College/School PCC Chair: TOM MOORE  9/12/11
4. Dean: Elizabeth B. Litzeggy  2/12/11
5. Dean of the Graduate School (if required):  10/10/11
6. Chair, Senate PCC: David Salness  10/7/11
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

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

Graduate Certificate in Second Language Acquisition

COLLEGE OF ARTS AND HUMANITIES

DEAN: Bonnie T. Dill

**GRADUATE CERTIFICATE IN SECOND LANGUAGE ACQUISITION
Version of September 12, 2011**

PROPOSED INITIATION DATE: FALL, 2012

I. Overview and rationale

Demand for graduate training in second language acquisition (SLA) is growing rapidly the world over, chiefly due to the increasing interest in the learning, teaching and testing of foreign and second languages, especially by adults. Much of the interest is the result, in turn, of rapid geopolitical change, with both commonly taught languages, like Spanish, and languages once less commonly taught in the USA, like Arabic, Chinese and Persian, vital for those working in the area of national security and local safety, e.g., intelligence analysts, military personnel, police, firefighters and other first responders, for those responsible for the reception and integration of large immigrant and migrant worker populations, and for those charged with legally mandated provision of social services to speakers of other languages. In addition, command of two or more languages is a valuable career qualification in many fields.

This need in qualified cadre with high proficiency in many languages in turn creates a need in specialized training in the fundamentals of SLA for coordinators of language-training programs, linguists, cognitive psychologists, and professionals working in the public sector. There is also a need for advanced training in SLA for the graduate students and post-docs in other departments at the University of Maryland. The community of researchers in language science, strengthened by the Integrative Graduate Education and Research Traineeship (IGERT) program sponsored by NSF, has made cross-departmental training in SLA one of its important components. A focused and efficient Graduate Certificate program will ensure the role of the SLA program as a partner in interdisciplinary training in language science.

Training for these and other populations has traditionally been provided through two-year master's programs or multi-year doctoral programs. Increasingly, however, there is a need for one-year programs for the many people who for various reasons can only devote the shorter period to the task. There are as yet few such programs in North America, but the few that have been opened, such as that at the University of Hawai'i, attract far more well-qualified students than they can handle.

Like the proposed M.A. in SLA, the proposed new 18-credit Graduate Certificate program would provide high-quality students with a thorough grounding in the theory, research and practice of second (including foreign) language learning, teaching and testing, but in a narrower range of areas than the 30-credit M.A., as determined by each student's professional interests. The Graduate Certificate would meet a need for such training in Maryland and the greater D.C. area, as well as nationally and internationally, and given its relationship to the proposed M.A. and already established Ph.D. in SLA, it could do so at the very highest level, **without requiring any new resources**. With the return of Michael Long (former Director of the School of Languages, Literatures and Cultures) to the faculty, the program faculty is now in place. Students for the Graduate Certificate, like those for the M.A., will come with their own financial support, via Fulbright scholarships, sponsorship from their own institutions or governments, e.g., during sabbatical leaves, or self-funded. They will take a subset of the courses offered for the M.A. program.

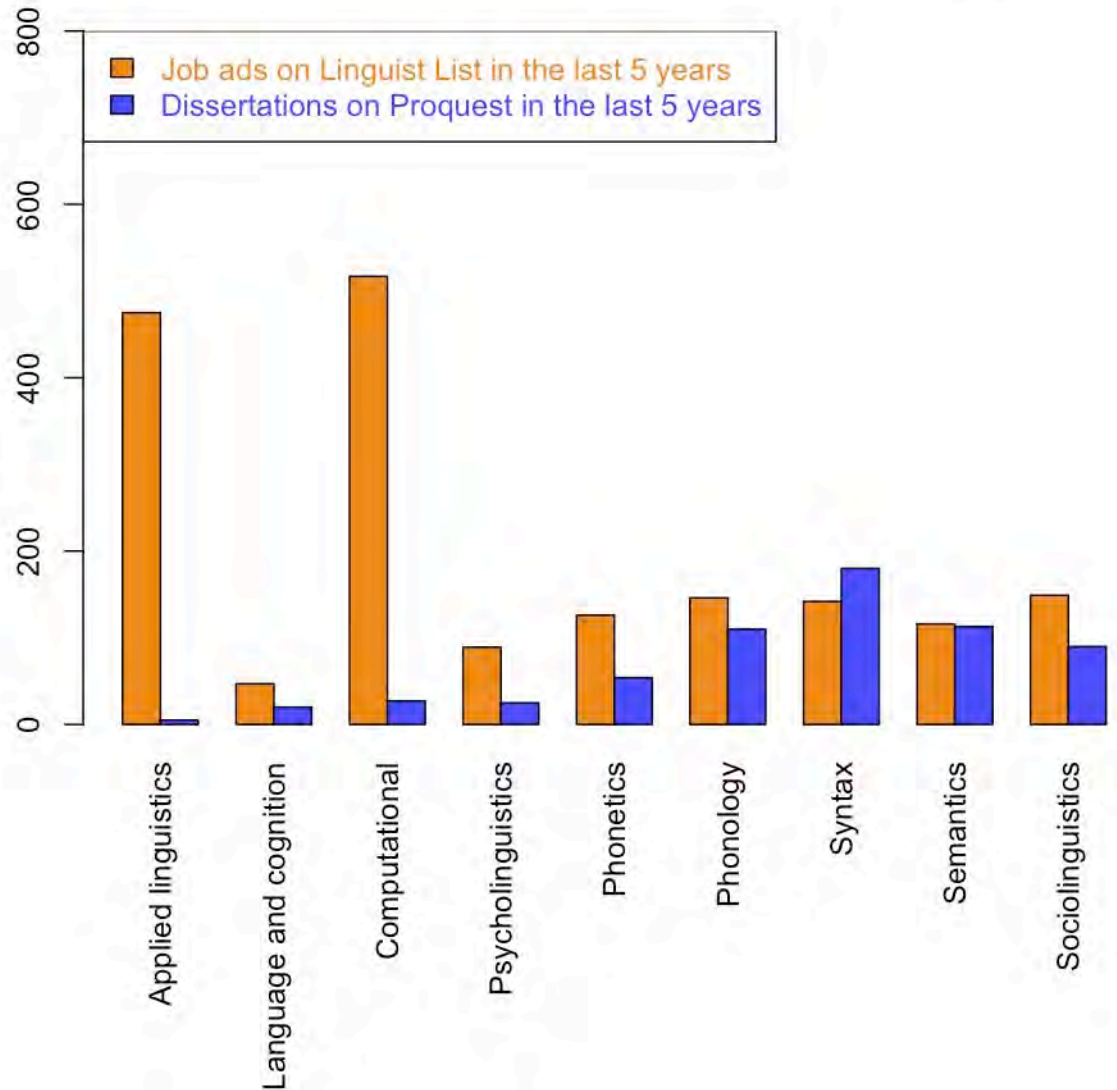
Like the proposed M.A. and existing Ph.D. programs in SLA, the Graduate Certificate would fit well with the University's new Strategic Plan, with its emphasis on a) globalization and b) either extending or building new internationally oriented programs as well as programs with important social ramifications: "The University of Maryland will sustain and significantly increase the breadth, quality, and impact of its partnerships, outreach, and engagement initiatives that address critically important intellectual and societal issues" (p. 22). As noted above, among other career opportunities, teaching and testing modern languages at the secondary, tertiary and post-tertiary levels, especially but not only Spanish and less commonly taught languages (LCTLs), is of critical and ever-growing importance for many branches of US and State governments. Also of vital importance are the linguistic and educational needs of immigrant and refugee groups, most obviously the large and growing Latino and African populations living close to the College Park campus and throughout the greater D.C./MD/Northern VA area, as well as of receiving schools and employers. The Graduate Certificate will likely appeal to professionals working in language and vocational training programs, e.g., CASA de Maryland, designed to serve those communities. The same issues and populations are of rapidly increasing interest nationally and internationally.

The University of Maryland already has available all the faculty, courses and infrastructure required to start such a program, and our Ph.D. in SLA, although only six years old, is fast becoming recognized as among the top two or three in the country. The University's new Strategic Plan states (p. 14) that "The University of Maryland will provide high-quality graduate and professional education." Like our Ph.D. and the proposed M.A., the new Graduate Certificate would be of top quality and will meet the demands of graduate students and professionals.

Needs and market

A growing demand for advanced graduate level training in SLA is a steady national and international trend. The figure below presents the findings of Christopher Potts, a linguistics professor at Stanford University, and Heidi Harley, a linguistics professor at the University of Arizona, who have studied the employment outlook for graduates with a Ph.D. in linguistics for five years (2004-2008). They have tracked job ads and compared the data with the number of Linguistics Ph.D.s granted in the United States each year.

Linguistics jobs and dissertations, 2004-2008 (updated)



(<http://www.stanford.edu/~cgpotts/misc/linglist-barplot-updated.jpg>)

These data indicate that while overall the jobs available do not significantly exceed the number of Ph.D.s granted, the demand is especially pronounced in applied and computational linguistics, with applied linguistics to a large extent comprised of SLA. The data on Ph.D. degrees reflect a general market need in applied linguists with all the levels of training. Many professionals in the area of applied linguistics and working in the public sector are not interested in pursuing a Ph.D. degree that would require an important time and resource investment. An M.A. or Graduate Certificate program that is more limited in scope will better serve their needs.

Students for the proposed Graduate Certificate program would come from several populations on and off-campus, from the USA and overseas. Some would be similar to those for the M.A., but others would comprise the many people unable to handle the 30-credit commitment that the master's degree requires. Applicants will come from these groups, among others:

- Graduate students at UMD pursuing advanced (master's or doctoral) degrees in such fields as Linguistics, Psychology, Education, and Hearing and Speech Sciences, who wish simultaneously to improve their marketability in academe upon graduation by obtaining a formal qualification in SLA. The participants in the NSF-funded IGERT program that promotes interdisciplinary research in language science at the University of Maryland and places emphasis on limited advanced training in SLA would especially benefit from the Certificate option.
- University faculty members from the USA and, especially, overseas, many with completed doctorates in related fields (language, education, etc.), whose mid-career focus has shifted towards modern language learning and teaching, and who need to “retool.”
- Employees in the many U.S. government language programs and language service contracting firms in the greater D.C./MD/Northern VA area—teachers, supervisors, curriculum designers, materials writers, testers, researchers and program evaluators—unable to commit two years or longer to a full master's or doctoral degree program.
- Individuals with Bachelor's degrees from U.S. and overseas institutions, often in English language, linguistics, psychology, education or modern languages, who wish to enter the language teaching profession. The job market for holders of such Bachelor's degrees is limited, but they provide an excellent foundation for graduate work in SLA, which is a field with many career opportunities, of which language teaching is one. For example, there is enormous interest in a year-long SLA training program for graduate students from the People's Republic of China. These students are willing to come funded by the Chinese government or self-funded, but since currently there is no official program in SLA to accommodate their needs, several of them hosted by the Confucius Institute at UMD have taken classes in the Ph.D. in SLA program. At present, the Maryland China Initiative, an on-campus training institute and a part of the Institute of International Programs of UMD, is in the process of creating a training program for teachers of Schools of Foreign Languages at several Chinese universities, including Beijing Normal University. A number of these trainees with a primary interest in fundamental SLA as opposed to pedagogy and methods of teaching foreign languages can be prospective students of the one-year Graduate Certificate in SLA program.
- Pre-service and in-service language teachers in the private, public and government sectors in the USA and overseas who need up-to-date training in their field, but who can only commit one year for the purpose. There is a serious global shortage of adequately trained teachers at all levels, particularly in hitherto less commonly taught languages (LCTLs), but also in Spanish and other European

languages. UMD's existing Ph.D. in SLA and the proposed M.A. in SLA program has the acquisition, teaching and testing of LCTLs—Chinese, Arabic, Hebrew, Persian, Russian, Japanese, Korean, Turkish, etc.—as a major focus, and offers substantial expertise in French, Italian, Spanish and German, as well.

- Junior staff members at UMD's Center for the Advanced Study of Language (CASL), National Foreign Language Center (NFLC), and lecturers in language programs in the School of Languages, Literatures, and Cultures (SLLC) and at area universities who either do not need or lack the time for a rigorous two-year M.A. or multi-year doctoral program like the Ph.D. in SLA.
- Teachers, curriculum designers and supervisory staff in the many state, local government and service agency language programs (CASA de Maryland, etc.) providing ESL and vocational training programs for recently arrived immigrants from Latin-America, (mostly French West) Africa, and Southeast Asia.
- Potential admits to the M.A. or Ph.D. in SLA who wish to assess their long-term interest in the field through the one-year program before committing to a full two-year or multi-year degree program.
- Applicants to the M.A. or Ph.D. in SLA programs who the faculty consider promising but in need of some prior coursework and first-hand observation before being considered for final admission to those programs.

The Strategic Plan mandates (p. 16) that “programs will control their enrollment to maintain program quality in line with program resources and market demands for graduates,” and further (p. 17), that “(E)ach Master's and each Ph.D. program will recommend a target program size corresponding to metrics of quality and resources and a plan to reach that size.” In 2007-2010, the relatively new Ph.D. in SLA program has attracted 47 to 61 applications per year, of which seven per year have been admitted with the acceptance rate ranging from 14.9% to 11.5%. Given that the reputation of our SLA offerings is already well established, and given the greater demand at the pre-doctoral (Graduate Certificate and M.A.) level nationally and internationally, we would anticipate 20-30 applications annually for the Graduate Certificate, and an annual enrollment of 5-10 students. Most students would complete the program in one year. A minority—mostly American students with full-time jobs in the area, or current UMCP graduate students, may require a longer period of time.

II. Curriculum

A. Catalog description

The Graduate Certificate in SLA provides students with rigorous training in the theory, research and practice of selected areas of second (including foreign) language learning, teaching and testing, and related domains. The Graduate Certificate is intended primarily as a one-year program for full-time students. A limited number of part-time students are also admitted. A major program focus includes preparation for those working, or intending to work, in programs for tertiary students and adults studying less commonly taught languages (LCTLs), e.g., East-Asian and Middle-Eastern languages, and such modern European languages as Spanish, French, Italian and German. Another focus is the design and delivery of ESL and vocational training programs for immigrants from Latin-America, Africa and elsewhere. Areas of particular faculty expertise include cognitive processes in SLA; language teaching methodology and pedagogy; psycholinguistics; language processing; individual differences in such factors as age, aptitude, and working memory; second language analysis; interlanguage studies; heritage learners; needs analysis; syllabus design; materials writing; learner training; language assessment; program evaluation; second language research methods; task-based language teaching; and uses of technology in language learning and testing.

B. Structure and course requirements

The Graduate Certificate in SLA is an 18-credit program, by coursework only. Each student must complete six 3-credit courses. Four courses are required. They are:

1. SLAA 610: Introduction to SLA
2. SLAA 611: Fundamentals of Language Acquisition and Instruction
3. SLAA 620: Second Language Research Methods
4. *SLAA 630: Second Language Testing

Full-time Certificate students will typically take two required courses and one elective each semester. In the Fall semester, students take SLAA 610, SLAA 611, and one elective. In the Spring, they take SLAA 620, *SLAA 630, and one elective.

Potential electives (two 3-credit courses) for Certificate students are SLAA 640* (Psycholinguistics) and SLAA 650* (Second Language Analysis), any other SLAA courses, or courses chosen from offerings in other departments and independent study courses. All electives will be chosen in consultation with the program advisor.

5. Elective 1
6. Elective 2

Note: *SLAA 630, *SLAA 640, and *SLAA 650 are new courses that have been approved by the SLLC and ARHU PCC Committees (see attached course proposals).

New (*) and existing required courses in Second Language Acquisition

SLAA 610 Introduction to SLA Research and Theories in Second Language Acquisition (3 credits)

Introduction to current theories and research findings Second Language Acquisition (SLA).

SLAA 611 Fundamentals of Language Acquisition and Instruction (3 credits)

Introduction to theoretical and practical issues relevant to foreign language learning, language acquisition, and curriculum construction.

SLAA 620 Second Language Research Methodologies (3 credits)

Prerequisite: SLAA 610. Pre- or corequisite: SLAA 611.

Exploration of research methodology in second language acquisition (SLA), with a focus on developing practical skills in data analysis and interpretation. Preparation in both critical evaluation of existing research and design of new research models.

***SLAA 630 Second Language Testing (new; course proposal attached)**

An introduction to basic concepts in the assessment of second language knowledge. Issues of reliability, dependability, construct validity, utility, and washback on instruction are examined.

New (*) and existing Courses in Second Language Acquisition that can serve as electives

***SLAA 640 Psycholinguistics (new; course proposal attached)**

An introduction to the field of psycholinguistics that covers speech perception, word recognition, sentence and discourse processing, speech production, and language acquisition. Basic concepts, research methods, major research topics, leading theories and related research findings, with implications of psycholinguistic theories and findings for second language studies.

***SLAA 650 Second Language Analysis (new; course proposal attached)**

Overview of the field of linguistics with a particular attention to its application in SLA studies, introduces students to the basic concepts and skills related to the scientific study of language, and provides them with opportunities to apply these concepts and skills in the analysis of language. It covers topics such as phonetics, phonology, morphology, syntax, semantics, language acquisition, and language use.

SLAA 613 Design and Management of Language Learning Environments (3 credits)

A critical analysis of second language learning environments, including traditional classroom-based models, immersion programs, study abroad, heritage learner programs, individualized instruction, and self-managed learning.

SLAA 629 Special Topics in Sociolinguistics (3 credits)

Current topics in research in sociolinguistics.

SLAA 639 Special Topics in Applied Linguistics (3 credits)

Current topics in research in applied linguistics.

SLAA 649 Special Topics in Second Language Acquisition (3 credits)

Current topics in research in second language acquisition.

SLAA 719 Second Language Acquisition and Application Internship (3 credits)

Internship at a site to be determined. Topics may include heritage language learning, immersion education, testing and assessment, translation and interpretation, and national language planning and policy.

SLAA 740 Research Issues in Second Language Learning (3 credits)

Current topics in second language learning research. including interlanguage development, negative feedback, maturational constraints, units of acquisition, stabilization/fossilization, aptitude and aptitude training.

SLAA 741 Cognitive Processes in Second Language Learning (3 credits)

Prerequisite: SLAA 610 or equivalent, and permission of instructor. Examines the roles played by varied types of learning processes and memory, general processing issues, and the cognitive bases of individual differences in learning and processing a second language.

SLAA 742 Second Language Processing (3 credits)

Prerequisite: MA students need permission of instructor. Covers leading theoretical approaches and experimental methods in second language processing. Draws on research and theories in SLA, formal linguistics, cognitive grammar, psycholinguistics, and neurolinguistics.

SLAA 743 Interlanguage Studies (3 credits)

Prerequisite: SLAA 610 or permission of instructor. Review of the accepted facts about interlanguage development, and critical study of the many, often mutually exclusive, explanatory mechanisms and processes proposed by advocates of different SLA theories.

SLAA 744 Age Effects in Second Language Learning (3 credits)

Prerequisite: SLAA 610 and permission of instructor. Consideration of the empirical evidence for age effects in second language learning and potential confounds. Critical evaluation of the differing interpretations of those effects and their implications for educational practice, SLA theory, development psychology, and research methodology.

SLAA 749 Special Topics in Second Language Learning (3 credits)

Prerequisite: SLAA 610 or permission of instructor. Current topics in research on second and foreign language learning.

SLAA 750 Instructed Second Language Acquisition (3 credits)

Prerequisite: SLAA 610. Survey of studies of the effectiveness of SLA instruction within various domains of language, with a focus on research design.

SLAA 751 Second Language Classroom Research (3 credits)

Prerequisite: SLAA 610. Critical evaluation of the evolution and current state of second language classroom research, focusing on theoretical concerns, methodological issues, and substantive findings.

SLAA 754 Task-Based Language Teaching (3 credits)

Overview of Task-Based Language Teaching (TBLT), including task-based needs and means analysis, syllabus design, materials writing, methodology and pedagogy, testing, and evaluation. Theoretical issues addressed include relationships of TBLT to research findings on the psychology of learning and SLA, and to libertarian approaches to education.

SLAA 759 Special Topics in Second Language Instruction (3 credits)

Topics in the theory and practice of second language instruction.

SLAA 760 Fundamentals of Second Language Assessment (3 credits)

Prerequisite: SLAA 610. An overview of current assessment models in second and foreign language learning.

SLAA 770 Sociolinguistics in Second Language Acquisition (3 credits)

Introduction to basic sociolinguistic concepts, with special emphasis on the context of SLA, including classroom and uninstructed late learning situations.

SLAA 772 Bilingualism and Multilingualism (3 credits)

Prerequisite: SLAA 610 or permission of instructor. Critical exploration of concepts in bilingualism and multilingualism, with an emphasis on the social environments of second language acquisition, in cognitive and social frameworks. Implications of bilingualism for memory, affect, language processing and code-switching/mixing, as well as the social implications of knowing and using more than one language.

SLAA 773 The Heritage Language Speaker (3 credits)

Master's students need permission of instructor. Critical exploration of theoretical issues and existing experimental research on heritage language learning and use, as well as classroom and curricular implications of heritage language learning.

SLAA 779 Directed Research in Second Language Acquisition and Application (1-3 credits)

Directed independent research in SLA.

C. Admissions criteria

Requirements for admission to the program

Students may enter the program in Fall semester, only. Prior to admission to the program, applicants must have successfully completed a bachelor's degree from an accredited university in a relevant field, e.g., linguistics, applied linguistics, psychology, foreign languages, TESOL, cognitive science, anthropology or education. They must provide three letters of recommendation from academic and/or professional referees. They must submit a statement of purpose describing their academic and career background and future plans, specifying why they believe the UMCP program is suitable for them, and they for it, and how they would expect to use the training received. Unless they completed a prior degree at an English-medium university within the previous three years, students whose native language is not English must provide a TOEFL score of 600 or higher on the paper-based version [250 or higher on the computer-based version; 100 on the internet version] or the International English Language Testing System (IELTS) score of 8.

III. Student learning outcomes and assessment

See the attached Learning Outcomes Assessment file.

IV. Faculty and organization

Academic direction and oversight

The Graduate Certificate in SLA program will be housed within a single academic department at College Park, the School of Languages, Literatures, and Cultures (SLLC). The Program Director will be the Director of the current Ph.D. in SLA program, who will assume senior administrative responsibility for both programs. He or she will be assisted by the Certificate program's Graduate Faculty (GF). A full projected faculty listing, together with individuals' areas of specialization, is provided below. The individuals concerned are all widely recognized internationally as among the very best in the field. They will act as student advisors and members of committees (admissions, curriculum, etc.) as required. The SLA faculty members all have extensive experience operating M.A. in SLA programs at other institutions, and two have direct experience with the University of Hawai'i Graduate Certificate in SLS program.

Robert DeKeyser (Full Professor, SLLC) (Ph.D., Education, with a minor in Linguistics, Stanford University, 1986): Interlanguage variability, individual differences in language learning, aptitude-treatment interaction, cognitive psychology of language acquisition, age effects in language learning; monitoring processes, effects of study abroad.

Michael H. Long (Full Professor, SLLC) (Ph.D., Applied Linguistics, University of California, Los Angeles, 1980): Epistemological issues and theory change in SLA; age differences; maturational constraints and sensitive periods in SLA; SLA processes, e.g., stabilization/fossilization in interlanguage development, negative feedback (models and recasts); language aptitude; the advanced learner; second language research methods; foreign language needs analysis; task-based language teaching.

Steven Ross (Full Professor, SLLC) (Ph.D., Second Language Acquisition, University of Hawai'i, 1995): Research methods and statistics; language testing; program evaluation; individual differences; discourse and conversation analysis.

Kira Gor (Associate Professor, SLLC) (Ph.D., Linguistics and Experimental Phonetics, St. Petersburg State University, 1983; Ph.D., Russian and Second Language Acquisition, Bryn Mawr College, 1993): Acquisition of second language (L2) phonology and morphology; cognitive aspects of phonological and morphological processing in Russian as a native or second language; L2 lexical access, heritage learners; foreign language pedagogy.

Nan Jiang (Associate Professor, SLLC) (Ph.D., Second Language Acquisition and Teaching, University of Arizona, 1998): Cognitive/psycholinguistic processes and mechanisms in adult second language acquisition; bilingual language processing, lexical representation in L2 development; language transfer; integration of linguistic knowledge in adult L2 learning; relationships between language and thought.

Adjunct faculty

Catherine J. Doughty (Senior Researcher and Area Director for SLA, CASL) (Ph.D., Applied Linguistics, University of Pennsylvania, 1988): Cognitive processes in SLA; language aptitude; measurement of second language development and proficiency; research on second language instruction; technology and language teaching; the advanced learner.

V. Off-campus programs

N/A. The program will be wholly residential. There will be no off-campus locations, nor a distance education component.

VI. Other issues

None.

VII. Commitment to diversity

SLLC's Ph.D. in SLA program has already attracted a wide range of students who represent a diverse group of countries and ethnicities. The Certificate program would open the door to larger numbers of an even more diverse population of students.

Many core research areas in SLA are intrinsically concerned with diversity, an issue of special significance for the College of Arts and Humanities (ARHU), the University, and the State of Maryland. Understanding communication (and communication breakdowns) among speakers of different languages, races, genders and cultures in academic, workplace, and other social settings is a major research focus in the field. So is the acquisition and assessment of the ability to operate successfully and harmoniously across cultures, including traditionally problematic boundaries of race and class. The same is true of dialect differences, often linguistic markers of racial, economic, social and cultural differences within communities. Development of an understanding and appreciation of another culture is an inherent part of developing proficiency, especially high-level proficiency, in a foreign language. Improving the efficiency of the development process is arguably one of the best ways of increasing cross-cultural understanding and an appreciation for human diversity.

Students and faculty in the proposed Certificate program will themselves inevitably represent a rich array of languages and cultures, and many dimensions of cultural diversity will figure among their core research interests. SLA faculty members at College Park already reflect the diversity of which the College of Arts and Humanities and SLLC are justifiably proud, and upwards of 75% of the intake to the Graduate Certificate program are expected to be international students. The focus on European and less commonly taught and rarely taught languages, including those of Asia and the Middle East, means that the diversity of students in the Graduate Certificate will likely be as great as that which already exists in SLLC's Ph.D. in SLA program.

VIII. Required physical resources

A. Library

Library resources for the new program, both books and periodicals, are already in place; they are a sub-set of those previously purchased for the Ph.D. in SLA. No need for additional library resources is anticipated. The Ph.D. in SLA program has a special fund from CASL to purchase new books in SLA appearing on the market. A detailed report from the UM Libraries states: "After building a strong collection of books, journals, and databases to support the PhD program in Second Language Acquisition for many years, the UM Libraries can support the addition of the Master of Arts and Certificate programs in Second Language Acquisition with no additional resources."

B. Facilities

No new facilities are required.

C. Impact on existing facilities and equipment

Facilities and equipment for the proposed program are already available at College Park. This is due, again, to the existence of the SLLC's Ph.D. in SLA program, which led to installation of a research laboratory in the basement of Jimenez Hall that can satisfy any Graduate Certificate program needs, as well, and to excellent research facilities in surrounding departments and other units, e.g., Linguistics, and the College's National Foreign Language Center. In practice, very few Graduate Certificate students will even need the resources indicated.

No new office space will be required, as the faculty for the new program will be the same as that for the existing Ph.D. in SLA. Office space will not be needed for students.

IX. Resource needs and sources

A. New courses

Three new courses will be required, the same ones as for the proposed M.A. in SLA: SLAA 630: Second language testing, SLAA 640: Psycholinguistics, and SLAA 650: Second language analysis. Syllabi for these courses are attached. All three courses have previously been taught at other institutions many times by our existing faculty.

B. New personnel

No new personnel are required. The existing SLA faculty members are all tenured, experienced, and well known. They are fully prepared to handle the new program.

C. Impact on existing faculty and staff

The new program will involve a small increase in administrative work for some SLLC staff, e.g., those in graduate records and accounts. Existing staff are highly competent, however, and already experienced at handling Ph.D. in SLA student records.

D. Source for funding required for VIII, above

N/A. No funding is required. This is a program that can be operated successfully using personnel and resources already in place for the Ph.D. in SLA program. No funding is required for students, who will all come sponsored by their home institutions, governments, external foundations (Fulbright, etc.), or self-funded.

E. Other required resources

None.

F. Faculty Resources and Course Rotation

Table 1. Faculty resources in SLA

Faculty members in SLA	Expected teaching load (per year)
Michael Long	4 courses
Robert DeKeyser	4 courses
Nan Jiang	4 courses
Kira Gor	3 courses (1 course release as Graduate Director)
Steve Ross	1.5 courses (40%, 3 courses in 2 years)
Cathy Doughty	0.5 courses (1 course every other year)
Total	17 courses

Teaching the six core courses for the proposed M.A. will simultaneously provide all needed courses for the Graduate Certificate. Graduate Certificate students will take up vacant seats in the M.A. courses. Covering those six courses leaves the faculty with 11 courses ($17 - 6 = 11$) at the Ph.D. level, and electives for both the M.A. and Certificate level per year. Since four courses per semester, and eight per year, are offered at the Ph.D. level, those 11 courses will also leave room for occasional sabbatical leaves, course buy-outs, teaching undergraduate honors courses, etc. Teaching assignments may change.

Table 2. Sample Course Schedule with Faculty Rotation for AY 2012/2013-2016/2017

Semester	Core courses and electives			
Fall 2012	SLAA 610 DeKeyser	SLAA 650 Nan Jiang	SLAA 611 Gor	
Spring 2013	SLAA 620 DeKeyser	SLAA 640 Gor	Elective	Elective
Fall 2013	SLAA 610 DeKeyser	SLAA 650 Nan Jiang	SLAA 611 Gor	SLAA 630 Ross
Spring 2014	SLAA 620 DeKeyser	SLAA 640 Gor	Elective	Elective
Fall 2014	SLAA 610 Gor	SLAA 650 Nan Jiang	SLAA 611 DeKeyser	SLAA 630 Ross
Spring 2015	SLAA 620 DeKeyser	SLAA 640 Nan Jiang	Elective	Elective
Fall 2015	SLAA 610 Gor	SLAA 650 Nan Jiang	SLAA 611 DeKeyser	SLAA 630 Ross
Spring 2016	SLAA 620 DeKeyser	SLAA 640 Nan Jiang	Elective	Elective
Fall 2016	SLAA 610 DeKeyser	SLAA 650 Nan Jiang	SLAA 611 Gor	SLAA 630 Ross
Spring 2017	SLAA 620 DeKeyser	SLAA 640 Gor	Elective	Elective

In conclusion, the Graduate Certificate program in SLA offered concurrently with the proposed M.A. and existing Ph.D. programs will help the SLA program to fulfill its academic mission: provide advanced graduate training in SLA, serve a broad population of graduate students and professionals, and do so at no additional cost. The existing faculty are capable of handling the required load, and the Certificate courses at the 600 level will be offered as required courses or as elective courses for the M.A. or Ph.D. in SLA.

ASSESSMENT PLAN

ADVANCED GRADUATE CERTIFICATE IN SECOND LANGUAGE ACQUISITION

Program Contact: Nan Jiang Phone: ext. 5-1378 E-mail: njiang@umd.edu

Date submitted to Academic Unit Head: April, 2011

Program Goals: Provide a one-year program of advanced training in SLA at the graduate level for individuals (i) currently enrolled in other graduate programs, or (ii) on leave from their regular employment, or (iii) improving their competence in the field before applying to the UMD M.A. or Ph.D. in SLA programs.

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable: These program goals are aligned with the following points of the University's Mission Statement

- Further enhance the excellence of the college, departments, and units in research and scholarship
- Elevate the quality of graduate and undergraduate education and of the student experience
- Develop and facilitate access to scholarly information to support cutting-edge research, scholarship, teaching, and learning

Student Learning Outcomes	Assessment Measures and Criteria	Assessment Schedule
1. Students will demonstrate knowledge of the field's foundational literature.	<p>Measure: This outcome will be measured in course assignments such as literature review papers and examinations.</p> <p>Criteria: Foundational literature consists of (i) the basic concepts, methods, and history, (ii) major topics and issues, (iii) important models and theories, and (iv) related research findings. A student's familiarity with each of the four aspects will be evaluated and scored as <i>inadequate</i>, <i>adequate</i>, or <i>outstanding</i>. 80% of the students will develop an <i>adequate</i> or better familiarity with all four aspects of</p>	End of Fall and Spring semesters, as appropriate, final examinations

	foundational literature.	
2. Students will demonstrate the ability to critically analyze research methodology in empirical studies in SLA.	<p>Measure: This outcome will be measured in course assignments such as critique papers and examinations.</p> <p>Criteria: The assessment of critical reading and thinking will focus on the ability to (i) identify the main assumptions, components, and claims of a theory, (ii) understand the context in which a theory is proposed and its advantages and drawbacks, and (iii) understand the methodological strengths and limitations of an empirical finding and its adequate interpretation. A student’s critical reading and thinking will be evaluated and scored as <i>inadequate</i>, <i>adequate</i>, and <i>outstanding</i> in each of the three aspects. 80% of the students will be considered to have developed <i>adequate</i> or better critical reading and thinking skills.</p>	End of Spring semester, term paper
3. Students will demonstrate the ability to apply the knowledge of SLA research and theory to another field corresponding to their area of interest or expertise. For example, they will demonstrate their understanding of the connections between SLA and pedagogical practices, teaching methodologies, bilingual education, translation and interpreting (including simultaneous interpreting), and assessment.	<p>Measure: Completion of a written term paper focusing on the application of SLA theories or research to practical problems.</p> <p>Criteria: The evaluation of the application term paper will consider the following aspects: (i) the understanding of the theory to be applied, (ii) the statement of the practical situation, issue, or problem under consideration, (iii) discussion of how the theory can be best applied to deal with the practical problem. A term paper will be considered inadequate, adequate, and outstanding in each of these three aspects in its evaluation. 80% of all Plan B students will receive an <i>adequate</i> or higher score in all three aspects.</p>	End of Spring semester (evaluation of the work done in the Fall or Spring semester, as appropriate)

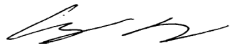
Dear Colleagues:

I am writing to express CASL's strong support for the establishment of an MA and graduate certificate program in Second Language Acquisition. Our center works extremely closely with the United States Government to train foreign language professionals, and to support them in their performance on the job. There is an urgent call for increased numbers of language professionals to serve the nation. Training in SLA at the masters level will help in this effort either by providing graduates with the training needed to teach foreign languages at the adult level, to improve language teaching programs, or to bring a deeper understanding of language structure to language jobs within the Defense Department. I see many career opportunities for Masters degree holding students in the United States Government, and I think, this would be a very attractive program for USG professionals throughout their careers. This of course is in addition to a corresponding need in industry and in the educational system.

We hire a significant number of SLA students to work on our projects as GRAs, so I can speak to the high level of training offered by the current faculty, who I believe are in place, and provide the capacity to offer courses at the 600 level in addition to 700-800 level courses. The Certificate will require 18 credits, 4 core courses in SLA and 2 electives that could be fulfilled in other programs, Linguistics, Psychology, etc.

In short, we strongly support these efforts and believe that they will be highly successful if approved.

Sincerely,



Dr. Amy Weinberg
Deputy Executive Director
CASL



11 February 2010

Professor Robert DeKeyser
School of Languages, Literatures, and Cultures
University of Maryland
College Park, MD 20742

Dear Dr. DeKeyser:

The M.A. in Second Language Acquisition, which is proposed by the School of Languages, Literatures, and Cultures, is an excellent addition to the graduate programs of the School, and will serve the needs of a large number of potential students in the greater D.C. metro area. Teaching second languages, especially to typically monolingual Americans, has become a critical issue for the country. Several departments in the U.S. government have renewed emphasis on the teaching of foreign languages, both for children and adults. For example, the National Security Language Initiative announced by then-President Bush a couple of years ago has spawned several programs within the executive departments on foreign language acquisition.

The program's focus on the teaching of less commonly taught languages (LCTLs) is much needed. This topic is a major focus of the research program of the Center for Advanced Study of Language. This instructional program will complement nicely the research program at CASL. Indeed, the six faculty members are all affiliates of CASL and one of CASL's senior research scientists, Catherine Doughty, will be teaching regularly in the M.A. program. In addition, the research at CASL can serve as site for students to engage in research projects on second language acquisition.

The Ph.D. program in Second Language Acquisition has rapidly achieved national prominence, so that one can predict that the M.A. program will be equally successful. Since the same faculty members will teach in both the M.A. and Ph.D. programs, the addition of an M.A. program make for an efficient use of University resources, while increasing educational opportunities for students at the same time.

Because of the critical need for this program, it will have no difficulty attracting high caliber students, many of whom will not need direct financial support from the University. Specifically, we have a number of researchers at CASL who will be very interested in enrolling in this program, so that they can further their skills in areas relevant to the research on which they work at CASL. In addition, CASL will be

interested in considering students in the program for research assistantships at CASL.

In summary, the M.A. in Second Language Acquisition is a well-designed program. It complements the research program at CASL with a high quality instructional program. CASL is pleased to lend its wholehearted support for the proposal and urges its establishment at the University.

Sincerely yours,

Joseph H. Danks
Director of Research
Center for Advanced Study of Language
University of Maryland, College Park

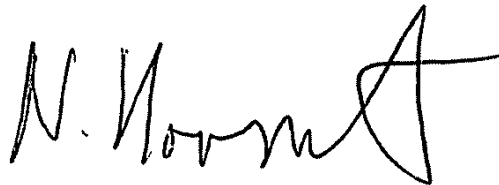
January 14, 2010.

To Whom It May Concern:

The Linguistics Department has worked closely with the SLA program in the SLLC to the great advantage of both units. We have collaborated in a major grant (i.e. the first IGERT to come to the campus), we have encouraged graduate students to take courses in the other unit, we have served on one another's thesis committees and we have participated in joint intellectual activity. As chair of the Ling department I can say without any hesitation that the SLA is a boon to language studies on campus, that its activities directly benefit the Linguistics department, especially its graduate students and that we would greatly benefit from the prospective MA in SLA. Why so? The brief answer is that it would be a perfect additional degree for our PhD students. It is eminently marketable, intellectually complimentary to a PhD in linguistics and would give our students an extra edge in a very competitive job market. In short, it would be a great additional option for our best students. In addition, it would widen the pool of smart people interested in language at UMD. We are already a world center for the study of language. This would strongly enhance our position in more applied areas and this is all for the good, both intellectually and for future grant pursuits. So, in all ways that I can see, the MA would be beneficial for the SLLC, the Linguistics Department and UMD in general.

One more word: we already happily open our graduate classes to SLA students. I would commit the department to continuing the open door policy into the future. I take this to be putting some resources behind my praise and self-interest.

Norbert Hornstein



Chair/Professor/Linguistics

Dr. Kira Gor
School of Languages, Literatures and Cultures
College of Arts and Humanities
University of Maryland, College Park

April 22, 2011

Dear Kira:

I'm pleased to write in support of the master's degree in Second Language Acquisition and the Graduate Certificate in SLA proposed by SLLC. In view of the strong reputation that SLLC's PhD program in SLA has developed in only a few years, I am confident that the program can provide high quality of content and instruction, and that it will attract a strong pool of candidates both from the US and from abroad. I can't address the course choices in detail – that is best left to the experts; but I can certainly speak to the need for high-quality SLA programs for professionals in a variety of sectors.

While the doctoral program fills an important need for prospective researchers and university faculty, there are numerous professional roles in the public and private sectors that demand substantial, practical, evidence-based understanding of language acquisition issues. For people in many of these roles, a Ph.D. is not a realistic option, but a master's or a graduate certificate can be. US language educators, whether in K-12 or in higher education, are increasingly drawn from US immigrants who are educated native speakers of the target language but may not have taught the language before, or may bring traditional models of language teaching that are less effective. This population does not benefit from graduate programs devoted to acquisition of their language. For these individuals, a master's or graduate certificate in SLA is a valuable and pertinent alternative -- at least as a first step that yields a professionally useful credential and provides sound preparation. An additional target population for these programs might be administrators, particularly in the government sector, who are overseeing language programs but lack needed grounding in how languages are best taught and assessed.

Finally, the NFLC looks forward to opportunities to hire students in this program as graduate assistants in funded programs as the opportunity arises.

With best regards,



Catherine Ingold
Director of the National Foreign Language Center
University of Maryland



Department of Curriculum and Instruction
2311 Benjamin Building
University of Maryland
College Park, MD 20742

January 26, 2010

Beth Loizeaux, Associate Dean
Chair, ARHU-PCC
College of Arts and Humanities
University of Maryland

Dear Beth:

I meet this week with Gabi Strauch and Robert DeKeyser about the MA proposal in Second Language Acquisition (SLA). Roberta Lavine was also at the meeting.

I am pleased to be able to say that after consultation with the faculty in the Second Language Education and Culture (SLEC) program, we are all agreed that the proposed degree would complement our programs. We have no concerns about undue overlap. The two programs have different goals and would attract students with different academic and professional aspirations.

In addition, the SLLC and SLEC faculties will share syllabi and try to coordinate schedules in order to provide as many options as possible for graduate students in both programs.

We appreciate the opportunity to work with the SLLC faculty and look forward to a long and fruitful relationship.

