UNIVERSITY SENATE

AGENDA | APRIL 6, 2021

3:15PM – 5:00PM | ZOOM

1. Call to Order

2. Approval of the March 3, 2021 Senate Minutes (Action)

3. Report of the Chair (Information)

4. PCC Proposal to Establish a Bachelor of Science in Social Data Science (Senate Document #20-21-35) (Action)

5. PCC Proposal to Establish a Post-Baccalaureate Certificate in Dual Language Education (Senate Document #20-21-39) (Action)

6. Review of the Senate Bylaws to Ensure Alignment with Current Senate Practices (Senate Document #20-21-16) (Action)

7. Review of the Interim University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces and Guidelines for Expressive Activity (Senate Document #20-21-11) (Action)

8. New Business

9. Adjournment

CALL TO ORDER

Senate Chair Laura Dugan called the meeting to order at 3:16 p.m.

Dugan noted that the meeting agenda includes a Presidential Briefing and two Special Order presentations. She stated that the Senate Executive Committee (SEC) set the agenda with the two Special Order presentations at the end of the meeting in order to ensure that the action items on the agenda could be completed while allotting the remainder of the time for the presentations. Dugan asked if there were any objections to the order of the agenda. Hearing none, she proceeded with the meeting.

APPROVAL OF THE FEBRUARY 9, 2021 SENATE MINUTES

The minutes were approved as distributed.

REPORT OF THE CHAIR

Meeting Logistics: Chair Dugan reviewed logistics for the Zoom webinar format for the Senate Meeting. She stated that Senators and Deans should have joined the meeting as Panelists using the links emailed directly to them and members of the campus community should have used the general meeting link to join as Attendees. Dugan stated that Senators and Deans can raise Points of Order in the Chat Box and that any questions, comments, or technical difficulties placed in the Chat Box will not be responded to. She stated that anyone who wishes to speak must use the "Raise Hand" feature to be recognized and unmuted.

Voting: Dugan stated that Senators must use TurningPoint to vote during Action items on the agenda. She provided instructions for logging into TurningPoint and entering the Session ID for the meeting. Dugan stated that the Session ID will be listed on the Quorum Attendance slide at the start of the meeting and at the top of all of the meeting slides for any Senators who arrive late.

Senate Elections: Dugan stated that the voting period for staff, student, and single-member constituency Senators for the 2020-2021 academic year ends on Friday, March 5, 2021. She encouraged Senators to vote for their Senators, if they are in one of those constituencies and to encourage their colleagues to vote as well.

Nominations Committee: Dugan stated that the Senate Nominations Committee is seeking candidates to run for open positions on Senate-elected committees and councils, including next year's Senate Executive Committee, Senate Committee on Committees, University Athletic Council, Council of University System Faculty, and Campus Transportation Advisory Committee. She noted that not all positions require Senate membership and requested that Senators consider encouraging their colleagues to run. Dugan reminded Senators that all newly-elected Senators from this year's elections will also be eligible to nominate themselves.

Dugan stated that candidates will be considered by the Nominations Committee for placement on the slate for election. All candidates who are placed on the ballot will submit a short candidacy statement for the ballot after spring break. Elections will be held at the Transition Meeting on May 4, 2021. She encouraged Senators to visit the Senate website for more information and to access the nomination form if they are interested in running.

SPECIAL ORDER: PRESIDENTIAL BRIEFING

Dugan welcomed Darryll J. Pines, President of the University of Maryland, to provide his briefing.

President Pines thanked the Senate Leadership and the Senate for the opportunity to provide an update on the state of the campus. He stated that today is Giving Day and noted that $1.3 million and over 500,000 donations have been donated so far. President Pines encouraged Senators to give back to their units.

President Pines acknowledged members of his administration including those serving in an interim capacity:

- Ann G. Wylie, interim Senior Vice President and Provost;
- Brian Burnett, interim Chief Financial Officer;
- Brodie Remington, interim Vice President for University Relations;
- Brian Ullmann, Acting Chief of Marketing and Communications for the Cabinet; and
- Neil Tickner, speechwriter.

President Pines stated that searches are underway for a number of leadership positions:

- Executive Communications and Chief Marketing Officer;
- Chief