Sincerely,

Linda Valli

Linda Valli, Professor
EDCI Interim Chair

University of Maryland Course Proposal Form

Department/Program: SLAA

College/School: ARHU

Action: add

VPAC log no.: 0949769E

Date initiated: 08/19/11

Unit Code:012025001250101

ACAF log no.:

Course Prefix and Number: SLAA630	Transcript Title: SECOND LANGUAGE TESTING
Title: Second Language Testing	
Credits: Minimum 3 Maximum 3	Repeatable to a maximum of 0 if content differs
Hour commitment per week: Lecture: 3 Internship: Discussion: Laboratory: Seminar:	
Can this course be waived through an AP exam? No	
Has this course been approved to fulfill a CORE distribution requirement? No	
Grading Method: Standard Graduate	Formerly:
Prerequisite(s): none	
Corequisite(s):	
Recommended course(s): SLAA 610 Introduction to SLA (or equivalent)	
Restrictions:	
Crosslisted with:	
Shared with:	
Credit will be given for only one of the following courses:	
Will this course be offered at another location or through an alternate delivery method? No	
Catalog Description: An introduction to basic concepts in the assessment of second language knowledge. Issues of reliability, dependability, construct validity, utility, and washback on instruction are examined.	
Reason for proposal/comments: This course is needed for the new M.A. in Second Language Acquisition.	
Proposal affects degree requirements? Yes	If so, has PCC proposal been submitted? Yes
Early Warning Grades: Yes	Inclement Weather Procedures: Yes
Academic Integrity / Honor Pledge: Yes	Accommodations for students with disabilities: Yes
Learning Outcomes: Students will understand the basics of assessment design, test specifications, performance analysis, norm and criterion referencing, and standard setting for language assessment.	
Assessment Policy: Class participation self assessment (20%) Participation is defined as 1) attendance at class sessions; 2) active participation in group discussion and class discussion; 3) timely reading of assignments before class meetings; 4) timely preparation of materials for in-class use; 5) on-time submission of assignments. Test specimen review (20%) This task entails finding a test or assessment task that is currently used in an institutional setting. The test or assessment task must be reverse engineered' to find what kind of test specifications the designer had most likely used. The test will need to be examined in terms of its purpose, reference, and type. Take-home review (30%) Key concepts from lectures, discussions, and readings will be presented as vignettes. Your task will be to correctly identify and classify key concepts based on the descriptive information in the vignettes. Test development/analysis project (30%) Students have the option of a) developing a test or assessment instrument, or b) conducting a Rasch analysis on a data set they have collected themselves or from one lent by the instructor. In the case that a development project is chosen, the student will need to provide information about test/task purpose, specifications, sample items, referencing, and typology. Option b requires the student to conduct a Rasch	

analysis and provide an interpretation of the results in light of reliability, facet structure, person, judge, and item model fit. Students will be required to make a short presentation to the class at the end of the term.

Text/Resource Materials: Bachman, L, and Palmer, A. (2010). Language assessment in the real world. Oxford, UK: Oxford University Press.

Course Pedagogy and Format: Syllabus

- Week 1 Fundamental testing concepts
- Week 2 Reliability and dependability
- Week 3 Norm and criterion referencing
- Week 4 Performance Assessment
- Week 5 Task-based Assessment
- Week 6 Rater training and management
- Week 7 Standard setting methods
- Week 8 Content validity
- Week 9 Construct validity: nomological networks
- Week 10 Predictive validity
- Week 11 Systemic and ecological validity
- Week 12 Washback effects and consequential validity
- Week 13 Building test systems
- Week 14 Language tests in program evaluation

For Use by the Registrar's Office Only

Effective Term: _____

Repeat Table: _____

Prereq pop-up: _____

Entered/date: _____

Verified: _____

Dept. PCC Chair (print name, sign, date)

Dept. Chair (print name, sign, date)

College/School PCC Chair (print name, sign, date)

Dean (print name, sign, date)

Senior Vice President & Provost

Effective Term

University of Maryland Course Proposal Form

Department/Program: SLAA

College/School: ARHU

Action: add

VPAC log no.: 0949772F

Date initiated: 08/19/11

Unit Code:012025001250101

ACAF log no.:

Course Prefix and Number: SLAA650	Transcript Title: SECOND LANGUAGE ANALYSIS
Title: Second Language Analysis	
Credits: Minimum 3 Maximum 3	Repeatable to a maximum of 0 if content differs
Hour commitment per week: Lecture: 3 Internship: Discussion: Laboratory: Seminar:	
Can this course be waived through an AP exam? No	
Has this course been approved to fulfill a CORE distribution requirement? No	
Grading Method: Standard Graduate	Formerly:
Prerequisite(s): NONE	
Corequisite(s): NONE	
Recommended course(s): NONE	
Restrictions:	
Crosslisted with:	
Shared with:	
Credit will be given for only one of the following courses:	
Will this course be offered at another location or through an alternate delivery method? No	
Catalog Description: An overview of the field of linguistics with a particular attention to its application in SLA studies, introduces students to the basic concepts and skills related to the scientific study of language, and provides them with opportunities to apply these concepts and skills in the analysis of language. It covers topics such as phonetics, phonology, morphology, syntax, semantics, language acquisition, and language use.	
Reason for proposal/comments: required for new M.A. in Second Language Acquisition	
Proposal affects degree requirements? Yes	If so, has PCC proposal been submitted? No
Early Warning Grades: Yes	Inclement Weather Procedures: Yes
Academic Integrity / Honor Pledge: Yes	Accommodations for students with disabilities: Yes
Learning Outcomes: By the end of the course, students should be able to understand the basic concepts and methods related to the study of language, apply these concepts and methods of linguistic analysis in examining and comparing languages, demonstrate knowledge of the linguistic systems of English phonology and grammar, and the sociolinguistic and psycholinguistic processes involved in language use, and develop a positive attitude towards different languages, language varieties, and the field of linguistics.	
Assessment Policy: The requirements of this course include a mid-term exam (30%), a final exam (30%), and weekly in-class and after-class activities (40%, 3% for each week's activities Weeks 2 through Week 14, 4% for Week 15). This course has a total of 100 available points. The final letter grade is determined based on the following criteria: A=94-100, A-=90-93, B+=86-89, B=83-85, B-=80-82, C+=76-79, C=73-75, C-=70-72, D=60-69, F=59 or lower.	
Text/Resource Materials: O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2005). Contemporary Linguistics: An Introduction. (fifth edition). Boston: Bedford/St. Martin's.	
Course Pedagogy and Format: A combination of lectures, large and small group discussions, and individual and group activities will be used. The pedagogical emphasis is on the development of clear basic concepts involved in second language analysis and the skills in applying these concepts and analytical tools in analyzing linguistic structures from a second language perspective.	
Weekly Syllabus	
WK Date Topics Readings & Notes	
1 8/20 Course Overview; Introduction to Linguistics Chapter 1	

- 2 8/27 Phonetics Chapter 2
- 3 9/3 Labor Day; No Class
- 4 9/10 Phonology (1) Chapter 3 (Sections 1-4)
- 5 9/17 Phonology (2) Chapter 3 (Sections 5-6)
- 6 9/24 Morphology (1) Chapter 4 (Sections 1-2)
- 7 10/1 Morphology (2) Chapter 4 (Sections 3-6)
- 8 10/8 Syntax (1) Chapter 5 (Section 1)
- 9 10/15 Syntax (2) Chapter 5 (Sections 2-5);
- Midterm Exam Assigned
- 10 10/22 Semantics (1) Chapter 6 (Sections 1-2);
- Midterm Exam Due
- 11 10/29 Semantics (2) Chapter 6 (Sections 3-4)
- 12 11/5 First Language Acquisition Chapter 11
- 13 11/12 Second Language Acquisition Chapter 12
- 14 11/19 Psycholinguistics Chapter 13
- 15 11/26 Language in Social Contexts Chapter 15
- 16 12/3 Review and Wrap-up ;Final Exam Assigned

Dept. PCC Chair (print name, sign, date)

Dept. Chair (print name, sign, date)

College/School PCC Chair (print name, sign, date)

Dean (print name, sign, date)

Senior Vice President & Provost

For Use by the Registrar's Office Only	
Effective Term:	_____
Repeat Table:	_____
Prereq pop-up:	_____
Entered/date:	_____
Verified:	_____

Effective Term

Date: April 21, 2011
To: Robert DeKeyser
Professor of Second Language Acquisition

From: Tim Hackman
Librarian for English, Linguistics, Spanish & Portuguese and Second Language Acquisition

Re: Library Resources to support Master's and Certificate programs in SLA

The University of Maryland Libraries currently supports the work of students and faculty in the PhD program in Second Language Acquisition. The UM Libraries can support the addition of a Master of Arts and a Certificate in Second Language Acquisition with no additional resources.

The Collection: Books and Journals

Holdings

The majority of holdings related to language and linguistics are located in McKeldin Library. The numbers of unique volumes in the UM Libraries' collections are listed below by call number range.

<u>Call Number</u>	<u>Description</u>	<u>Unique Titles</u>
P118 - P118.75	Language Acquisition	641
P121 - P149	Science of Language (Linguistics)	1,123
P201 - P299	Comparative Grammar	1,628
P306 - P310	Translating and Interpreting	286

To further analyze the UM Libraries holdings, the librarian performed subject field searches for relevant Library of Congress Subject Headings in both the UM Libraries Catalog, which contains bibliographic records for the eight libraries at College Park and Shady Grove, and the USMAI (University System of Maryland and Affiliated Institutions) Catalog, which contains bibliographic records for the entire University System of MD (including College Park and Shady Grove.) Students and faculty at College Park have access to all items held by USMAI via a combined catalog.

For the purposes of comparison, searches were also performed in the catalogs for University of Wisconsin, University of Hawai'i at Manoa, University of Pittsburgh, and University of Arizona, four institutions with notable Second Language Acquisition graduate programs. *Table 1* shows the number of records retrieved for each subject heading, by institution.

The University of Maryland Libraries' collections compare favorably with these peers, especially if the holdings of the entire University System of Maryland are taken into account.

Table 1: Bibliographic Records by Subject Heading and Institution

Library of Congress Subject Heading	University of Maryland (College Park)	USMAI (University System of MD)	University of Wisconsin	University of Hawai'i at Manoa	University of Pittsburgh	University of Arizona
Second Language Acquisition	665	876	718	538	769	972
Applied Linguistics	134	192	236	172	196	874
Language and Languages – Study and Teaching	1,024	1,591	1,915	1,516	1,475	1,119
Language and Languages – Ability Testing	79	143	110	116	118	89
Bilingualism (NOT Literature)	399	615	808	585	636	? ¹

For serials holdings, the librarian consulted the latest available edition (2009) of *Journal Citation Reports*, a database that uses citation data to rank and determine the impact factor of journals by academic field. *JCR* does not allow the user to search for specific sub-fields (e.g., Second Language Acquisition or Applied Linguistics), so the list of top-ranked journals for Linguistics was consulted. The following titles from the top fifty journals in Linguistics seemed relevant to the new degree and certificate programs:

<u>JCR Rank</u>	<u>Title (Publisher)</u>	<u>UM Access?</u>
5	Applied Linguistics (American Assoc. for Applied Linguistics)	Yes
6	Applied Psycholinguistics (Cambridge UP)	Yes
7	Bilingualism: Language and Cognition (Cambridge UP)	Yes
21	International Journal of Bilingualism (Sage)	Yes
46	Journal of Second Language Writing (Elsevier)	No

In addition, UM has access to the following journals that may be relevant to the new programs:

- Annual Review of Applied Linguistics (Cambridge UP)
- Applied Language Learning (Defense Language Institute, Foreign Language Center)
- International Journal of Applied Linguistics (International Association of Applied Linguistics)
- International Journal of Bilingual Education and Bilingualism (Routledge)
- IRAL: International Review of Applied Linguistics in Language Teaching (Mouton de Gruyter)
- Issues in Applied Linguistics (UCLA Dept. of TESL & Applied Linguistics)
- Language and Linguistics Compass (Synergy)
- Language Learner (National Association for Bilingual Education)
- Language Learning: A Journal of Research in Language Studies (Wiley-Blackwell)
- Second Language Research (Sage)
- Studies in Second Language Acquisition (Indiana University)

¹ Unable to perform this search due to limitations of the University of Arizona Libraries catalog.

Funding

The UM Libraries has a purchase plan agreement with YBP Library Services (a division of Baker & Taylor) through which it spends one million dollars per year. This agreement allows the Libraries to receive most significant new monographic publications from every major university and scholarly press, including important Linguistics and Second Language Acquisition publishers such as Routledge, John Benjamins, Continuum, Multilingual Matters, Palgrave Macmillan, Oxford University Press, and others.

In addition, the SLA librarian has a discretionary fund of \$1,500 per year to be used for purchasing items not received under the purchase plan. The discretionary fund allows the Libraries to quickly respond to purchase requests from faculty and graduate students.

Periodical funds for Second Language Acquisition total \$5,242 per year, split nearly equally between print periodicals and electronic journals.

Finally, the Libraries received \$20,000 in one-time support for collections from the Center for Advanced Study of Language (CASL) in 2006. Of the original funds, there is still approximately \$13,600 remaining, which can be used to purchase monographs in areas of interest to CASL researchers, at least seven of whom are also Second Language Acquisition affiliate faculty.

The Collection: Databases

UM Libraries subscribes to the following databases that will support the Master of Arts and Certificate programs: *Linguistics and Language Behavior Abstracts* (LLBA); *Education Research Complete*; *ERIC*; *MLA International Bibliography*; *PsycInfo*; and *Web of Science* (a.k.a. *ISI Web of Knowledge*). LLBA is the key database for language and linguistics-related research, and contains nearly 10,000 citations with the descriptor "Second Language Learning."

Conclusion

After building a strong collection of books, journals, and databases to support the PhD program in Second Language Acquisition for many years, the UM Libraries can support the addition of the Master of Arts and Certificate programs in Second Language Acquisition with no additional resources.



Department of Linguistics
1401 Marie Mount Hall
College Park, MD 20742

(301) 405-7002 (phone)
(301) 405-7104 (fax)
<http://www.ling.umd.edu>

Kira Gor
Graduate Director, SLA Program
School of Languages, Literatures, & Cultures
Jimenez Hall
University of Maryland

April 21st 2011

Dear Kira,

I would like to add my support to the proposals for an MA program and a Certificate program in Second Language Acquisition (SLA). I think that these programs will provide valuable additions to the university's offerings, and will help to round out the University of Maryland's profile as one of the very best institutions in the world for research on language.

As you know, the University of Maryland has the largest and most integrated community of language scientists in North America, currently spanning around 200 people from 10 departments and research centers, in 6 different colleges (languagescience.umd.edu). This group covers the science of language using approaches ranging from fieldwork to philosophy, to infant development, to neuroscience, to education, to clinical applications, to computer models and engineering, and of course to second language acquisition. No other university brings all this together in one place. And yet this achievement is not having the impact that it should, because of the scope of programs available. PhD students have wonderful opportunities for innovative interdisciplinary training, but at the undergraduate level there are only traditional departmental majors, and at the pre-PhD graduate level there is currently only the clinical masters degree in Hearing & Speech Sciences. There is a clear need for more non-PhD graduate opportunities.

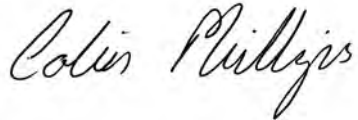
I will highlight two constituencies that the proposed new programs would serve.

(i) Over the course of 10 years as Graduate Admissions Director for the Linguistics department, I fielded countless inquiries from people who were looking for graduate level training in language and language learning, but who were not yet in a position to commit to PhD-level study. In many cases these were people from the Washington DC metro area who had heard that the University of Maryland has great programs in language, and who were then dismayed to learn that we had little to suit their needs. (I typically directed them to consider the MA program offered by George Mason University, which is certainly less strong than the proposed new programs in SLA.)

(ii) For students who are already enrolled in a PhD program in another area of language science at the university, the new Certificate program could be an attractive route to enhancing their regular PhD training, thereby increasing the student's range of expertise, and making the student more competitive in the very tight job market. I have recent experience of helping to develop and implement a similar Certificate Program for the Neuroscience & Cognitive Science (NACS) program. At present, all 8 of my own PhD students in Linguistics are pursuing the NACS Certificate in addition to their regular PhD. In addition, many of the students in our interdisciplinary graduate program, sponsored by NSF's IGERT program, are also pursuing the NACS Certificate. This speaks to the attractiveness of a certificate program for ambitious and talented PhD students. I could imagine that the Certificate in SLA would also attract students from other language science programs at the university. In addition to Linguistics students, I could imagine it being of particular interest to students from Human Development (School of Education) and Psychology (BSOS), who have a growing interest in bilingualism.

Please let me know if I can provide any further input on the proposed programs.

Sincerely,

A handwritten signature in cursive script that reads "Colin Phillips". The signature is written in black ink and is centered below the word "Sincerely,".

Colin Phillips

Professor of Linguistics
Director, Interdisciplinary Graduate Program in Language Science
Associate Director, Neuroscience & Cognitive Science Program
Acting Co-Director, Maryland Neuroimaging Center

University of Maryland Course Proposal Form

Department/Program: SLAA

College/School: ARHU

Action: add

VPAC log no.: 0949771E

Date initiated: 08/19/11

Unit Code:012025001250101

ACAF log no.:

Course Prefix and Number: SLAA640	Transcript Title: PSYCHOLINGUISTICS
Title: Psycholinguistics	
Credits: Minimum 3 Maximum 3	Repeatable to a maximum of 0 if content differs
Hour commitment per week: Lecture: 3 Internship: Discussion: Laboratory: Seminar:	
Can this course be waived through an AP exam? No	
Has this course been approved to fulfill a CORE distribution requirement? No	
Grading Method: Standard Graduate	Formerly:
Prerequisite(s):	
Corequisite(s):	
Recommended course(s):	
Restrictions:	
Crosslisted with:	
Shared with:	
Credit will be given for only one of the following courses:	
Will this course be offered at another location or through an alternate delivery method? No	
Catalog Description: An introduction to the field of psycholinguistics that covers speech perception, word recognition, sentence and discourse processing, speech production, and language acquisition. Basic concepts, research methods, major research topics, leading theories and related research findings, with implications of psycholinguistic theories and findings for second language studies.	
Reason for proposal/comments: required for new M.A. in Second Language Acquisition	
Proposal affects degree requirements? Yes	If so, has PCC proposal been submitted? No
Early Warning Grades: Yes	Inclement Weather Procedures: Yes
Academic Integrity / Honor Pledge: Yes	Accomodations for students with disabilities: Yes
Learning Outcomes: By the end of the course, students are expected to achieve the following objectives: a. understand the major theories/models of language processing, production, and acquisition covered in the course, ... b. become familiar with some of the major findings in each of the areas discussed, c. feel comfortable reading and discussing research articles similar to those discussed in class, d. have the working knowledge of some psycholinguistic experimental paradigms and related technology, and e. understand the relationship between applied linguistics, second language acquisition, and psycholinguistics, and have the potential to study applied linguistics and SLA from a psycholinguistic perspective.	
Assessment Policy: This course has a total of 100 points divided among the three assignments: term project 60%, study questions 30%, critiques 10%. The letter grade for the course is determined by the total number of points you receive, using the following criteria: A: 93 or higher, A-: 90-92, B+: 85-89, B: 82-84, B-: 80-81, C+: 76-79, C: 72-75, C-: 70-71, D: 60-69, F: 59 or lower. Regular attendance and active participation are critical to students' success in this class. Class roll will be taken at the beginning of or during every class. If you are late, it is your responsibility to let me know you are in class. A student may be dropped from this class if he or she has more than two unexcused absences. I suggest that you contact me before you have to miss a class. Tell me why you can't come to class so that I can determine whether the absence will be excused or not.	

Text/Resource Materials: 1. Textbook: Harley, T. (2001). *The Psychology of Language: From Data to Theory* (2nd Ed.). East Sussex, Britain: Psychology Press.

2. Additional Readings. Students are required to read additional research articles each week. See the daily syllabus for the articles designated for each week.

3. Additional Books/Articles for the Research Project/Term Paper. These articles are related to the topic of individual term papers students are working on and thus may vary among students. Students are responsible for finding their own articles that are relevant to and most helpful for their research projects. The following online database will be very useful for finding articles in psycholinguistics: .PsycInfo and LLBA (Linguistics and Language Behavior Abstract). Let me know if you need help using the database.

Course Pedagogy and Format: Study questions. Study questions will be given to students on a weekly basis. The purpose of these questions is twofold: to make sure students do the required readings before they come to class, and to help students become better focused in reading. The questions are always related to the designated topics and readings for the week. They are given to students a week prior to the discussion of the topic and readings. Students are expected to email their answers to the instructor before class, and bring a hard copy to class for discussion purposes.

Critiques. Each student is expected to do a critique of a research article and lead discussion of the article in class. The purpose of the critique is to help students read SLA research articles closely and critically. A sign-up sheet will be handed out on the first day of class so that students can pick their articles. A critique has the following two components:

a. Oral part: You will be given 20 minutes for summarizing and critiquing the article and 5 minutes for leading class discussion in class.

b. Written part: turn in a written critique at the end of the class on the day of your oral critique. It should be of 2 to 3 double-spaced pages.

Both the oral and written forms of your critique should include the following information:

a. the reference of the article: author(s), year of publication, title, journal name,

b. the purpose and the research question: what is the purpose of the project or the specific research question under investigation? Explain important concepts and definitions if necessary.

c. method information: participants (age, L1, L2, L2 level), materials, design, tasks/procedures, Dependent variable, independent variable,

d. results, findings, and conclusions: results from the study, summary of findings, the author's interpretation of the findings and conclusions.

e. your evaluation of the study: e.g., right question? appropriate method? reasonable interpretation of the findings? conflicting evidence?

Term project . Students are required to complete a term project in this course. There are three options for this assignment.

a. A research project -- a student can complete a research project that is related to one of the topics of this course and write a report on the project as the term paper. The project can be a simple replication of a published study, a study attempting to extend a published finding to a new participant population or a new language, or a study that examines a research question that has not been explored. Project ideas will be discussed in class in connection to various topics. A good report should have a well-defined research question, an adequate literature review, an appropriate research method, a clear presentation of the results, and a reasonable interpretation or explanation of the findings. Students are encouraged to discuss their research ideas with the instructor before they begin the project. Students may work in a small group for the project, but they have to write the report individually and independently.

While other options are available (see below), students are strongly encouraged to take the project option for their term project. Lab hours may be scheduled in the second half of the semester for students to learn to use experimentation and statistics programs for conducting psycholinguistic experiments.

b. A review paper -- a student can write a review paper in which he or she analyzes, synthesizes, and

evaluates the research done on a specific topic related to psycholinguistics or psycholinguistic study of second language acquisition and teaching. A good review paper for this course should have a specific rather than a general topic, a clear and well-supported theme, and an adequate coverage of information. It should include a minimum of 10 references.

c. A research proposal -- a student can also write a detailed proposal for a research project that investigates a psycholinguistic issue or an applied linguistic or SLA issue from a psycholinguistic perspective. A good project proposal should have a clearly defined research question, an adequate review of literature related to the question, detailed description of the method to be used, including such information as participants, experimental paradigms or test methods, test materials and other instruments, research design, dependent and independent variables involved, test procedures. The proposal should also list possible outcomes of the project and potential significances of the findings.

The term paper should be word-processed (12 point font, double-spaced), follow APA style, and 4-5 pages in length for the first option or 8-10 pages for the last two options.

Dept. PCC Chair (print name, sign, date)

Dept. Chair (print name, sign, date)

College/School PCC Chair (print name, sign, date)

Dean (print name, sign, date)

Senior Vice President & Provost

For Use by the Registrar's Office Only

Effective Term: _____

Repeat Table: _____

Prereq pop-up: _____

Entered/date: _____

Verified: _____

Effective Term



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-18
PCC ID #:	11016
Title:	Proposal to Establish new Master and Doctoral Programs in Higher Education, Student Affairs, and International Education Policy
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses (PCC) Committee
Date of SEC Review:	October 24, 2011
Date of Senate Review:	November 9, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Education and the Department of Counseling, Higher Education, and Special Education wish to establish a new Master Program (offering both an M.A. and M.Ed.) and a new Doctoral Program in Higher Education, Student Affairs, and International Education Policy.</p> <p>This proposal will reorganize into a single degree program existing specialty areas that are currently located in different academic programs. The proposed program will match the College Student Personnel concentration from the Counseling and Personnel Services program with the Higher and Adult Education concentration and International Education Policy specialization from the Education Policy and Leadership program. The proposal also requests that the State of Maryland recognize the three specialty areas as formal areas of concentration: (1) Student Affairs (renamed from College Student Personnel); (2) Higher Education (renamed from Higher and Adult Education); and (3) International Education Policy. Under a different proposal (Senate Doc 11-12-19), the current degree program in Counseling and Student Personnel will change its name to Counseling Psychology, School Psychology and Counselor Education. The Education Policy and Leadership program will remain under its current name.</p>

	<p>The reason for this proposal is to bring these related specializations together in one degree program. Given the central focus of higher education, the students and faculty in the Counseling Student Personnel and Higher and Adult Education concentrations have been collaborating with each other for over 20 years. For the past 15 years, external review boards, in their evaluations of the College of Education, have recommended merging the two areas. The inclusion of the International Education Policy concentration into this program reflects a critical trend in student affairs and higher education to broaden inquiry into global and international dimensions of the higher education context, particularly in terms of comparative education.</p>
Relevant Policy # & URL:	
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.
Committee Work:	<p>The PCC Committee considered the proposal at its meeting on October 7, 2011. Dennis Kivlighan, Chair of the Department of Counseling, Higher Education and Special Education, 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 September 19, 2011. The Graduate PCC Committee approved the proposal on September 28, 2011, and the Graduate Council approved the proposal on October 10, 2011.</p>
Alternatives:	The Senate could decline to approve the proposed program.
Risks:	If the Senate does not approve the proposed program, the University will lose an opportunity to reorganize these related specializations into one academic degree program.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required: <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.

PCC LOG NO.

11016

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

College/School: EDUCATION (01203100)

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

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

Department/Program: COUNSELING, HIGHER EDUCATION, AND SPECIAL EDUCATION

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"/> New academic degree/award program |
| <input type="checkbox"/> Renaming of program or formal Area of Concentration | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> Addition/deletion of formal Area of Concentration | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> Suspend/delete program | <input type="checkbox"/> Other |

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

Summary of Proposed Action:

Approval of new program, new concentration, and program and concentration name changes.

Form a new program to be named Higher Education, Student Affairs, and International Education Policy. This proposal would split the current College Student Personnel concentration from the Counseling and Personnel Services (CAPS) graduate program and split the Higher Education and Adult Education concentration and International Education Policy (IEP) specialization from Education Policy and Leadership (EDPL)*. Further it would rename College Student Personnel to be Student Affairs and rename Higher and Adult Education to be Higher Education.

There is a concurrent proposal to move International Education Policy from the status of a specialization in EDPL and establish it as a concentration within the new program, Higher Education, Student Affairs, and International Education Policy.

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

- | | | |
|-------------------------------|---------------------------------|----------|
| 1. Department Committee Chair | <u>Hedberg Taylor</u> | 9/7/2011 |
| 2. Department Chair | <u>Dennis M. Kivlighan, Jr.</u> | 9/7/2011 |
| 3. College/School PCC Chair | <u>Robert G. Conway</u> | 9/7/2011 |

- 4. Dean Deanna L Grueman
- 5. Dean of the Graduate School (if required) [Signature]
- 6. Chair, Senate PCC David Galness 10/10/11
10/7/11
- 7. University Senate Chair (if required) _____
- 8. Senior Vice President and Provost _____

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

PROPOSED PROGRAM:
**HIGHER EDUCATION¹, STUDENT AFFAIRS, AND
INTERNATIONAL EDUCATION POLICY**

COLLEGE OF EDUCATION
DR. DONNA WISEMAN, DEAN

GRADUATE DEGREES (M.A., M.Ed., Ph.D., Ed.D.)

I. OVERVIEW and RATIONALE

Overview: In the context of the reorganization of the College of Education, the current departments of Counseling and Personnel Services (CAPS), Special Education, and one area of concentration and one specialization from the Education Policy and Leadership (EDPL) program in the Education Leadership, Higher Education, & International Education Department (EDHI) are consolidating into the Department of Counseling, Higher Education, and Special Education (see Appendix A for a list of faculty in each program and concentration in the Department). This specific proposal is to establish a program through splitting and merging several current concentrations/ specializations in the new department into a single degree program. Specifically, the proposed program will include the current College Student Personnel (CSP)¹ concentration (from CAPS), the Higher and Adult Education concentration (from EDPL) and the International Education Policy (IEP) specialization (from EDPL) into a new program: Higher Education, Student Affairs, and International Education Policy. See Appendix B for a table showing the current configuration and the proposed configuration. See the cover memo and attached concentration proposal to review the phases of proposal to split, merge, rename, as well as to establish the IEP specialization as a concentration. Note: *All the entities involved in this proposal currently exist.*

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

Within Colleges of Education, student affairs and higher education concentration faculty tend to be located in one higher education center or department, that offers multiple degrees²? Both concentrations focus on dimensions of the higher education context. The Student Affairs and Higher Education concentrations have collaborated in numerous ways for over 20 years including co-hosting a graduate assistant

¹ The current Higher and Adult Education Program will be renamed Higher Education; the current College Student Personnel Program will be renamed Student Affairs. The new names are used throughout this document.

² For example, Indiana University, University of Iowa, Michigan State University, University of Michigan, University of California Los Angeles

interview program for newly admitted students from both concentrations since 2002. For the past 15 years external review boards evaluating the college have noted the similarities of these two concentration areas and have recommended that they consider merging. The reorganization of these two areas is also consistent with a national trend to have an intersection across higher education and student affairs. Concentrations in this program participate in the American Educational Research Association - Division J (AERA-J) as well as the Association for the Study of Higher Education (ASHE) and the Association for Institutional Research (AIR).

A critical trend in student affairs and higher education is to broaden inquiry into global and international dimensions of the higher education context. The concentration of International Education Policy and other comparative education programs are often organized with Higher Education in a singular program (e.g., Indiana University). IEP provides coursework in the post-secondary area needed by both student affairs and higher education and conversely, students in IEP who intend a post-secondary policy focus need foundational course work in higher education and student affairs. The global focus of this program supports the international strategic initiatives from the College of Education, the University's strategic plan, and President Loh.

All three current areas of study have strong national reputations. The Student Affairs concentration has existed for over 50 years and has been housed in the Counseling and Personnel Services program, which has been ranked as number 1 by *U. S. News & World Report* for 12 consecutive years; Higher Education is 30 years old and has ranked consistently among the top national programs, currently it is ranked 10th and tied with Harvard University; and although there are no rankings in IEP, it has an excellent national reputation (see attached concentration proposal). With nearly 6,000 institutions of post-secondary education in the United States alone, the global job market for professionals in student affairs, higher education, and international education policy is robust. Graduates of all three areas experience a nearly 100% job placement rate within four months of graduation.

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

The proposed program will be slightly smaller than current student enrollments and maintain its selectivity. Among all three concentrations, the new program expects annually to enroll 30 master's students (Higher Education - 10; Student Affairs - 10; IEP - 10) and 14 doctoral students (Higher Education - 5; Student Affairs - 4; IEP - 5). Currently these three concentrations annually receive approximately 265 masters applications (Higher Education - 60; Student Affairs - 120; IEP - 85) and 170 doctoral applications (Higher Education - 55; Student Affairs - 25; IEP - 92). There are no other similar programs at the University of Maryland College Park competing for these students.

- C. To accomplish this objective, the proposal is to formally reorganize the current College Student Personnel concentration from the CAPS program and the Higher & Adult Education concentration, and International Education Policy Specialization (proposed to be a concentration) from the EDPL program into this proposed program.

Further the proposal is to rename two of these concentrations:

Rename the College Student Personnel concentration to the *Student Affairs* concentration;

The College Student Personnel (CSP) concentration requests a name change to *Student Affairs*. CSP is a term that dates to the early 20th century when the field was founded in the pupil personnel movement. The Council for the Advancement of Standards in Higher Education uses the term Student Affairs for preparation program standards in this concentration. Both national professional associations have adopted new names that remove the term “personnel” from their titles.

Rename the Higher & Adult Education concentration to the *Higher Education* Concentration.

The Higher & Adult Education concentration requests a name change to *Higher Education*. Higher and Adult Education is a previously used term that is no longer used within the field. The Association for the Study of Higher Education is the major intellectual home for the study of post-secondary education administration and policy. The new name reflects the name of similar concentrations across the country.

II. CURRICULUM

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

Catalog Description: For a full catalog description, see Appendix C.

Educational Objectives: Upon completion of the program, students will be able to:

- Demonstrate an understanding of the theories, methods, policies, and practices relevant to global higher education.
- Demonstrate an understanding of the theoretical issues and major areas of research, relevant to their area of concentration.
- Demonstrate an understanding of debates about education policy and practice relevant to their area of concentration.
- Demonstrate proficiency in the understanding and use of a variety of social science or behavioral science research methods.

Areas of Concentration: Description of the three areas of concentration in the program are as follows:

The **Higher Education concentration** is designed to prepare graduate students for faculty positions, leadership positions in higher education administration, policy analysis, and scholarship. Students benefit from a strong emphasis in the curriculum on diversity, organizational change and leadership in higher education, on development of research skills and knowledge, and from internship experiences at the University of Maryland, other campuses in the region, state and federal government agencies, and in D.C. associations and policy-making organizations. Collectively, faculty bring expertise in college student outcomes, minority student retention and persistence, community engagement, social justice, the academic profession and academic reward systems, higher education finance, state systems, state and federal policy, and philanthropy. The new landscape of higher education in the 21st century is one of greater expectations for institutional accountability and efficiency, student access and success, student learning and engagement at the same time that state and federal support to colleges and universities has decreased and costs of higher education have increased. The higher education concentration prepares individuals to understand the organizational, social, political, economic, , and cultural contexts of colleges and universities so that policy makers and campus leaders might be informed to better serve the public good.

The **Student Affairs concentration** is committed to the professional preparation of counselors, administrators, student development educators, graduate faculty, and researchers in higher education environments. Student affairs professionals are concerned with the development of the college student and designing environments to promote college student success. The program is modeled and directed by the core values of student development, multiculturalism, leadership, scholarship and research, and ethical practices. Graduates with the Master of Arts (M.A.) or Master of Education (M.Ed.) degree will have professional entry-level competencies and Doctor of Philosophy (Ph.D.) graduates will have advanced competencies in each of the following areas: defining the role and functions of student affairs work in higher education; interpreting research significant to the profession and conducting related research; identifying factors affecting human and organizational behavior; translating theoretical knowledge about the development of organizations and individuals into meaningful practices of the profession; developing multicultural competence to engage with diverse students with effectiveness and confidence; and, performing the functions of program assessment, design, implementation, and evaluation as appropriate for individuals, student services offices, and organizations.

The **International Education Policy (IEP) concentration** is designed to provide students with an interdisciplinary understanding of today's educational policy and practice. The focus is on the relation of education to economic, political, and social development in both developing and developed countries at local, regional, national, and global levels. The IEP concentration gives comprehensive attention to education, considering both formal schooling, from pre-school to higher education, as well as non-formal, adult, and community-based education. In the 21st century, marked by the rapid pace of global change, comparative and international education has become of paramount importance. Needed improvements in equity, social justice, and our ability to promote sustainable development and international peace at a global level require transforming our educational and social institutions. New actors in these processes have become important, such as non-governmental organizations and coalitions of civil society. By understanding and critically reflecting on current policies, practices, and conditions, the goal of the IEP concentration is to contribute to educational and social change.

B. List the courses that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

Appendix D shows the requirements for M.A., M.Ed., and Ph.D. students for each of the three concentrations including the core courses that will be required of all program doctoral students. No new courses are needed.

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

There are no special admissions criteria for students selecting this field of study.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Master's Student Learning Outcome and Assessment (M.A. and M. Ed.)

Student Learning Outcomes for assessments	Assessment Methods & Criteria
1. Students will demonstrate knowledge of content in student affairs, higher education, and/or international education policy.	<p>Measure 1: Percentage of students who satisfactorily complete <i>a Thesis or Seminar Paper</i> as indicated by ratings on the program Thesis/Seminar Paper Evaluation Rubric (See Appendix E)</p> <p>Criterion: 90% of master's students will satisfactorily complete the Thesis or Seminar Paper with a rating of "Pass" or higher.</p>
	<p>Measure 2: Percentage of graduates who attained an <i>Overall GPA of 3.0 or higher in their program of study.</i></p> <p>Criterion: 100% of Master's graduates will attain an <i>Overall GPA of 3.0 or higher in their program of study</i></p>
2. Students will demonstrate knowledge of research methodologies in the field of student affairs, higher education and international education policy.	<p>Measure 1: Percentage of students who satisfactorily complete <i>a Thesis or Seminar Paper that demonstrates familiarity with principles of different kinds of research designs in their fields of study</i></p> <p>Criterion: 90% of Master's students will satisfactorily complete a Master's Thesis or Seminar Paper with a rating of "Pass" or higher.</p>

	<p>Measure 2: Percentage of graduates who attain an <i>Overall GPA of 3.0 or higher in their research course requirements.</i></p> <p>Criterion: 90% of Master's graduates will attain an overall GPA of 3.0 or higher in their required research courses.</p>
<p>3. Students will demonstrate enhanced understanding of diversity</p>	<p>Measure 1: Percentage of graduates who report that they participated in courses or activities that enhanced their understanding of diversity in a variety of settings.</p> <p>Criterion: 90% of Master's graduates will report that they participated in courses or activities that enhanced their understanding of diversity in a variety of contexts.</p>

Ph. D. Student Learning Outcome and Assessment

Student Learning Outcomes for assessments	Assessment Methods & Criteria
<p>1. Students will demonstrate knowledge of content in student affairs, higher education, or international education policy.</p>	<p>Measure 1: Percentage of students who satisfactorily complete <i>the Comprehensive Examination</i>, as indicated by ratings on the Program Comprehensive Examination Evaluation Rubric (See Appendix F)</p> <p>Criterion: 90% of Ph.D. students will satisfactorily complete the Comprehensive Exam with a rating of "Pass" or higher.</p>
	<p>Measure 2: Percentage of students who successfully defend a <i>Dissertation</i> that generates or confirms knowledge in their field of study.</p> <p>Criterion: 90% of Ph.D. candidates will successfully defend the doctoral dissertation</p>
<p>2. Students will demonstrate knowledge of research methodologies in the fields of student affairs, higher education, and international education policy.</p>	<p>Measure 1: Percentage of students who satisfactorily complete <i>the Comprehensive Examination</i>, as indicated by ratings on the Comprehensive Examination Evaluation Rubric (See Appendix F)</p> <p>Criterion: 90% of Ph.D. students will satisfactorily complete the Comprehensive Exam with a rating of "Pass" or higher</p>

	<p>Measure 2: Percentage of Ph.D. students who have advanced to candidacy who obtained an Overall GPA of 3.0 or higher in their research course requirements</p> <p>Criterion: 80% of Ph.D. students who have advanced to candidacy will obtain an overall GPA of 3.0 or higher in their required research courses.</p>
<p>3. Students will make research and or professional contributions.</p>	<p>Measure 1: Percentage of Ph. D. graduates who prior to graduation have contributed to one or more of the following research and professional activities:</p> <ul style="list-style-type: none"> Submission of a manuscript for a peer reviewed or professional journal Conference or proposal preparation and/ or presentation Leadership role in a professional association Organization of research or professional conference Review of manuscripts, or conference proposals <p>Criterion: 80% of Ph.D. graduates will report they have contributed to one or more of the above research and or professional activities prior to graduation.</p>

IV. FACULTY AND ORGANIZATION

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

This program will be administered as one of three programs through the Department of Counseling, Higher Education, and Special Education. The program will follow the plan of organization of the Department. The program director will serve a two-year term rotated among the three concentrations in this program.

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

The program will be housed in the Department of Counseling, Higher Education, and Special Education.

III. OFF CAMPUS PROGRAMS (Not Applicable)

IV. OTHER ISSUES (Not Applicable)

V. COMMITMENT TO DIVERSITY

The Higher Education, Student Affairs, and International Education Policy program is committed to diversity on all levels including race, gender, religion, sexuality, ability, socio-economic status, and national origin. One of the four goals of our program mission statement is a commitment “to promote equity, diversity, global perspectives, and social justice in education and human development through interdisciplinary approaches”.

This commitment is demonstrated in a number of ways:

- First, the composition of faculty: Of the 11 tenure or tenure-track faculty, six are women, three are Black/African American, two are Latina/o, two are Asian/Asian-American, four were born outside of the United States, and one is openly gay.
- Second, through the research agendas of the faculty and current students: Each member of the faculty incorporates diversity—broadly defined—into their primary or secondary research agendas. Additionally, questions surrounding inclusive excellence, equity, culture, identity, intersectionality, and diversity are often the subject of many of the dissertation topics our doctoral students pursue.
- Third, in program courses: Almost every course directly addresses at least one aspect of diversity through readings, discussions, and assignments.
- Fourth, through the recruitment of a diverse graduate student body: Given the commitment to diversity in our research and in the courses that we teach, our combined specialties annually recruit and attract a very diverse pool of applicants. In selecting our students, the faculty consider building a diverse cohort that will increase learning opportunities based on students' prior experiences and personal identities. Not only is there a commitment to racial and gender diversity in each admissions cycle, but also a number of first-generation college students have matriculated in each concentration's masters and Ph.D. cohorts.

Of the students who matriculated in each of the three existing concentrations over the past five academic years (AY 2007-2011), 39% are students of color, 65% are women and 6.4% are international students. More specifically to the Higher Education concentration, 40% are students of color, 65% are women, and 3% are international students. For the Student Affairs concentration, 34% of matriculated students are students of color and 63% are women. In the International Education Policy concentration 49% are students of color, 78% are women, and 21% are international students.

VI. REQUIRED PHYSICAL RESOURCES

There are no additional library, physical facilities, or impact on facilities or equipment beyond that already employed by these three existing concentrations/ specializations. A letter of support from the University Libraries is attached (See Appendix G)

VII. RESOURCE NEEDS and SOURCES

All resource needs are covered by current faculty and staff assigned to the concentrations in this program.

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$1,438,444	\$1,438,444	\$1,438,444	\$1,438,444	\$1,438,444
a. # F.T. Students	94	94	94	94	94
b. Annual Tuition/Fee	\$13,951	\$13,951	\$13,951	\$13,951	\$13,951
c. Annual Full Time Revenue (a x b)	\$1,311,394	\$1,311,394	\$1,311,394	\$1,311,394	\$1,311,394
d. # Part Time Students	22	22	22	22	22
e. Credit Hour Rate ³	\$525	\$525	\$525	\$525	\$525
f. Annual Credit Hours	11	11	11	11	11
g. Total Part Time Revenue (d x e x f)	\$127,050	\$127,050	\$127,050	\$127,050	\$127,050
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$1,438,444	\$1,438,444	\$1,438,444	\$1,438,444	\$1,438,444

³ In-state

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$1,275,590	\$1,275,590	\$1,275,590	\$1,275,590	\$1,275,590
a. # FTE	11	11	11	11	11
b. Total Salary	\$1,012,373	\$1,012,373	\$1,012,373	\$1,012,373	\$1,012,373
c. Total Benefits ⁴	\$263,217	\$263,217	\$263,217	\$263,217	\$263,217
2. Total Administrative Staff Expenses (b + c below)	\$146,828	\$146,828	\$146,828	\$146,828	\$146,828
a. # FTE	2	2	2	2	2
b. Total Salary	\$116,530	\$116,530	\$116,530	\$116,530	\$116,530
c. Total Benefits	\$30,298	\$30,298	\$30,298	\$30,298	\$30,298
3. Total Support Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 7)	\$1,425,418	\$1,425,418	\$1,425,418	\$1,425,418	\$1,425,418

⁴ Benefits calculated as 0.3 x salary

APPENDIX A
FACULTY IN THE DEPARTMENT OF COUNSELING, HIGHER EDUCATION
AND SPECIAL EDUCATION

Counseling Psychology, School Psychology, and Counselor Education		
Counseling Psychology Concentration		
Hoffman, Mary Ann	Professor	
Kivlighan, Dennis Jr.	Professor & Chair	
Lent, Robert	Professor	
Miller, Matthew	Assistant Professor	
Counselor Education/ School Counseling Concentration		
Fabian, Ellen	Professor	
Bryan, Julia	Assistant Professor	
Lee, Courtland	Professor	
Gold, Paul	Assistant Professor	
MacDonald-Wilson, Kim	Assistant Professor	
School Psychology Concentration		
Gottfredson, Gary	Professor	
Teglasi-Golubcow, Hedwig	Professor	
Strein, William	Associate Professor	
Open	TBD	
HIGHER EDUCATION, STUDENT AFFAIRS, AND INTERNATIONAL EDUCATION POLICY		
Higher Education Concentration		
Cabrera, Alberto	Professor	
Fries-Britt, Sharon	Associate Professor	
O'Meara, KerryAnn	Associate Professor	
Drezner, Noah	Assistant Professor	
Titus, Marvin	Assistant Professor	
Student Affairs Concentration		
Komives, Susan	Professor	
Park, Julie	Assistant Professor	
Quaye, Stephen	Assistant Professor	
International Education Concentration		
Klees, Steven	Professor	
Lin, Jing	Professor	
Stromquist, Nelly	Professor	
SPECIAL EDUCATION (SPECIALTY - FOR DOCTORAL PROGRAMS)		
Leone, Peter	Professor	
Beckman, Paula	Professor	
Lieber, Joan	Professor	
Speece, Deborah (<i>on 2-yr IPA</i>)	Professor	

De La Paz, Susan	Associate Professor	
Maccini, Polly	Associate Professor	
Silverman, Rebecca	Assistant Professor	
Wexler, Jade	Assistant Professor	
Burke, Philip	Professor	
McLaughlin, Margaret		
Neubert, Debra	Professor	
Egel, Andrew (Autism)	Professor	
Moon, Sherril	Professor	
Kohl, Frances	Associate Professor	

**APPENDIX B
CURRENT AND PROPOSED CONFIGURATION OF
PROGRAMS AND CONCENTRATIONS**

	CURRENT		PROPOSED
Master's			
82601	COUNSELING & PERSONNEL SERVICES	131101	COUNSELING PSYCHOLOGY, SCHOOL PSYCHOLOGY & COUNSELOR EDUCATION
	*COLLEGE STUDENT PERSONNEL (currently suspended)		*COMMUNITY COUNSELING (30 credit) [Malta]
	*COMMUNITY COUNSELING		*SCHOOL COUNSELING (36 credits)
	*REHABILITATION COUNSELING (suspend & discontinue)		*SCHOOL PSYCHOLOGY (36 credits)
	*COUNSELING PSYCHOLOGY		*COUNSELING PSYCHOLOGY
	*SCHOOL COUNSELING		
	*SCHOOL PSYCHOLOGY		HIGHER EDUCATION, STUDENT AFFAIRS & INTERNATIONAL EDUCATION POLICY
			*COLLEGE STUDENT PERSONNEL --> STUDENT AFFAIRS (rename)
82700	EDUCATION POLICY & LEADERSHIP	130401	*HIGHER & ADULT EDUCATION --> HIGHER EDUCATION (rename)
	*CURRICULUM, THEORY AND DEVELOPMENT		*INTERNATIONAL EDUCATION POLICY (new AOC)
	*EDUCATION LEADERSHIP AND POLICY STUDIES		
	*EDUCATION POLICY		EDUCATION POLICY & LEADERSHIP
	*EDUCATIONAL TECHNOLOGY		*CURRICULUM, THEORY AND DEVELOPMENT
	*HIGHER & ADULT EDUCATION (currently suspended)		*EDUCATION LEADERSHIP AND POLICY STUDIES
	*SOCIAL FOUNDATIONS OF EDUCATION		*EDUCATION POLICY
			*EDUCATIONAL TECHNOLOGY
			*SOCIAL FOUNDATIONS OF EDUCATION
Doctoral	CURRENT		PROPOSED
82601	COUNSELING & PERSONNEL SERVICES	131101	COUNSELING PSYCHOLOGY, SCHOOL PSYCHOLOGY & COUNSELOR EDUCATION
	*COLLEGE STUDENT PERSONNEL ADMIN (currently suspended)		*COUNSELING PSYCHOLOGY
	*COUNSELING PSYCHOLOGY		*SCHOOL COUNSELING
	*SCHOOL COUNSELING		*SCHOOL PSYCHOLOGY
	*SCHOOL PSYCHOLOGY		
			HIGHER EDUCATION, STUDENT AFFAIRS & INTERNATIONAL EDUCATION POLICY
82700	EDUCATION POLICY & LEADERSHIP	130401	*COLLEGE STUDENT PERSONNEL ADMIN --> STUDENT AFFAIRS (rename)
	*ADMINISTRATION & SUPERVISION		*HIGHER & ADULT EDUCATION --> HIGHER EDUCATION (rename)
	*CURRICULUM THEORY & DEVELOPMENT		*INTERNATIONAL EDUCATION POLICY (new AOC)
	*EDUCATION POLICY		
	*EDUCATIONAL TECHNOLOGY		EDUCATION POLICY & LEADERSHIP
	*HIGHER & ADULT EDUCATION		*ADMINISTRATION & SUPERVISION
	*SOCIAL FOUNDATIONS OF EDUCATION		*CURRICULUM THEORY & DEVELOPMENT
			*EDUCATION POLICY
			*EDUCATIONAL TECHNOLOGY
			*SOCIAL FOUNDATIONS OF EDUCATION

BLUE --> AOCs to move from within one program to another

RED --> name change, new AOC, discontinue, etc.

APPENDIX C CATALOG DESCRIPTION



**University of Maryland
Graduate Catalog**

Higher Education, Student Affairs and International Education Policy⁵

Faculty

Professor

Cabrera, Alberto F.
Klees, Steven J.
Komives, Susan R.
Lin, Jing
Stromquist, Nelly

Associate Professor

Fries-Britt, Sharon L.
O'Meara, KerryAnn

Assistant Professor

Drezner, Noah D.
Park, Julie J.
Quaye, Stephen J.
Titus, Marvin A.

Abstract

The mission of the Program in Higher Education, Student Affairs, and International Education Policy will be to prepare scholars and practitioners to become leaders in higher education, student affairs, and international education policy. We will promote excellence in education in individuals and organizations, in a wide range of settings. The mission of our program will be guided by the values of ethical practices and holistic development, and is characterized by four overarching goals: (1) To produce nationally and internationally recognized research, scholarship, and policy guidance for all levels and aspects of education and applied human development; (2) To enhance policy and practice in educational institutions and civil society, and to foster both individual and organization development through application of our scholarship; (3) To promote equity, diversity, global perspectives, and social justice in education and human development through interdisciplinary approaches; and (4) To provide innovative and exemplary graduate and undergraduate education and to form professionals who will engage in such programs.

⁵ This name reflects the proposed name changes for this Program

The Department is currently comprised of faculty who have defined and informed areas of research and practice in higher education, student affairs, and comparative and international education. Faculty members are scholars who have held leadership positions in key professional organizations and are committed to equity, diversity and social justice. The Department is a collaborative community that develops theory, conducts research and translates these to practice, to engage students, educators, and professionals in the advancement of education. The proposed program will consist of three areas of concentration: Higher Education, Student Affairs, and International Education Policy. Graduate degrees to be offered: Higher Education: M.A., Ph.D.; Student Affairs: M. Ed., M.A., Ph.D.; International Education Policy: M.A., Ph.D. Only one area of concentration will be included on the application. Before applying, students should familiarize themselves with what each area of concentration within the Program and choose the one that most closely fits their own particular needs and aspirations. The Program website offers descriptions of all the programs, faculty profiles, and contact information, and is an essential resource for all applicants.

Admissions Information

To be recommended for full admission to a doctoral or master's program, a minimum undergraduate grade point average of 3.0 is required. A minimum graduate grade point average of 3.5 is required for doctoral programs. Student must show a minimum score (above 40th percentile) on the Graduate Record Examination. Students who do not meet one or more of these requirements, but show other evidence of outstanding potential, may be considered for provisional admission. Admission consideration is also given to references, experience, and career and scholarly goals. Admission of qualified applicants is based on their competitive ranking to limit enrollments to available faculty resources. For more information on admissions please refer to our website and click on prospective students.

Application Requirements

1. Official transcripts from each college or university previously attended 2. Three (3) Letters of Recommendation 3. Statement of Goals, Research Interests and Experiences 4. Scholarly writing sample for ALL doctoral applicants 5. Resume/curriculum vita 6. GRE 7. It is strongly recommended that prospective students talk with concentration coordinators and faculty, and visit the Program and classes, to help determine if the Program's concentrations are appropriate to their academic interests and professional goals. For detailed information about our programs please visit our website at www.education.umd.edu/edhi and click on academics.

Degree Requirements

Master of Arts (M.A.)

The minimum number of credit hours beyond the bachelor's degree required of master's degree students is 40 credit hours in Student Affairs, 36 credit hours in Higher Education, and 30 credit hours in International Education Policy. In addition to major and elective courses, this includes 6 to 9 credits in research methods. Field experience is required for all concentrations except International Education Policy. Master's students preparing a thesis must orally defend the thesis

and take a 3 hour written comprehensive examination. Higher Education and IEP students under the non-thesis option must submit a seminar paper.

Master of Education (M.Ed.)

The Student Affairs concentration offers the M.Ed. degree that requires 40 credit hours past the bachelor's degree. In addition to major and elective courses, this includes six hours of research methods credits including a seminar paper. Students must also complete field work experiences and a written comprehensive examination.

Doctor of Philosophy (Ph.D.)

Ph.D. students are required to take a minimum of 90 credits beyond the bachelor's degree, some of which may be satisfied by prior study. In addition to major and elective courses, this includes 12 to 15 credits in research methods, an internship, and 12 credits of dissertation research. After students have completed most of their course work, a comprehensive examination is required. The comprehensive exam may take a variety of forms by concentration, such as take-home conceptual essays, literature reviews, research papers, or "in-house" closed book responses.

APPENDIX D
M.A., M. ED. AND PH.D. COURSE REQUIREMENTS
BY CONCENTRATION

Higher Education Concentration
Masters Program

Core: 12 credits

EDHI 672 Modes of Inquiry in Education Research
 EDHI 679 Master's Seminar
 EDHI 750 International Higher Education
 EDHI 489 Internship in Education

Higher Education: 9 credits

Chosen from the following:

EDHI 652 Higher Education and Society
 EDHI 653 Organization and Administration of Higher Education
 EDHI 657 History of Higher Education in the United States
 EDHI 666 The Academic Profession
 EDHI 754 Higher Education Finance
 EDHI 853 Leadership in Higher Education

A student related course, either:

EDHI 660 Retention Theories and the Impact of College
 EDHI 664 The College Experience
 EDHI 665 College Access and Choice
 EDCP 771 The College Student: Student Development Theories

Research Courses: 6 credits

EDMS 645 Quantitative Research Methods I
 and

One 3 credit Qualitative Methods course such as:

EDHI 700 Qualitative Research Methods in Education
 EDHI 737 Phenomenological Inquiry
 EDCP 773 Designing Qualitative Research in Counseling & Student Affairs Contexts
 COMM 714 Introduction to Qualitative Methods in Communication Research
 COMM 715 Advanced Qualitative Methods
 EDPS 730 Seminar on Case Study Methods
 EDPS 735 Phenomenological Inquiry I
 EDPS 736 Phenomenological Inquiry II
 EDCI 792 Conducting Interpretive Inquiry in Classroom Contexts

Disciplinary and Higher Education Electives: 9 credits

Choose at least 3 courses (9 credits) from the following list or alternative graduate courses approved by adviser

EDHI 652 Higher Education and Society

EDHI 653 Organization and Administration of Higher Education
EDHI 657 History of Higher Education in the United States
EDHI 662 Research on Ethnic Minorities and Demographic Trends
EDHI 663 Philanthropy and Fundraising in Higher Education
EDHI 666 The Academic Profession
EDHI 667 Women in Higher Education
EDHI 674 Minority Serving Institutions
EDHI 676 Ranking Systems in Higher Education
EDHI 752 State Systems in Higher Education
EDHI 755 Federal Policies in Post-Secondary Education
EDCP770 Service Learning and College Student Development
EDHI 754 Higher Education Finance
EDHI 788Y State Level Higher Education Research
EDHI 853 Leadership in Higher Education

A student related course, either:

EDHI 660 Retention Theories and the Impact of College
EDHI 664 The College Experience
EDHI 665 College Access and Choice
EDCP 771 The College Student: Student Development Theories

Total Required Credits: 36 credits

Higher Education Concentration Doctoral Program

Core: 12 credits

EDHI 672 Modes of Inquiry in Education Research
EDHI 750 International Higher Education
EDHI 895 Research Critique Seminar
EDCP 656 Doctoral First-Year Seminar

Research Courses: 24 credits

(3 credits of which are quantitative, 3 credits of which are qualitative)

Such as:

EDMS 645 Quantitative Research Methods I
EDMS 646 Quantitative Research Methods II
EDHI 700 Qualitative Research Methods in Education
EDCP 773 Designing Qualitative Research in Counseling & Student Affairs Contexts
COMM 715 Advanced Qualitative Methods
EDPS 730 Seminar on Case Study Methods
Up to three credits of Special Topics classes

EDHI 899 Dissertation (12)

Cognate Courses: Courses in supporting field (Master's degree/electives) **up to 24 credits**

Disciplinary Perspectives on Education: 15 credits

Disciplinary courses will be selected from Department, College, and University offerings to meet the individual needs of the student.

Domain Knowledge: 18 credits

EDHI 652 Higher Education and Society
EDHI 653 Organization and Administration of Higher Education
EDHI 657 History of Higher Education in the United States
EDHI 666 The Academic Profession
A student related course, either:
 EDHI 660 Retention Theories and the Impact of College
 EDHI 664 The College Experience
 EDHI 665 College Access and Choice
 EDCP 771 The College Student: Student Development Theories
EDHI 662 Research on Ethnic Minorities and Demographic Trends
EDHI 663 Philanthropy and Fundraising in Higher Education
EDHI 667 Women in Higher Education
EDHI 674 Minority Serving Institutions
EDHI 676 Ranking Systems in Higher Education
EDHI 752 State Systems in Higher Education
EDHI 754 Higher Education Finance
EDHI 755 Federal Policies in Post-Secondary Education
EDCP770 Service Learning and College Student Development

EDHI 853 Leadership in Higher Education
Up to six credits of Special Topics classes

Total required credits beyond BA degree: 90 credits

**Student Affairs Concentration
Master's Program**
M.Ed. (non-thesis) and M.A. degree (with thesis)

Core: 17 credits

- EDCP 610 Professional Orientation (3)
- EDCP 615 Counseling I: Appraisal (Assessment and Appraisal) (3)
- EDCP 616 Counseling II: Strategies (3)
- EDCP 655 Organizational Dimensions in Student Affairs (3)
- EDCP 741 Multicultural Dimensions of Student Affairs (2)
- EDCP 771 The College Student: Student Development Theories (3)

Field work: 8 credits (All)

- EDCP 618 Counseling Pre-practicum Fall (1)
- EDCP 618 Counseling Pre-practicum Spring (1)
- EDCP 619B Counseling Practicum (3)
- EDCP 888A Apprenticeship (3)

Electives: 3 – 9 credits

All must take a 3 credit elective

M.Ed. students also complete 6 credits in a professional concentration

Research Courses: 6 credits for M.Ed. and 12 credits for M.A.

EDMS 645 Quantitative Research Methods I

M.Ed. students must also complete:

EDCP 799 Seminar paper (3)

M.A. Thesis students must also complete:

EDMS 646 Quantitative Research Methods II (3) or

EDCP 773 Designing Qualitative Research in Counseling & Student Affairs Contexts (3)

EDCP 799 Thesis (6)

Total Required Credits: 40 credits

Student Affairs Concentration Doctoral Program

Core: 30 credits

EDCP 656 First Year Doctoral Seminar
 EDCP 712 Multicultural Counseling
 EDCP 742 **Examining College Environments and Outcomes**
 EDCP 774 Advanced Student Development Theory
 EDCP 775 Facilitating Student Learning in Higher Education
 EDCP 789L Second Year Doctoral Seminar
 EDCP 789I Third Year Capstone Doctoral Seminar
 EDCP 789C Race, Class, Gender in Higher Education
 EDCP 889 Internship
 EDHI 672 Modes of Inquiry in Education Research
 EDHI 750 International Higher Education

Higher Education Context for Student Affairs: 6 credits

Complete 6 credits of Higher Education electives from such courses as:

EDHI 652 Higher Education and Society
 EDHI 653 Organization and Administration of Higher Education
 EDHI 657 History of Higher Education in the United States
 EDHI 660 Retention Theories and the Impact of College
 EDHI 662 Research on Ethnic Minorities and Demographic Trends
 EDHI 663 Philanthropy and Fundraising in Higher Education
 EDHI 665 College Access and Choice
 EDHI 667 Women in Higher Education
 EDHI 674 Minority Serving Institutions
 EDHI 676 Ranking Systems in Higher Education
 EDHI 752 State Systems in Higher Education
 EDHI 754 Higher Education Finance
 EDHI 755 Federal Policies in Post-Secondary Education
 EDHI 853 Leadership in Higher Education

Professional Concentration: 12 credits

Complete 4 courses in a cognate area from graduate courses inside and outside the College of Education

Research: 24 Credits

EDCP 651 Multivariate Statistics (3)
 EDCP 771 Design of Experiments (or advisor approved substitute) (3)
 EDCP 772 Research Design in College Student Personnel (3)
 EDCP 773 Designing Qualitative Research in Counseling & Student Affairs Contexts (3)
 EDCP 899 Dissertation (12)

Total required credits beyond Masters degree: 72 credits

**International Education Policy Concentration
Master's Program**

Core -- 9 credits

EDHI 672 Modes of Inquiry

Plus select two of the following courses:

EDHI 605 Comparative Education

EDHI 606 Political Economy of Education in a Global Context

EDHI 607 Education and Culture in a Global Context

Research Courses: 3-6 credits

EDMS 645 Introduction to Statistics in Education

An additional methods course if a master's thesis option is selected.

International Education Course Electives: 6-12 credits

Select two to four of the following or equivalents:

EDHI 608 Gender and Education

EDHI 630 Analyzing System-wide Education Policy

EDHI 673 Economic Evaluation of Education

EDHI 713 Education for Global Peace

EDHI 725 Education in East Asia

EDHI 750 International Higher Education

EDHI 684 Alternative Education, Alternative Development

EDHI 682 Ecological ethics and education

EDHI 683 World Religions and Implications for Education

EDPS 624 Culture in Education Policy and Practice

Disciplinary and Professional Course Electives: 3-6 credits

For example, courses may be selected in the areas of public policy, communications, anthropology, economics, sociology, government, gender studies, higher education, early childhood education, or elsewhere in the College of Education, the University, or the Washington Regional Consortium.

Internship -- Optional: 0-3 credits

EDHI 889 Internship in Education

Master's thesis or Master's paper -- Select one: 3-6 credits

EDHI 679 Master's Seminar

EDHI 799 Master's Thesis Research

Total Required Credits: 30 credits

**International Education Policy Concentration
Doctoral Program**

Core: 15 credits

EDHI 605 Comparative Education
EDHI 606 Political Economy of Education in a Global Context
EDHI 607 Education and Culture in a Global Context
EDHI 672 Modes of Inquiry
EDHI 750 International Higher Education

Research Courses: 12 credits

One quantitative course, one qualitative course, and two others in the methodological approaches most relevant to the student's research interests.

International Education Course Electives: 12 credits

Select four of the following or equivalents:

EDHI 608 Gender and Education
EDHI 630 Analyzing Systemwide Education Policy
EDHI 673 Economic Evaluation of Education
EDHI 682 Ecological ethics and education
EDHI 683 World Religions and Implications for Education
EDHI 684 Alternative Education, Alternative Development
EDHI 713 Education for Global Peace
EDHI 725 Education in East Asia
EDHI 788 Gender, Education, and Development
EDHI 788 Globalization and Education
EDHI 788 International Education and Cultural Exchange: Policies and Practices
EDHI 788 Nonformal Education
EDPS 624 Culture in Education Policy and Practice

Disciplinary and Professional Course Electives:

12 credits

For example, courses may be selected in the areas of public policy, communications, anthropology, economics, sociology, government, gender studies, higher education, early childhood education, or from elsewhere in the College of Education, the University, or the Washington Regional Consortium.

Internship -- Optional: 0-3 credits

EDHI 889 Internship in Education

Transfer from previous master's program: Maximum of 24 credits

Comprehensive Exam: 3 credits

EDHI 898 Pre-Candidacy Research

Doctoral Dissertation: Minimum of 12 credits
EDHI 899 Dissertation Research

Total Required Credits: 90 credits

Appendix E
Program Thesis/Seminar Paper Evaluation Rubric

Fail	Low Pass	Pass	High Pass
Poorly organized	Does have a significant beginning middle and end	Is organized	Thesis statement well developed. Clear, accurate, well structured
Very few concepts shows little knowledge of content	Indicates little understanding of concepts and key content knowledge	Uses some important concepts and key content knowledge	Shows understanding of key content knowledge by use of multiple evidence
Inconsistent statements or unrelated to comprehensive examination question	Supports evidence without reasons	Presents two perspectives on key content knowledge	Weighs multiple perspectives

Appendix F
Comprehensive Examination Evaluation Rubric

Fail	Low Pass	Pass	High Pass
Poorly organized	Does have a significant beginning middle and end	Is organized	Thesis statement well developed. Clear, accurate, well structured
Very few concepts; shows little knowledge of content	Indicates little understanding of concepts and key content knowledge	Uses some important concepts and key content knowledge	Shows understanding of key content knowledge by use of multiple evidence
Inconsistent statements or unrelated to comprehensive examination question	Supports evidence without reasons	Presents two perspectives on key content knowledge	Weighs multiple perspectives
There is little or no evidence of awareness of concepts, definitions and procedures associated with research methodologies.	There is limited evidence of awareness of concepts, definitions and procedures associated with research methodologies.	There is clear evidence of awareness of concepts, definitions and procedures associated with research methodologies.	There is clear and consistent evidence of awareness of concepts, definitions and procedures associated with research methodologies.

APPENDIX G
Support Letter from UM Libraries



UNIVERSITY OF
MARYLAND

THE UNIVERSITY LIBRARIES

College Park, Maryland 20742

July 26, 2011

Dr. Dennis Kivlighan
Chair
Dept. of Counseling, Higher Education, and
Special Education
3214 Benjamin Building
Campus

Dear Dr. Kivlighan:

This letter is in support of the program proposal for Higher Education, Student Affairs, and International Education Policy. The proposed program places no additional demands on library resources. Existing collections, services, and facilities are more than sufficient to support the indicated program.

Sincerely yours,

A handwritten signature in cursive script, reading "Desider L. Viktor".

Desider L. Viktor, Ph.D.
Director of Collection Management &
Special Collection

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

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

PCC LOG NO.

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

College/School: Education

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

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

Department/Program: Counseling, Higher Education, and Special Education

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 checked="" type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

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

Summary of Proposed Action:

Add concentration in International Education Policy to new program (see attached accompanying proposal) in Higher Education, Student Affairs, and International Education Policy

=====

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

1. Department Committee Chair *Hedwig Teylani / Noah D. [Signature]* 9/7/2011
2. Department Chair *Dennis M. Kivlyan, Jr. [Signature]* 9/7/2011
3. College/School PCC Chair _____
4. Dean _____
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

I. OVERVIEW AND RATIONALE

Introduction

This proposal seeks to add a concentration in International Education Policy at both the M.A. and Ph.D. level to a new program in Higher Education, Student Affairs, and International Education Policy (see attached accompanying proposal for this new program) in the newly created Department of Counseling, Higher Education, and Special Education in the College of Education.

History

In 1998, the then College of Education (COE) Dean and University Provost agreed to the creation of an area of specialization in International Education Policy (IEP) within the Education Policy and Leadership program. Two senior faculty were hired to work in this area in 1999 and 2000, Drs. Steven Klees and Jing Lin, and a third faculty already in the COE joined them. This third faculty left and was eventually replaced by another senior faculty, Dr. Nelly Stromquist, in 2008. Thus, while this proposal is for adding a new formal concentration, the specialization has existed for 11 years and there is a track record that offers some relevant data.

Nature of Program

The IEP area is social science based and designed to further students' abilities to understand today's critical educational problems and their relation to the larger social, economic, and political context within which they are embedded. Attention is paid to developing and developed countries and to how research can be useful in improving educational policy and practice. Students routinely take courses in the social sciences and cross-cutting areas from throughout the University. IEP has attracted top students from around the world.

IEP is part of the field of comparative and international education (CIE). There are about 25 universities with substantial CIE programs. They are and will be our competitors. We already have a first-rate reputation in the field; our applicants are also routinely applying to the top programs at Columbia, Harvard, and Stanford Universities. Our faculty are very well-known in the field. Two have been Presidents of the 2000-member national professional association in the field, the Comparative and International Education Society, and the other has been on the Board of Directors. Two have been Fulbright Scholars and all have been sought after for their advice on educational policy around the world.

Institutional Priorities

The Strategic Plan of the University of Maryland (May 2008) accords very well with the IEP concentration. The Plan refers to fostering critical thinking, facilitating the effective engagement of students and faculty with the world, creating global citizens and persons who are globally conscious (p. 4). It also refers to working in close proximity to Washington's international organization and institutions internationally (p. 3). The Plan's strategic initiatives refer to an increase in the international focus of academic programs, to the participation of international

faculty, and to the development of international collaboration. Regarding graduate education it highlights the importance of interdisciplinary research focused on major societal issues (p. 17), about expanding collaboration with international partners (p. 18). It sees the university as engaging the global community, creating informed global citizens and skilled professionals to engage in a global community (p. 23).

The IEP concentration also fits very well with the COE Strategic Plan 2009. It refers to four strategic activities, of which three touch on international issues: equity and diversity, international education, and policy engagement. Under equity and diversity, there is reference to having more interdisciplinary master's and doctoral programs that promote multicultural understanding of our increasingly complex world (pp. 29-31). The COE wishes to become known worldwide for the international nature of its educational programs, research and scholarship, and policy development in international contexts. Under policy engagement, the College will provide research-based insights supporting policy development on pressing international education and human development issues (pp. 3-4). The College will promote interdisciplinary research and collaboration with other universities as well as foster international activities (pp. 35-36). IEP is the only concentration in the College devoted exclusively to international education.

Using an interdisciplinary approach to the design of effective educational policy and analysis of education as a fundamental means to national advancement, the IEP concentration seeks to develop professionals who will make substantial contributions to educational systems in both the US and other countries. The role of this concentration is centrally aligned with the University and College of Education's strategic plans in forming knowledgeable academics and policy makers who have a deep understanding of global forces and who see themselves as committed to the pursuit of equity, diversity, and social justice.

These objectives are reached through the concentration's courses, research activities, and linkages with international organizations in the field of education. They are also attained through a faculty body with international reputation that draws on the social sciences—particularly, economics, sociology, and anthropology—to foster critical thinking and engage in feasible solutions to educational problems around the world.

Market Demand

We have considerable experience with both student demand and the demand for graduates. IEP has been in high demand since its inception and from the mid-2000s through today we have had about 45-55 graduate students working in this area at any one time. Student applications for Fall 2011 were typical; there were 85 applicants for 8 M.A. places and 92 applicants for 5 Ph.D. places.

IEP graduates have likewise been in high demand for both academic and policy positions in governments and international organizations. See Appendix 1 for a list of positions held by recent MA and PhD graduates.

Size of Program

Currently, we have about 15 M.A. students and 30 Ph.D. students. We plan to make the concentration a little smaller in total students and shift to a larger M.A. concentration. We expect to draw from a national and international applicant pool. However, given the many talented people working in international education in Washington, DC, we will also draw applicants from the region.

II. CURRICULUM

Catalog Description

See attached accompanying program proposal.

Educational Objectives

Upon completion of the program, students will be able to:

- Demonstrate an understanding of the theories, methods, policies, and practices relevant to global higher education.
- Demonstrate an understanding of the theoretical issues and major areas of research relevant to international education policy.
- Demonstrate an understanding of debates about education policy and practice relevant to international education policy.
- Demonstrate a proficiency in the understanding and use of a variety of social science research methods.

Course Requirements

Appendix 2 lists the required courses for the M.A. and Ph.D. in the IEP concentration. No new courses are needed.

Admission Policy

See attached accompanying proposal.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

See attached accompanying program proposal.

IV. FACULTY AND ORGANIZATION

The concentration is housed within a single academic unit. Academic direction and oversight will be provided by the following three faculty members:

Steven Klees did his Ph.D. at Stanford University and has taught at Cornell University, Stanford University, Florida State University, and the Federal University of Rio Grande do Norte in Brazil. He was a Fulbright Scholar on two occasions at the Federal University of Bahia in Brazil.

He has done extensive work for organizations like UNESCO, UNICEF, the World Bank, USAID, and a variety of country Ministries and non-governmental organizations concerning education in Latin America, Africa, and Southeast Asia. Dr. Klees' interests include U.S. education policy and practice, as well as that in other countries, and he has worked with school districts, State governments, and national educational organizations. His long-term research interests have been on the political economy of educational policy and social change, particularly on the nature of educational and social inequalities and what is needed to overcome them. He has published extensively on a variety of related topics, including the situation of disadvantaged children and the policies of international institutions like the World Bank. Dr. Klees is former president of the Comparative and International Education Society.

Jing Lin received her Ed.D. from the University of Michigan and taught at McGill University for eight years before she joined the University of Maryland in 2000. She has published five books on Chinese education, culture and society, systematically examining educational changes in China in the last 30 years. The most recent one, which is co-authored with Ruth Hayhoe, Jun Li and Qiang Zha, is entitled *Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education* (2011, Springer). Further, she has done extensive research on peace education and environmental education, which result in books entitled *Love, Peace and Wisdom in Education: Vision for Education in the 21st Century* (2006), *Educators as Peace Makers: Transforming Education for Global Peace* (2008), and *Spirituality, Religion, and Peace Education* (2010). She is the co-editor of two book series, one on Peace Education, and the other on Transforming Education for the Future.

Nelly P. Stromquist received her Ph.D. from Stanford University. She specializes in issues related to international development education and gender, which she examines from a critical sociology perspective. Her research interests focus on the dynamics among educational policies and practices, gender relations, and social change. Most recently, she has been examining the impact of globalization on higher education. She has written several books and numerous articles. Her most recent books include editing *The Professoriate in the Age of Globalization* (Rotterdam: Sense Publishers, 2007) and writing *Feminist Organizations and Social Transformation in Latin America* (Boulder: Paradigm, 2006). She is former president of the Comparative and International Education Society and a 2005-06 Fulbright New Century Scholar.

V. OFF CAMPUS PROGRAMS

The concentration will not be offered off-campus.

VI. OTHER ISSUES

There are no cooperative arrangements or accreditation needs.

VII. COMMITMENT TO DIVERSITY

See attached accompanying program proposal.

VIII. REQUIRED PHYSICAL RESOURCES

No additional physical or human resources will be required. There will be no impact on existing facilities. See attached accompanying program proposal and library support letter for more details.

IX. RESOURCE NEEDS AND SOURCES

See attached accompanying program proposal.

APPENDIX 1: A SAMPLE OF POSITIONS HELD BY IEP GRADUATES

Ph.D. Graduates

Assistant Research Professor, University of Hong Kong
Assistant Professor, Tokyo Jo Gukkou Univeristy
Assistant Professor, American University
Assistant Professor, Colgate University
Assistant Professor, Hong Kong Institute of Education
Assistant Professor, Xiamen University, China
Research Director, Provost's Office, Leslie University
Lecturer, University of Maryland
Senior Research Analyst, Provost's Office, Harvard University
Postdoctoral Fellow, Brookings Institution
Consultant, World Bank
Policy Analyst, National Education Association
Education Specialist, Education for All-Fast Track Initiative
Research Education Analyst, Research Triangle Institute
Director, Africa Division, American Institutes for Research
Senior Research Associate, Center on Education Policy
Program Manager, USAID/Regional Development Mission for Asia
Senior Program Officer, U.S. Department of State
Research Analyst, General Accounting Office
Program Analyst, U.S. Census Bureau
Associate Director, Confucius Institute, Pace University
Associate Director, College Board
Principal, Boston Public Schools

M.A. Graduates

PhD Student, Harvard University
PhD Student, Boston University
PhD Student, University of Washington
PhD Student, University of Maryland
Program Coordinator, Academy for Educational Development
Deputy Chief of Party, Academy for Educational Development
Communications Specialist, World Bank
Education Specialist, Education for All-Fast Track Initiative
Evaluation Project Manager, Rockman et al.
Program Officer, Asia/Pacific Fulbright Scholar Program
Manager, Eduventures
Trainer, Comcast Headquarters
Resident Director, University of Maryland
Professor, Capital Physical Education University, China
Public School Teacher, Singapore
Public School Teacher, Maryland

APPENDIX 2: M.A. AND PH.D. COURSE REQUIREMENTS

International Education Policy Concentration Masters Program

Core -- 9 credits

EDHI672 - Modes of Inquiry

Plus select two of the following courses:

EDHI605—Comparative Education

EDHI606—Political Economy of Education in a Global Context

EDHI607—Education and Culture in a Global Context

Research Courses: 3-6 credits

EDMS645— Introduction to Statistics in Education

An additional methods course if a master's thesis option is selected.

International Education Course Electives: 6-12 credits

Select two to four of the following or equivalents:

EDHI608—Gender and Education

EDHI630 —Analyzing Systemwide Education Policy

EDHI 673--Economic Evaluation of Education

EDHI682—Ecological ethics and education

EDHI 683—World Religions and Implications for Education

EDHI684—Alternative Education, Alternative Development

EDHI681—Education for Global Peace

EDHI725—Education in East Asia

EDHI 750--International Higher Education

EDPS 624--Culture in Education Policy and Practice

Disciplinary and Professional Course Electives: 3-6 credits

For example, courses may be selected in the areas of public policy, communications, anthropology, economics, sociology, government, gender studies, higher education, early childhood education, or elsewhere in the College of Education, the University, or the Washington Regional Consortium.

Internship -- Optional: 0-3 credits

EDHI 889—Internship in Education

Master's thesis or Master's paper -- Select one: 3-6 credits

EDHI679—Master's Seminar

EDHI799—Master's Thesis Research

Total Required Credits: 30 credits

**International Education Policy Concentration
Doctoral Program**

Core: 15 credits

EDHI605—Comparative Education
EDHI606—Political Economy of Education in a Global Context
EDHI607—Education and Culture in a Global Context
EDHI 672—Modes of Inquiry
EDHI 750 --International Higher Education

Research Courses: 12 credits

One quantitative course, one qualitative course, and two others in the methodological approaches most relevant to the student's research interests.

International Education Course Electives: 12 credits
Select four of the following or equivalents:

EDHI 608—Gender and Education
EDHI 630 —Analyzing Systemwide Education Policy
EDHI 673--Economic Evaluation of Education
EDHI 682—Ecological ethics and education
EDHI 683—World Religions and Implications for Education
EDHI 684—Alternative Education, Alternative Development
EDHI 681—Education for Global Peace
EDHI 725—Education in East Asia
EDHI 750--International Higher Education
EDHI 788—Gender, Education, and Development
EDHI 788—Globalization and Education
EDHI 788--International Education and Cultural Exchange: Policies and Practices
EDHI 788—Nonformal Education
EDPS 624--Culture in Education Policy and Practice

Disciplinary and Professional Course Electives: 12 credits

For example, courses may be selected in the areas of public policy, communications, anthropology, economics, sociology, government, gender studies, higher education, early childhood education, or from elsewhere in the College of Education, the University, or the Washington Regional Consortium.

Internship -- Optional: 0-3 credits

EDHI 889—Internship in Education

Transfer from previous master's program: Maximum of 24 credits

Comprehensive Exam: 3 credits

EDHI 898—Pre-Candidacy Research

Doctoral Dissertation: Minimum of 12 credits

EDHI 899—Dissertation Research

Total Required Credits: 90 credits



UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION
COUNSELING AND PERSONNEL SERVICES

3214 Benjamin Building
College Park, Maryland 20742
301.405.2858 TEL 301.405.9995 FAX
www.education.umd.edu/edcp

Date: September 2, 2011

To: Dr. Ann G. Wylie
Senior Vice President and Provost

From: Dennis M. Kivlighan, Jr., Chair
Department of Counseling, Higher Education, and Special Education (CHSE)
College of Education

RE: Overview of Phases of CHSE Reorganization Proposals

The approval of the College of Education's reorganization plan has established the Department of Counseling, Higher Education, and Special Education (CHSE). If this proposal is approved CHSE will be comprised of three graduate programs: the current Special Education program, a modified Counseling and Personnel Services (CAPS) program, and a new program unit noted below. Our faculty members are excited about alignment of foci within these program units. The new program unit has worked all spring and summer to form their new scholarly community and design the student experience.

There were two major rationales for reorganizing the College of Education by merging departments. First, the reorganization attempts to increase focus in the college by alleviating fragmentation. Second, the merger sought to develop more economically efficient and effective departments by creating economies of scale. There are three graduate programs in the proposed department structure. Whereas having three graduate programs in one department is unusual on campus, we believe that this three program structure makes sense for the new CHSE department.

First, the proposed graduate programs in Special Education; Counseling Psychology, School Psychology, and Counselor Education; and Higher Education, Student Affairs, and International Education Policy represent separate scholarly disciplines with distinct traditions and publishing patterns. For example, faculty members in the three graduate programs never publish in overlapping scholarly journals. Second, the only common courses across the three proposed graduate programs are courses in statistics that students take in a different department in the College of Education. There is no duplication in course content across the three proposed graduate program areas. Also, there is no common course(s) that would be applicable to students in the three proposed graduate programs. Finally, there are departments across the country where there are graduate programs in both Counseling Psychology, School Psychology, and Counselor Education and Special Education and other departments that have graduate programs in both Counseling Psychology, School Psychology, and Counselor Education and Higher Education, Student Affairs, and International Education Policy. We are not aware of any departments, nationally, that combine all three graduate

areas. Even when programs are in the same department (e.g. Educational Psychology, Counseling, and Special Education at Penn State) the graduate programs are separate entities. As you will see in the proposal, each of the three graduate programs has a sufficiently large number of faculty devoted to teaching, advising and supervising in the program.

It is important to note that the new CHSE department will have a strong role in the three graduate programs. The department will assure that there are consistent processes (e.g., student evaluations, support mechanisms) and standards (admission criteria, comprehensive exams) across the three CHSE graduate programs. It is also important to note that the three graduate programs in CHSE will be much less fragmented than the current graduate programs. Faculty are working on eliminating concentrations, combining duplicative courses and creating common core courses that will be taken by all of the graduate students within a program area.

The complexities of establishing and realigning a new department from three existing entities might best be understood with an overview of the sequence of proposals that will come forward for review. This memo explains current and forthcoming proposals from CHSE.

Phase One (PCC and MHEC action needed)

1. A proposal to form a new program to be named Higher Education, Student Affairs, and International Education Policy (IEP). This proposal would split the current College Student Affairs from CAPS and split Higher Education and IEP from Education Policy and Leadership (EDPL). Further it would rename College Student Personnel to be Student Affairs and rename Higher and Adult Education to be Higher Education.
2. Concurrently, move International Education Policy from the status of a specialization in EDPL and establish it as a concentration within the new program noted in #1 above.
3. A proposal to rename the Counseling and Personnel Services program to be the Counseling Psychology, School Psychology, and Counselor Education program;

Phase Two (coming after the above realignment)

1. Curricular modifications with core course requirements and other concentration requirement changes in the new Higher Education, Student Affairs, and International Education Policy program. No new courses are anticipated.
2. Curricular modifications with core course requirements and other concentration requirement changes in the CAP program.

Cc: Elizabeth J. Beise
Donna Wiseman
Charles A. Caramello

	CURRENT		PROPOSED
Master's			
82601	COUNSELING & PERSONNEL SERVICES	131101	COUNSELING & APPLIED PSYCHOLOGY (rename)
	*COLLEGE STUDENT PERSONNEL (currently suspended)		*COMMUNITY COUNSELING (30 credit)
	*COMMUNITY COUNSELING		*SCHOOL COUNSELING (36 credits)
	*REHABILITATION COUNSELING (suspend & discontinue)		*SCHOOL PSYCHOLOGY (36 credits)
	*SCHOOL COUNSELING		
	*SCHOOL PSYCHOLOGY		HIGHER EDUCATION, STUDENT AFFAIRS & INTERNATIONAL EDUCATION POLICY
			*COLLEGE STUDENT PERSONNEL --> STUDENT AFFAIRS (rename)
82700	EDUCATION POLICY & LEADERSHIP	130401	*HIGHER & ADULT EDUCATION --> HIGHER EDUCATION (rename)
	*CURRICULUM, THEORY AND DEVELOPMENT		*INTERNATIONAL EDUCATION POLICY (new AOC)
	*EDUCATION LEADERSHIP AND POLICY STUDIES		
	*EDUCATION POLICY		EDUCATION POLICY & LEADERSHIP
	*EDUCATIONAL TECHNOLOGY		*CURRICULUM, THEORY AND DEVELOPMENT
	*HIGHER & ADULT EDUCATION (currently suspended)		*EDUCATION LEADERSHIP AND POLICY STUDIES
	*SOCIAL FOUNDATIONS OF EDUCATION		*EDUCATION POLICY
			*EDUCATIONAL TECHNOLOGY
			*SOCIAL FOUNDATIONS OF EDUCATION
Doctoral	CURRENT		PROPOSED
82601	COUNSELING & PERSONNEL SERVICES	131101	COUNSELING & APPLIED PSYCHOLOGY (rename)
	*COLLEGE STUDENT PERSONNEL ADMIN (currently suspended)		*COUNSELING PSYCHOLOGY
	*COUNSELING PSYCHOLOGY		*SCHOOL COUNSELING
	*SCHOOL COUNSELING		*SCHOOL PSYCHOLOGY
	*SCHOOL PSYCHOLOGY		
			HIGHER EDUCATION, STUDENT AFFAIRS & INTERNATIONAL EDUCATION POLICY
82700	EDUCATION POLICY & LEADERSHIP	130401	*COLLEGE STUDENT PERSONNEL ADMIN --> STUDENT AFFAIRS (rename)
	*ADMINISTRATION & SUPERVISION		*HIGHER & ADULT EDUCATION --> HIGHER EDUCATION (rename)
	*CURRICULUM THEORY & DEVELOPMENT		*INTERNATIONAL EDUCATION POLICY (new AOC)
	*EDUCATION POLICY		
	*EDUCATIONAL TECHNOLOGY		EDUCATION POLICY & LEADERSHIP
	*HIGHER & ADULT EDUCATION		*ADMINISTRATION & SUPERVISION
	*SOCIAL FOUNDATIONS OF EDUCATION		*CURRICULUM THEORY & DEVELOPMENT
			*EDUCATION POLICY
			*EDUCATIONAL TECHNOLOGY
			*SOCIAL FOUNDATIONS OF EDUCATION

BLUE --> AOCs to move from within one program to another

RED --> name change, new AOC, discontinue, etc.



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-19
PCC ID #:	11017
Title:	Proposal to Change the Name of the Master and Doctoral Programs in "Counseling and Personnel Services" to "Counseling Psychology, School Psychology, and Counselor Education"
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses (PCC) Committee
Date of SEC Review:	October 24, 2011
Date of Senate Review:	November 9, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Education and the Department of Counseling, Higher Education, and Special Education wish to change the name of their current Master and Doctoral programs in "Counseling and Personnel Services" to "Counseling Psychology, School Psychology, and Counselor Education."</p> <p>The department of Counseling, Higher Education, and Special Education is proposing in a separate proposal (Senate Doc 11-12-18) to relocate the College Student Personnel concentration at both the Master and Doctoral level to a new program in Higher Education, Student Affairs, and International Education Policy. The remaining specialty areas in Counseling and Personnel Services will focus on psychological services or counseling. Consequently, the college and department propose to rename the program as "Counseling Psychology, School Psychology, and Counselor Education."</p>
Relevant Policy # & URL:	
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this name change.
Committee Work:	The PCC Committee considered the proposal at its meeting on October 7, 2011. Dennis Kivlighan, Chair of the Department of Counseling, Higher Education and Special Education, presented the proposal to the committee and responded to questions.

	<p>After discussion, the Committee voted unanimously to recommend the proposal.</p> <p>The Academic Planning Advisory Committee approved the proposal on September 19, 2011. The Graduate PCC Committee approved the proposal on September 28, 2011, and the Graduate Council approved the proposal on October 10, 2011.</p>
Alternatives:	The Senate could decline to approve the proposed name change.
Risks:	If the Senate does not approve the name change and PCC proposal 11016 is approved, then the program's name will be inaccurate.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required: <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

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

PCC LOG NO.

11017

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

College/School: College of Education

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

Department/Program: Counseling & Personnel Services

Please also add Department/Program Unit Code-Last 7 digits: 1310701

Type of Action (choose one):

- | | |
|--|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input checked="" type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input 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: Rename Counseling and Personnel Services program to be the Counseling Psychology, School Psychology, and Counselor Education program.

The current Counseling and Personnel Services Graduate Program is comprised of Counseling Psychology, School Psychology, School Counseling, Rehabilitation Counseling, Counselor Education, and College Student Personnel (CSP). When CSP is reorganized within Higher Education and Student Affairs program, the remaining concentrations that are all focused on psychological services or counseling will remain together. This program requests a name change to *Counseling Psychology, School Psychology, and Counselor Education*.

There are no budget implications.

SEE ATTACHED
EMAIL FROM PSYCHOLOGY

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

1. Department Committee Chair: Hedwig Teglas-Golubcow *Hedwig Teglas-Golubcow*
2. Department Chair: Dennis M. Kivlighan, Jr. *[Signature]* 9/12/2011
3. College/School PCC Chair: Robert G. Croninger *Robert G. Croninger* 9/11/2011
4. Dean: Donna L. Wiseman *Donna L. Wiseman*
5. Dean of the Graduate School (if required) *[Signature]* 10/10/11
6. Chair, Senate PCC *David Galman* 10/7/11
7. University Senate Chair (if required) _____
8. Senior Vice President for Academic Affairs & Provost _____



UNIVERSITY OF MARYLAND

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Date: September 2, 2011

To: Dr. Ann G. Wylie
Senior Vice President and Provost

From: Dennis M. Kivlighan, Jr., Chair
Department of Counseling, Higher Education, and Special Education (CHSE)
College of Education

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University Senate TRANSMITTAL FORM

Senate Document #:	10-11-11
PCC ID #:	N/A
Title:	Proposal to Review the University of Maryland Policies Concerning Academic Transcripts and Calculation of Grade Point Average
Presenter:	Robert L. Buchanan, Chair, Senate APAS Committee
Date of SEC Review:	Monday, October 24, 2011
Date of Senate Review:	Wednesday, November 9 , 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>At the beginning of the 2010-2011 academic year, the Senate Executive Committee (SEC) charged the Academic Procedures and Standards (APAS) Committee with reviewing the University of Maryland Policies Concerning Academic Transcript and Calculation of Grade Point (GPA) Average. The SEC asked APAS to make a recommendation concerning whether or not the University should reconsider its grading system. While the University Senate voted in December 2005 to adopt a plus/minus grading system, and the President approved the policy, implementation of the system was delayed by the Office of the Provost in 2006. The plus/minus grading system has not yet been implemented. Currently, the University gives faculty the option of issuing plus/minus grades, but they are not included in the calculation of GPA. The Provost has now created an implementation plan for the transition to plus/minus grading, as requested by the APAS Committee.</p>
Relevant Policy # & URL:	III-6.00(A) UNIVERSITY OF MARYLAND POLICIES CONCERNING ACADEMIC TRANSCRIPTS AND CALCULATION OF GRADE POINT AVERAGE, http://www.president.umd.edu/policies/iii600a.html

<p>Recommendation:</p>	<p>The APAS Committee recommends that the University utilize the implementation plan as developed by the Office of the Provost for the transition to plus/minus grading. APAS fully endorses the Provost's Implementation Plan.</p> <p>The APAS Committee recommends that the 2005 policy be amended to reflect that an A+ be calculated as a 4.0.</p> <p>Credits completed with grades of A+, A, A-, B+, B, B-,C+, C, C-, D+, D, D- and F, but not P and S, shall be used in computation of the semester and cumulative GPA with values of:</p> <table data-bbox="597 646 1182 835"> <tr> <td>A+ = 4.0</td> <td>A = 4.0</td> <td>A- = 3.7</td> </tr> <tr> <td>B+ = 3.3</td> <td>B = 3.0</td> <td>B- = 2.7</td> </tr> <tr> <td>C+ = 2.3</td> <td>C = 2.0</td> <td>C- = 1.7</td> </tr> <tr> <td>D+ = 1.3</td> <td>D = 1.0</td> <td>D- = 0.7</td> </tr> <tr> <td></td> <td>F = 0</td> <td></td> </tr> </table> <p>The APAS Committee recommends that full implementation of plus/minus grading take place at the beginning of the Fall 2012 semester.</p>	A+ = 4.0	A = 4.0	A- = 3.7	B+ = 3.3	B = 3.0	B- = 2.7	C+ = 2.3	C = 2.0	C- = 1.7	D+ = 1.3	D = 1.0	D- = 0.7		F = 0	
A+ = 4.0	A = 4.0	A- = 3.7														
B+ = 3.3	B = 3.0	B- = 2.7														
C+ = 2.3	C = 2.0	C- = 1.7														
D+ = 1.3	D = 1.0	D- = 0.7														
	F = 0															
<p>Committee Work:</p>	<p>The APAS Committee began discussing this issue in September 2010. During the course of its review, the committee researched grading systems at peer institutions and reviewed the history of the topic within the Senate. The Chair of APAS also met with Provosts Favardin and Wylie to discuss considerations involved in the policy.</p> <p>Following research and deliberation, the committee determined that the current grading system is not in the best interest of the University of Maryland or its students. APAS continues to support the resolution passed by the Senate in 2005, with one change to the recommended value for an A+.</p> <p>In April 2011, APAS recommended to the SEC that the Office of the Provost develop an implementation plan for the transition to plus/minus grading. APAS developed a thorough report, which was submitted to the SEC for consideration. The SEC accepted APAS's report and voted to forward it to the Provost's Office for consideration, requesting the development of an implementation plan as outlined in the report. It was noted that the elements of such a plan should include: 1) reevaluation of the likely impact on the current student population of changing to plus/minus grading, 2) identification of criteria for readiness</p>															

	<p>for transition to plus/minus grading, and 3) a timeline for implementation, including contingency plans in case the necessary conditions are not yet present. The SEC sent the letter of request to the Provost on April 13, 2011.</p> <p>Following a review of the potential issues related to implementation of plus/minus grading, and an analysis of the potential effects on students, the Provost's Office developed an implementation plan for plus/minus grading. APAS reviewed the plan and voted unanimously in favor of:</p> <ul style="list-style-type: none"> •Endorsing the Provost's Implementation Plan for +/- Grading •Recommending that an A+ be calculated as a 4.0 •Recommending that full implementation take place at the beginning of the Fall 2012 semester
Alternatives:	The University could continue to prolong the implementation of a plus/minus grading system at the risk of remaining far behind its peers on this fundamental issue.
Risks:	There are no associated risks.
Financial Implications:	There are no related financial implications.
Further Approvals Required: <i>(*Important for PCC Items)</i>	Senate Approval, Presidential Approval.

Academic Procedures and Standards (APAS) Committee

Report on the “Proposal to Review the University of Maryland Policies Concerning Academic Transcripts and Calculation of Grade Point Average”

Senate Document # 10-11-11

October 2011

Background

The Academic Procedures and Standards (APAS) Committee was charged at the beginning of the Fall 2010 semester with reviewing a proposal that had been submitted by a graduate student. The proposer was concerned with the fairness of flat-grade GPA calculations. During the course of its review, the committee found that the University Senate had voted in December 2005 to adopt a weighted plus/minus grading system (“Proposal for Plus-Minus Grading with Numerical Values,” Senate Document# 99-00-56), with broad support from all constituencies. However, because of concerns over the potential impact of such a change on academic resources, student retention, and time to degree, the Office of the Provost decided in 2006 not to implement plus/minus grading at that time. Since then, the Senate has received occasional queries from both students and faculty concerning the status of plus/minus grading at Maryland, including a formal proposal received in 2010. The Senate Executive Committee (SEC) asked the APAS Committee to revisit this issue and to make a recommendation concerning whether or not the University should reconsider its current grading system.

Committee Work

The 2010-2011 APAS committee investigated grading systems at peer institutions, discussed the existing policy as a committee, and the Chair of the 2010-2011 Committee met with the Provost to discuss considerations involved in this policy. The APAS Committee members were in unanimous agreement that the current hybrid grading system is not in the best interest of the University or its students. The difference between the way that the GPA is calculated at the University of Maryland and how it is calculated elsewhere can produce confusion, and may be disadvantageous to graduates. Although it recognized the potential complications described above, the committee felt strongly that it is important to bring the University’s grading system in line with those used at other institutions. Although the 2005 Senate bill recommended that an A+ be calculated at a grade point value of 4.3, the committee noted that this would be unusual among our peer institutions.

In April 2011, the APAS Committee recommended that the Office of the Provost develop an implementation plan for the transition to plus/minus grading. The APAS Committee developed a thorough report (Attached as Appendix A), which was submitted to the SEC for consideration. The SEC accepted the APAS Committee’s report and voted to forward it to the Provost’s Office for consideration, requesting the development of an implementation plan as outlined in the report. It was noted that the

elements of such a plan should include: 1) reevaluation of the likely impact on the current student population of changing to plus/minus grading, 2) identification of criteria for readiness for transition to plus/minus grading, and 3) a timeline for implementation, including contingency plans in case the necessary conditions are not yet present. The SEC sent the letter of request to the Provost on April 13, 2011.

Following a review of the potential issues related to implementation of plus/minus grading, and an analysis of the potential effects on students, the Provost's Office developed an implementation plan for plus/minus grading. It was noted in the plan that the University should award 4.0 grade points to an A+ grade in accordance with the APAS report. This will require Senate action to amend the 2005 policy, which included 4.3 grade points for an A+. The SEC reviewed the Provost's Implementation Plan on September 7, 2011. The SEC asked APAS to review the implementation plan and submit a final report with recommendations for Senate action.

The 2011-2012 APAS Committee reviewed the Provost's plan and its recommendations for implementation at a meeting on September 8, 2011. The plan included a summary of impact on undergraduate students, a number of recommendations for implementation, a proposed process and timeline for completion, information on grading systems at leading universities, data on full distribution of grades awarded in the fall and spring semesters to undergraduate students between Fall 2006 and Fall 2010, data on the effect on cumulative GPA for entering first-year students by years completed at the University, data on the effect on cumulative GPA for entering first-year students by years completed at the University and race/ethnicity, data on the effect on cumulative GPA for entering first-year students by level of current cumulative GPA, data on the changes in the number of first-year students with a cumulative GPA below 2.0 by years completed at the University, data on changes in the number of transfer students with a cumulative GPA below 2.0 and average effect to cumulative GPA by years completed at the University, and data on the effect on cumulative GPA for entering first-year students using different methods of accounting for "A+" letter grades by years completed at the University.

At the meeting, the APAS Committee voted unanimously in favor of the following three recommendations:

- To endorse the Provost's Implementation Plan for Plus/Minus Grading
- To officially recommend that an A+ be calculated as a 4.0
- To recommend that full implementation take place at the beginning of the fall 2012 semester

Additionally, the Provost's Office sent a memo on D Grade Assessment Systems at leading universities for consideration by the APAS Committee. APAS reviewed this table at its meeting on October 12, 2011. The table illustrated the calculations for grades of D+, D, and D- at the top 25 ranked public institutions, as well as at the top 15 ranked private universities. Following discussion, no motions were made to amend the D grade calculations.

Recommendations

It is the recommendation of the APAS Committee that the University utilize the implementation plan as developed by the Office of the Provost for the transition to plus/minus grading. APAS fully endorses the Provost's Implementation Plan.

It is the recommendation of the APAS Committee that an A+ be calculated as a 4.0.

Credits completed with grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F, but not P and S, shall be used in computation of the semester and cumulative GPA with values of:

A+ = 4.0	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
	F = 0	

The APAS Committee recommends that full implementation of plus/minus grading take place at the beginning of the Fall 2012 semester.

Appendices

Appendix A – 2010-2011 APAS Committee Report (as submitted to the SEC)

- Appendix 1 – Current University Policy
- Appendix 2 – Recommended University Policy (pending implementation review)
- Appendix 3 – Peer Institutions' Grading Scales
- Appendix 4 – References to Current Policy in the Undergraduate Catalog and the Graduate Catalog
- Appendix 5 – History and Past Review of +/- Grading
- Appendix 6 – Charge from Senate Executive Committee (SEC)
- Appendix 7 – Proposal from Graduate Student, Doctoral Candidate

Appendix B – Provost's Implementation Plan and Re-Charge from the SEC

Appendix C – Statement from the Graduate School on Plus/Minus Grading

Appendix D – Memo from the SEC on D Grade Comparison Table

Appendix A – 2010-2011 APAS Committee Report (as submitted to the SEC)



**University Senate
TRANSMITTAL FORM**

Senate Document #:	10-11-11
PCC ID #:	N/A
Title:	Proposal to Review the University of Maryland Policies Concerning Academic Transcripts and Calculation of Grade Point Average
Presenter:	Charles Delwiche, Chair, Senate APAS Committee
Date of SEC Review:	April 8, 2011
Date of Senate Review:	n/a
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>At the beginning of the 2010-2011 academic year, the Senate Executive Committee (SEC) charged the Academic Procedures and Standards (APAS) Committee with reviewing the University of Maryland Policies Concerning Academic Transcript and Calculation of Grade Point (GPA) Average. The SEC asked APAS to make a recommendation concerning whether or not the University should reconsider its grading system. While the University Senate voted in December 2005 to adopt a +/- grading system, and the President approved the policy, implementation of the system was delayed by the Office of the Provost in 2006. The +/- grading system has not yet been implemented. Currently, the University gives faculty the option of issuing +/- grades, but they are not included in the calculation of GPA.</p>
Relevant Policy # & URL:	<p>III-6.00(A) UNIVERSITY OF MARYLAND POLICIES CONCERNING ACADEMIC TRANSCRIPTS AND CALCULATION OF GRADE POINT AVERAGE, http://www.president.umd.edu/policies/iii600a.html</p>
Recommendation:	<p>The APAS Committee recommends that the Office of the Provost develop an implementation plan for the transition to +/- grading as described in the attached report. The elements of such a plan should include: 1) reevaluation of the likely impact on the current student population of changing to +/- grading, 2) identification of criteria for readiness for transition to +/-</p>

	<p>grading, and 3) a timeline for implementation, including contingency plans in case the necessary conditions are not yet present.</p> <p>Given the potential complexity of implementing +/- grading, it would be advisable to formulate a joint Provost/Senate oversight committee to help define and discuss the issues, and to identify the best way to handle them. In the course of crafting this report, APAS discussed recommending that representatives from the Office of the Registrar, the Graduate Council, the Office of the Provost, the APAS Committee, the Office of Information Technology, and others who broadly represent the academic community be appointed to such a committee.</p> <p>APAS also requests by September 1, 2011, from the Office of the Provost, an implementation plan with a timetable that includes a date for full implementation.</p>
<p>Committee Work:</p>	<p>The APAS Committee began discussing this issue in September 2010. During the course of its review, the committee researched grading systems at peer institutions and reviewed the history of the topic within the Senate. The Chair of APAS also met with Provosts Favardin and Wylie to discuss considerations involved in the policy.</p> <p>Following research and deliberation, the committee determined that the current grading system is not in the best interest of the University of Maryland or its students. APAS continues to support the resolution passed by the Senate in 2005, with one change to the recommended value for an A+. On March 10, 2011, the APAS Committee voted unanimously to put forward the recommendations contained in the attached report.</p>
<p>Alternatives:</p>	<p>The University could continue to prolong the implement of a +/- grading system at the risk of remaining far behind our peers on this fundamental issue.</p>
<p>Risks:</p>	<p>There are no associated risks.</p>
<p>Financial Implications:</p>	<p>There are no related financial implications.</p>
<p>Further Approvals Required: <i>(*Important for PCC Items)</i></p>	<p>Senate Executive Committee Approval, Provost Approval</p>

Academic Procedures and Standards (APAS) Committee

Report on the “Proposal to Review the University of Maryland Policies Concerning Academic Transcripts and Calculation of Grade Point Average”

Senate Document # 10-11-11

March 2011

Background

The University Senate voted in December 2005 to adopt a +/- grading system (“Proposal for Plus-Minus Grading with Numerical Values,” Senate Document 99-00-56), with broad support from all constituencies, and the President approved the policy. The Office of the Provost decided in 2006 to delay implementation of +/- grading at that time because of concerns over the potential impact of such a change on academic resources, student retention, and time to degree. Since then, the Senate has received occasional queries from both students and faculty concerning the status of +/- grading at Maryland, including a formal proposal received in 2010 (Appendix 7). The Senate Executive Committee (SEC) charged the Academic Procedures and Standards committee (APAS) with revisiting the matter of +/- grading and making a recommendation concerning whether or not the University should reconsider the Maryland grading system. The SEC requested that the APAS Committee review the entire history and past reviews of this topic. The SEC specifically asked APAS to comment on whether the current process is appropriate, compare the University’s existing practice to those at our peer institutions, and recommend changes to the current policy as appropriate.

APAS investigated grading systems at our peer institutions, and discussed the existing policy as a committee. APAS also reviewed the history of this topic (Appendix 5). The Chair of the APAS Committee also met with Provosts Favardin and Wylie to discuss considerations involved in this policy.

Grading policy at the University of Maryland currently gives faculty the option of issuing +/- grades, but these are not included in the calculation of the GPA (Grade Point Average), such that A+, A, and A- all contribute 4.0 grade points to the GPA, and similarly B+, B, and B- 3.0, C+, C, and C- 2.0, D+, D, and D- 1.0, and F 0. This is a strikingly different grading system from that used at any of the Maryland Peer Institutions (Appendix 3), all of which differentiate between + and – grades in the GPA, most with an offset of 0.3 grade point units (except for A+, which is calculated as 4.0, the same as an A, at most peer institutions). Another important observation is that graduate and professional programs often recalculate GPA from the transcript, so a student’s GPA as calculated by the University of Maryland is often at variance with how it appears to other institutions.

It is also important to recognize that the transition from one system of calculating GPA to another may be expected to have a variety of effects, some of which may be difficult to anticipate. One important effect would be on program requirements. Many programs

define acceptable performance in terms of a calculation of overall GPA, or GPA for courses that are required for the program. Consequently, changing the way in which GPA is calculated will change the *de facto* requirements of many individual programs, while those programs that define their grade requirements in terms of specific grades may be unaffected. Thus a change in grading systems would be expected to have a heterogeneous effect on different programs.

This is not simply a matter of technical qualifications. If the boundary between satisfactory and unsatisfactory performance is changed, then it may be necessary to add instructional resources to permit students to repeat courses in a way that would not have been necessary before the change. Furthermore, because there are demographic differences in overall grade performance, this effect would not be uniformly distributed across the University community.

Committee Findings

APAS is in unanimous agreement that the current hybrid grading system is not in the best interest of the University of Maryland or its students. Grades are intended to be comparative measures, and using a fundamentally different grading system than is in use at most other institutions is intrinsically problematic. The comparative use of grades includes, but is not limited to: students' own use in monitoring their performance over time and among different subjects; the institution's use in comparing performance within and among students, programs, and cohorts; and other institutions use in assigning transfer credits, determining admissions, and assessing other aspects of student performance over time. The difference between the way in which GPA is calculated at Maryland and how it is calculated elsewhere can produce confusion, and is probably disadvantageous to graduates. Although it recognized the potential complications described above, the committee felt strongly that it is important to bring the University's grading system in line with those used at other institutions.

The primary matter of concern is the transition from one grading system to another; +/- grade systems are in nearly universal use and are well accepted elsewhere, so there is no reason to believe that there would be long-term adverse consequences of adopting +/- grading. It is vital to develop a mechanism to permit individual programs to adjust their requirements to minimize adverse effects of the transition.

In anticipation of possible difficulties, APAS discussed the interpretation of specific grades. In particular, APAS noted that at most peer institutions a C- appears to be regarded as satisfactory for individual courses required by a given program (including general programs), and that D- is generally required as satisfactory for credit toward degree in fully elective courses. A requirement to maintain an overall GPA of 2.0 for graduation is typical for undergraduate degrees, and 3.0 typical for graduate degrees. Furthermore, APAS noted that although the 2005 Senate bill recommended that an A+ be calculated at a grade point value of 4.3, this would be unusual among our peer institutions. APAS also noted that not all aspects of +/- grading have to be implemented simultaneously. The committee recommends that students graduating within five years

of admission have their programmatic requirements be calculated according to the system in use at the time of their matriculation. This may mean that during the implementation period the transcript should show the GPA calculated in two different ways.

Recommendations

Consequently, it is the recommendation of APAS that the Office of the Provost develop an implementation plan for the transition to +/- grading. The elements of such a plan should include: 1) reevaluation of the likely impact on the current student population of changing to +/- grading, 2) identification of criteria for readiness for transition to +/- grading, and 3) a timeline for implementation, including contingency plans in case the necessary conditions are not yet present. Given the potential complexity of implementing +/- grading, it would be advisable to formulate a joint Provost/Senate oversight committee to help define and discuss the issues, and to identify the best way to handle them. APAS also requests by September 1, 2011, from the Office of the Provost, an implementation plan with a timetable that includes a date for full implementation.

Appendices

Appendix 1 – Current University Policy

Appendix 2 – Recommended University Policy (pending implementation review)

Appendix 3 – Peer Institutions' Grading Scales

Appendix 4 – References to Current Policy in the Undergraduate Catalog and the Graduate Catalog

Appendix 5 – History and Past Review of +/- Grading

Appendix 6 – Charge from Senate Executive Committee (SEC)

Appendix 7 – Proposal from Graduate Student, Doctoral Candidate

Appendix 1 – Current University Policy

III-6.00(A) UNIVERSITY OF MARYLAND POLICIES CONCERNING
ACADEMIC TRANSCRIPTS AND CALCULATION OF GRADE
POINT AVERAGE

APPROVED BY THE PRESIDENT 1 AUGUST 1991; updated
June 8, 2001 Effective Fall 2001; amended April
14, 2010

I. Policy

For the policy on resident credit, see III-7.00(A)
University of Maryland Degree Requirements.

Credits completed with grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F, but not P and S, shall be used in computation of the semester and cumulative GPA with values of 4.00 (A+,A,A-), 3.00 (B+,B,B-), 2.00(C+,C,C-), 1.00 (D+,D,D-) and 0.00 respectively. A grade of XF shall be computed in the same manner as a grade of F. Marks of I, P, S, W and NGR will not be used in the computation of semester and cumulative GPA.

Appendix 2 – Recommended University Policy (pending implementation review)

Changes Listed in Blue/Bold Font

III-6.00(A) UNIVERSITY OF MARYLAND POLICIES CONCERNING
ACADEMIC TRANSCRIPTS AND CALCULATION OF GRADE
POINT AVERAGE

APPROVED BY THE PRESIDENT 1 AUGUST 1991; updated
June 8, 2001 Effective Fall 2001; amended April
14, 2010

I. Policy

For the policy on resident credit, see III-7.00(A)
University of Maryland Degree Requirements.

Credits completed with grades of A+, A, A-, B+, B, B-, C+, C,
C-, D+, D, D- and F, but not P and S, shall be used in
computation of the semester and cumulative GPA with values
of:

A+ = 4.0	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
	F = 0	

~~4.00 (A+, A, A-), 3.00 (B+, B, B-), 2.00 (C+, C, C-), 1.00
(D+, D, D-) and 0.00 respectively.~~ A grade of XF shall be
computed in the same manner as a grade of F. Marks of I, P,
S, W and NGR will not be used in the computation of
semester and cumulative GPA.

Appendix 3 – Peer Institutions' Grading Scales

University of Illinois at Urbana-Champaign

Grade	Grade Points	Grade	Grade Points
A+	4.00	C+	2.33
A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	.67
		F	0.00

University of North Carolina at Chapel Hill

Grade	Grade Points	Grade	Grade Points
A+	<i>Not used (except by Law School)</i>	C+	2.3
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	<i>Not used</i>
		F	0.0

University of California, Berkeley

Grade	Grade Points	Grade	Grade Points
A+	4.0	C+	2.3
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
		F	0.0

University of California, Los Angeles

Grade	Grade Points	Grade	Grade Points
A+	4.0	C+	2.3
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
		F	0.0

University of Michigan

Grade	Grade Points	Grade	Grade Points
A+	4.0	C+	2.3
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
		F	0.0

Appendix 4 – References to Current Policy in the Undergraduate Catalog and the Graduate Catalog

Undergraduate Catalog, 2010-2011:

Registration, Academic Requirements, and Regulations

Grade Point Average, Computation of

GPA is computed by dividing the total number of quality points accumulated in courses for which a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F has been assigned by the total number of credits attempted in those courses. Courses for which a mark of P, S, I, NGR or W has been assigned are not included in computing the GPA. Each letter grade has a numerical value: A+, A, A- = 4; B+, B, B- = 3; C+, C, C- = 2; D+, D, D- = 1; F = 0. Multiplying this value by the number of credits for a particular course gives the number of quality points earned for that course.

See Repeat Policy to determine the effect of repeated courses in the calculation of GPA.

The Graduate Catalog, University of Maryland, Fall 2010-Spring 2011:

Academic Policies: General Policies and The Academic Record

Grade Point Average Computation

The A is calculated at 4 quality points, B at 3 quality points and C at 2 quality points. The grades of D, F and I receive no quality points. Students do not earn credit toward the degree for courses in which they receive a grade of D or F. For graduate students, all courses taken that are numbered 400 and above (except 500-level courses, those numbered 799, 898, or 899, and those graded with an S) will be used in the calculation of the grade point average. A student may repeat a course in an effort to earn a better grade. Whether higher or lower, the most recent grade will be used in computing the grade point average. Grades for graduate students remain as part of the student's permanent record. Changes in previously recorded grades may be made if timely (within one semester) and if the original instructor certifies that an actual mistake was made in determining or recording the grade. The change must be approved by the department chair and the Dean of the Graduate School. Graduate credit transferred from another institution will not be included in the calculation of the grade point average.

Appendix 5 – History and Past Reviews of +/- Grading

In July 1999, Provost Geoffroy assembled a ten-member Task Force on Grading to examine the current grading system and weigh the pros and cons of changing to a plus/minus system. The Task Force included faculty, staff, and students. The Task Force conducted a thorough and thoughtful review of the University's current grading system, the grading system of our peers, the effects of adopting a plus-minus system, and the projected costs of such a change. In the course of their study, the Task Force also canvassed large numbers of students and faculty for their opinions. The report concludes that the University would benefit from including plus and minus symbols in its grading.

The Task Force on Grading gave a report (as an informational item) at the Senate Meeting on February 3, 2000.

The SEC met on March 28, 2000 and reviewed amendments to the report.

The report was approved (as amended) on April 6, 2000.

In April 2000, Dean Hampton sent a memo to the faculty explaining that pluses and minuses will be visible on the official student transcript, but not factored into the overall GPA. Implementation of this phase will be in Fall 2001. (*The University's current policy "III-6.20(A) University of Maryland Grading Symbols and Notations Used on Academic Transcripts became effective Fall 2001*).

An ad hoc group from Undergraduate Studies, headed by the Registrar's Office, met to set guidelines for reviewing the data during the 2000-2001 academic year to determine the possible impact of plus-minus grading if the pluses and minuses were given full weight.

In November 2003, the Registrar issued a report on the impact and implications of plus-minus grading. The SEC discussed the report at its meeting on December 18, 2003.

The Educational Affairs Committee passed a proposal for plus-minus grading with numerical values at its October 31, 2005 meeting. The committee developed a list of FAQs to be presented with the report to the Senate on December 12, 2005.

The Senate approved the Proposal for Plus-Minus Grading with Numerical Values from the Senate Educational Affairs Committee (Chaired by John Newhagen) on December 12, 2005.

President Mote approved the Proposal for Plus-Minus Grading with Numerical Values (99-00-56) on April 26, 2006.

Implementation was delayed until issues with respect to the application of the policy to academic requirements of undergraduate and graduate programs could be resolved. On April 26, 2006, the President asked the Provost and the Senate to appoint a task

force charged with completing a detailed analysis of the issues, drafting an implementation plan, and, if necessary, proposing revisions to the policy. In the interim, the current grading policy remained in effect.

In May 2006, Associate Provost Phyllis Peres sent an email to the Campus Community about the delay in implementation of the new plus-minus grading policy. The email explained that Provost Destler appointed an implementation team to plan the fine points of putting the policy into effect. She stated that based on new data that emerged during their review, the President, the Provost, and the Chair of the Senate recommend that implementation of the policy be postponed pending completion of a thorough analysis of the policy's short- and long-term effects on all students.

On May 2, 2006, the Senate Executive Committee nominated members for the Task Force on Plus-Minus Grading. The nominees were submitted to the Provost's Office.

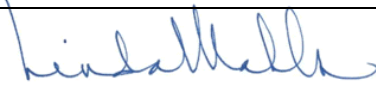
The first meeting of the Task Force was proposed for Fall 2006. Provost Destler was scheduled to attend the February 1, 2007 SEC meeting to discuss problems of implementation.

On February 1, 2007 Destler referred to a study that impacted a decision on plus-minus grading. It showed that if the policy were implemented, the overall graduation rate would go down by 2%. For minorities, the graduation rate would go down by 5%. He proposed an alternate approach. Students could log on to Testudo and request an unofficial record of the GPA with quality points for the pluses and minuses. This recalculation would not be official, and it would not appear on the transcript. The SGA and the Provost's Student Advisory Committee endorsed this proposal as an interim solution. It could be implemented in the Fall 2007. The SEC agreed unanimously for this to be used temporarily. A Task Force would not be formed.

On March 12, 2007, Provost Destler reported to the Senate about the issues he expressed to the SEC. He announced a delay of two years in the implementation of plus-minus grading.



**University Senate
CHARGE**

Date:	September 28, 2010
To:	Charles Delwiche Chair, Academic Procedures & Standards Committee
From:	Linda Mabbs Chair, University Senate 
Subject:	Proposal to Review the University of Maryland Policies Concerning Academic Transcripts and Calculations of Grade Point Average
Senate Document #:	10-11-11
Deadline:	March 1, 2011

The Senate Executive Committee (SEC) requests that the Academic Procedures & Standards (APAS) Committee review the attached proposal regarding revisions to the University of Maryland Policies Concerning Academic Transcripts and Calculation of Grade Point Average (GPA) (III-6.00(A)). This proposal raises concerns about the fairness of flat-grade GPA calculations.

The Senate approved the proposal entitled, "Proposal for Plus-Minus Grading with Numerical Values" (Senate Document # 99-00-56) at its December 12, 2005 meeting. President Mote approved the proposal but subsequently raised several concerns about implementation. There was discussion of a Joint Provost/Senate Task Force to review these concerns, however, Provost Destler reported to both the SEC and the Senate that plus-minus grading would negatively impact minorities and the disadvantaged. He proposed an alternative approach where students could log on to Testudo and request an unofficial record of the GPA with quality points for pluses and minuses. This recalculation would not be official, and it would not appear on the transcript. The Provost's Student Advisory Committee and the Student Government Association endorsed Destler's proposal as an interim solution to the problem.

The SEC requests that the committee review the entire history and past reviews of this topic. It has been five years since the initial approval of the proposal. The interim solution was intended to be temporary, and the SEC feels that a review of the current policy is warranted. Therefore, we ask that the APAS Committee review the implementation of the approved proposal and the interim solution.

Specifically, we ask that you:

1. Comment on whether the current process is appropriate.

2. Compare our existing practice to those at our peer institutions.
3. Recommend changes to the existing policy if appropriate.

We ask that you submit your report and recommendations to the Senate Office no later than March 1, 2011. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



**University Senate
PROPOSAL FORM**

Name:	Jamison Kantor
Date:	8/8/10
Title of Proposal:	Reform to policy III-6.00(A): UNIVERSITY OF MARYLAND POLICIES CONCERNING ACADEMIC TRANSCRIPTS AND CALCULATION OF GRADE POINT AVERAGE
Phone Number:	585-355-2989
Email Address:	jkantor@umd.edu
Campus Address:	Tawes 2200
Unit/Department/College:	English/ARHU
Constituency (faculty, staff, undergraduate, graduate):	Graduate Student – Doctoral Candidate
Description of issue/concern/policy in question:	Fairness of flat-grade GPA calculations. Pernicious academic culture created by such calculations. See supporting material.
Description of action/changes you would like to see implemented and why:	Implementation of a more nuanced calculations (taking account of “+” and “-” reflected in 1/3 point increments). Would be more accurate and fair, and could promote a healthier academic environment. See supporting material.
Suggestions for how your proposal could be put into practice:	Simply revise the policy to calculate student’s grade accounting for 1/3 point increments. The calculation method is widely practiced. See supporting material.

Additional Information:	If possible, would love to discuss this issue at a University Senate hearing.
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Please send your completed form and any supporting documents to senate-admin@umd.edu or University of Maryland Senate Office, 1100 Marie Mount Hall, College Park, MD 20742-7541. Thank you!

Proposal to Reform Policy

III-6.00(A): UNIVERSITY OF MARYLAND POLICIES CONCERNING ACADEMIC
TRANSCRIPTS AND CALCULATION OF GRADE POINT AVERAGE

APPROVED BY THE PRESIDENT 1 AUGUST 1991; updated June 8, 2001. Effective Fall
2001; amended April 14, 2010

I. Policy

...

Credits completed with grades of A+, A, A!, B+, B, B!, C+, C, C!, D+, D, D! and F, but not P and S, shall be used in computation of the semester and cumulative GPA with values of 4.00 (A+,A,A-), 3.00 (B+,B,B-!), 2.00(C+,C,C-!), 1.00 (D+,D,D-!) and 0.00 respectively. A grade of XF shall be computed in the same manner as a grade of F. Marks of I, P, S, W and NGR will not be used in the computation of semester and cumulative GPA.

~

The University of Maryland at College Park has implemented many transcript methods that fairly account for student performance in the classroom. For instance, the recent adoption of the “XF” grade has allowed faculty to firmly censure academic dishonesty, whereas a single-sanction policy can often be ruthless or discordant with the offense. The University has also given first-year students one opportunity to erase a bad grade from their transcripts. I would argue that this policy does less to encourage apathy, than it does to retain potentially good students who simply need a wake-up call to prioritize their studies. Both of these policies strike a delicate balance between fairly accounting for student lapses, and allowing these students an opportunity to learn from these lapses in-house.

However, the University’s flat-grading implemented on GPA calculations—where an “A+, A, and A-” gets “4.0,” a “B+, B, B-” gets “3.0,” and so on—is a transcript policy that is in serious need of revision.

To begin, the policy is clunky. It fails to account for major differences between “+” work and “-” work. And there are undeniable qualitative distinctions between “89” work “80” work. Oftentimes that difference is a mark of sustained effort and engagement. The student who begins with an 80 gains that 89 by focusing more deeply on the material, and by raising her effort throughout the semester. But short-term, the policy levels all students into a single evaluative category that erases growing competence in a subject. The opposite is also true. For instance, a student whose continued participation lapses in a discussion section results in a drop from an 87 to an 80, needs to be assigned an accurate measure of these lapses. It might be unsavory to say, but grades must also be coercive.

However, one could argue that long-term, the flat-grade policy produces negligible differences to a policy accounting for the “+” and “-”. Over time, the 90 with which I squeaked by makes up for the 89 that fell just short. Additionally, GPA’s are often recalculated by other post-graduate institutions, which use their own rules to measure candidate’s undergraduate performance. Thus,

short-term discrepancies seem to be mitigated by long-term results. We must only clearly inform our students of this fact to ensure them that their GPA is an accurate aggregate of their performance. And yet, these claims—the arithmetic defense of a flat-grading system—are easily countered by the pernicious academic culture created by such a system.


Flat-grading undoubtedly promotes a culture of “extrinsic rewards,” where students are more fixated on achieving a number (sometimes by any means necessary), than by internalizing course material. A flat-grading system encourages this fixation by giving students an all-or-nothing mentality: those on the cusp of a better grade will obsessively attempt to achieve it, those in the middle of a solid grade are perfectly content to rest there. Thus, grades begin to feel like peaks to be conquered or camped upon, not precise scales of evaluation. Beyond the detrimental extrinsic-focus it encourages in the student, flat grading undoubtedly leads to an increased practice of “grade-grubbing,” where students pressure instructors and faculty to bump grades without adequate reason. Mostly, this results in the growth of benign, irritating emails. The majority of teachers respond professionally and equitably to each one. *But some will not.* Rather than deal with the hassle of inordinate complaints, a less dedicated teacher will assign requested grades rather than earned ones. Even a *more* dedicated teacher could fall prey to the system, feeling that a student’s 88 is far more deserving of 4.0 full GPA points than the modest 3.0 an 88 confers. Finally, if the flat-grade system can be seen to encourage an all-or-nothing mentality in students, then we can be sure that it also encourages academic dishonesty. The less scrupulous student who knows that even a slight edge on their average (1%) remunerates a bigger grade is much more likely to plagiarize, cheat, and generally forego academic honor. I should note that I do not believe that the system *causes* academic dishonesty, it simply makes it more appealing.

For goals both short-term (fair evaluation) and long term (promoting a healthy academic culture), the University of Maryland needs to adopt a more nuanced system of grading. As in many institutions, grades should reflect student performance by adding or subtracting third points based on the “+” or “-”. An A- would no longer be 4.0, but a 3.66. But a B+ would no longer be a 3.0 but a 3.33. This system favorably replicates a sliding scale of assessment, and avoids the peak-and-plateau culture promoted by flat-grades. Of course, the system would offer better evaluative accuracy and fairness. But it could also result in happier teachers, less dishonesty, and students more attuned to the content of their education than the “rewards” associated with it.

Appendix B – Provost's Implementation Plan and Re-Charge from the SEC



University Senate CHARGE

Date:	September 8, 2011
To:	Robert Buchanan Chair, Academic Procedures & Standards Committee
From:	Eric Kasischke Chair, University Senate 
Subject:	Re-Charge: Proposal to Review the University of Maryland Policies Concerning Academic Transcripts and Calculations of Grade Point Average
Senate Document #:	10-11-11
Deadline:	September 19, 2011

The Senate Executive Committee (SEC) requests that the Academic Procedures & Standards (APAS) Committee review the attached proposed plan for implementation of the University of Maryland Policies Concerning Academic Transcripts and Calculation of Grade Point Average (III-6.00(A)).

The 2010-2011 APAS Committee recommended that the Office of the Provost develop an implementation plan for the transition to +/- grading. Specifically, it requested a re-evaluation of the likely impact on the current student population as a result of changing to +/- grading, identification of criteria for readiness for transition to +/- grading, and a timeline for implementation. In addition, the APAS Committee recommended that the value of an A+ be 4.0 rather than 4.3 as the current policy states.

Provost Wylie reviewed the committee's recommendations and reported back to the SEC on September 1, 2011. In her response, she gives an overview of her office's review of the committee's recommendation including impact on students and a timeline for implementation. In addition, Provost Wylie agreed that the University should award 4.0 grade points for an A+ grade.

The SEC requests that the APAS Committee amend the current policy as proposed in your recommendation so that an A+ is valued at 4.0 instead of 4.3.

We ask that you submit your report and recommendations to the Senate Office no later than September 19, 2011. I apologize for the short turn-around on this request but Provost Wylie's plan requires Senate action in the Fall 2011 semester in order to avoid implementation delays. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Implementation Plan for Plus/Minus Grading Office of the Provost

Summary and Recommendations

The Senate Executive Committee requested that the Provost provide an implementation plan for plus/minus grading (Report of the Senate Academic Procedures and Standards (APAS) Committee). The plan analyzes effects on students and presents an implementation process.

Impact on Undergraduate Students

Plus/minus grading will result in a very small reduction in cumulative GPA, three one-hundredths of a GPA point (0.03), based on analysis of all freshmen admits and Fall transfer admits in the period 2006-2010 over their first four years of study. There are no substantive differences by race/ethnicity in GPA effects. GPA effects are almost constant across GPA levels. The principal source of a lower GPA arises because A- grades are awarded 3.7 grade points rather than 4.0. The negative effect on cumulative GPA for transfer students is also 0.03.

There is a small increase in the number of students with cumulative GPA below 2.0, approximately 0.5% of first-year students (approximately 20 students in each freshmen cohort). The number of students affected is lower for students who have progressed farther toward their degrees. Race/ethnicity differences in the increase in numbers of students with GPA below 2.0 are relatively small.

Virtually all leading universities now use plus/minus grading that includes C- grades and A+ grades. The APAS proposal awarding 4.0 grade points for an A+ is aligned with other leading public institutions. Awarding 4.3 grade points to A+ grades will reduce (but not eliminate) the small negative effect on cumulative GPAs.

A principal benefit of plus/minus grading is to provide a more accurate representation of student achievement. Associated student incentive effects are not captured in GPA comparisons in the report.

Recommendations for Implementation

1. The University should award 4.0 grade points to an A+ grade in accordance with the APAS report. This will require Senate action to amend the April 26, 2006, policy which included 4.3 grade points for an A+.
2. For currently enrolled students, cumulative GPA calculations will include grades granted under both the prior and present grading policy as of the effective date of implementation.
3. University-wide requirements currently in place for a specific letter grade will be converted to accept a minus grade. Following implementation, academic programs may

revise the letter grade requirements for specific courses, entry requirements to a program, or courses for graduation, by submitting requests through appropriate processes.

4. Senate approval of a new policy by the end of the Fall 2011 term should provide sufficient time to complete other steps for plus/minus grading to begin in Fall 2012. Delays in Senate action or academic program review and modification of course/degree requirements under the new system could delay implementation for another academic year.
5. Implementation of plus/minus grading should include all undergraduate courses. It should also include graduate courses upon the recommendation of the Graduate Council.

Plus/Minus Grading Effects for Undergraduates

I. Senate Proposals for Plus/Minus Grades in Grade Point Average (GPA) Calculations.

The University Senate has twice approved plus/minus grading and its use in GPA calculations. An extensive study of plus/minus grading was conducted in years 1999-2000 by a University task force, including campus-wide discussion and surveys of undergraduate and graduate students and faculty. The proposal was passed by the Senate on April 6, 2000, and approved by President Mote on August 28, 2000. Implementation was deferred. The Senate again approved plus/minus grading on December 25, 2005, with presidential approval on April 26, 2006. Implementation was again deferred.

The Senate Academic Procedures and Standards Committee (APAS) recommendation for plus/minus grading differs from the prior Senate approved policies only by assigning 4.0 grade points for an A+ rather than 4.3 grade points. The APAS proposal is as follows:

Grade	Grade points
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0

In the previous Senate-approved policies and in the APAS proposal, the present marking system defining the standards for letter grades is retained: A+, A, A- denotes excellent mastery of the subject and outstanding scholarship; B+, B, B- denotes good mastery of the subject and good

scholarship; C+, C, C- denotes acceptable mastery of the subject; D+, D, D- denotes borderline understanding of the subject (It denotes marginal performance, and it does not represent satisfactory progress toward a degree.); and F denotes failure to understand the subject and unsatisfactory performance. The marking system should remain unchanged.

II. Grading Policies at Peer Institutions. Virtually all leading (Top 25) major public universities, including our peer institutions, use plus/minus systems, typically adjusting grades 0.3 grade points up or down for plus/minus grades. (See Table 1.) Approximately one-half include the grade of A+, which is awarded 4.0 grade points. While not included in GPA calculations, the award of an A+ provides an additional indicator of excellent performance. Approximately 80% of leading public institutions include a C- grade, with a large fraction awarding 1.7 grade points. Plus/minus grading is also used in the majority of leading private universities, with many including A+ and C- grades. Adoption of the 2011 Senate APAS proposal would align the University's grading system with other major public research institutions.

III. Static and Dynamic Effects on Students. The effect of different policies for translating letter grades into numerical grades and cumulative GPAs can be readily compared by recalculating cumulative GPAs for any proposed policy. Three alternative policies are compared below: the present policy, Senate-approved policy, and the 2011 Senate APAS proposal. The analysis describes changes in GPAs, as well as changes in the number of students who would have a cumulative GPA below a 2.0 GPA.

The overall effect of any grading policy depends on a number of dynamic factors, most notably student reactions to the challenges and opportunities under alternative grading policies. Introduction of plus/minus grading provides additional incentives, since success (as reflected in course grades) is more precisely defined and measured. Plus/minus grading is likely to encourage students at all grade levels to strive for a higher grade. For example, a minus grade could be an insufficient grade to meet a course, department, college, or other university requirement. Simple recalculations of GPAs for a given set of grades under alternative policies do not capture these incentive effects.

IV. GPAs for Students Entering and Completing with a Single Grading Policy. The simplest illustration of GPA effects compares cumulative GPAs for students throughout their period of study under two alternative policies -- the University's existing policy without plus/minus grade points with the proposed policy of plus/minus grading with A and A+ grades given four grade points. Grades awarded for the period Fall 2006-Fall 2010 are used in the analysis. (A comparison of the 2000/2005 Senate policy with 4.3 awarded for A+ appears below.)

- A. **Grade Distributions at the University of Maryland.** Differences in outcomes associated with a plus/minus policy depend on the distribution of plus/minus grades at the University. If many more students receive plus rather than minus grades, calculated cumulative GPA will be increased; alternatively, a preponderance of minus grades will result in a lower cumulative GPA. Individual students will vary in the number of plus or minus grades received.

For the period Fall 2006-Fall 2010 there were more plus grades awarded to undergraduate students than minus grades at letter grades B, C, and D. Hence plus/minus grade points at these grade levels would contribute to a higher cumulative GPA. (See Table 2.) Conversely, at the A level, the proposed policy awards 3.7 points for an A-. The A- grade accounts for 14% of all undergraduate grades in this time period. Regardless whether an A+ is given 4.0 or 4.3 grade points, fewer total grade points would be awarded for grades at the A level, contributing to a lower cumulative GPA. The aggregate effect of plus/minus grading reflects the net effect of these grade patterns.

- B. GPAs for Freshmen Cohorts, Fall 2006-Fall 2010, Over Four Years of Study.** The comparison below calculates cumulative GPA effects for incoming freshmen in five entry cohorts (Fall 2006-Fall 2010) under these two policies. Analysis of cumulative GPA effects is shown by an analysis of cumulative GPAs for incoming freshmen (fall and spring admits) in five cohorts (Fall 2006-Fall 2010) as students conclude subsequent years at the University. GPA effects are shown for students at the end of each of their first four years at the University.

The average change in GPA across all students in these five cohorts at the end of their first year of study is a negative three one-hundredths of a point in GPA (-0.03). Average effects remain at this same level for the cohorts of students who have finished two years, three years, and four years. (See Table 3a.) More students in any given year will have reductions in their GPA than the number whose GPA is increased.

GPA effects of plus/minus grading are virtually identical for students across race/ethnicity categories, with an average GPA decline of -0.03 across cohorts and race/ethnicity categories. (Table 3b.)

Plus/minus grading effects on cumulative GPA for students at all GPA levels exhibit only slight differences by GPA level. Students at higher GPA levels, with GPA above 3.3, have reductions of -0.04 or -0.05. (See Table 4.) This difference likely is traceable to the larger number of A- grades received by students at higher GPA levels.

- C. Number of Students with Cumulative GPA Below 2.0.** The University requires that students must have a 2.0 overall GPA to avoid being placed on probation or being dismissed and to have an overall 2.0 GPA to graduate. Under the plus/minus grading policy, the number of students whose cumulative GPA fell below 2.0 would be slightly increased. The largest increase would occur at the conclusion of year one at the University. For the five freshmen cohorts Fall 2006-Fall 2010, an average of 20 additional students per cohort are estimated to have a cumulative GPA below 2.0, 0.5% of all students finishing their first year, under the plus/minus policy. (See Table 4.)

The additional number of students under plus/minus grading with a cumulative GPA below 2.0 would be lower for students completing their second, third, and fourth years at the University, only 0.3% (ten students per cohort) for students finishing their fourth

year. These calculated differences do not take into account incentive effects or other dynamic effects noted above that could result in fewer students falling below a 2.0 GPA.

There are small differences among students across race/ethnicity categories in the proportion of students whose GPA falls below 2.0 under plus/minus grading. For the period 2006-2009, the proportion of additional students falling below a cumulative GPA of 2.0 for the largest student groups is as follows: Asian, U.S., 0.5%; Black/African American, U.S., 1.0%; Hispanic, U.S., 0.5%; and White, U.S., 0.3%. A 1.0% proportion increase of Black/African American students with a GPA below 2.0 under plus/minus grading is an average of approximately four additional students each year. Sample sizes are insufficient to support meaningful analysis of changes by year of study and cohort year within each student group. These comparisons do not include the most recent entry cohort (Fall 2010) when a new system for coding race/ethnicity was introduced at the University.

- D. **Transfer Students.** Plus/minus grading has a similar estimated effect on transfer students. Cumulative GPA effects were examined for fall transfer enrollees for the period Fall 2006-Fall 2010. The average change in GPA across all students in these cohorts at the end of their first year of study is -0.03 and remains at this same level for the cohorts of students who have finished two years, three years, and four years. (See Table 6.)

Plus/minus grading results in approximately 20 additional transfer students having a GPA below 2.0 after their first year, 1.1% of all transfer students. The additional number of transfer students under plus/minus grading with a cumulative GPA below 2.0 would be slightly lower for transfer students who have advanced farther toward their degrees.

V. Comparison of Senate-Approved Policy and APAS 2011 Proposal. Senate-approved policy awarded 4.3 grade points to A+ grades, in comparison to the APAS proposal. Awarding 4.3 grade points to A+ grades increases cumulative GPA only very slightly, by one or two one-hundredths of a point (0.01 or 0.02), with the effect highest for students completing their fourth year. The resultant effect of plus/minus grading on cumulative GPA under the Senate approved policy falls to 0.01 or 0.02 depending on years of study. (See Table 7.)

VI. Effect on Currently Enrolled Students in the Transition. There are two important dimensions in assessing the effect of introducing plus/minus grading policy on currently enrolled students: (1) how cumulative GPA will be calculated, and (2) estimating the magnitude of the change in cumulative GPA.

A student's cumulative GPA will include grade points awarded under the prior and the new policy. The grades and grade points already received by current students under the previous official grade policy will remain unchanged. Current students will receive grade points under the new policy when it becomes effective. The University transcript will include an explanation of this system. A survey of registrars at other institutions showed that this methodology has been used by numerous universities that have introduced plus/minus grades over an extended period of time, and no alternative approach was identified. The most recent major research institutions

that changed grading policy using this methodology are the University of Georgia (2006), Purdue University (2008), and the University of Texas (2009).

The effect of the policy change on cumulative GPAs for current students will depend on how long a student has been at the University. For recently admitted students, cumulative GPA over time will largely reflect grades received under the new policy (a policy they may not have contemplated when they enrolled). For more advanced students, fewer grades will be awarded under the new policy, and effects on cumulative GPA will be smaller. For the average of all undergraduate students currently enrolled, the number of credits receiving plus/minus grades would be approximately one half of the total credits earned at graduation, which implies that the cumulative GPA effect for currently enrolled students would be approximately half the effect presented above for students who are under the new system for four years.

Implementation Process and Timetables

A. Review of Existing Requirements Not Met by a Minus Grade. The implementation plan presented here accepts minus grades in all university-wide policies that now define the requirement as a D, C, B, or A grade. A grade of D- is accepted as the lowest passing grade. Many academic departments and programs require minimum course grades that do not specify a plus or minus. This occurs most often at the course level where minimum course grades are part of a course prerequisite requirement, an entry requirement to a major or program, or a degree requirement. If an academic unit does not wish to accept plus or minus grades in satisfaction of any of these requirements, the unit must submit a formal request for an exception to this university-wide implementation plan.

B. Graduate Courses and Graduate Education. Previous policies approved by the Senate have included graduate courses and programs. The Graduate Council should analyze the impact of the recommended proposal for plus/minus grading on graduate students, courses, and programs, and the Dean of the Graduate School should report findings and recommendations to the Senate. Introducing plus/minus grading by course level at different points in time will significantly increase the administrative costs of making the changes.

C. Timetable.

Provost-Senate Task Force: Complete its review and make recommendations to the Senate. (September 1-September 30)

University Senate action on policy. (September 15-December 15)

Academic programs: Review and submit proposals for letter grade requirements for specific courses, entry requirements, or courses for graduation for Senate PCC review. (January 1-February 28)

PCC review or other review as necessary. (February 15-March 31)

Communicate policy changes to faculty, students, and staff, and modify the forthcoming 2012-2013 Undergraduate Catalog as needed. (March 31 – May 31)

Develop administrative procedures to record grades and compile transcripts, Office of Registrar and OIT. (January 1-May 1)

Schedule Contingencies: It will likely take the Spring 2012 term to review and complete adjustments at the course and program level; communicate to the campus; and develop administrative procedures to produce grades and transcripts. If Senate action is not completed during the Fall term, the risk increases that implementation would have to be deferred until Fall 2013.

Provost's Recommendations for Implementation of Plus/Minus Grading

1. The new scale will include the following grades and grade points:

Grade	Grade points
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0

2. All references in future official University publications requiring minimum grades of (1) D be changed to D minus, (2) C be changed to C minus, (3) B be changed to B minus, and (4) A be changed to A minus. With the adoption of the new grading scale, D minus will be considered the lowest passing grade.
3. Exceptions to this change for individual course requirements, degree requirements, and academic policies must be made by the appropriate academic units through the normal processes. For example, a grade of C might be required, rather than a "C minus" grade in the new plus/minus system, to meet a course prerequisite requirement, one or more course requirements for entry to a major, or to meet degree requirements. This principle applies to required course grades at all levels (C minus, B minus, or A minus).
4. The adoption of this new grading scale will not change requirements that are based on any calculated GPA; examples of GPA requirements include scholastic probation, academic dismissal, graduation, continuation in certain programs, and access to specific courses (based on performance in more than one previous course).
5. The new grading scale will be implemented on a "day forward" basis, being effective on the start of a fall semester (to be specified). This scheduled start date will be adhered to unless the Office of the Registrar states that it cannot ensure that all of the necessary processes are in place to ensure an orderly transition; in that case, it will be begin at the start of the first academic year after such assurance can be made. The new grading system will not be effective until it is described in the Undergraduate Catalog.
6. The new scale will not be valid for grade changes made to a student's record for courses taken before the grading scale became effective.

7. Implementation of plus/minus grading will include all undergraduate courses. It will also include graduate courses upon the recommendation of the Graduate Council.
8. The present marking system defining the standards for letter grades will be retained under the new policy: (A+, A, A- denotes excellent mastery of the subject and outstanding scholarship; B+, B, B- denotes good mastery of the subject and good scholarship; C+, C, C- denotes acceptable mastery of the subject; D+, D, D- denotes borderline understanding of the subject (It denotes marginal performance, and it does not represent satisfactory progress toward a degree.); and F denotes failure to understand the subject and unsatisfactory performance.
9. In accordance with this proposal, the Office of the Registrar will revise the Undergraduate Catalog, the course inventory, the official transcript, and University-level degree audit rules. The Graduate Catalog will be revised as appropriate.

Table 1: Grading Systems at Leading Universities

Public (Ranked 1-25)	University	Highest A Grade		Lowest C Grade	
		Grade	Grade Points	Grade	Grade Points
Peer	University of Illinois	A+	4	C-	1.67
Peer	UNC	A+	4	C-	1.7
Peer	Berkeley	A+	4	C-	1.7
Peer	UCLA	A+	4	C-	1.7
Peer	University of Michigan	A+	4	C-	1.7
	UC San Diego	A+	4	C-	1.7
	Purdue University	A+	4	C-	1.7
	UVA	A+	4	C-	1.7
	University of Pittsburgh	A+	4	C-	1.75
	UC Davis	A+	4	C-	1.7
	UC Santa Barbara	A+	4	C-	1.7
	UC Irvine	A+	4	C-	1.7
	Penn State	A	4	C	2
	Minnesota	A	4	C-	1.67
	University of Washington	A	4	C-	1.85-1.5
	University of Georgia	A	4	C-	1.7
	University of Wisconsin (no +/-)	A	4	C	2
	William and Mary	A	4	C-	1.7
	Georgia Tech	A	4	C	2
	University of Texas-Austin	A	4	C-	1.67
	University of Florida	A	4	C-	1.67
	Ohio State	A	4	C-	1.7
	Texas A&M	A	4	C	2
	Clemson University	A	4	C	2
	Rutgers	A	4	C	2
	University of Connecticut	A	4	C-	1.7
	Virginia Tech	A	4	C-	1.7
Private (Ranked 1-15)					
	Cornell	A+	4.3	C-	1.7
	Columbia	A+	4.3	C-	1.67
	Stanford	A+	4.3	C-	1.7
	University of Pennsylvania	A+	4	C-	1.7
	Duke	A+	4	C-	1.7
	Johns Hopkins	A+	4	C-	1.7
	Washington U at St. Louis	A+	4	C-	1.7
	Princeton	A+	4	C-	1.7
	MIT	A	5	C	3
	University of Chicago	A	4	C-	1.7
	Northwestern	A	4	C-	1.7
	Yale	A	4	C-	1.67
	California Institute of Technology	A+	4.33	C-	1.67
	Dartmouth	A	4	C-	1.67
	Brown (no +/-)	A		C	

***Many Ivy League institutions, including Princeton, Columbia, Brown, and Stanford, do not compute a GPA or maintain a system of class ranking. The above values are the universities' suggestions for converting their grades to grade points, as found on their individual websites. MIT uses plus/minus for internal purposes only and they do not factor into calculating GPA. Brown does not calculate GPA. University of Wisconsin uses A, AB, B, BC, C, and D rather than pluses and minuses.

Table 2: Full Distribution of Grades Awarded in Fall and Spring Term to Undergraduate Students between Fall 2006 and Fall 2010

Course Grades	N of Grades	% of Total Grades
A+	64,114	6%
A	272,343	25%
A-	148,799	14%
B+	95,409	9%
B	202,504	19%
B-	75,088	7%
C+	38,398	4%
C	95,282	9%
C-	27,309	3%
D+	5,813	1%
D	25,715	2%
D-	4,027	0%
F	29,557	3%
XF	255	0%
Total	1,084,613	100%

Table 3A: Effect on Cumulative GPA for Entering First-Year Students, by Years Completed at the University

Years Completed	Fall Cohorts	Cohort N	N Students with Courses	Avg Effect
Year 1	Fall 2006-2010	20,185	19,761	-0.03
Year 2	Fall 2006-2009	16,262	14,694	-0.03
Year 3	Fall 2006-2008	12,069	9,683	-0.03
Year 4	Fall 2006-2007	8,169	6,438	-0.03

Please Note (for this table and subsequent tables): Only first-time, full-time students were included in the initial fall cohorts. At the end of each year completed, students were included only if they had received a letter grade (e.g. A+ through F) in the given term (e.g. first, second, third, or fourth spring term). The "Avg Effect" displays the average net change in cumulative GPAs at the university level, where students with increasing and decreasing cumulative GPAs may cancel each other out in the overall average. The letter grade values as specified in the recent University Senate Proposal (Document Number 10-11-11) were used in calculating the proposed cumulative GPAs, where an A+ letter grade receives a 4.0.

Table 3B: Effect on Cumulative GPA for Entering First-Year Students, by Years Completed at the University

Years Completed	Race/Ethnicity	Cohort N	N Students with Courses	Avg Effect
Year 1 (Fall Cohorts 2006-2009)	American Indian:U.S.	48	46	-0.02
	Asian:U.S.	2,375	2,349	-0.03
	Black/African-American:U.S.	2,098	2,056	-0.03
	Foreign	261	248	-0.04
	Hispanic:U.S.	1,077	1,044	-0.03
	Unknown:U.S.	765	745	-0.03
	White:U.S.	9,638	9,423	-0.03
Year 2 (Fall Cohorts 2006-2009)	American Indian:U.S.	48	42	-0.02
	Asian:U.S.	2,375	2,223	-0.03
	Black/African-American:U.S.	2,098	1,867	-0.03
	Foreign	261	220	-0.04
	Hispanic:U.S.	1,077	940	-0.03
	Unknown:U.S.	765	690	-0.03
	White:U.S.	9,638	8,712	-0.03
Year 3 (Fall Cohorts 2006-2008)	American Indian:U.S.	41	26	-0.03
	Asian:U.S.	1,708	1,474	-0.03
	Black/African-American:U.S.	1,713	1,402	-0.03
	Foreign	172	132	-0.04
	Hispanic:U.S.	819	629	-0.03
	Unknown:U.S.	595	489	-0.03
	White:U.S.	7,021	5,531	-0.03
Year 4 (Fall Cohorts 2006-2007)	American Indian:U.S.	27	20	-0.03
	Asian:U.S.	1,134	922	-0.03
	Black/African-American:U.S.	1,176	893	-0.03
	Foreign	106	67	-0.04
	Hispanic:U.S.	569	431	-0.03
	Unknown:U.S.	408	317	-0.03
	White:U.S.	4,749	3,788	-0.03

Table 4: Effect of Cumulative GPA for Entering First-Year Students, by Level of Current Cumulative GPA

Current Cumulative GPA Bands	Years Completed							
	Year 1 (Fall Cohorts 2006-2010)		Year 2 (Fall Cohorts 2006-2009)		Year 3 (Fall Cohorts 2006-2008)		Year 4 (Fall Cohorts 2006-2007)	
	N of Students	Avg Effect	N of Students	Avg Effect	N of Students	Avg Effect	N of Students	Avg Effect
0.00-1.99	1,236	-0.02	532	-0.02	233	-0.03	114	-0.03
2.00-2.30	1,091	-0.02	701	-0.02	466	-0.03	271	-0.03
2.31-2.70	2,256	-0.02	1,712	-0.03	1,133	-0.03	649	-0.03
2.71-3.00	2,682	-0.02	2,099	-0.02	1,400	-0.02	909	-0.03
3.01-3.30	3,333	-0.02	2,596	-0.03	1,792	-0.03	1,242	-0.03
3.31-3.70	5,150	-0.03	4,065	-0.04	2,686	-0.04	1,905	-0.04
3.71-4.00	4,013	-0.05	2,989	-0.04	1,973	-0.04	1,348	-0.04
Total	19,761	-0.03	14,694	-0.03	9,683	-0.03	6,438	-0.03

Table 5: Changes in the Number of First-Year Students with a Cumulative GPA Below 2.0, by Years Completed at the University

Years Completed	Fall Entry Cohort	Cohort N	N Students with Courses	Add'l Students LT 2.0 w/ New GPA	
				N	% of Students with Courses
Year 1	Fall 2006	3,945	3,839	24	0.6%
	Fall 2007	4,224	4,132	23	0.6%
	Fall 2008	3,900	3,812	18	0.5%
	Fall 2009	4,193	4,128	17	0.4%
	Fall 2010	3,923	3,850	22	0.6%
	Total	20,185	19,761	104	0.5%
Year 2	Fall 2006	3,945	3,499	16	0.5%
	Fall 2007	4,224	3,795	12	0.3%
	Fall 2008	3,900	3,522	12	0.3%
	Fall 2009	4,193	3,878	12	0.3%
	Total	16,262	14,694	52	0.4%
Year 3	Fall 2006	3,945	3,090	20	0.6%
	Fall 2007	4,224	3,391	15	0.4%
	Fall 2008	3,900	3,202	11	0.3%
	Total	12,069	9,683	46	0.5%
Year 4	Fall 2006	3,945	3,108	10	0.3%
	Fall 2007	4,224	3,330	10	0.3%
	Total	8,169	6,438	20	0.3%

Please Note: Only first-time, full-time students were included in the initial fall cohorts. At the end of each year completed, students were included only if they had received a letter grade (e.g. A+ through F) in the given term (e.g. first, second, third, or fourth spring term). In the "Add'l Students less than 2.0 with New GPA" category, the net effect of the proposed GPA calculation was displayed, which means there were more students with less than a 2.0 cumulative GPA under the proposed calculation method than in the current method. The letter grade values as specified in the recent University Senate Proposal (Document Number 10-11-11) were used in calculating the Proposed cumulative GPAs, where an A+ letter grade receives a 4.0.

Table 6: Changes in the Number of Transfer Students with a Cumulative GPA Below 2.0 and Average Effect to Cumulative GPA, by Years Completed at the University

Years Completed	Fall Entry Cohort	Cohort N	N Students with Courses	Add'l Students LT 2.0 w/ New GPA		Avg Effect
				N	% of Students with Courses	
Year 1	Fall 2006	1,826	1,664	23	1.4%	-0.03
	Fall 2007	1,928	1,737	23	1.3%	-0.03
	Fall 2008	2,038	1,869	22	1.2%	-0.03
	Fall 2009	1,906	1,772	22	1.2%	-0.03
	Fall 2010	1,750	1,622	12	0.7%	-0.03
	Total	9,448	8,664	102	1.2%	-0.03
Year 2	Fall 2006	1,826	1,412	17	1.2%	-0.03
	Fall 2007	1,928	1,463	18	1.2%	-0.03
	Fall 2008	2,038	1,616	16	1.0%	-0.03
	Fall 2009	1,906	1,526	14	0.9%	-0.03
	Total	7,698	6,017	65	1.1%	-0.03
Year 3	Fall 2006	1,826	739	6	0.8%	-0.03
	Fall 2007	1,928	810	4	0.5%	-0.03
	Fall 2008	2,038	876	8	0.9%	-0.03
	Total	5,792	2,425	18	0.7%	-0.03
Year 4	Fall 2006	1,826	165	0	0.0%	-0.03
	Fall 2007	1,928	205	3	1.5%	-0.03
	Total	3,754	370	3	0.8%	-0.03

Please Note: Only full-time new transfer students were included in the initial fall cohorts for their first entry as a transfer student. At the end of each year completed, students were included only if they had received a letter grade (e.g. A+ through F) in the given term (e.g. first, second, third, or fourth spring term). In the "Add'l Students less than 2.0 with New GPA" category, the net effect of the proposed GPA calculation was displayed, which means there were more students with less than a 2.0 cumulative GPA under the proposed calculation method than in the current method. The letter grade values as specified in the recent University Senate Proposal (Document Number 10-11-11) were used in calculating the Proposed cumulative GPAs, where an A+ letter grade receives a 4.0.

Table 7: Effect on Cumulative GPA for Entering First-Year Students Using Different Methods of Accounting for "A+" Letter Grades, by Years Completed at the University

Years Completed	Fall Cohorts	Cohort N	N Students with Courses	Avg Effect	
				Proposed (A+= 4.0)	Approved (A+=4.3)
Year 1	Fall 2006-2010	20,185	19,761	-0.03	-0.01
Year 2	Fall 2006-2009	16,262	14,694	-0.03	-0.01
Year 3	Fall 2006-2008	12,069	9,683	-0.03	-0.01
Year 4	Fall 2006-2007	8,169	6,438	-0.03	-0.02

Please Note: Only first-time, full-time students were included in the initial fall cohorts. At the end of each year completed, students were included only if they had received a letter grade (e.g. A+ through F) in the given term (e.g. first, second, third, or fourth spring term). The "Avg Effect" displays the average net change in cumulative GPAs at the university level, where students with increasing and decreasing cumulative GPAs may cancel each other out in the average. The letter grade values as specified in the recent University Senate Proposal (Document Number 10-11-11) were used in calculating the proposed cumulative GPAs, where an A+ letter grade receives a 4.0. Cumulative GPAs were recalculated under Senate approved grading, where an A+ letter grade receives a 4.3 (Document Number 99-00-56).

Appendix C – Statement from the Graduate School on Plus/Minus Grading



THE GRADUATE SCHOOL
Office of the Dean

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301.405.0358 TEL 301.314.9305 FAX

MEMORANDUM

October 17, 2011

To: Ann Wylie
Provost and Senior Vice-President

Eric Kasischke
Chair, University Senate

From: Charles Caramello
Associate Provost and Dean

Re: Implementation of Graduate Plus/Minus Grading

At the request of the Senate Executive Committee, the Office of the Provost forwarded an “Implementation Plan for Plus/Minus Grading” to the Chair of the Senate on September 1, 2011. This plan was copied to the Council of Deans, who discussed it at the Council of Deans meeting of September 19, 2011. Focused largely on undergraduate education, the Provost’s Plan also makes four explicit references to graduate education.

The Provost’s Implementation Plan explains that previous policies on plus/minus grading approved by the Senate have included undergraduate and graduate grades. It encourages the Graduate Council to analyze the impact of plus/minus grading on graduate students, and, via the Dean of the Graduate School, to forward recommendations to the Senate.

The Graduate Council endorsed the following recommendations regarding Implementation of Plus/Minus Grading at its meeting of September 28, 2011. I am pleased to forward these recommendations, together with supporting data, to the Provost and the Senate.

Recommendations

1. The minimum grade stipulated by the Graduate School for graduate degree credit for individual courses, currently established as C, should remain as C (or 2.0). The grade of C- (or 1.7) will not count for graduate degree credit.

2. The minimum grade for individual course requirements currently specified in *Graduate School Policies* as B should continue to be specified as B (or 3.0). The grade of B- (or 2.7) will not suffice as minimum grade in these instances, which include, but are not limited to, courses being used for transfer credit and courses at the 600 level or above being double-counted for the Individual Student Bachelor's/Master's Program.
3. Any minimum requirements for overall GPA established in *Graduate School Policies* as 3.0 should remain as 3.0.
4. The minimum requirement stipulated by the Graduate School for *Good Standing* will not change: "In order to maintain good academic standing, every graduate student must maintain a cumulative grade point average (GPA) of 3.0 for all courses taken at the University."
5. Individual programs, using approved processes, can continue to establish requirements that exceed or augment those set by the Graduate School.
6. Policies for *Academic Probation and Dismissal* will be revised as follows:
a student whose cumulative grade point average falls below 3.0 will not be placed on probation until s/he completes 12 credits or two semesters, whichever comes first.
7. Transition policies proposed in the Provost's Implementation Plan should apply to graduate students as well as to undergraduates.

PLUS/MINUS GRADING AND GRADUATE EDUCATION

I. GRADUATE STUDENT GRADING AT PEER INSTITUTIONS

Graduate student grading systems at our designated peer institutions and other similar public research universities are comparable to the proposed UM plan. Three of our five peers use the same grading system as the Provost's proposed plan, and many universities use some version of plus/minus grading. Only a few institutions award higher grade points for A+ than for A grades. Universities using plus/minus grading commonly use it for both undergraduate and graduate students.

Institution	Grading Policy	Policies Regarding Good Academic Standing
UCLA	Same as proposed UM policy	Must maintain a 3.0 to remain in good academic standing
UC Berkeley	Same as proposed UM policy	Must maintain a 3.0 to remain in good academic standing
UIUC	Same as proposed UM policy	Must maintain a 2.75 to remain in good academic standing
UNC	Assigns High pass, Pass, Low pass, and Fail	Not applicable - Grad School does not have a 4.0 scale
Michigan	Majority of programs are on a 9.0 GPA scale, with A+ awarded 9 points, A = 8 points, A- = 7 points, B+ = 6, etc.	Have a cumulate average of 5.0 (B) or better
U Delaware	Does not award A+, but otherwise grading system is similar to proposed UM system	Must maintain a 3.0 to remain in good academic standing
U Minnesota	Does not award A+, but otherwise grading system is similar to proposed UM system	Individual departments/colleges set the floor
Ohio State	Does not award A+, but otherwise grading system is similar to proposed UM system	Must maintain a 3.0 to remain in good academic standing
Virginia Tech	Does not award A+, but otherwise grading system is similar to proposed UM system	Must maintain a 3.0 to remain in good academic standing
Penn State	No A+ or C-, otherwise grading system is similar to proposed UM system	Must maintain a 3.0 to remain in good academic standing
U Iowa	A+ is awarded as 4.33, otherwise same as proposed UM policy	Must maintain a 3.0 to remain in good academic standing (PhD students only)
UVA	Same as proposed UM policy	Individual departments/colleges set the floor
Rutgers	Graduate programs use different grading systems (some programs award plus grades, others do not award minus grades)	Individual departments/colleges set the floor

II. EFFECTS OF PLUS/MINUS GRADING ON GRADUATE STUDENTS

A. Summary

Implementation of plus/minus grading will produce a minimal reduction in average cumulative GPA, negative three to four one-hundredths of a GPA point (-0.03 to -0.04), based on analysis of all masters and doctoral students admitted in the period of Falls 2006- 2010 over their first three years of study. This projected change occurs because slightly more minus grades than plus grades were awarded to graduate students.

Graduate School policy requires students to have a 3.0 GPA to remain in good academic standing. Implementation of plus/minus grading with B- equaling 2.7 will produce a slight increase in the number of students falling below 3.0. To offset this effect, the Graduate Council has approved a change in the graduate policies for Academic Probation and Dismissal.

B. Analysis

1. Senate Proposals for Plus/Minus Grades in GPA Calculation

The University Senate has twice approved plus/minus grading and its use in GPA calculations. A University task force conducted an extensive study of plus/minus grading in 1999-2000, including campus-wide discussion and surveys of undergraduate and graduate students and faculty. The Senate passed the proposal on April 6, 2000, and President Mote approved it on August 28, 2000. Implementation was deferred. The Senate again approved plus/minus grading on December 25, 2005, with Presidential approval on April 26, 2006. Implementation again was deferred.

The recommendation of the Senate Academic Procedures and Standards Committee (APAS) for plus/minus grading differs from the policies previously approved by the Senate only by assigning 4.0 grade points for an A+ rather than 4.3 grade points. The APAS proposal includes the following grade point values:

Grade	Grade points
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0

2. Effects on Graduate Student GPA

The simplest illustration of effects on GPA compares cumulative GPA for students throughout their period of study a) under the University's existing policy without plus/minus grade points and b) under the Provost's proposed plan of plus/minus grading with both A and A+ grades assigned a value of 4.0. Grades awarded for the period Falls 2006-2010 are used for analysis.

a. Grade Distribution. Differences in outcomes associated with a plus/minus grading system depend on the distribution of plus/minus grades awarded by faculty at the University. For the period Falls 2006-2010, faculty awarded more minus grades than plus grades to graduate students.

Grade distribution was as follows. 69.2% of grades awarded to graduate students in graduate courses (600-level and above) were either A+, A, B, C, or D. Of the remaining 30.8% of grades awarded, 20.3% carried minuses (A-, B-, C-, or D-), and 10.2% carried pluses (B+, C+, or D+). The 10.1% differential suggests that the overall effect of the proposed grading system (without accounting for numbers of credit hours) would be a small decline in cumulative graduate GPAs at the University, as detailed below. (The remaining 0.3% of grades were F or XF.)

b. Cumulative GPA. Projected effects on cumulative GPA can be shown through analysis of cumulative GPA for incoming doctoral and masters students in the five entry cohorts of Falls 2006-2010. Had plus/minus grading been in place, it would have had the following effects on cumulative GPA for graduate students at the end of each of their first three years at the University.

At the end of the first year of study, average changes in GPA for these five cohorts are -0.04 GPA points for new doctoral students and -0.03 GPA points for new masters students. At the end of the second year (based on the four cohorts who have completed two years), average changes in GPA remain at the same levels. At the end of the third year (based on the three cohorts who have completed three years), average changes drop to -0.03 GPA points for doctoral students and remain constant for masters students.

Projected effects of the proposed plus/minus grading plan on GPA are similar overall across race/ethnicity, with changes in GPA ranging on average from -0.01 GPA points to -0.05 GPA points for new students at the end of the first year of study.

c. Cumulative GPA below 3.0. The Graduate School requires students to have a 3.0 GPA to remain in good academic standing. Under a plus/minus grading system in which B- equals 2.7, the number of new students whose cumulative GPA fall below 3.0 following the first year of study would increase slightly: an average of 10 *additional* doctoral students (1.4%) and 33 *additional* masters students (2.0%) per cohort for the five entry cohorts of Falls 2006-2010. For the five cohorts *combined*, a total of 52 additional doctoral students and 163 additional masters students would drop below a 3.0 GPA.

Data for Falls 2006-2010 cannot be used to gauge effects across race/ethnicity accurately because a new system for coding race/ethnicity was introduced nationally in Fall 2010. For the Falls 2006- 2009 cohorts (as opposed to the Falls 2006-2010 cohorts), the numbers are as

follows: an average of 11 *additional* doctoral students and 30 *additional* masters students per cohort fall below 3.0 GPA; for the four cohorts *combined*, a total of 44 additional doctoral students and 121 additional masters students. Of the 11 doctoral students, on average 4 are U.S. white, 4 International, and 3 U.S. African American or U.S. Hispanic; of the 30 masters students, on average 11 are U.S. white, 11 African American or U.S. Hispanic, 5 International, and 3 other.

A very small number of students in the overall population also would drop below a 3.0 GPA following completion of their second year of study: an average of 3 additional doctoral students and 9 additional masters students per cohort. For four of the cohorts *combined* (the Fall 2010 cohort has not completed its second year), a total of 10 additional doctoral students and 35 additional masters students drop below a 3.0 GPA. The numbers are even smaller for students following their third year.

To offset these effects of plus/minus grading, the Graduate Council has discussed and endorsed the following change in the graduate policies for Academic Probation and Dismissal: a student whose cumulative grade point average falls below 3.0 will *not* be placed on probation until s/he completes 12 credits or two semesters, whichever comes first. The Graduate School, in addition, will continue its long standing practice of routinely following academic department recommendations regarding probation or dismissal, extending probation and deferring or reversing dismissal at departmental request.

d. Currently Enrolled Students. There are two issues: calculating cumulative GPA, and estimating the magnitude of change in cumulative GPA.

For consistency with implementation at the undergraduate level, a current graduate student's cumulative GPA will include grade points awarded under both the prior and the new system. The current student's grades and grade points awarded under the previous policy, without plus/minus values calculated in GPA, will remain unchanged. Current students will receive grade points under the new policy when it becomes effective, and the University transcript will include an explanation. A survey of registrars at other institutions indicated that numerous universities have used this method, including University of Georgia (2006), Purdue University (2008), and the University of Texas (2009).

The change in grading policy will vary in effect on cumulative GPA for current students depending on how long a student has been at the University. The cumulative GPA of recently admitted students largely will reflect grades awarded under the new policy. The cumulative GPA of more advanced students will include fewer grades awarded under the new policy and will be affected less.

October 17, 2011

Appendix D – Memo from the SEC on D Grade Comparison




UNIVERSITY OF
MARYLAND
UNIVERSITY SENATE

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

Date: October 3, 2011

To: Robert Buchanan, Chair, Academic Procedures & Standards (APAS) Committee

From: Eric Kasischke, Chair of the University Senate 

Subject: D Grade Table - Proposal to Review the University of Maryland Policies Concerning Academic Transcripts and Calculation of Grade Point Average (Senate Doc. No. 10-11-11)

The SEC recently received a table of D Grade Assessment Systems at Leading Universities from the Provost's Office. It was reviewed at the SEC meeting on September 26, 2011, and members agreed to forward the table to the APAS Committee. The SEC would like the committee to consider the attached table as an informational item during your deliberation of the Policies Concerning Academic Transcripts and Calculation of Grade Point Average. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Attachment

EK/rm

Grading Systems at Leading Universities

University	D+ Grade	D Grade	D- Grade
Public (Ranked 1-25)			
University of Illinois	1.33	1.0	.67
UNC	1.3	1.0	--
Berkeley	--	1.0	--
UCLA	1.3	1.0	.7
University of Michigan	1.3	1.0	.7
UC San Diego	--	1.0	--
Purdue University	1.3	1.0	.7
UVA	1.3	1.0	.7
University of Pittsburgh	1.25	1.0	.75
UC Davis	1.3	1.0	.7
UC Santa Barbara	1.3	1.0	.7
UC Irvine	1.3	1.0	.7
Penn State	--	1.0	--
Minnesota	1.33	1.0	--
University of Washington	1.4-1.2	1.1-1.09	.8-.7
University of Georgia	--	1.0	--
University of Wisconsin (no +/-)	--	1.0	--
William and Mary	1.3	1.0	.7
Georgia Tech	--	1.0	--
University of Austin-Texas	1.33	1.0	.67
University of Florida	1.33	1.0	.67
Ohio State	--	1.0	--
Texas A&M	--	1.0	--
Clemson University	--	1.0	--
Rutgers	--	1.0	--
University of Connecticut	1.3	1.0	.7
Virginia Tech	1.3	1.0	.7
Private (ranked 1-15)			
Cornell	1.3	1.0	.7
Columbia	1.33	1.0	.67
Stanford	1.3	1.0	.7
University of Pennsylvania	1.3	1.0	--
Duke	1.3	1.0	1.0
John Hopkins	1.3	1.0	.7
Washington U at St. Louis	1.3	1.0	.7
Princeton	--	1.0	--
MIT	--	1.0	--
University of Chicago	1.3	1.0	1.0
Northwestern	--	1.0	--
Yale	1.3	1.0	.7
California Institute of Technology	--	1.0	--
Dartmouth	--	1.0	--
Brown (no +/-)			



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-08
Title:	Title Updates in the Senate Bylaws
Presenter:	Kenneth R. Fleischmann, Chair, Elections, Representation, and Governance (ERG) Committee
Date of SEC Review:	October 24, 2011
Date of Senate Review:	November 9, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	Over the last several years, several administrative offices at the University have been renamed and staff titles have been revised. In addition, in the Spring of 2011, the Senate approved the renaming of the Senate CORE Committee to the General Education Committee. These changes have all occurred since the Senate Bylaws were last updated.
Relevant Policy # & URL:	NA
Recommendation:	The ERG Committee recommends the Senate approve the suggested changes to the Senate Bylaws. The suggested changes can be found in the attached report.
Committee Work:	<p>The ERG Committee considered the charge and proposed changes to the Senate Bylaws at its October 3, 2011 meeting and found the suggested changes to be appropriate and necessary.</p> <p>The ERG Committee voted unanimously to approve the suggested changes.</p>
Alternatives:	The titles would remain the same leaving inaccuracies.
Risks:	The Bylaws could remain unchanged causing inaccuracies in staff titles and possibly causing confusion when appointing future members to Senate standing committees.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate Approval. Presidential Approval.

Elections, Representation, and Governance (ERG) Committee
Report on Title Updates in the Senate Bylaws
Senate Doc # 11-12-08
October 2011

Background

Over the last several years, several administrative offices at the University have been renamed and staff titles have been revised. In addition, in the Spring of 2011, the Senate approved the renaming of the Senate CORE Committee to the General Education Committee. These changes have all occurred since the Senate Bylaws were last updated.

On September 27, 2011 the SEC requested that the ERG Committee consider the proposed changes to the Senate Bylaws and recommend whether they are appropriate.

Committee Work

The ERG Committee considered the charge and proposed changes to the Senate Bylaws at its October 3, 2011 meeting. The committee discussed the importance of keeping Senate documents, such as the Senate Bylaws, updated. A careful review of the suggested changes found them to be appropriate and necessary. An additional change to the name of an administrative office was also submitted to the committee electronically and reviewed. The ERG Committee voted unanimously to approve all the suggested changes.

Recommendation

The ERG Committee recommends the Senate approve the following suggested changes to the Senate Bylaws.

From Article 2-Membership:

2.1.a Staff Senators

For the purpose of Senate representation, the Staff Constituency is divided into the following categories. Each category shall elect one Senator from among its ranks for each 200 staff members or major fraction thereof.

1. Executive, Administrative, and Managerial Staff

From Article 6-Standing Committee Specifications:

- 6.1.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members; three (3) undergraduate and two (2) graduate students;

and the following persons or a representative of each: the Senior Vice President for Academic Affairs and Provost, the Director of Undergraduate Admissions, ~~and~~ the Associate Provost for Academic Affairs and Dean ~~of~~ **for** Undergraduate Studies, and the Associate Provost for Academic Affairs and Dean of the Graduate School.

6.2 Campus Affairs Committee:

6.2.a Membership:

- (1) The committee shall consist of an appointed presiding officer; six (6) faculty members; two (2) undergraduate and two (2) graduate students; two (2) staff members; the President or a representative of the Student Government Association; the President of the Graduate Student Government or the President's graduate student designee; and the following persons or a representative of each: the Senior Vice President for Academic Affairs and Provost, the Vice President for Administrative Affairs, the Vice President for Student Affairs, the Vice President for University Relations, and the ~~Director of the Office of Diversity & Inclusion~~ **Director of the Office of Diversity Education and Compliance**.

6.4.a Membership: The committee shall consist of an appointed presiding officer; twelve (12) faculty members; two (2) staff members; two (2) undergraduate students and one (1) graduate student; the President or a representative of the Student Government Association; the President of the Graduate Student Government or the President's graduate student designee; and the following persons or a representative of each: the Senior Vice President for Academic Affairs and Provost, the Director of **the** Honors **College**, ~~and~~ the Associate Provost for Academic Affairs and Dean ~~of~~ **for** Undergraduate Studies, and the Associate Provost for Academic Affairs and Dean of the Graduate School. The presiding officers of the Program, Curricula, and Courses (PCC) and the **General Education** ~~CORE Liberal Arts & Sciences (CORE)~~ Committees shall be non-voting, ex officio members.

6.5 Elections, Representation, and Governance Committee:

6.5.a Membership: The committee shall consist of an appointed presiding officer; seven (7) faculty members; two (2) staff members; two (2) undergraduate and two (2) graduate students; and the Director of Human Resources and the ~~Assistant Vice President for Institutional Research and Planning~~ **Associate Vice President for Institutional Research, Planning, and Assessment**.

6.5.b Quorum: A quorum of the Elections, Representation, and Governance Committee shall be eight (8) voting members.

6.6 Equity, Diversity, & Inclusion Committee:

6.6.a Membership: The committee shall consist of an appointed presiding officer; four (4) undergraduate and two (2) graduate students; six (6) faculty members; three (3) non-exempt staff members; the ~~Director of the Office of Diversity & Inclusion~~ **Director of the Office of Diversity Education and Compliance**; one (1) exempt staff member or a Director from the ~~Office of Academic Affairs~~ **Office of the Senior Vice President for Academic Affairs and Provost**; one (1) exempt staff member or a Director from the ~~Office~~ **Division** of Administrative Affairs; one (1) exempt staff member or a Director from the ~~Office~~ **Division** of Student Affairs; and the following persons or a representative of each: the Senior Vice President for Academic Affairs and Provost, the Vice President for Administrative Affairs, and the Vice President for Student Affairs.

6.6.b Quorum: A quorum of the Equity, Diversity, & Inclusion Committee shall be eleven (11) voting members.

6.10 Programs, Curricula, and Courses Committee:

6.10.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members; two (2) undergraduate students and one (1) graduate student; and the following persons or a representative of each: the Senior Vice President for Academic Affairs and Provost, the Associate Provost for Academic Affairs and Dean ~~of~~ **for** Undergraduate Studies, the Associate Provost for Academic Affairs and Dean of the Graduate School, and the Dean of Libraries.

6.10.b Quorum: A quorum of the Programs, Curricula, and Courses Committee shall be nine (9) voting members.

6.11.a Membership: The committee shall consist of an appointed presiding officer; ten (10) staff members, including a member, preferably a Senator, from each of the elected staff categories; three (3) faculty members; two (2) students; the Director of ~~Personnel~~ **Human Resources**; and one (1) representative each from the offices of the Senior Vice President for Academic Affairs and Provost, the Vice President for Administrative Affairs, the Vice President for University Relations, and the Vice President for Student Affairs. The elected UMCP representatives to the Council of University System Staff (**CUSS**), the two staff representatives on the Executive Committee, and two Category II contingent employees shall also be members of the committee.

6.12.a Membership: The committee shall consist of an appointed presiding officer; ten (10) undergraduate students, of whom five (5) must be Senators; four (4)

graduate students, of whom two (2) must be Senators; three (3) faculty members; two (2) staff members; the President or a representative of the Student Government Association; the President of the Graduate Student Government or the President's graduate student designee; two representatives of the Office of the Vice President for Student Affairs; and one representative each from the Graduate School and the **Offices Division** of Administrative Affairs, ~~Academic Affairs~~ **the Office of the Senior Vice President for Academic Affairs and Provost**, **the Division of** University Relations, and **the Department of** Resident Life.

From Article 8-University Council Specifications:

8.1.b Membership: The Council shall consist of thirteen (13) appointed members and three (3) ex officio members. The appointed members shall be: the Chair, ten (10) other faculty members including at least one (1) member of the library faculty, a graduate student, and an undergraduate student. The three (3) ex officio members shall be a representative of the office of the Senior Vice President for Academic Affairs and Provost, a representative of the **Office of the** Dean of ~~the~~ Libraries ~~Office~~, and the Chair-Elect of the Senate.

From Appendix 2- Bylaws of the University Library Council:

3. **Operation of the Council:** Effective and efficient Council operation will require adequate support and full cooperation among the Senate, the Senior Vice President for Academic Affairs and Provost, the Dean, and their offices.
 - A. The University Senate Office or its designee will provide normal committee support to the Council, including maintaining mailing lists, reproducing Council documents, keeping a copy of Council minutes, maintaining files for the Council, and arranging meeting rooms.
 - B. The Office of the Senior Vice President for Academic Affairs and Provost, through its ex officio Council member, will provide liaison to other administrative units, such as the Office of Institutional Research, Planning and Assessment, for their reports, data, or assistance. The Office of the Senior Vice President for Academic Affairs and Provost ~~office~~ will also provide website space for the Council.


Appendices

- Appendix One- Charge
- Appendix Two- Proposal

Appendix One- Charge



**University Senate
CHARGE**

Date:	September 27, 2011
To:	Kenneth Fleischmann Chair, Elections, Representation, & Governance Committee
From:	Eric Kasischke Chair, University Senate 
Subject:	Title Updates in the Senate Bylaws
Senate Document #:	11-12-08
Deadline:	October 14, 2011

The Senate Executive Committee (SEC) requests that the Elections, Representation, & Governance (ERG) Committee review the attached proposal, "Bylaws Title Updates," and make recommendations on whether the proposed amendments to the Senate Bylaws are appropriate.

Over the last several years, several administrative offices at the University have been renamed and staff titles have been revised. In addition, the Senate approved the renaming of the Senate CORE Committee to the General Education Committee. These changes have not yet been updated in the Senate Bylaws. The SEC requests that the ERG Committee consider the proposed changes to the Senate Bylaws and recommend whether they are appropriate.

We ask that you submit your report and recommendations to the Senate Office no later than October 14, 2011. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



University Senate PROPOSAL FORM

Name:	University Senate Office
Date:	September 14, 2011
Title of Proposal:	Title Updates in the Senate Bylaws
Phone Number:	301- 405-5805
Email Address:	senate-admin@umd.edu
Campus Address:	1100 Marie Mount Hall, College Park, MD 20742-7541
Unit/Department/College:	University Senate Office
Constituency (faculty, staff, undergraduate, graduate):	Staff
Description of issue/concern/policy in question:	Many position and unit titles have changed since the Bylaws of the University Senate were last updated.
Description of action/changes you would like to see implemented and why:	The University Senate Office would like for a review to be conducted of the areas identified in attached PDF of the Bylaws. For accuracy purposes, the Bylaws should be updated to reflect proper titles.
Suggestions for how your proposal could be put into practice:	The Senate Elections, Representation, & Governance (ERG) Committee could be charged with reviewing these suggested changes to the Bylaws. If the committee approves, the recommended changes would be sent to the SEC and Senate for approval, as well.
Additional Information:	http://www.senate.umd.edu/governingdocs/bylawsrevised05-04-11.pdf

[Proposed Changes Listed in Blue Font](#)
[Using 'Track Changes' Tool](#)

BYLAWS

OF THE

UNIVERSITY

SENATE

Amended May 4, 2011

BYLAWS OF THE UNIVERSITY SENATE
University of Maryland, College Park
Amended May 4, 2011

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BYLAWS OF THE UNIVERSITY SENATE
The University of Maryland, College Park

ARTICLE 1
AUTHORIZATION

- 1.1 These *Bylaws of the University Senate* (hereafter referred to as the *Bylaws*) are adopted according to Article 7 of the *Plan of Organization* (hereafter referred to as the *Plan*), and are subject to amendment as provided for in the *Plan*.

ARTICLE 2
MEMBERSHIP

- 2.1 The members of the Senate are as designated in Article 3 of the *Plan* and further specified in 2.1 and 2.2 below. All elected members are subject to the conditions stated in the *Plan*, including its provisions for expulsion, recall, and impeachment (Article 4.10, 4.11, and 5.6 of the *Plan* and Article 2.3 below).

2.1.a Staff Senators

For the purpose of Senate representation, the Staff Constituency is divided into the following categories. Each category shall elect one Senator from among its ranks for each 200 staff members or major fraction thereof.

1. Executive, Administrative, and Managerial Staff
2. Professional Staff
3. Secretarial and Clerical Staff
4. Technical and Para-Professional Staff
5. Skilled Crafts
6. Service and Maintenance

Exempt staff are in categories 1 and 2; non-exempt staff are in categories 3-6.

- 2.1.b Staff member job categories will not include the category designated for the President, vice presidents, provosts, and deans if they hold faculty rank.
- 2.1.c Any individual within the faculty member voting constituency cannot be included in the staff member voting constituency or nominated for election as a Senate staff member. Staff candidates for the Senate must have been employed at the University of Maryland College Park for 12 months prior to standing as candidates for Senate. Staff members may not stand for Senate elections while in the probationary period of employment.
- 2.1.d An ex officio member denoted in the *Plan* (Article 3.6.a.) who is not precluded from staff member categories as noted in Articles 2.1.b and 2.1.c may be elected as a voting member of the Senate by an appropriate constituency. Such ex officio members should also have been employed by the University of Maryland College Park for 12 months prior to standing as candidates for the Senate.
- 2.1.e As noted in the *Plan* (Article 3.3.c), the term of each staff Senator shall be three (3) years. Terms of staff members will be staggered in such a way that for each term, one-third of the total members from a job category are serving the first year of their term. Not every member of a specific job category shall be elected in the same year except in the case that the job categories are redefined by the University or these *Bylaws*. In such a circumstance, at the completion of the election, from those members who were elected:
- (1) One-third of the members in a job category who received the lowest number of votes will serve a one-year term,
 - (2) One-third of the members in a job category who received the second lowest number of votes will serve two-year terms,
 - (3) One-third of the members in a job category who received the highest number of votes will serve

three year-terms.

A person serving a one-year term is defined not to have served a full term and is eligible for re-election to a full term the following year.

2.2 Single Member Constituencies

The Senators defined in (a)-(e) below shall be voting members of the Senate. All elections held pursuant to this section shall be organized by the Senate Office.

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

- 2.3 If any elected Senator is absent from two (2) consecutive regularly scheduled meetings of the Senate without prior approval from the Office of the University Senate (Article 4.10.a of the Plan), the Executive Secretary and Director shall notify the constituency of this fact. Also in accordance with Article 4.9 and 4.10 of the Plan, until the member attends a meeting of the Senate, or the Senator is expelled, that Senator shall be counted in the total membership when a quorum is defined for a meeting.

ARTICLE 3 MEETINGS

3.1 Regular Meetings:

The Senate shall schedule at least four (4) regular meetings each semester. The notice, agenda, and Amended May 4, 2011

supporting documents shall be mailed, by campus or electronic-mail, from the Senate Office to the membership no later than one calendar week prior to each regular meeting unless otherwise approved by the Executive Committee.

3.2 **Special Meetings:**

3.2.a Special meetings of the Senate may be called in any of the following ways, with the matter(s) to be considered to be specified in the call:

- (1) By the presiding officer of the Senate;
- (2) By a majority vote of the Executive Committee of the Senate;
- (3) By written petition of a majority of the elected members of the Senate. The petition shall be delivered to the Chair or the Executive Secretary and Director of the Senate. The Chair shall give notice of arrangements for the meeting within seventy-two (72) hours of receipt of a valid petition; and
- (4) By resolution of the Senate.

3.2.b The notice of a special meeting shall include the agenda and shall be sent to the members of the Senate as far in advance of the meeting as possible. The agenda of a special meeting may specify a scheduled time of adjournment and provide information on adjourned meetings.

3.2.c The scheduling of a special meeting shall reflect the urgency of the matter(s) specified in the call, the requirement of reasonable notice, and the availability of the membership.

3.3 **Openness of Meetings and Floor Privileges:**

3.3.a Meetings of the Senate shall be open to all members of the campus community except when the meetings are being conducted in closed session.

3.3.b Representatives of the news media shall be admitted to all meetings of the Senate except when the meetings are conducted in closed session. The use of television, video, or recording equipment shall not be permitted except by express consent of the Senate.

3.3.c When a report of a committee of the Senate is being considered, members of that committee who are not members of the Senate may sit with the Senate and have a voice but not a vote in the deliberations of the Senate on that report.

3.3.d Any Senator may request the privilege of the floor for any member of the campus community to speak on the subject before the Senate. The Chair shall rule on such requests.

3.3.e By vote of the Senate, by ruling of the Chair, or by order of the Executive Committee included in the agenda of the meeting, the Senate shall go into closed session. The ruling of the Chair and the order of the Executive Committee shall be subject to appeal, but the Chair shall determine whether such appeal shall be considered in open or closed session.

3.3.f While in closed session, the meeting shall be restricted to voting members of the Senate (Article 3 in the *Plan*), to members granted a voice but not a vote (Articles 3.6 and 5.2.c of the *Plan*), to the Executive Secretary and Director, to the parliamentarian and any staff required for keeping minutes and audio recordings, and to other persons expressly invited by the Senate.

3.4 **Rules for Procedure:**

3.4.a The version of *Robert's Rules of Order* that shall govern the conduct of Senate meetings shall be *Robert's Rules of Order, Newly Revised*.

3.4.b A quorum for meetings shall be defined as a majority of elected Senators who have not received prior approval for absence from the Office of the University Senate, or fifty (50) Senators, whichever number is higher. For the purpose of determining a quorum, ex officio members with or without vote shall not be considered.

ARTICLE 4 EXECUTIVE COMMITTEE

4.1 Membership and Election:

- 4.1.a As set forth in the *Plan* (Article 8.2), the members of the Executive Committee shall include the Chair and Chair-Elect of the Senate, and twelve (12) members elected from the voting membership of the Senate. One of the two staff members shall be elected by and from the Senators representing exempt staff, and the other shall be elected by and from the Senators representing nonexempt staff.
- 4.1.b Non-voting members of the Executive Committee shall be the President and the Senior Vice President for Academic Affairs and Provost or their representatives; the Executive Secretary and Director of the Senate, who shall be secretary of the Executive Committee; and the Parliamentarian.
- 4.1.c The election of the Executive Committee shall be scheduled as a special order at the transitional meeting of the Senate in the Spring Semester, but in no case shall it precede the election of the Chair-Elect as provided for in the *Plan* (Article 5.3). In the event of a tie vote in the election for members of the Executive Committee, a ballot will be mailed to each Senator as soon as the votes are counted and the tie discovered. Ballots are to be returned within one (1) week from the date mailed.
- 4.1.d In the event of a vacancy on the Executive Committee, the available candidate who had received the next highest number of votes in the annual election for the Executive Committee shall fill the remainder of the unexpired term.

4.2 Charge: The Executive Committee shall exercise the following functions:

- 4.2.a Assist in carrying into effect the actions of the Senate;
- 4.2.b Act for the Senate as provided for by and subject to the limitations stated in Article 4.3;
- 4.2.c Act as an initiating body suggesting possible action by the Senate;
- 4.2.d Review and report to the Senate on administrative implementation of policies adopted by the Senate;
- 4.2.e Prepare the agenda for each Senate meeting as provided for by and subject to limitations stated in Article 4.4;
- 4.2.f Serve as a channel through which any member of the campus community may introduce matters for consideration by the Senate or its committees;
- 4.2.g Prepare and submit reports on the Senate's work to the President and the campus community;
- 4.2.h Review the operations of the Office of the University Senate in January of each year, and make recommendations to the President for improvements in those operations and for the replacement or continuation of the Executive Secretary and Director;
- 4.2.i Serve as the channel through which the Senate and the campus community may participate in the selection of officers of the campus and the University;
- 4.2.j Perform such other functions as may be given it in other provisions of these *Bylaws* and the *Plan*; and
- 4.2.k Conduct elections, by Senators representing faculty constituencies, for membership on system-wide bodies requiring faculty representatives.

4.3 **Rules Governing Executive Committee Action for the Senate:**

- 4.3.a Where time or the availability of the membership precludes a meeting of the Senate, as, for example, during the summer or between semesters, the Executive Committee may act for the Senate.
- 4.3.b A report of all actions taken by the Executive Committee when acting for the Senate, with supporting material, shall be included with the agenda of the next regular meeting of the Senate. By written request of ten (10) Senators, received by the Chair of the Senate prior to the call to order of that meeting, any Executive Committee action on behalf of the Senate shall be vacated and the item in question placed on the agenda as a special order. If any such item is not petitioned to the floor, it shall stand as an approved action of the Senate.

4.4 **Rules Governing Preparation of the Senate Agenda:**

- 4.4.a The order of business for regular meetings shall be as follows:
- (1) Call to order;
 - (2) Approval of the minutes of the previous regular meeting and any other intervening special meeting(s);
 - (3) Report of the Chair;
 - (4) Report of the Executive Committee;
 - (5) Special orders of the day;
 - (6) Unfinished business;
 - (7) Reports of committees;
 - (8) Other new business; and
 - (9) Adjournment.
- 4.4.b For regular meetings the Executive Committee shall consider all submissions for inclusion on the Senate agenda. The Executive Committee may not alter a submission, but may delay its inclusion, may include it on the agenda of a special meeting, may submit the material directly to a committee of the Senate, or may refuse to place it on the agenda if the material is inappropriate, incomplete, or unclear. The party making a submission shall be notified of the action taken in this regard by the Executive Committee.
- 4.4.c The order of business for a special meeting shall be as follows:
- (1) Call to order;
 - (2) Statement by the Chair of the nature and origin of the call of the meeting;
 - (3) The special order;
 - (4) Other business as determined by the Executive Committee; and
 - (5) Adjournment.
- 4.4.d For a special meeting the agenda shall include the matter(s) specified in the call of that meeting as the Special Order. Other items may be included on the agenda as the Executive Committee deems appropriate.

- 4.5 Meetings of the Executive Committee: A quorum of the Executive Committee shall be seven (7) voting members. Minutes of the meetings shall be kept. A report of the Executive Committee shall be submitted to

the next regular meeting of the Senate. The Executive Committee shall meet at the call of the Chair or by petition of seven (7) voting members of the Executive Committee, or by petition of twenty-five (25) voting members of the Senate.

- 4.6 The Senate Budget: The Executive Secretary and Director shall be responsible for the Senate budget, shall consult with the Executive Committee on the preparation of the budget request, and shall report to the Executive Committee the funds received. The Executive Secretary and Director shall make an annual report to the Senate on expenditure of the Senate budget. Consent of the Executive Committee shall be required before any change in the budgeted use of Senate funds involving more than ten percent (10%) of the total may be undertaken.
- 4.7 **Referral of Items to Standing Committees:** The Executive Committee shall refer items to the standing committees.
- 4.7.a The Executive Committee shall refer an item to an appropriate committee when instructed by the Senate or when requested by the President, or when petitioned by 150 members of the Senate electorate.
- 4.7.b The Executive Committee may also refer any item it deems appropriate, and the standing committee shall give due consideration to such requests from the Executive Committee.
- 4.7.c The Chair of the Senate may, as need requires, act for the Executive Committee and refer items to standing committees. All such actions shall be reported at the next meeting of the Executive Committee.
- 4.8 To the extent permitted by law and University policy, the records of the Senate shall be open.

ARTICLE 5 COMMITTEES OF THE SENATE

- 5.1 **Standing Committees - Specifications:** The specifications of each standing committee of the Senate shall state its name, its specific charge, and any exceptions or additions to the basic charge to standing committees stated in Article 5.2. The specifications shall list all voting ex officio members and may restrict committee composition.
- 5.1.a General Standing Committees: In an appropriate section of Article 6 there shall be specifications for each general committee.
- 5.2 **Standing Committees - Basic Charge:** In its area of responsibility, as defined in its specifications, each committee shall be an arm of the Senate with the following powers:
- (1) To formulate and review policies to be established by the Senate according to the *Plan* (Article 1);
 - (2) To review established policies and their administration and to recommend any changes in policies or their administration that may be desirable;
 - (3) To serve in an advisory capacity, upon request, regarding the administration of policies;
 - (4) To function on request of the President or of the Executive Committee as a board of appeal with reference to actions and/or decisions made in the application of policies; and
 - (5) To recommend the creation of special subcommittees (Article 5.8) when deemed necessary.
- 5.3 **Standing Committees - General Committee Operation:**
- 5.3.a Agenda Determination:

- (1) Nonprocedural items shall be placed on the agenda of a general committee by vote of that committee, by referral from the Executive Committee (Article 4.7), or by referral of policy recommendations. The committee shall determine the priorities of its agenda items.
- (2) A general committee shall have principal responsibility for identifying matters of present and potential concern to the campus community within its area of responsibility. Such matters should be placed on the agenda of the general committee.

5.3.b Rules for Procedure of Standing Committees: The version of *Robert's Rules of Order* that shall govern the conduct of Standing Committees shall be *Robert's Rules of Order, Newly Revised*.

5.3.c Quorum Requirements of Standing Committees: Unless a quorum number is specified in the membership description of a committee, the quorum shall be a majority of voting members of the committee.

5.4 **Standing Committees - Reporting Responsibilities:** Each committee shall be responsible through its presiding officer for the timely delivery of the following reports.

5.4.a The Executive Secretary and Director shall receive an announcement of each meeting of the committee stating the time and place of the meeting with agenda items. It shall be sent as far in advance of the meeting as possible.

5.4.b The committee shall report its progress on agenda items as required by the Executive Secretary and Director or the Chair of the Senate.

5.4.c Reports providing information and/or recommendations to the Senate shall be submitted to the Executive Committee for inclusion on the Senate agenda. Reports resulting from the committee's advisory or board of appeals function shall be submitted to the appropriate Senate or campus officer, and the Executive Committee notified of the submission.

5.4.d Upon written request of at least four (4) members of a committee, the presiding officer of that committee shall include a minority statement with any committee report. Those requesting inclusion need not support the substance of the minority statement.

5.4.e An annual report shall be presented to the Chair of the Senate at the end of the academic year, or, if approved by the Chair, no later than August 16, for submission to the Senate. The report shall include a list of all items placed on the committee's agenda, noting the disposition of each. In the case of committees with little activity, the committee may recommend inactive status the ensuing year.

5.5 **Standing Committees - Selecting Members:** Persons shall be named to standing committees in accordance with the procedures listed below.

5.5.a The Committee on Committees, through the Senate office, shall maintain a database of the qualifications, preferred committees, and past committee service of members of the Senate electorate. Opportunity to update this database shall be provided annually. In the case of students, new information will be solicited through the most practical means. In the case of staff and faculty, current information will be forwarded with a request that the elector update the information. In conjunction with this annual update, the Senate office shall circulate prepared information on the duties, powers, and membership specifications of each committee and council to each unit, to all new electors, and to students requesting the information.

5.5.b The Committee on Committees shall submit nominations as necessary to maintain full and effective committee membership. No person shall be nominated for a committee position without consenting to serve on that committee, either through indicated preference or explicit agreement. In making nominations, the Committee on Committees shall keep in view the continuing membership of the committee to ensure that the full membership complies with specifications of the *Plan* and these *Bylaws*. Committee members shall be nominated consistent with requirements for diversity specified in Section 8.1 of the *Plan*.

5.5.c Ex officio members named in a committee's specifications shall be voting members unless otherwise

specified in the *Bylaws*. Upon recommendation of the Committee on Committees, the Executive Committee may appoint ex officio members with particular expertise or benefit to the committee. Such members shall serve with voice, but without vote. The Executive Committee is empowered to make such changes in non-voting ex officio membership as appropriate.

- 5.5.d The Committee on Committees shall forward nominations to the Executive Committee to place on the Senate agenda for approval. Each nominee shall be identified by name, constituency, and Senate committee experience. The notice of nomination shall also include the name and constituency of continuing members of the committee, and the name and office of the current ex officio members, listed for information only. The nominations shall be subject to action by the Senate consistent with the *Plan* and the specifications of these *Bylaws*.
- 5.5.e Terms on standing committees shall be two (2) years for faculty and staff, and one (1) year for students. Appointments to two-year terms shall be staggered: that is, as far as practical, half of the terms from each faculty or staff constituency shall expire each year. Terms shall begin on the date of the transitional meeting of the Senate in the appropriate year.
- 5.5.f A member of a standing committee whose term is expiring may be appointed to another term, subject to restrictions (1) and (2) below. The Committee on Committees is particularly charged to consider the reappointment of active student members.
 - (1) No reappointment shall be made that would cause the appointee to serve longer than four consecutive years on the same committee.
 - (2) At most, half of the non-student members of a committee whose terms are expiring in any given year may be reappointed.
- 5.5.g Terms as presiding officer of a committee shall be one year. A presiding officer may be reappointed if his/her tenure as a committee member is continuing; however, no one shall serve as presiding officer of a committee for more than two (2) consecutive years.
- 5.5.h Appointments of the presiding officers of committees shall be designated as the annual committee slate and shall be approved by the Senate at an appropriate meeting. Appointments to unexpired terms shall be for the remainder of the unexpired term and shall be acted upon by the Senate as placed on the agenda by the Executive Committee.

5.6 **Standing Committees - Replacing Presiding Officers and Members:** The presiding officer and members of any active standing committee may be replaced for cause after inquiry by the Executive Committee, subject to approval by the Senate (see Article 5.6.c).

5.6.a Cause, for presiding officers, is defined as the following:

- (1) Failure to activate the committee during the first semester after appointment in order to organize its business and determine an agenda; or
- (2) Failure to activate the committee in order to respond to communications referred from the Executive Committee; or
- (3) Failure to activate the committee in order to carry out specific charges required in Article 6 or other Senate documents.

5.6.b Cause, for members, is defined as the following:

- (1) Continual absence from committee meetings and/or lack of participation in committee activities; or
- (2) Lack of registration on campus for students or termination of employment on campus for faculty and staff.

5.6.c Procedure for replacing presiding officers and members:

Amended May 4, 2011

- (1) The decision to replace a presiding officer rests with the Executive Committee; and
- (2) Requests for replacing a committee member shall be submitted by the presiding officer of a committee to the Executive Committee; such requests will contain a statement citing the appropriate "cause."

5.6.d When the Executive Committee decides to replace a presiding officer or committee member, it shall request the Committee on Committees to identify a suitable replacement.

5.7 **Standing Committees - Appointing Special Subcommittees:** A standing committee of the Senate may appoint special subcommittees to assist in the effective performance of its responsibilities. Persons appointed to special subcommittees who are not members of standing committees must be approved by the Executive Committee. The Chair of any special subcommittee must be a member of the standing committee making the appointment.

5.8 **Special Committees:** A special committee of the Senate may be established by resolution of the Senate to carry out a specified task. The empowering resolution shall also stipulate the means of selecting the committee and any restrictions on its composition. The committee shall function until the completion of its tasks or until discharged by the Senate. A final report of its work shall be presented to the Senate. Members shall serve for the duration of the committee unless otherwise specified by the Senate.

ARTICLE 6 STANDING COMMITTEE SPECIFICATIONS

6.1 Academic Procedures and Standards Committee:

- 6.1.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members; three (3) undergraduate and two (2) graduate students; and the following persons or a representative of each: the Senior Vice President for Academic Affairs and Provost, the Director of Undergraduate Admissions, ~~and~~ the Associate Provost for Academic Affairs and Dean ~~of~~ for Undergraduate Studies, and the Associate Provost for Academic Affairs and Dean of the Graduate School.
- 6.1.b Quorum: A quorum of the Academic Procedures and Standards Committee shall be nine (9) voting members.
- 6.1.c Charge: The committee shall formulate and continually review policies, rules, and regulations governing the admission, readmission, academic standing, and dismissal of all students for academic deficiency.
- 6.1.d Charge: The committee shall continually review policies and procedures for academic advisement, scheduling of classes, and registration.
- 6.1.e Charge: The committee shall formulate and continually review policies to be observed by the instructional staff in conducting classes, seminars, examinations, students' research, and student evaluations.
- 6.1.f Policies, rules, and regulations exclusively governing admission, readmission, scholastic standing, and dismissal of graduate students for academic deficiency shall be reviewed by an appropriate committee of the Graduate School. Such policies, rules, and regulations will be transmitted by the Graduate School directly to the Senate through the Executive Committee. Policies, rules, and regulations that concern both graduate and undergraduate matters shall be considered by both the Educational Affairs Committee and the appropriate committee of the Graduate School.

6.2 Campus Affairs Committee:

6.2.a Membership:

- (1) The committee shall consist of an appointed presiding officer; six (6) faculty members; two (2) undergraduate and two (2) graduate students; two (2) staff members; the President or a representative of the Student Government Association; the President of the Graduate Student Government or the President's graduate student designee; and the following persons or a representative of each: the Senior Vice President for Academic Affairs and Provost, the Vice President for Administrative Affairs, the Vice President for Student Affairs, the Vice President for University Relations, and the Director of the Office of ~~Diversity & Inclusion~~ [Diversity Education and Compliance](#).
- (2) When discussions of safety are on the agenda, the Chief of Police, the President's Legal Office, the Director of Transportation Services, and other campus constituencies, as appropriate, shall be invited to participate or send a representative.
- (3) The Chair of this committee or a member designated by the Chair and approved by the Senate Executive Committee will serve as an ex officio member of the Athletic Council and the Campus Transportation Advisory Committee.

6.2.b Quorum: A quorum of the Campus Affairs Committee shall be nine (9) voting members.

6.2.c Charge: The committee shall formulate and continually review policies and regulations affecting the total campus, its functions, its facilities, its internal operation and external relationships, including the awarding of campus prizes and honors, and make recommendations concerning the future of the campus.

6.2.d Charge: The committee shall establish procedures for the periodic review of campus level administrators.

6.2.e Charge: The committee shall gather community input on safety and security issues and shall act as a liaison between the police and the campus community. The committee shall provide an annual report to the Senate regarding this charge.

6.3 Committee on Committees:

6.3.a Membership and terms:

- (1) As set forth in the *Plan* (Article 8.3.a), the Committee on Committees shall be chaired by the Chair-Elect of the Senate.
- (2) Besides the Chair-Elect of the Senate, the voting membership, as defined in the *Plan* (Article 8.3.a), shall consist of six (6) faculty members, with no more than one (1) from any college, elected by faculty Senators; two (2) staff members elected by staff Senators; and two (2) students elected by student Senators.
- (3) Students are elected to serve for one (1) year, faculty and staff for two (2) years, whether or not their membership in the Senate continues beyond their first year of service in the committee.
- (4) Terms of faculty and staff members are staggered in such a way that, at any time, no more than three (3) faculty members and one (1) staff member are serving the second year of their term.
- (5) In the event of a vacancy on the Committee on Committees, the available candidate who had received the next highest number of votes in the last annual election for the Committee on Committees, subject to provisions in 6.3.a(2), shall fill the remainder of the unexpired term.

6.3.b Charge:

- (1) As set forth in the *Plan* (Article 8.3.b), responsibilities of the Committee on Committees include:
- (a) Identification and recruitment of individuals for service on Senate committees,
 - (b) Identification and recruitment of individuals to serve as representatives of the Senate on University committees.
 - (c) Identification and recruitment of individuals to serve as representatives of the Senate on University committees.
- (2) Additional duties include
- (a) Identification of individuals for service on System committees,
 - (b) Ongoing assessment of the effectiveness of committees, and recommendation for improvements and changes in the operations and structure of the Elections, Representation and Governance Committee and the Executive Committee.
- 6.3.c Operation: The Committee on Committees shall follow the procedures specified for standing committees in Article 5 above, with the exception of 5.5.

6.4 Educational Affairs Committee:

- 6.4.a Membership: The committee shall consist of an appointed presiding officer; twelve (12) faculty members; two (2) staff members; two (2) undergraduate students and one (1) graduate student; the President or a representative of the Student Government Association; the President of the Graduate Student Government or the President's graduate student designee; and the following persons or a representative of each: the Senior Vice President for Academic Affairs and Provost, the Director of [the Honors College](#), and the Associate Provost for Academic Affairs and Dean ~~of for~~ Undergraduate Studies, and the Associate Provost for Academic Affairs and Dean of the Graduate School. The presiding officers of the Program, Curricula, and Courses (PCC) and the [General Education CORE Liberal Arts & Sciences \(CORE\)](#) Committees shall be non-voting, ex officio members.
- 6.4.b Quorum: A quorum of the Educational Affairs Committee shall be eleven (11) voting members.
- 6.4.c Charge: The committee shall formulate and continually review plans and policies to strengthen the educational system of the College Park campus. The committee shall receive ideas, recommendations, and plans for educational innovations from members of the campus community and others. The committee shall inform itself of conditions in the colleges, schools, and other academic units, and shall propose measures to make effective use of the resources of the campus for educational purposes.

6.5 Elections, Representation, and Governance Committee:

- 6.5.a Membership: The committee shall consist of an appointed presiding officer; seven (7) faculty members; two (2) staff members; two (2) undergraduate and two (2) graduate students; and the Director of Human Resources and the ~~Assistant Vice President for Institutional Research and Planning~~ [Associate Vice President for Institutional Research, Planning, and Assessment](#).
- 6.5.b Quorum: A quorum of the Elections, Representation, and Governance Committee shall be eight (8) voting members.
- 6.5.c Charge: The committee shall review and recommend policies regarding the conduct of elections, determine correct apportionments for all constituencies, and investigate and adjudicate all charges arising from the management and results of Senate elections.
- 6.5.d Charge: The committee shall determine the correct apportionment for all constituencies every five (5)

years in association with any review or revision of the *Plan* (Articles 3.8 and 6.3 of the *Plan*).

- 6.5.e Charge: The committee shall supervise all Senatorial elections and referenda in accordance with the *Plan* (Article 4.2), and shall cooperate with certain constituencies in their nomination and election processes in accordance with the *Plan* (Article 4.4) or as requested by the Executive Committee.
- 6.5.f Charge: The committee shall establish appropriate procedures for the tallying and reporting of election results (Article 4.8 of the *Plan*), and other such duties as appropriate (Articles 3.3.b and 3.4.b(2) of the *Plan*).
- 6.5.g Charge: The committee shall review the plans of organization of the colleges, schools, and other units, in accordance with the *Plan* (Article 11).
- 6.5.h Charge: The committee shall review and observe the operation and effectiveness of the University Senate and make any appropriate recommendations for improvements.
- 6.5.i Charge: The committee shall receive all petitions for impeachment of the Chair or Chair-Elect in accordance with the *Plan* (Article 5.6).
- 6.5.j Charge: The committee shall initiate procedures for expelling Senators in accordance with the *Plan* (Article 4.10).
- 6.5.k Charge: The committee shall receive all petitions for the recall of Senators in accordance with the *Plan* (Article 4.11).

6.6 **Equity, Diversity, & Inclusion Committee:**

- 6.6.a Membership: The committee shall consist of an appointed presiding officer; four (4) undergraduate and two (2) graduate students; six (6) faculty members; three (3) non-exempt staff members; the Director of the Office of [Diversity & Inclusion Diversity Education and Compliance](#); one (1) exempt staff member or a Director from the ~~Office of Academic Affairs~~ [Office of the Senior Vice President for Academic Affairs and Provost](#); one (1) exempt staff member or a Director from the ~~Office Division~~ of Administrative Affairs; one (1) exempt staff member or a Director from the ~~Office Division~~ of Student Affairs; and the following persons or a representative of each: the Senior Vice President for Academic Affairs and Provost, the Vice President for Administrative Affairs, and the Vice President for Student Affairs.
- 6.6.b Quorum: A quorum of the Equity, Diversity, & Inclusion Committee shall be eleven (11) voting members.
- 6.6.c Charge: The committee shall carry out its responsibilities as detailed in Article 1, Section E of the Code on Equity, Diversity, and Inclusion, University of Maryland, College Park, and recommend any appropriate changes in the Code. It shall consider programs for improving equity, diversity, and inclusiveness at the University.

6.7 **Faculty Affairs Committee:**

- 6.7.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members, of whom four (4) shall be senators and two (2) must be untenured; one (1) undergraduate student and two (2) graduate students; one (1) staff member; and the following persons or a representative of each: the President, the Senior Vice President for Academic Affairs and Provost, and the Director of Human Resources.
- 6.7.b Quorum: A quorum of the Faculty Affairs Committee shall be eight (8) voting members.
- 6.7.c Charge: The committee shall formulate and continually review policies pertaining to faculty life, employment, academic freedom, morale, and perquisites.

6.7.d Charge: The committee shall work for the advancement of academic freedom and the protection of faculty and research interests.

6.7.e Charge: The committee shall, in consultation with colleges, schools, and other academic units, establish procedures for the periodic review of academic administrators below the campus level.

6.8 General Education Committee:

6.8.a Membership: The committee shall consist of:

- (1) A presiding officer, who is a member of the faculty and is appointed by the chair of the Senate;
- (2) Twelve (12) faculty members consisting of:
 - (a) One (1) representative from each of the following entities: the College of Agriculture and Natural Resources; the School of Architecture, Planning, and Preservation; the College of Arts and Humanities; the College of Behavioral and Social Sciences; the Robert H. Smith School of Business and Management; the College of Computer, Mathematical, and Natural Sciences; the College of Education; the A. James Clark School of Engineering; the College of Information Studies; the Philip Merrill College of Journalism; the School of Public Health; and the School of Public Policy;
- (3) Four (4) students, of whom at least one (1) must be an undergraduate student and at least one (1) must be a graduate student, from four (4) different entities listed in 6.8.a(2)(a) above and those under the Office of Undergraduate Studies.
- (4) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies, the Director of the Honors College, the Executive Director of College Park Scholars (or their designees), and the Associate Dean for General Education shall serve as voting ex officio members.

6.8.b Charge:

- (1) To facilitate the ongoing Core Liberal Arts and Sciences Program for students under the Core requirements, the General Education Committee shall exercise continuing supervisory authority and general oversight of the Core Liberal Arts and Sciences Program at the University of Maryland consistent with its authority as mandated by the report on undergraduate education entitled Promises to Keep: The College Park Plan for Undergraduate Education (Pease Report), adopted by the College Park Senate in March 1988 and in coordination with the General Education Program at the University of Maryland as described in the 2010 document Transforming General Education at the University of Maryland and the General Education Implementation Plan approved by the University Senate in February 2011. It shall also make periodic reports to the Senate on its evaluation of the effectiveness of the program and make any recommendations for revision or improvements it deems appropriate.
- (2) The General Education Committee shall exercise broad oversight and supervision of the General Education Program at the University of Maryland as described in the 2010 document Transforming General Education at the University of Maryland and the General Education Implementation Plan approved by the University Senate in February 2011. The General Education Committee shall review and make recommendations concerning the General Education Program to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies. Such recommendations shall include, as the committee deems appropriate, the program's requirements and its vision, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories.

6.8.c The committee may, under the provisions of Section 5.7, establish subcommittees for each major

segment of its work. A member of the General Education Committee shall serve as the presiding officer of each subcommittee. The other members may, but need not, be members of the General Education Committee as the General Education Committee and the Senate Executive Committee deem appropriate.

6.8.d Relation of the General Education Committee to the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies:

- (1) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will prepare an annual report on the status of the General Education Program and will send the report to the General Education Committee by September 1.
- (2) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will meet with the General Education Committee as needed to discuss or update the report. Topics will include but not be limited to: the membership and ongoing work of the General Education Faculty Boards; the proposal and approval process for General Education courses; the learning outcomes for the different course categories; areas where additional courses or rebalancing may be needed; trends and developments that may impact the General Education Program; and informational resources for students, faculty, and advisors about the General Education Program.
- (3) The Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies shall inform the committee of modifications in the proposal or review process, the disposition of recommendations from the committee, and any other changes regarding the implementation of the General Education Program as specifically delegated to that office.

6.9 **Governmental Affairs Committee:**

- 6.9.a Membership: The committee shall consist of the Chair-Elect of the Senate; the current Chair of the Senate; the immediate past Chair of the Senate; a federal and a state campus legislative liaison appointed by the President; two (2) faculty members; one (1) undergraduate student; one (1) graduate student; one (1) non-exempt staff member; one (1) exempt staff member; and such additional non-voting, ex officio members as shall be appointed under Section 5.5.c of these *Bylaws*. Committee members shall not be limited to two consecutive terms as specified in Section 5.5.f(1) of these *Bylaws*. To assure continuity, selection of members should be made in a way that will return at least four (4) of the members of the immediate past committee to the newly appointed committee.
- 6.9.b Charge: The committee shall initiate activities to provide contact with and information for executive and legislative bodies; shall serve as an advisory body to the President concerning campus needs requiring legislation; and shall keep the Senate abreast of legislative issues important to the campus.

6.10 **Programs, Curricula, and Courses Committee:**

- 6.10.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members; two (2) undergraduate students and one (1) graduate student; and the following persons or a representative of each: the Senior Vice President for Academic Affairs and Provost, the Associate Provost for Academic Affairs and Dean ~~of~~for Undergraduate Studies, the Associate Provost for Academic Affairs and Dean of the Graduate School, and the Dean of Libraries.
- 6.10.b Quorum: A quorum of the Programs, Curricula, and Courses Committee shall be nine (9) voting members.
- 6.10.c Charge: The committee shall formulate, review, and make recommendations to the Senate concerning policies related both (1) to the establishment, modification, or discontinuance of academic programs, curricula, and courses; and (2) to the establishment, reorganization, or abolition of colleges, schools, academic departments, or other units that offer credit-bearing programs of instruction or regularly offer courses for credit.

- 6.10.d Charge: The committee shall review and make recommendations to the Senate in at least the areas designated by (1) through (3) below. Recommendations in these areas are not subject to amendment on the Senate floor unless a detailed objection describing the area of concern has been filed with the Senate Office at least forty-eight (48) hours prior to the meeting at which the recommendations will be introduced. The committee will announce proposed recommendations to the campus community sufficiently in advance of the meeting at which they are to be considered so as to allow time for concerned parties to file their objections.
- (1) All proposals for the establishment of a new academic program, for the discontinuance of an existing academic program, for the merger or splitting of existing academic programs, or for the renaming of an existing academic program;
 - (2) All proposals for the creation, abolition, merger, splitting, or change of name of colleges, schools, departments of instruction, or other units that offer credit-bearing programs of instruction or regularly offer courses for credit; and
 - (3) All proposals to reassign existing units or programs to other units or programs.
- 6.10.e Charge: The committee shall review and shall directly advise the Office of Academic Affairs concerning proposals to modify the curricula of existing academic programs, or to establish citation programs consistent with college rules approved by the Senate. The committee shall inform the Senate of its actions in these cases.
- 6.10.f Charge: The committee shall review, establish, and advise the Vice President's Advisory Committee concerning policies for adding, deleting, or modifying academic courses.
- 6.10.g Charge: The committee shall be especially concerned with the thoroughness and soundness of all proposals, and shall evaluate each according to the mission of the University, the justification for the proposed action, the availability of resources, the appropriateness of the sponsoring group, and the proposal's conformity with existing regulations. The committee shall be informed of any recommendations made by the Academic Planning Advisory Committee concerning resource issues, the consistency of the proposed action with the University's mission and strategic directions, or both.
- 6.10.h The committee shall meet regularly as needed.
- 6.10.i Relation of the Programs, Curricula, and Courses Committee to the Office of the Senior Vice President for Academic Affairs and Provost.
- (1) The committee, in consultation with the Office of the Senior Vice President for Academic Affairs and Provost, shall determine the requirements for supporting documentation and the procedures for review for all proposals.
 - (2) The committee shall be informed by the Office of the Senior Vice President for Academic Affairs and Provost of all proposed modifications to existing programs and curricula. After consulting with the presiding officer of the committee, the Provost's Office shall act on all minor changes that are not of a policy nature.
 - (3) The committee shall be informed by the Office of the Senior Vice President for Academic Affairs and Provost of all changes made pursuant to 6.10.h(2). The committee shall be informed by the Office of the Senior Vice President for Academic Affairs and Provost of all other changes in academic curricula whose approval has been specifically delegated to that office. In particular, this includes the approval to offer existing academic programs through distance education or at a new off-campus location.
- 6.10.j Relationship of the Programs, Curricula, and Courses Committee to the Graduate School: Proposals concerned with graduate programs and curricula shall receive the review specified by the Graduate School, in addition to the review of the Programs, Curricula, and Courses Committee. Any such proposal whose approval has been denied by the Graduate School shall not be considered by the committee.

6.11 **Staff Affairs Committee:**

- 6.11.a Membership: The committee shall consist of an appointed presiding officer; ten (10) staff members, including a member, preferably a Senator, from each of the elected staff categories; three (3) faculty members; two (2) students; the Director of [Personnel Human Resources](#); and one (1) representative each from the offices of the Senior Vice President for Academic Affairs and Provost, the Vice President for Administrative Affairs, the Vice President for University Relations, and the Vice President for Student Affairs. The elected UMCP representatives to the Council of University System Staff ([CUSS](#)), the two staff representatives on the Executive Committee, and two Category II contingent employees shall also be members of the committee.
- 6.11.b Quorum: A quorum of the Staff Affairs Committee shall be twelve (12) voting members.
- 6.11.c Charge: The committee shall formulate and continually review campus policies affecting staff members, including policies regarding periodic review of campus departments and administrators that employ staff members.
- 6.11.d Charge: The committee shall assist the Office of the University Senate in soliciting nominations and encouraging participation in elections of staff Senators as specified in Article 4.4 of the *Plan*.
- 6.11.e Charge: Staff Affairs shall assist the Committee on Committees and the Senate Executive Committee in identifying and recruiting staff representatives for campus and Senate committees, including system-wide activities involving staff.
- 6.11.f Charge: The committee shall administer the Council of University System Staff (CUSS) nomination and election process. Definitions of eligible staff shall be defined by the Board of Regents and CUSS.
- 6.11.g Charge: The committee shall actively promote and provide orientation and opportunities for staff involvement in shared governance at every administrative level.

6.12 **Student Affairs Committee:**

- 6.12.a Membership: The committee shall consist of an appointed presiding officer; ten (10) undergraduate students, of whom five (5) must be Senators; four (4) graduate students, of whom two (2) must be Senators; three (3) faculty members; two (2) staff members; the President or a representative of the Student Government Association; the President of the Graduate Student Government or the President's graduate student designee; two representatives of the Office of the Vice President for Student Affairs; and one representative each from the Graduate School and the [Offices-Division of Administrative Affairs](#), [Academic Affairs](#), [the Office of the Senior Vice President for Academic Affairs and Provost](#), [the Division of University Relations](#), and [the Department of Resident Life](#).
- 6.12.b Quorum: A quorum of the Student Affairs Committee shall be twelve (12) voting members.
- 6.12.c Charge: The committee shall formulate and continually review policies regarding all non-academic matters of student life including, but not limited to, student organizations, resident life, extracurricular activities, and student concerns in the campus community.
- 6.12.d Charge: The committee shall assist the Office of the University Senate and the colleges and schools as appropriate in soliciting nominations and encouraging participation in the election of student Senators.

6.13 **Student Conduct Committee:**

- 6.13.a Membership: The committee shall consist of an appointed presiding officer; four (4) faculty members; five (5) students, of whom at least three (3) must be undergraduate students and one (1) must be a graduate student; and the Director of the Office of Student Conduct, or a representative, as a non-voting consulting member.

- 6.13.b Charge: The committee shall formulate and continually review recommendations concerning the rules and codes of student conduct, as well as means of enforcing those rules and codes.
- 6.13.c Charge: The committee acts as an appellate body for infractions of the approved Codes of Student Conduct and Code of Academic Integrity. Procedures for the committee's operation in this role are to be developed and filed with the Office of Student Conduct and the Executive Secretary and Director of the Senate. The committee shall also confirm members of all judicial boards listed in the Codes of Student Conduct, except conference and ad hoc boards.

ARTICLE 7 UNIVERSITY COUNCILS

- 7.1 **Definition:** University councils are established by Article 8.4 of the *Plan* to exercise an integrated advisory role over specified campus units and their associated activities. University councils are jointly sponsored by the University Senate, the College Park campus administration, and the chief administrative officer(s) of the designated unit(s) (hereafter indicated by "director"). University councils may be assigned reporting responsibilities to any member(s) of the College Park administration at the dean level or above (hereafter referred to as the "designated administrative officer").
- 7.2 **Creation of University Councils:** Proposals to create a University council shall be evaluated by a task force appointed jointly by the University Senate Executive Committee and the designated administrative officer to whom the new council would report. Following its deliberations, this task force shall present a report to the Senate, the designated administrative officer, and the director of the unit whose activities are the focus of the council. That report shall indicate the specifications that define the working relationship among the Senate, the designated administrative officer, and the director. The report shall include at least the following: the scope and purpose of the new council; a review of the current committees and advisory relationships to be superseded by the proposed council; identification of the designated administrative officer and unit director to whom the council reports; the charge to the council; the size, composition, and appointment process of members of the council; the council's relationship to the Senate, the designated administrative officer, and the director including the responsibilities of these three sponsors to the council and the responsibilities of the council to these three sponsors; and principles for operation of the council. The proposal of the task force shall be reviewed by the appropriate Senate committees, approved by the designated administrative officer, and then approved by the Senate. At the same time, the Senate shall approve appropriate revisions in its *Bylaws* to incorporate the council into its committee structure. The report of the task force, as approved, shall be preserved with official Senate documents, serving as a record of the original agreements establishing the council.
- 7.3 **Specifications in Senate Bylaws:** For each council, Senate bylaws shall: state its name; specify its responsibilities to the Senate; define its membership, including any voting privileges of ex officio members; and identify any exceptions or additions to the provisions of Article 7 of these *Bylaws* particular to the council.
- 7.4 **Basic Charge:**
- 7.4.a The council's responsibilities to the University Senate shall include those specified for Senate committees in Article 5.2 of these *Bylaws*. In addition, each council shall:
- (1) Sponsor hearings, as appropriate, on issues within its purview that are of concern to the Senate and the campus community.
 - (2) Provide a mechanism for communication with the campus community on major issues facing the unit and its activities.
 - (3) Respond to charges sent to the council by the Senate Executive Committee.
 - (4) Provide an annual written report to the Senate on the council's activities including the status of unresolved issues before the committee.

- 7.4.b Responsibilities to the designated administrative officer shall be specified in the Task Force Report and may include:
- (1) To advise on the unit's budget, space, and other material resources, in addition to personnel, staffing and other human resources.
 - (2) To advise on the unit's administrative policies and practices.
 - (3) To advise on the charges to be given to periodic internal and external review committees.
 - (4) To respond to requests for review, analysis, and advice from the designated administrative officer.
 - (5) To meet at least annually with the designated administrative officer to review the major issues facing the unit and its activities on campus.
 - (6) To fulfill such other responsibilities as specified in the Task Force Report.
- 7.4.c Responsibilities to the unit's director shall be specified in the Task Force Report and may include:
- (1) To advise on the needs and concerns of the campus community.
 - (2) To advise on opportunities, policies, and practices related to the unit's ongoing operations.
 - (3) To review and advise on unit reports, studies, and proposed initiatives.
 - (4) To respond to requests for review, analysis, and advice made by the director.
 - (5) To meet at least annually with the director to review the major issues facing the unit and its activities on campus.
 - (6) To fulfill such other responsibilities as specified in the Task Force Report.

7.5 **Membership and Appointment to University Councils:**

- 7.5.a **Membership:** Councils shall have nine (nine) (9) to thirteen (13) members as specified in the appropriate subsection of Article 8 of these *Bylaws*. In addition, each council shall include an ex officio member designated by the administrative officer, and such other ex officio members as specified in the appropriate subsection of Article 5 of these *Bylaws*. These ex officio members shall have voice but no vote.
- 7.5.b **Appointment:** Representatives of the designated administrative officer's office and the Committee on Committees of the University Senate shall agree on nominees for vacancies on the council. These nominations shall be submitted to the designated administrative officer and to the University Senate for approval. In exercising its powers of appointment to the council, the Senate shall follow procedures for review and approval for Senate committee appointments specified in Article 5.5.d and 5.5.g of these *Bylaws*.
- 7.5.c **Terms:** Rules governing beginning date and length of terms, and restrictions on reappointment shall be those specified for Senate committees, except that the presiding officer shall serve a three (3) year term and cannot be reappointed.
- 7.5.d **Appointment of Presiding Officer:** The designated administrative officer and the Senate Executive Committee shall reach an agreement on a presiding officer, and the joint choice shall be submitted to the Senate for approval. If the presiding officer is selected from among the membership of the council, a replacement shall be appointed to the vacated seat.

7.6 Operational Relationship of University Councils to Sponsors:

- 7.6.a The University Senate Office shall support activities of the council in a manner similar to all other Senate committees.
- 7.6.b The office of the designated administrative officer, through its ex officio council member, shall provide liaison to other administrative units as required.
- 7.6.c The unit director shall provide the council with internal data, reports, studies, and any other materials required to support the council's work. In addition, the director shall also arrange for unit staff to appear before the committee as requested.
- 7.6.d Control of the University council's agenda shall be the responsibility of the presiding officer of the council and the voting members of the council, subject to the charges provided in Article 7.4 of these *Bylaws*, the appropriate subsection of Article 8 of these *Bylaws*, and the approved Task Force Report governing the council.
- 7.6.e Each University council shall develop its own bylaws which must be approved by the designated administrative officer and by the Senate.
- 7.6.f In addition to the required annual report, the presiding officer shall keep the Chair of the Senate informed of the major issues before the council and shall indicate when action or information items are likely to be forwarded for Senate consideration. In submitting recommendations for Senate action, the council shall inform the unit director and the designated administrative officer in advance of its recommendations. For purposes of conducting Senate business, reports from the University council and floor privileges of the Senate shall be managed in the same manner as general committees of the Senate defined in these *Bylaws* (3.3.c, 4.4.b, 4.7, and 5.3.a). In the case where the presiding officer of the University council is not a member of the Senate, he or she may report to the Senate and participate in the deliberations of the Senate subject to the provisions of Article 3.3.c of these *Bylaws*.

7.7 Review of University Councils:

- 7.7.a Five (5) years after a University council is formed, a review of the council shall be undertaken jointly by the Senate and administration, and a written report issued. The review may recommend continuation of the council in its original form and mode of operation, modification of the council structure and/or operations, or discontinuance of the council.
- 7.7.b Following the initial review, the University council and its operations shall be reviewed in conjunction with the periodic review of the *Plan*.

ARTICLE 8 UNIVERSITY COUNCIL SPECIFICATIONS

8.1 University Library Council

- 8.1.a Charge: The University Library Council has the responsibility to provide advice and to report on policy issues concerning the University Libraries to the University Senate, to the Senior Vice President for Academic Affairs and Provost, and to the Dean of Libraries. (See Appendix 2 for additional responsibilities and the Council's Bylaws).
- 8.1.b Membership: The Council shall consist of thirteen (13) appointed members and three (3) ex officio members. The appointed members shall be: the Chair, ten (10) other faculty members including at least one (1) member of the library faculty, a graduate student, and an undergraduate student. The three (3) ex officio members shall be a representative of the office of the Senior Vice President for Academic Affairs and Provost, a representative of the [Office of the Dean of Libraries](#), and the Chair-Elect of the Senate.
- 8.1.c The Chair shall be a tenured faculty member.

Amended May 4, 2011

- 8.1.d Reporting Responsibilities: The University Library Council shall report to the University Senate and the Senior Vice President for Academic Affairs and Provost under the terms of responsibility defined in Article 7.4 of these *Bylaws*.

8.2 University Research Council:

- 8.2.a Charge: In addition to the charges specified in Articles 5.2 and 7.4 of these *Bylaws*, the Council shall be governed by the following: The Council is charged to formulate and continually review policies regarding research, its funding, its relation to graduate and undergraduate academic degree programs, and its service to the community. Also, the Council is charged to review the research needs of faculty, other researchers and students, and to make recommendations to facilitate the research process and productivity of the University. Further, the Council shall formulate and continually review policies on the establishment, naming, reorganization, or abolition of bureaus, centers, or institutes that do not offer programs of instruction or regularly offer courses for credit, including their relationship to graduate and undergraduate academic programs. Additionally, when it perceives problems, the Council has the power to undertake investigative studies and recommend solutions.
- 8.2.b Membership: The University Research Council shall consist of thirteen (13) appointed members and ten (10) ex officio members. The appointed members shall be the Chair and eight (8) other faculty members; one (1) staff member; and three (3) students, including at least one (1) graduate and one (1) undergraduate student. The ten (10) ex officio members shall be a representative of the President (non-voting), a representative of the Senior Vice President for Academic Affairs and Provost (non-voting), a representative of the Vice President for Research, a representative of the Dean of the Graduate School, a representative of the Dean of Undergraduate Studies, the Director of the Office of Research Administration and Advancement, and the Chairs of four (4) subcommittees of the University Research Council as follows: Research Development and Infrastructure Enhancement Subcommittee (RDIES); Research Advancement and Administration Subcommittee (TAAS); Intellectual Property and Economic Development Subcommittee (IPEDS); and Awards and Publicity Subcommittee (APS). The Chair shall be a tenured faculty member.
- 8.2.c Reporting Responsibilities: The University Research Council shall report to the University Senate and the Vice President for Research under the terms of responsibility defined in Article 7.4 of these *Bylaws* and the report establishing the University Research Council.

ARTICLE 9 DUTIES OF THE EXECUTIVE SECRETARY AND DIRECTOR

- 9.1 The Executive Secretary and Director of the Senate shall be responsible for the minutes and audio recordings of all Senate meetings.
- 9.1.a The minutes shall include only actions and business transacted. They shall be submitted to the Senate for approval. Copies of the approved minutes shall be sent to all chief administrative officers of colleges, schools, departments, and other units, and to the campus news media.
- 9.1.b A complete audio recording shall be made of each meeting. An indexed copy of each audio recording, excluding only those parts recorded during closed sessions, shall be placed with the minutes in the University Archives for open access.
- 9.2 The Executive Secretary and Director shall also maintain the following kinds of Senate records (see Article 4.8):
- (1) All material distributed to Senate members;
 - (2) All material received by or distributed to members of the Executive Committee;
 - (3) Any minutes of the Senate or the Executive Committee not otherwise included under (1) and (2);

- (4) Annual reports of all committees of the Senate not otherwise included under (1) and (2);
 - (5) The audio records of Senate meetings;
 - (6) The current and all previous versions of the *Plan* and the *Bylaws*;
 - (7) Articles concerned with Senate structure and operation from campus and University publications as they come to the attention of the Executive Secretary and Director; and
 - (8) Other items deemed appropriate by the Executive Secretary and Director or the Chair of the Senate.
- 9.3 The Executive Secretary and Director shall store inactive records of the Senate in the University Archives.
- 9.4 The Executive Secretary and Director shall be responsible for the preparation of the Senate budget in accordance with Article 4.6.
- 9.5 The Executive Secretary and Director shall prepare as soon as possible after each annual senatorial election, a directory of the membership of the new Senate indicating for each member the constituency, term, office, local address, and telephone number. A copy of this directory shall be distributed to all members of the new Senate.
- 9.6 The Executive Secretary and Director shall furnish all available information concerning the membership of the appropriate categories to each staff candidate nominated for election to the Senate.
- 9.7 The Executive Secretary and Director shall keep a list, with campus addresses and telephone numbers, of all Senate officers and of all presiding officers of all Senate committees. This information shall be available upon request to any member of the campus community.
- 9.8 The Executive Secretary and Director shall send to each Senator, by campus or electronic mail, a copy of the agenda and supporting material for each meeting. The receipt of the agenda and the supporting material then available shall satisfy the notice requirements of the meeting in question (Article 3.1 and 3.2.b).
- 9.9 The Executive Secretary and Director shall prepare for the members of the Senate and its Executive Committee, as appropriate, all agendas, minutes, reports, and other documents, with the exception of proposals relating to the Programs, Curricula, and Courses (PCC) Committee. Nonetheless, the Executive Secretary and Director shall be responsible for the distribution of all items of Senate business, including PCC items to the members of the Senate and its Executive Committee, and to other such committees as necessary.
- 9.10 The Executive Secretary and Director shall inform the Executive Committee of the status of all members of the Senate in accordance with the *Plan* (Article 3.4.a(4-5), 3.4.b(4-5), and 3.7) and these *Bylaws* (Articles 2.2, 4.1, 5.5, and 5.6).
- 9.11 The Executive Secretary and Director shall have the privilege of attending the meetings of all standing committees and ad hoc committees of the Senate to assist in the coordination of Senate business.
- 9.12 The Executive Secretary and Director, as the Senate's representative, shall provide information or assistance as requested to the committee for revision of the undergraduate catalog.

ARTICLE 10 ANNUAL TRANSITION OF THE SENATE

10.1 Preparation for Transition:

- 10.1.a By no later than the scheduled December meeting of the Senate, the Committee on Committees shall present to the Senate at least eight (8) nominees from among outgoing Senate members to serve on

the Nominations Committee. The nominees shall include four (4) faculty members, one (1) exempt staff member, one (1) non-exempt staff member, one (1) graduate student, and one (1) undergraduate student. Further nominations shall be accepted from the floor of the Senate. The Senate, as a body, shall elect four (4) faculty members, one (1) exempt staff member, one (1) non-exempt staff member, one (1) graduate student, and one (1) undergraduate to serve as the Nominations Committee. The Chair-elect of the Senate shall serve as a non-voting, ex officio member of the Nominations Committee. The Nominations Committee shall elect its own Chair. The Nominations Committee shall solicit nominations from the membership of the Senate and shall present to the Chair of the Senate by April 1:

- (1) A slate of at least two (2) candidates per seat from each constituency for elected membership on the Executive Committee, including those incumbent elected members who are eligible and willing to stand for reelection,
- (2) Slates of candidates to replace the outgoing members of the Committee on Committees and such other committees as required by these *Bylaws*, including at least one (1) nominee for each position to be filled, and
- (3) A minimum of two (2) candidates for the office of Chair-Elect.

Before reporting to the Chair of the Senate, the nominating committee shall secure the consent of all nominees in writing.

- 10.1.b. A brief statement of each candidate's qualifications shall be sent to the voting membership of the incoming Senate a minimum of twenty (20) calendar days before the Transitional Meeting of the Senate. Any further nominations made by members of the Senate and accompanied by a brief supporting statement and the consent of the candidate must be received by the Executive Secretary and Director at least twelve (12) working days before the Transitional Meeting. These additional nominations shall be mailed to the membership of the incoming Senate at least ten (10) working days before the Transitional Meeting.

10.2 **Transitional Meeting:**

- 10.2.a The Transitional Meeting will be the last regularly scheduled meeting of the Spring semester, and starts a new Senate session.
- 10.2.b Terms of office of newly elected Senators will begin, and the terms of the outgoing Senators will end, with the call to order of the transitional meeting by the outgoing Chair.
- 10.2.c Election of the Chair-Elect, as provided for in section 5.5.a of the *Plan*, shall be the first order of business of the Transitional Meeting, after which the outgoing Chair will pass the gavel to the previous Chair-Elect, who will assume the Chair.
- 10.2.d The election of the Executive Committee and the election of incoming members of the Committee on Committees, and such other persons elected by the members of the Senate as prescribed in these *Bylaws*, shall be scheduled special orders of the Transitional Meeting. Nominations may be received from the floor by the Chair, in addition to those provided for in Article 10.1. Any such nomination is contingent on the consent of the candidate, which must have been secured beforehand in writing if the nomination is made in the absence of the candidate. In the event of a tie vote in the election for members of the Executive Committee or the Committee on Committees, a ballot will be mailed to each Senator in the appropriate constituency. Ballots are to be returned to the Senate Office within one (1) week from the date mailed.
- 10.2.e The elected members of the outgoing Executive Committee and the Committee on Committees shall continue to serve until the election of new members is held.
- 10.2.f After the conclusion of the Transitional Meeting, any remaining vacancies on standing committees will be filled on an acting basis by the new Committee on Committees, subject to the approval of the Executive Committee and pending confirmation by the full Senate at its next regularly scheduled

meeting.

APPENDIX 1 COMMITTEE APPOINTMENTS AND TERMS

Implementation Procedures

In the initial year [1994-95] of implementation of Section 5.5, the following provisions shall govern appointment of members eligible for appointment to two-year terms:

- (1) Half of the members shall be appointed to the committee for a one-year term and half for a two-year term.
- (2) When multiple members are selected for a committee from a particular constituency, half shall be appointed for one-year terms and half for two-year terms.
- (3) Incumbent committee members may be re-appointed to their committees for a one-year term, as long as their serving the one-year term does not extend their service beyond the length of service specified in Sections 5.5.e and 5.5.f.
- (4) In preparing their slate for Senate action, the Committee on Committees shall identify one-year nominees and two-year nominees. The Senate may change the length of term of any nominee as long as such changes do not violate provisions of the *Plan* and *Bylaws*.

APPENDIX 2 BYLAWS OF THE UNIVERSITY LIBRARY COUNCIL

1. **Charge to the Council:** The University Library Council has the responsibility to provide advice about policy issues concerning the University Libraries to the University Senate, to the Senior Vice President for Academic Affairs and Provost, and to the Dean of Libraries.

A. The Council's Responsibilities to the University Senate:

- (1) Make recommendations for major changes and improvements in policies, operations, and services of the Libraries that represent the concerns and interests of Senate constituencies as well as other users of the Libraries. Such recommendations should specify the resource implications. Reports and recommendations to the University Senate shall be submitted to the Senate Executive Committee for placement on the agenda of the University Senate in the same manner as reports from the Senate's general committees. It is expected that the Council will also inform the Senior Vice President for Academic Affairs and Provost in advance of these legislative recommendations. In addition to the mandatory annual report, the Chair of the Council shall keep the Chair of the Senate informed of the major issues before the Council and shall indicate when action or information items are likely to be forwarded for Senate consideration.
- (2) Respond to charges sent to the Council by the Senate Executive Committee.
- (3) Provide an annual written report of the Council's activities, including the status of recommendations made by the Council each year, and of unresolved issues before the Council.

B. The Council's Responsibilities to the Senior Vice President for Academic Affairs and Provost:

- (1) Advise on the Libraries' budget, space, personnel and staffing, and other resources. It is expected that the Senior Vice President for Academic Affairs and Provost will consult the Council before undertaking major reviews of the Libraries with APAC and before preparing the annual budget for the Libraries.
- (2) Advise on the Libraries' administrative policies and practices.
- (3) Advise on the charges to be given to the committees to review the Dean of Libraries and to conduct the unit review of the University Libraries based on University policy
- (4) Advise on matters concerning the Libraries in conjunction with accreditation review and strategic planning.

- (5) Respond to requests for review, analysis, and advice made by the Senior Vice President for Academic Affairs and Provost.
- (6) Meet at least annually with the Senior Vice President for Academic Affairs and Provost to review the major issues facing the Libraries and its activities on campus.
- (7) The Council is responsible for informing the Senior Vice President for Academic Affairs and Provost of pending reports and recommendations to the University Senate.

C. The Council's Responsibilities to the Dean of Libraries:

- (1) Advise on the needs and concerns of diverse constituencies within the campus community with respect to Library policies, services, and new resources and technology.
- (2) Advise on strategies to involve Library users in the initiation, evaluation, and integration of new Library policies, practices, procedures, and technology. Such strategies might include forums for the discussion of changes, workshops for adjusting to new technologies, and ongoing programs of Library education.
- (3) Advise on operations, policies and new opportunities.
- (4) Advise on Library planning including strategic planning and other major plans for Library operation and development.
- (5) Review and advise on the Libraries' reports, studies, and proposed initiatives that have significant long-term resource implications for the Libraries.
- (6) Hold at least one (1) meeting each year at which the Dean shall review major issues and plans, summarized in a State of the Libraries report distributed in advance to the Council.
- (7) It is expected that the Council will adopt a broad campus perspective and that the Dean of the Libraries will inform the Council of the University Libraries' needs and concerns and seek advice about major modifications of policies and operations affecting the campus community.

D. To Fulfill Its Responsibilities, the Council May:

- (1) Undertake investigative studies in matters concerning the University Libraries and recommend solutions to the University Senate, the Senior Vice President for Academic Affairs and Provost, the Dean of Libraries, or the general campus community.
- (2) Conduct open hearings on major issues concerning the University Libraries and their activities.
- (3) Communicate directly with the campus community on concerns related to support for, policies of, and services provided by the University Libraries.

2. **Composition of the Council:** The Council shall consist of thirteen (13) appointed members and three (3) ex officio members. The appointed members shall be: the Chair, ten (10) other faculty members including at least one (1) member of the Library faculty, a graduate student, and an undergraduate student. The three (3) ex officio members shall be a representative of the Office of the Senior Vice President for Academic Affairs and Provost, a representative of the Dean of the Libraries Office, and the Chair-Elect of the Senate.

A. Tenure in Office:

- (1) The Council Chair should be a tenured faculty member appointed for a single three-year term. Normally, the Chair shall have served as a member of the Council. If the Chair is serving as a regular member of the Council at the time of appointment, a new member shall be appointed to serve the remainder of the term the Chair has vacated. The Senior Vice President for Academic Affairs and Provost and the Senate Executive Committee shall reach an agreement on the Council Chair, and the joint choice shall be submitted to the University Senate for its approval.

- (2) The remaining ten (10) faculty members shall be appointed for staggered two-year terms. No faculty member shall serve more than two (2) terms consecutively. For this purpose, members who have served more than a year should be considered to have served a full term.
- (3) The two (2) student members shall be appointed for one-year terms. No student member should serve more than two (2) terms consecutively. For this purpose, student members who have served more than half their term should be considered to have served a full term.
- (4) The Office of the Senior Vice President for Academic Affairs and Provost will appoint a member of the Provost's staff as an ex officio member of the Council who will have voice but not vote.
- (5) The Dean of Libraries' Office will appoint an upper-level member of the Libraries' administrative staff as an ex officio member of the Council who will have voice but no vote.
- (6) The Chair-Elect of the Senate shall serve as an ex officio member of the Council who will have voice but no vote.

B. Qualifications of Council Members: Successful operation of the Council requires that the members of the Council understand the nature of the Libraries and represent the best interests of the campus as well as the particular interests of their specific constituencies.

1. The Council members should be chosen from people who can bring a campus-wide perspective to their deliberations on Library matters and who have shown interest and willingness to foster a good working relationship between the Libraries and their users.
2. Council members should be selected to represent as broad a range of campus disciplines and interests as possible. Faculty members should include representatives from both the professional and arts and sciences colleges, and within these constituencies, representatives of the arts and humanities, social sciences, and physical and biological sciences.

C. The Appointment Process: In the spring of each year, the Chair of the University Library Council shall notify the representative of the Office of the Senior Vice President for Academic Affairs and Provost and the Chair-Elect of the Senate of the appointments required for the following academic year. The representative of the Office of the Senior Vice President for Academic Affairs and Provost and the Chair-Elect of the Senate shall draw up a slate of committee members who will agree to serve, and the slate will be submitted to the Senior Vice President for Academic Affairs and Provost and the Committee on Committees for approval. The list of nominees for Council membership shall be submitted to the University Senate for approval. Ordinarily, the slate will be presented at the same Senate meeting at which other committee slates are approved. Dates of appointment and beginning of terms shall correspond with those of Senate committees. Replacement of Council members will take place through the same consultative process as the initial appointment, with submission of names to the Senate occurring as needed.

3. Operation of the Council: Effective and efficient Council operation will require adequate support and full cooperation among the Senate, the Senior Vice President for Academic Affairs and Provost, the Dean, and their offices.

A. The University Senate Office or its designee will provide normal committee support to the Council, including maintaining mailing lists, reproducing Council documents, keeping a copy of Council minutes, maintaining files for the Council, and arranging meeting rooms.

B. The Office of the Senior Vice President for Academic Affairs and Provost, through its ex officio Council member, will provide liaison to other administrative units, such as the Office of Institutional Research, Planning and Assessment, for their reports, data, or assistance. The Office of the Senior Vice President for Academic Affairs and Provost office will also provide website space for the Council.

C. The Dean of the Libraries will provide the Council with internal data, reports, studies, etc. as needed to support the Council's work. The Dean will also arrange for unit staff to present testimony concerning such reports as the Council finds useful in carrying out its responsibilities. The Dean's assistance to the committee shall also

include providing the Council members with the opportunity to attend an appropriate orientation session dealing with the Libraries.

- D. Control of the Council's agenda will be the responsibility of the Council Chair and the voting members of the Council.
 - E. While being responsive to the needs of the Senior Vice President for Academic Affairs and Provost and the Senate in a timely manner is necessary, the sponsoring parties and the Dean of the Libraries must not attempt to micro-manage the ongoing operation of the Council. In turn the Council must not attempt to micro manage the Libraries.
 - F. The Council shall meet as necessary, but in no case less than once per semester. Meetings may be called by the Chair. In addition, upon receiving a request of any three members of the Council, the Chair shall call a meeting. A majority of the voting members of the Council shall constitute a quorum for the conducting of official business of the Council.
4. **Operational Relationship of the Council to its Sponsors:**
- A. For purposes of University Senate action, a Council created through Senate action will appear in essentially the same role as a general committee of the University Senate.
 - B. The Chair may present reports and recommendations to the Senate but will not have a vote in Senate proceedings, unless he or she is a member of the Senate.
 - C. Since the committees of the Senior Vice President for Academic Affairs and Provost range widely in form and function, and do not operate under a formal plan of organization and bylaws, there is no need to specify the Council's standing in the same fashion. For other purposes, such as APAC review of the Unit, the Council might be consulted like a College Advisory Council (that colleges will have under the shared governance plan) could be.
 - D. The Dean of Libraries will ordinarily meet with the Council and have a voice in its deliberations. Since one of the three main functions of the Council is to advise the Dean, the Dean shall not formally be a member of the Council. On formal reports and recommendations of the Council to the University Senate or to the Senior Vice President for Academic Affairs and Provost, the Dean of the Libraries may send a separate memorandum to the Senate or the Senior Vice President for Academic Affairs and Provost, as appropriate, supporting or opposing the report or the recommendations, and providing the rationale for the Dean's position.
5. **Review of the Council:** The Council and its operations will be reviewed in conjunction with the periodic review of the Senate and the *Plan*.

APPENDIX 3 PROCEDURES FOR ELECTIONS OF UMCP REPRESENTATIVES TO THE COUNCIL OF UNIVERSITY SYSTEM FACULTY (CUSF)

The Chair of CUSF is not a member of CUSF. Thus, if the Chair is from College Park, a replacement must be named. At the end of his/her term as Chair, if his/her term on CUSF is not finished, he/she resumes his/her position as a CUSF member.

The normal term for CUSF representatives is three (3) years, with two alternates serving three (3) – year terms; if both alternates are elected at the same time, priority to be a replacement shall be in order of votes received; if a regular representative is unable to serve out his/her term, an alternate replaces him/her for the remainder of the term, and a new alternate is named. The replacement representative shall be chosen in order of number of votes received. The Nominations Committee will select a replacement alternate subject to confirmation by the Senate.

The University Senate, in accordance with its usual procedures, will elect representatives to CUSF in the spring. Faculty members only are entitled to vote. Each faculty Senate member has as many votes as there are open positions. If there are more candidates than positions, the person(s) receiving the most votes, in order, are declared representatives. The person receiving the next most votes is declared alternate. The remaining person, in order of vote tally, will be asked to move into the alternate position if the previous paragraph comes in to play. A record of the outcome of the election will be retained by the Executive Secretary and Director of the University Senate. If there are not sufficient candidates, or the pool of candidates is exhausted, representatives are chosen by the Executive Committee.



University Senate TRANSMITTAL FORM

Senate Document #:	09-10-49
Title:	Preservation of Shared Governance During Reorganizations, Consolidations, and Mergers
Presenter:	Kenneth R. Fleischmann, Chair, Elections, Representation & Governance (ERG) Committee
Date of SEC Review:	October 24, 2011
Date of Senate Review:	November 9, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	In recent years several University colleges and departments have undergone mergers or reorganizations. One such recent merger of the Dance and Theatre departments raised concerns about the diminution of Shared Governance during the merger/reorganization process. As the University continues to evolve, additional mergers and reorganizations are inevitable. A review of such processes is necessary to ensure the values of Shared Governance are upheld.
Relevant Policy # & URL:	NA
Recommendation:	<p>The Elections, Representation, and Governance (ERG) Committee's response to each of the Senate Executive Committee's individual requests in the charge resulted in a number of detailed recommendations. ERG suggests these recommendations be used as a guideline for the University until the Plan of Organization Review Committee can incorporate the recommendations appropriately into the Plan of Organization.</p> <p>The main points of the recommendations are highlighted below and are explained in further detail along with the remainder of recommendations in the attached report.</p> <ul style="list-style-type: none"> • Plan Article 11.1.b be enforced by the Senate Office. • Action should be taken if a school, college, or department/unit does not review its plan every ten years • The Senate office should maintain a review schedule of college plans and the dean's office of each college should

	<p>maintain a review schedule of its departmental plans.</p> <ul style="list-style-type: none"> • Require that regular review of departmental/unit plans be part of each college’s plan. • Mandate that departmental/unit-level review committees of all plans include adequate representation of faculty, staff, and students. • Ensure that all Plans incorporate the ideals of shared governance. • All plans should meet the minimum standards outlined in the University’s Plan of Organization.
<p>Committee Work:</p>	<p>On August 24, 2010, the Senate Executive Committee (SEC) charged the Elections, Representation, and Governance Committee (ERG) with reviewing the proposal and charge “Preservation of Shared Governance During Reorganizations, Consolidations, and Mergers.”</p> <p>ERG began its review at its December 1, 2010, meeting and agreed that significantly different interpretations of Shared Governance exist across the campus.</p> <p>ERG researched mergers, reorganizations, and Senate committee reviews of college Plans of Organization that have taken place during the past five years. ERG used this research to compile a spreadsheet enumerating the existing elements in current college Plans. ERG created a set of guidelines for future revisions of Plans.</p> <p>At their February 2, 2011 meeting, ERG continued discussion of the charge and potential methods for creating Plans that conform to the ideals of Shared Governance. ERG agreed to address each of the SEC’s requests in the charge in order to come to definitive recommendations on the appropriate elements of Shared Governance.</p> <p>On April 27, 2011, after thorough discussions and edits, ERG voted to approve the final report and recommendations. The SEC reviewed the report at its May 12, 2011 meeting and requested ERG to reconsider recommendations with punitive measures.</p> <p>At the October 3, 2011 meeting the members considered alternative language for the recommendations. Members carefully considered the SEC request and attempted to balance avoidance of appearing overly punitive with ensuring that</p>

	colleges and schools will successfully undertake regular plan reviews and approvals every 10 years. After a thorough discussion the committee voted seven to one in favor of revising the report.
Alternatives:	Current practices could continue causing further diminution of Shared Governance during mergers and reorganizations. Additionally, if School and College Plans of Organization are not reviewed regularly, they would not be in compliance with the University's Plan of Organization.
Risks:	Departments and Colleges of the University could become incompliant with the policies and standards of Shared Governance set forth by the Plan of Organization.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate and Presidential approval are required.

ERG Report on Shared Governance October 2011

Background

On August 24, 2010, the Senate Executive Committee (SEC) charged the Elections, Representation, and Governance Committee (ERG) with reviewing the proposal “Preservation of Shared Governance During Reorganizations, Consolidations, and Mergers.” The committee began its review at its December 1, 2010, meeting; the members of the committee agreed that significant differences in an understanding of the concept of Shared Governance exist across the campus.

The ERG researched mergers, reorganizations, and Senate committee reviews of college plans during the past five years. Prior to its February 2, 2011, meeting, committee members began compiling a spreadsheet enumerating the elements in the existing college plans. This spreadsheet, when completed, would facilitate the committee’s creation of a “roadmap” for colleges when revising their plans.

At their February 2, 2011 meeting, committee members continued discussion of the charge and methods of creating Plans that conform to the ideals of Shared Governance. ERG strongly believes that if a college Plan encompasses all the appropriate elements that embody shared governance, those of the departments and units within the college will likely do so, as well.

Committee Work

At their December 1, 2011 meeting, ERG members noted that the committee only reviews college plans, not those of *departments* within the colleges as such review is not mandated in the Plan of Organization and Bylaws of the University Senate. The committee noted potential ambiguity in the language of the Plan and Bylaws with respect to plan of organization review. Article 11.1.c of the Plan states that Senate committees will review the plans “of each College, of each School, and of the Library, and any revisions thereto,” (specific committees are not named). Article 6.6.g of the Bylaws states, “The committee [ERG] shall review the Plans of Organization of the colleges, schools, and other units in accordance with the Plan (Article 11).” The word “units” in the Bylaws 6.6.g might suggest that departmental plans shall be reviewed by ERG, but Plan Article 11.1.c seems to exclude them. ERG research found that departmental plans submitted to the Senate for review – for instance, in the case of mergers—historically have *not* been given to ERG to review (Appendix 1: Review of Plans Mergers and Reorganizations). Committee consensus was that any department plan submitted to the Senate needs to be reviewed by ERG regardless of the reason submitted.

It would not be necessary for the ERG to review *all* departmental plans if the colleges in which they reside had plans that conformed to the University Plan. It is essential that college plans be reviewed regularly and that colleges be held accountable if their plans do not meet minimum standards. Although the University Plan mandates review of unit plans every ten years, it does not explicitly state that the plans expire or must be reviewed at a specific time. Currently, there are no consequences if a college does not conduct a review process every ten years.

Research on the procedures, processes, and involvement of Senate committees in reviews of mergers, reorganizations, and organizational plans of the different units on campus revealed that the University Senate’s Plan of Organization and Bylaws provide no definitive statement on the responsibility for such reviews. Committee members agreed that *any* changes related to plans of organization should always

come to the ERG for review. This ERG review would not preclude a review by another Senate committee or committees.

Members of ERG reviewed the plans from CLIS, the Libraries, the School of Engineering, CMNS, AGNR, ARHU, PUAJ, JOUR, and BSOS, and determined that most include the basic elements mandated in Article 11 of the University's Senate Plan of Organization. (Appendix 2: Spreadsheet of Basic Elements) However, the organization of the elements differed, sometimes significantly, from plan to plan. The consensus of ERG members is that the School of Engineering Plan offers the best "model." Members agreed that it may not be ERG's responsibility to mandate a single format for all plans, but that the committee could expand upon the elements enumerated in Article 11. This list would go beyond the mandated elements in Article 11 and include suggestions to improve efficiency and effectiveness, and better embody the principles of shared governance set forth in USM and University policy.

Members turned to the "Policy on Shared Governance in the University System of Maryland" for relevant text on shared governance. Article II.C. of that policy provides definitions of "the subject matter appropriate for faculty, staff, and/or student participation in the shared governance process." Although the language is general, it enumerates the subjects appropriate for each constituency with regard to participation in shared governance. The System policy addresses one of the concerns that provoked the shared governance charge, that students "have a legitimate interest in matters affecting their ability to complete their education, including but not limited to costs, grading, and housing" (Article III.C.4). Members agreed that the System policy could guide the recommendations on the roles of students and staff on certain committees (within colleges and departments).

ERG can create guidelines for college plans, as those must be reviewed by ERG. However, reviewing plans of the individual departments/units within the colleges is beyond the scope of ERG's responsibility. Guidelines established for the plans of colleges and schools could be followed by colleges and schools when reviewing the plans of individual departments.

The ERG Committee worked on creating best practices, guidelines and its recommendations throughout the 2011 Spring semester. On April 27, 2011, after thorough discussions and edits, ERG voted to approve the final report and recommendations. On May 12, 2011, the report and recommendations were reviewed and considered by the SEC. The SEC returned ERG's report requesting that recommendations with punitive measures be reconsidered. As it was the end of the semester and the ERG Committee was no longer in secession the 2011-2012 ERG Committee considered the request to reconsider the recommendations.

At its September 12 meeting the 2011-2012 ERG Committee discussed the reconsideration of the recommendations. The committee agreed it would be best to allow the new committee time to assess the entirety of the report and recommendations before voting to revise any language within the report or recommendations. At the October 3, 2011 meeting the members considered alternative language for the recommendations. The majority of the discussion surrounded the importance of improving college and school compliance with the guidelines outlined in Plan Article 11. Members carefully considered the SEC's request and attempted to balance avoidance of appearing overly punitive with ensuring that colleges and schools will successfully undertake regular plan reviews and approvals every 10 years. After a thorough discussion the committee voted seven to one in favor of revising the report.

Recommendations

ERG's review each of the SEC's individual requests in the charge resulted in the following recommendations; ERG suggests the recommendations be used as a guideline for the University until the Plan of Organization Review Committee can incorporate the recommendations appropriately into the Plan of Organization.

AI. Review whether the Senate's current process of reviewing Plans of Organization conforms to the procedures set forth in the University's Plan of Organization (Article 11).

The Senate's current process of reviewing plans is lacking in two respects. (i) There is no oversight to ensure that unit plans are reviewed every 10 years as specified in Plan Article 11.1.b, nor any sanction established for units that do not conduct such a review every ten years. (ii) As described above, the language of Plan Article 11.1.c and of Bylaws Article 6.6.g has not been interpreted to mean that a single committee is charged with reviewing *all* plans that come before the Senate (as evidenced by the fact that a single committee has not reviewed all plans).

ERG research indicates that not all plans from all the schools and colleges are being reviewed every ten years. It is essential that college and unit plans be reviewed on a uniform schedule and that colleges and their departments/units be held accountable if their plans do not meet the standards. ERG understands the Senate Office has been working in the past year to rectify this and strongly supports this effort.

- ERG recommends that the Senate Office be responsible for enforcing Plan Article 11.1b. This could be accomplished by ensuring that College understand the review process, creating timelines for Plan reviews, and providing sample plans and best practices to each college prior to their review.
- ERG recommends that action should be taken if a school, college, or department/unit does not review its plan every ten years.

If a dean is recalcitrant in initiating a college plan review at the ten-year mark, the Senate Office should contact the Provost' Office to pursue the issue. In the event that the plan is still not reviewed in a timely manner, further action could be taken to ensure that the college initiates and successfully completes a Plan review, such as the action provided in Plan Article 11.1.d: "No faculty members of the Library, a College, or a School without an approved Plan of Organization may be seated in the Senate." Which would be relevant as the college would no longer have a recently reviewed Plan as outlined in Plan Article 11.1.b

Furthermore, we recommend that schools and colleges adopt language in their plans of organization allowing for the representatives of individual departments/units not to be seated on college level shared governance bodies if the department/unit in question does not have an approved plan or has allowed more than ten years to elapse since its plan was reviewed (again following Plan Article 11.1.d: "Colleges and Schools may prohibit representation on the Faculty Advisory Committees of the College or School by department without approved Plans of Organization.").

- The Senate office should maintain a review schedule of college plans, and the Senate should mandate that the dean's office of each college maintain a review schedule of its departmental plans.

A2. Comment on whether the University Plan of Organization should be amended by the next Plan of Organization Review Committee (PORC) to mandate Senate review of departmental/unit Plans in addition to college approval. Please include benefits and drawbacks of such a change.

The ERG concludes that the Plan should not require Senate review of departmental/unit plans. The benefit of such an amendment would be more uniformity among departmental/unit plans, which would likely lead to better plans overall. The drawbacks include the sheer amount of work it would create for the ERG, the Senate staff, and the Senate as a whole, as well as the fact that units/schools could view it as micro-managing. Additionally, there are other ways to achieve similar goals. We recommend the next PORC consider the following:

- Require that regular review of departmental/unit plans be part of each college's plan.
- Revise Plan Article 11.3 to provide that all departmental plans must be reviewed every ten years and that they be submitted for review to the unit/department above them and voted on by a representative body.
- Revise Plan Article 11.3 to allow for ERG to serve in an advisory role to departments, reviewing a plan if a department/unit chair or the Senate representative from the department/unit requested such a review.
- Mandate that departmental/unit-level review committees of all plans include adequate representation of faculty, staff, and students. Article 11.1.b of the University Plan calls for a committee to develop a plan of organization for a unit: "The committee shall consist of members elected by and from the faculty and, where appropriate, members elected by and from the staff, an undergraduate student member elected by and from the undergraduate students, and a graduate student member elected by and from the graduate students." The article further states that "The Plan of Organization shall be reviewed every ten years by a newly elected committee." *The term "appropriate" essentially makes the participation of staff and students optional, which does not seem to be in keeping with the principles of shared governance. As such, ERG recommends revising this article to mandate staff representation and, for degree-granting units, student representation.*

A3. Comment on whether the procedures set forth for the creation or revision of an existing academic unit's Plan should also apply to creation of new units, mergers, consolidations, or reorganizations.

ERG members strongly agree that mergers, consolidations, and reorganizations should require revision/review of plans. These procedures essentially create new units, even if the unit name does not change; thus, a plan review is entirely appropriate. It should be required that a lower level unit plan should always be reviewed by a higher-level unit.

A4. Comment on whether the Plan of Organization should require that the Plan of any College, School, Department, the Library, or other academic unit meet minimum standards. If so, please identify appropriate elements that should be included in each Plan and how shared governance can be incorporated into those Plans.

ERG believes that all plans should meet minimum standards. To that end, a set of guidelines has been created with recommended elements for plans to meet these standards (Appendix 3: Best Practices in Shared Governance for College and Unit Plans). ERG suggests the ENGR Plan as an excellent model for other colleges to follow.

Shared Governance can be incorporated into those plans by:

- Expanding and clarifying the language on minimum standards for shared governance within the University Plan.
- Encouraging the use of language in the University System of Maryland Plan in devising minimum standards (System Policy I-6.00 Article II Sections C & D).
- Addressing the problem that the definition or understanding of Shared Governance varies greatly from Unit to Unit.

We recommend that the best practices as described in Appendix 2 be incorporated as appropriate into the Plan of Organization when the next PORC is convened.

B1. Comment on whether any Plan of Organization that comes to the Senate should be reviewed by the ERG Committee to ensure compliance with University System of Maryland (USM) and Senate principles for shared governance.

We recommend that it be mandated that ERG review all college and school plans for compliance, and, if any revisions of unit plans are referred to the Senate, the ERG should be one of the primary committees designated to review them. This review need not be exclusive: other Senate committees may also review such portions of submitted plans that come under their purview.

B2. Comment on the need for resources (e.g. checklists, procedural roadmaps, etc.) with regard to creating plans of organizations for units considering mergers, consolidations, or reorganizations.

The Senate Office should provide examples of simple resources to help units when writing or revising their plans. These could include:

- Create a list of recommended elements that would strengthen shared governance principles (See Appendix 3: Best Practices in Shared Governance for College and Unit Plans).
- Provide an example of “a good plan” for a college to follow. The ERG suggests the iSchool or School of Engineering Plans as good models.
- Mandate that mergers, reorganizations, and consolidations have the same requirements for plan review as a new Unit.
- Insert language into the University’s Plan *defining* merger, reorganization, and consolidation, and specifying the requirements for plans of any merged, reorganized, or consolidated units.
- Require that plans revised as a result of mergers must come before the ERG for review.

B3. Review and comment on best practices for designing committee structures that balance efficiency and the inclusion of all relevant constituencies.

Best practices include

- Include staff on committees that develop policies and procedures that affect them and the welfare of the University.
- Include students on committees that affect their ability to complete their education, including but not limited to costs, grading, and housing.
- Err on the side of inclusion rather than exclusion.
- Refer committees to language in University System of Maryland policies that require compliance that addresses adequate representation of all stake holders. (System Policy I-6.00, Article II, Section C, “Shared governance requires informed participation and collaboration by

faculty, students, staff, and administrators.”)

- In order to include all relevant constituencies, the size of the committees will naturally be in proportion to the level of unit (departments have smaller committees, colleges larger). While large committees can become unwieldy, it runs counter to the principles of shared governance to exclude stakeholders on the grounds of efficiency.
- Chairs can designate subcommittees to perform tasks and report back to the full committee. This permits work to proceed efficiently, while allowing all stakeholders in the larger committee to review and comment on the subcommittee work. Subcommittees may be formally arranged by the Chair or by having committee members volunteer.

Appendices

Appendix 1: Review of Plans Mergers and Reorganizations

Appendix 2: Spreadsheet of Basic Elements

Appendix 3: Best Practices in Shared Governance for College and Unit Plans

Appendix 4: SEC Response Letter

Appendix 5: Charge and Proposal

Review of Plans, mergers, and reorganizations

Organization	Action	Senate Doc	Committee(s)
2004-2005			
Library	Plan	04-05-10	ERG & FAC
ENGR	Plan (APT only)	04-05-08	ERG
Plan of Organization	Plan	04-05-33	PORC
2005-2006			
AGNR Dept of Plant Science & Landscape Architecture	Reorganize/ rename	05-06-47	PCC
AGNR Dept of Environmental Sciences	Reorganize/ rename	05-06-49	PCC
ENGR	Plan	05-06-24	ERG & FAC
2006-2007			
ARHU Comparative Lit Dept of English	Merge	06-07-50	PCC (reviewed twice)
EDUC Dept of Ed policy studies	Reorganize/ rename	05-06-52	PCC
Library	APPS	06-07-29	FAC
Campus APT	APT	06-07-01	SEC & Campus APT Committee
2007-2008			
AGNR	Plan	07-08-03	ERG & FAC
CLIS	Plan	07-08-35	ERG & FAC
2008-2009			
CLFS Biological Sciences Grad Programs	Reorganize	08-09-23	PCC
2009-2010			
AGNR Dept of Nutrition & Food Science	Merge 3 B.S degrees into 1 program	09-10-44	PCC
AGNR Dept of Nutrition & Food Science	Merge Grad programs into 1 program	09-10-45	PCC
ARHU Dept of Theatre & Dance	Merge Theatre, Dance & Performance Studies	09-10-43	PCC
2010-2011			
CMNS	Plan CLFS adopted CMPS	10-11-14	ERG & FAC
SPHL	Plan	10-11-**	ERG & FAC

Appendix 2: Spreadsheet of Basic Elements

PLANS OF COLLEGES, SCHOOLS, and the LIBRARIES				
University Senate Plan of Organization	Plan of Organization of the College of Information Studies	Plan of Organization for the University of Maryland Libraries	School of Engineering Plan of Organization	Plan of Organization for the College of Computer, Mathematical and Natural Sciences
Preamble	Preamble	Preamble	Preamble	Preamble
Senate and its Functions	Mission	Name and Missions	Mission Statement	Mission
Relation of College Park Senate to Office of the President	Shared Governance	Purpose and Superseding Authority	Units within the School	CMNS Units
Membership and Eligibility	College Administration	Library Administration	Administration	Administration of the College
Senatorial Elections, Expulsion, Recall	Faculty	Library Assembly-- Membership, Officers, Meetings, Advisory Council, Committees	Administrative Council	Administration of the Units
Officers of the Senate, Their Nomination, Election, Appointment, and Impeachment	Staff	University Library Council	Engineering Student Council	College Assembly
Amendments, Review, and Revision	Students	Amendments and Review	Engineering Assembly	College Council
Bylaws	College Assembly		Engineering Council	Campus Senate and Standing Committees of the College
Committees and Councils	College Council		Standing Committees of the Assembly	Ad Hoc Committees of the College
Meetings of the Senate	Standing Committees		Appointment, Promotion and Tenure	Amendments to the Plan and Bylaws
Staff and Facilities	Other Committees		Elections of Faculty Senators to the College Park Senate	Review of the Plan
Plans of Organization of Units	Student Organizations		Amendments and Review	
	Review and Amendment			

AGNR Plan of Organization	Article 11 Mandates	ARHU Plan of Organization	School of Public Policy	Journalism	BSOS	Bylaws of the University Senate
Purpose	Faculty Advisory Committee	Preamble	NAME AND MISSION	Preamble	Preamble	Authorization
Mission	Unit-wide assembly to include faculty, staff, and students	Units and Administrators (UA)	AUTHORIZATION AND PURPOSE	Mission	Academic Units Within the College	Membership
College Units	Elected committee develops plan	UA-Academic and Administrative Units, governance thereof	ACADEMIC PROGRAMS: Composition, Plan of Organization, Administration	Shared Governance	Officers of the College	Meetings
Administration	Embody shared governance principles	UA-College Committees: Admin Council, APAC	ASSEMBLY: Composition, Membership, Duties and Responsibilities, Meetings	College Assembly: Membership, Operations, Organizations, Functions, Meetings	College Assembly and Academic Council	Executive Committee
Governance Structure and Organization-- Administrative Council, Faculty Advisory Council, Agriculture and Natural Resources Student Council, Staff Advisory Council	Embody relevant University policies such as Appointment, Tenure, and Promotion; merit pay; and establishment of Faculty Advisory Councils	UA-Administrative Officers	FACULTY: Membership, Duties and Responsibilities, Senate Representation	College Administration: Office and Duties of the Dean, Appointment of the Dean, Administrative Functions, Academic Administrators, Faculty with Administrative Roles, Review of Administrators	College Academic Council: Membership, Composition of the Academic Council, Officers of the Academic Council, Meetings of the Council, Functions of the Academic Council, Relations of the Collegiate Academic Council to the Plan, Committees, Replacement of Representatives, Recall of Collegiate Academic Council Representatives	Committees of the Senate
College Assembly		Collegiate Representation and Governance (CR)	STUDENTS: Membership, Governance	Graduate Committee, Appointments Committee, Faculty	Chairs and Directors Council	Standing Committee Specifications
College Committees		CR-Collegiate Council, committees therein (Executive, APT, PCC, New Technologies)	STAFF: Membership	Student Governance	Organization of the Faculty, Students and Staff in Units of the College	University Councils
Unit Organizations		Staff and Student Council - OPTIONAL	ADMINISTRATION: The Dean, Associate and Assistant Deans, Duties and Responsibilities, Program Directors	Grievance of Variance from the Plan of Organization		University Councils Specifications
College Senators		Review of Unit Governance	COMMITTEES: Faculty Committee, PCC or Curriculum Committee, APT	Adoption, Amendment, Review and Limits of the Plan of Organization		Duties of the Executive Secretary and Director
By-Laws		Amendments to Plan				Annual Transition of the Senate
Amendments		Plenary Sessions				
Adoption						

Best Practices in Shared Governance for College and Unit Plans

The Plan of Organization mandates that each College, School, department and other academic unit and the Library shall have a Plan of Organization that conforms to the University Plan of Organization, that provides for the establishment of a Faculty Advisory Committee, and that embodies shared governance principles and relevant policies.

Article 11 in the Plan of Organization lists the minimum requirements of these Plans that must be met in order for a Plan of Organization to be compliant with the University Plan of Organization, reproduced below. The following guideline describe best practices that will help units not only fulfill these requirements, but expand beyond the minimums to create a Plan compatible with the shared governance principles of the University.

Article 11 Requirements

1. The Plan of Organization of each unit shall provide for a unit-wide assembly. This assembly shall include faculty, staff, and students.
2. Each unit shall elect a committee to develop a Plan of Organization consistent with the principles of Article 11 that embodies shared governance principles and relevant University policies
 - a. The committee shall consist of members elected by and from the faculty and, where appropriate, members elected by and from the staff, an undergraduate student member elected by and from the undergraduate students, and a graduate student member elected by and from the graduate students.
 - b. The committee shall submit the plan to the faculty of the unit for approval.
3. The Plan of Organization shall be reviewed every ten years by a newly elected committee.
4. The Plan of Organization of each College, or each School, and of the Library, and any revisions thereto, shall be filed with the Senate for approval or disapproval.
 - a. If Senate agrees that the Plan is in compliance, it will be approved. If not, the Plan will be returned for revision. The most recently Senate-approved Plan of Organization remains in effect until the Senate approves a revised Plan.
5. Unit Plans of Organization: Each unit shall have an elected Faculty Advisory Committee. The Faculty Advisory Committee may include staff and students. The Faculty Advisory Committee shall elect its chair.
6. Each unit shall have committees that participate in decisions on strategic planning; curriculum; and appointments, promotion, and tenure. All committees shall include faculty members. Staff and student members shall be included on appropriate committees. Additional governing bodies may be specified by the Plan of Organization of a unit.
7. Deans shall serve for fixed terms of no longer than five years, be reviewed at regularly designated intervals by a committee appointed by the Senior Vice President for Academic Affairs & Provost, and be eligible for reappointment following the review.
8. Chairs and Directors shall serve for fixed terms of no longer than five years, be reviewed at regularly designated intervals by a committee appointed by the Dean, and be eligible for reappointment following the review.
9. Any unit having, at the time of adoption of this document, a Plan of Organization which has been adopted or substantially revised within the past seven years, may submit its existing plan to the next higher unit. The submission shall include a description of the procedure used for the most recent revision. If a submitted plan is rejected by the higher unit, the procedures and criteria of this Article must be followed in the preparation of a revised plan. In the event of a dispute between a Department and the Faculty Advisory Committee of the College of School regarding approval of a Departmental Plan of Organization, appeal may be made to the Senate.

Best Practices in Shared Governance for College and Unit Plans

(Click on [Additional Material](#) to be taken to a portion of the document with expanded detail. Once there, click on [Return to Outline](#) to go back to the main list.)

1. All plans should include a table of contents. [Additional Material](#)
2. Plans should follow a clear structure, which should generally numerate sections and subsections in a consistent fashion that can be easily followed (i.e. II.3.b, etc.). Elements of the plans should also be grouped together in a logical and consistent fashion. [Additional Material](#)
3. Plans should avoid referring to elements or bodies that have not yet been described (i.e. referencing the role of the Dean's Council before the Dean's Council is established and defined in the document). If such references are unavoidable, a parenthetical reference to the succeeding section where the body is addressed should be included (e.g. "The Dean's Council (as described in Article 2.1) shall report...").
4. Clear statements of college administrative and shared governance structure, and the relationship between each, should be articulated:
 - a. Describe and enumerate the responsibilities and authority of the dean, as well as the college's administrative structure and its relationship to units within the college.
 - b. Include a section acknowledging the importance of shared governance at the beginning of all plans. It is also useful to detail the responsibilities of each constituency in the shared governance structure.
 - c. Include language acknowledging that executive authority flows from the provost through the deans, whereas shared governance authority originates in the University Plan of Organization and flows through the Senate to the colleges. As such, efforts should be made to distinguish between bodies whose responsibilities are to support the Dean in carrying out administrative functions versus those which have the mission of shared governance. [Additional Material](#)

Membership

5. Membership categories should reflect those classifications recognized by the Board of Regents, and should be worded in such a way as to accommodate changes in policy without requiring a revision of the plan. [Additional Material](#)
6. Plans should provide for meaningful representation by all constituencies within a college, and at all levels. This should be the rule, rather than the exception, and in any instance that does not directly involve APT or other personnel decisions, the standard should be inclusion of all groups. Within the APT processes, however, some colleges include additional mechanisms for soliciting input from all constituencies which serve as best practices models. [Additional Material](#)
7. Wherever possible, uniform practice across constituencies should be followed in the selection of members of shared governance bodies. For example, if faculty members of a body are elected, then student and staff members should be as well.

8. Plans should avoid the use of “student” as a constituency, and should not only specify “undergraduate” or “graduate,” but should include both groups in any body, given the significantly different experiences and perspectives of each group.
9. If sub-units of an elected body have members that are not representatives of the larger body, the plan should include language describing who is eligible and how they are to be selected. **Additional Material**
10. Plans should provide for student representation (both undergraduate and graduate) on shared governance bodies from all units within a college that have faculty representation. **Additional Material**
11. The length of terms of service, as well as any term limits, should be clearly established, and should be consistent between the various levels of the shared governance structure. Terms should align with the academic year, and should vary between one and three years. **Additional Material**
12. Appointed members of the college administration should be included in the membership section of each plan. Such members should typically be non-voting in shared governance bodies (as distinguished from bodies whose mission is to aid the dean in administrative tasks).
13. Committee membership should be determined by the establishing bodies themselves, subject to any relevant provisions in the college plan. The majority of the membership of any committee should be made up of elected members.

Elections

14. The University Plan of Organization mandates that each college have a unit-wide assembly, the membership of which includes *all* faculty in the college, as well as students and staff (11.1.a).
15. Procedures for electing the student and staff constituencies of the unit-wide assembly (as well as any other constituencies recognized by the college), as well as procedures for electing members of all other bodies described in a plan, should be established for each constituency. For the purposes of apportioning student representatives (or faculty representatives, in cases where membership is not automatic for every member), each academic unit within the college should be treated as its own constituency. **Additional Material**
16. Executive committees, or other bodies carrying out similar functions within larger shared governance bodies, should be composed of members elected by their constituencies, and should select their own chairs. **Additional Material**

Procedures

17. Quorum levels that ensure an appropriate balance between practicality and inclusion should be set for all bodies. **Additional Material**
18. Minutes of meetings of any shared governance body should be kept, and should be made available to the Senate for review at any time.
19. The frequency of meetings of all bodies should be clearly set forth. **Additional Material**

20. Wherever a shared governance body is created, procedures should be established for its operations. Unless otherwise specified a plan should generally defer to the latest edition of *Robert's Rules of Order, Newly Revised*.

Review

21. As required by the University Plan of Organization, college plans must be reviewed, at minimum, every ten years by an elected committee that includes members of each constituency. Language describing the process by which this committee is constituted should be included. **Additional Material**
22. College plans should establish clear timelines and procedures for the review of sub-unit plans. As is required for the review of college plans, these reviews should include elected members from each constituency, and should also be reviewed every ten years. While not all of the specific bodies outlined in the college plan may be appropriate, sub-unit plans should follow the same principles and adopt the same general structure.
23. To the degree possible, plans for all units within a college should also follow these guidelines. The body that fulfills the executive function in a college's shared governance structure should have the explicit authority to decline to seat representatives from any unit that does not have an approved plan, or whose plan is found not to be compliant with the college plan.

Additional Information

1. The table of contents should include all the major areas that the plan covers. The A. James Clark School of Engineering's plan provides an excellent model of what elements should be included:

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2. An example of a useful hierarchy for numbering and organizing elements may be found below:

Article 2: Standing Committees

2.1 Name of Committee

- 2.1.a Committee Membership
 - 1) Faculty
 - (a) Numbers
 - (b) Procedures for selecting them
 - (2) Students
 - (a) Undergraduate student members
 - (b) Graduate student members
- 2.1.b Committee Charge
- 2.1.c Selection of chair, other officers
- 2.1.d Committee meeting frequency
- 2.1.e Quorum of committee

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- 4.c The Plan of Organization for the College of Library and Information Services includes the following:

ARTICLE II – SHARED GOVERNANCE

Governance of the College is shared among administrators, faculty, staff, and students. Administrators are responsible for seeking advice, initiating action, making decisions, and implementing policy as well as for assuring accountability for their actions. Administrative accountability requires active accounting to other constituencies with whom governance is shared. The faculty is responsible for informed and regular participation in governance activities related to all aspects of the academic mission of the College. Staff members have a vital role in support of the College mission and have the responsibility for regular and informed participation in governance activities. Students have the right to and responsibility for informed and regular participation in governance activities that specifically impact their areas of interest. (1)

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5. USM policies and the Senate Plan of Organization establish the following membership categories:

Faculty: “The only faculty ranks which may involve a tenure commitment are: Professor, Associate Professor, Assistant Professor, Instructor, Distinguished University Professor, Senior Staff Scientist, Associate Staff Scientist, Assistant Staff Scientist, Principal Agent, Senior Agent, Agent, (i.e., II.C. 1a-1d, 2a-2c, 3d-3f) and such other ranks as the Board of Regents may approve. Appointments to all other ranks, including any qualified rank in which an additional adjective is introduced (such as "Clinical Professor" or "Medical School Professor"), are for a definite term and do not involve a tenure commitment (i.e., II.C. 2d-2h, 3a-3c, 4a-4g, 5a-5d, 6a-6g). Notwithstanding anything to the contrary in this policy, faculty in certain ranks may be granted permanent status. The only faculty ranks which may involve a permanent-status commitment are Librarian II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. Permanent status may not be granted to an individual holding the rank of Librarian I.” (USM Policies and Procedures, II - 100.II.A)

Staff: “Staff constituents are defined as those who hold a full-time permanent appointment as defined by the applicable University definitions and classifications” (Senate Plan of Organization, 3.3.a). The Bylaws of the University Senate include the following sub-categories, each of which is entitled to representation:

- (1) Executive, Administrative and Managerial Staff
- (2) Professional Staff
- (3) Secretarial and Clerical Staff
- (4) Technical and Para-Professional Staff
- (5) Skilled Crafts
- (6) Service and Maintenance

Undergraduate Students

Graduate Students

Single Member Constituencies: The following groups are each apportioned a single representative by the Senate: Teaching Faculty, Full-time Lecturers/Instructors, Research Faculty, part-time undergraduate students, part-time graduate students, Contingent 2 Staff, Emeritus Faculty, and Professors of the Practice.

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6. The Plan of the College of Behavioral and Social Sciences, for example, emphasizes the importance of seeking input from all constituencies within the college:

As described in the College APT Policies and Procedures, the committee must assure that an effort is made to facilitate students and nontenured faculty input into the decision making process. (9)

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9. For example, if one of the committees of a college assembly permits non-assembly members to serve on the committee, it should stipulate membership qualifications and selection methods for such members. Plans should also address voting privileges for such members.

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10. For example, if a college has six degree granting programs, all represented by faculty on the college assembly, it is generally insufficient to have only two student representatives in the body. The rationale for such a standard is the same as that which guides apportionment of faculty representatives, and stems from the differing sizes, needs, and objectives of units within the college. If a college cannot meet this standard, then a separate student advisory council (or two, one for each student constituency, whenever feasible) should also be established, and the plan should specify the mechanism(s) by which the council interacts with the college shared governance structure. Such interaction should be regular, formal, and meaningful.

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11. The terms of service on a body such as the college-wide assembly should be compatible with the terms of service on that body’s committees. For example, if staff representatives serve one year

terms, committee appointments should not be made for two years. As a reference, the standard terms of service in the University Senate are as follows:

- Faculty Senators: **3 years**
- Staff Senators: **3 years**
- Teaching Faculty, Full-time Lecturers/Instructors, Research Faculty, Undergraduate Students (both full- and part-time), Graduate Students (both full- and part-time), Contingent 2 Staff, Emeritus Faculty, and Professors of the Practice: **1 year**

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- 15.** Plans should, at a minimum, establish the **principles** to be upheld in any elections of members to college shared governance bodies (i.e. direct election of representatives from within their constituencies by secret ballot, etc.). Ideally, **procedures** should also be established for these elections. Some suggestions are provided below.
- i. Elections of the following year’s representatives should take place during the spring semester.
 - ii. To ensure adequate representation, each academic unit should be considered its own sub-constituency for purposes of apportionment. When students are elected to the unit-wide assembly, each academic program should be allowed to send its own representatives (both undergraduate and graduate, as applicable). Barring this, procedures should be established that: (a) ensure an equitable rotation between the various programs on a yearly basis; or (b) treat all students in a given constituency (undergraduate or graduate) as a single electorate, whereby candidates for the representative positions are drawn from and elected by the entire unit (in such cases, a stipulation restricting the number of representatives that can come from any one program should be established; the Senate uses a similar model to elect graduate Senators).
 - iii. For any elections of faculty to shared governance bodies other than the mandatory unit-wide Assembly, each academic unit should be considered its own sub-constituency. Barring this, procedures should be established that ensure an equitable rotation between the various programs on an annual basis.
 - iv. All elections should be preceded by a notification to every member of each constituency that announces the upcoming elections and any relevant dates and specifies a nominations period that permits candidates to nominate themselves electronically. Services such as the OIT survey system or free alternatives (such as Survey Monkey) are user-friendly options for collecting both nominations and votes.
 - v. Procedures for filling vacancies in any position should be addressed.
 - vi. To the degree feasible, plans should also include minimum standards for elections within the various sub-units.

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- 16.** As a general rule, the membership of such committees should be composed primarily of – and presided over by – elected members of the primary shared governance body in the college. Furthermore, elected members of the larger body should select who serves on any executive committees, rather than, for example, permitting representatives to be appointed by the dean. Plans should include descriptions of election procedures for any elected positions within the college shared governance structure.

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17. The standard approach to calculating quorum sets the number at 50% + 1 of *voting members*. In some cases, it is useful to set that threshold higher. For meetings of the unit-wide assembly or bodies of a similar size, quorum should be a majority of the elected members who have not notified the appropriate individual (generally the chair of the body or its secretary) they will be absent. For meetings of committees of the unit-wide assembly or similar bodies, quorum should be set at a number that ensures that no business may be conducted at a meeting at which a majority of the members are not Faculty. Administrative appointments generally do not count towards quorum.

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19. The unit-wide assembly should meet as often as is necessary, but no less than twice per year. The majority of the work in the shared governance structure should take place in smaller bodies, such as committees. These should meet more frequently, and should report their activities to the unit-wide assembly, and any executive committee(s) of the college.

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21. This review committee must be comprised of members from each constituency who are selected by their constituencies. These members may be elected from the unit-wide assembly or other elected bodies within the college, or may be elected specifically for the purpose of service on the review committee. In the absence of specific procedures, plans should specifically reference and follow the language articulated in the University Plan of Organization (11.1.B).

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May 16, 2011

Marc Pound
Chair
Elections, Representation & Governance (ERG) Committee

Dear Marc,

The Senate Executive Committee (SEC) reviewed the Elections, Representation & Governance (ERG) Committee's report on "Preservation of Shared Governance During Reorganizations, Consolidations, and Mergers" (Senate Document #: 09-10-49) at its meeting on May 12, 2011. On behalf of the SEC, I would like to commend your committee on its thoughtful review of this issue. We recognize that shared governance is a key element of our campus structure and should be incorporated into college and unit plans of organization. However, the SEC feels that the ERG recommendation for punitive measures, if a college/school does not comply with requests to revise its plan of organization, is not appropriate. Several members suggested that if an initial request from the Senate Office were disregarded, a request from the Provost's Office would be sufficient. Therefore, the SEC suggests that the ERG Committee reconsider the following language (**in bold**), in your report:

- *ERG recommends that action should be taken if a school, college, or department/unit does not review its plan every ten years. **This action should initially be administrative, but there should be flexibility to take further action if administrative measures are unsuccessful.***

*If a dean is recalcitrant in initiating a college plan review at the ten-year mark, the Senate Office should contact the Provost to pursue the issue. **In the event that the plan is still not reviewed in a timely manner, punitive action could be taken. Plan Article 11.1.d suggests an appropriate sanction: "No faculty members of the Library, a College, or a School without an approved Plan of Organization may be seated in the Senate."** We recommend consideration be given to allow the SEC to levy the same penalty on colleges who fail to review their plan every ten years (if this requires a change to the Plan, please consider this a recommendation to the next PORC).*

We hope to reconsider the ERG recommendations in the fall. Please let me know if you have any questions or concerns.

Sincerely,

A handwritten signature in blue ink that reads "Eric Kasischke".

Eric Kasischke
Chair

EK/rm



University Senate CHARGE

Date:	August 24, 2010
To:	Marc Pound Chair, Elections, Representation & Governance Committee
From:	Linda Mabbs Chair, University Senate
Subject:	Preservation of Shared Governance During Reorganizations, Consolidations, and Mergers
Senate Document #:	09-10-49
Deadline:	December 1, 2010

The Senate Executive Committee (SEC) requests that the Elections, Representation, and Governance (ERG) Committee review the attached proposal and report on whether changes should be made to the current process for reorganizations, mergers, and consolidations of units/colleges at the University of Maryland.

As you know, the University has been in the midst of several mergers or reorganizations this past year. The most recent of these was the successful merger of the Dance and Theatre departments. Several SEC members and Senators raised concerns about the diminution of shared governance during that process and within the School of Theatre and Dance's newly proposed Plan of Organization. This merger passed the Senate but raised concerns about this process in the future.

The attached proposal requests that the Senate review current practices and make recommendations for improvement if necessary. Specifically, we ask that you review the following with regard to Plans of Organization:

1. Review whether the Senate's current process of reviewing Plans of Organization conforms to the procedures set forth in the University's Plan of Organization (Article 11).
2. Comment on whether the University Plan of Organization should be amended by the next Plan of Organization Review Committee (PORC) to mandate Senate review of departmental/unit Plans in addition to college approval. Please include benefits and drawbacks of such a change.
3. Comment on whether the procedures set forth for the creation or revision of an existing academic unit's Plan should also apply to creation of new units, mergers, consolidations, or reorganizations.

4. Comment on whether the Plan of Organization should require that the Plan of any College, School, Department, the Library, or other academic unit meet minimum standards. If so, please identify appropriate elements that should be included in each Plan and how shared governance can be incorporated into those Plans.

Please also review the following with regard to ensuring the incorporation of shared governance:

1. Comment on whether any Plan of Organization that comes to the Senate should be reviewed by the ERG Committee to ensure compliance with University System of Maryland (USM) and Senate principles for shared governance.
2. Comment on the need for resources (e.g. checklists, procedural roadmaps, etc.) with regard to creating plans of organizations for units considering mergers, consolidations, or reorganizations.
3. Review and comment on best practices for designing committee structures that balance efficiency and the inclusion of all relevant constituencies.

We ask that you submit your report and recommendations to the Senate Office no later than December 1, 2010. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

May 13, 2010

Dr. Linda Mabbs
Chair, University Senate
1100 Marie Mount Hall
University of Maryland
College Park, MD 20742

Dear Dr. Mabbs:

I am writing on behalf of my colleague on the Senate Executive Committee, Jonathan Sachs, and the Graduate Student Government Executive Committee to ask for your assistance with a set of related issues that are of the utmost importance to the Senate, and affect the health and strength of the entire University community. These concerns relate to University procedures regarding the creation, merger, consolidation, or reorganization of colleges, schools, departments, and other academic units (hereafter “units”).

As you know, the Senate recently approved the merger of the Department of Theatre and Performance Studies and the Department of Dance. Both the process and product of this merger reveal deficiencies and lacunae in current University procedures, and have resulted in an unfortunate diminution of shared governance in the new school’s plan of organization.¹ In regard to the process, we are concerned that:

- The individuals who drafted the structure and plan of organization were not elected, and represented a single constituency (faculty);
- Students in the affected programs were not informed of the merger or shown a draft of the new structure until approximately one week before an APAC forum where feedback on the merger was to be accepted;
- When student concerns were expressed to the Chair of Theatre (Dan Wagner, now Director of the School of Theatre, Dance, and Performance Studies), he responded that the plan would not be modified, given such a process would require a re-vote by the faculty of each department;
- It was only after a concerted effort directed at the Dean of the Graduate School, the Dean of the College of Arts and Humanities, and the SEC, that Wagner agreed to create an ad hoc committee to re-consider graduate student representation on the new school’s committee structure;

¹ While both Dean Harris and Dan Wagner have characterized it as a preservation of the degree of involvement mandated by the previous structure, their assessment is based not on the most recent, faculty-approved version of Theatre’s Plan of Organization (dated 5/12/2008), but on changes in practice that have taken place in the last two years, changes that have led to a reduction of student involvement. For example, the previous plan of organization of Theatre included elected student membership on the Season Selection Committee (the committee selects which plays or performances will take place in a given academic year). The new plan excludes students from the committee entirely, and any proposals from students must be channeled through a faculty committee member. Additionally, a committee in the former Department of Theatre (Off Center Selection Committee) with elected undergraduate student membership and a graduate student chair, has been eliminated in the new plan, and there is no indication where those functions fall in the new committee structure.

- In speaking before the SEC, Wagner refused to ask the ad hoc committee to consider undergraduate or staff representation on the committee structure.²

In regard to the Plan of Organization that was ultimately approved by the Senate, we are concerned that:

- The committee structure includes only four students – one graduate and one undergraduate from each of the former departments – on a single committee (the Committee of the Whole);
- Those student serve in a non-voting capacity, and are not elected by their respective constituencies, as is recommended by University System of Maryland policy;
- None of the remaining 16 committees permit student membership;
- Staff are not permitted to vote on the Committee of the Whole;
- Of the 15 committees (the APT committee has 4 subcommittees, though it is generally treated as one committee) proposed in the new structure, only 2 of them have a membership that is directly elected, while membership on the other 13 committees is either ex officio, or appointed by the Director of the new school (in consultation with various entities).

Both the shortcomings in the process and the lack of effective shared governance in the product of this merger could easily have been avoided by relying a more transparent, inclusive approach that involved (or at least consulted with) all the constituencies in the new school.

The Theatre/Dance merger is only the most recent manifestation of what we see as an unfortunate trend that requires prompt attention by the Senate. Earlier this year, a reorganization of the College of Education was under consideration (it is our understanding that those plans are currently on hold, though we understand the reorganization will proceed in the future). At the request of the Provost, members of the GSG and SGA agreed to serve as liaisons to APAC, and were tasked with gathering student feedback on the proposed reorganization.³ We found that a similar, and similarly disheartening, disregard for student input characterized the process by which the plan was drafted and considered. Not only had students not been involved in the planning, those in all but one of the affected programs had not even seen a draft of the proposal. While the process seems to have been far more inclusive of faculty, a recent Diamondback article suggests that there are still significant concerns with how the reorganization was considered and pursued.

Conversations with the Provost and Associate Provost for Academic Planning and Programs have confirmed that there is no standard template for programs interested in merging/consolidating/reorganizing, and no clear set of procedures for them to follow, given the rarity and specificity of such substantial changes. While the Senate's Plan of Organization establishes a process whereby either the creation or revision of a unit plan of organization is to be reviewed by appropriate Senate committees, there is ambiguity in interpreting precisely which

² Dean Harris indicated at the 29 April Senate meeting that the ad hoc committee would, indeed, investigate graduate, undergraduate, and staff representation on the school's committee structure.

³ As the GSG's Vice President for Academic Affairs, I participated in this process. The report we produced is available upon request.

committees that entails (in the case of the Theatre/Dance merger, for example, only the Senate PCC Committee approved the merger; the ERG Committee, which is charged with reviewing plans of organization, was not involved). We feel this is untenable, and – particularly given the imminent changes to CMPS and CLFS, and the likelihood of additional mergers as the goals of the Strategic Plan are pursued – that it warrants investigation by the Senate. As the formal organ of shared governance at this University, the Senate is uniquely situated and empowered to ensure that best practices in shared governance are followed, and that the traditions of shared governance that are such an important part of this institution’s success are not only maintained, but strengthened.

As such, we respectfully request that the SEC consider charging the 2010-2011 ERG Committee with the following tasks:

- Investigate current practices and procedures related to the consideration, planning, and execution of mergers, consolidations, and reorganizations of existing units; should those practices or procedures be found deficient, specific recommendations regarding the creation or revision of Senate or Academic Affairs policies should be made.
- Investigate current and historical Senate practice regarding the creation or review of unit plans of organization, and report on whether that practice accords with current policy, and whether revisions to Senate procedures are necessary to ensure adequate oversight.
- Assess the resources (both formal and informal) available to units considering mergers, consolidations, or reorganizations, and recommend whether the Senate can and/or should play a role in assisting units in creating plans of organization that respect and strengthen shared governance.
- Create a list of best practices for designing committee structures that balance efficiency with respect for the opinions and participation of all constituencies, and that ensure USM policies on shared governance are followed.

Thank you very much for your time and consideration of this important issue.

Sincerely,



Aaron Tobiason
University Senator, College of ARHU, 2008-2010
Vice President for Academic Affairs, GSG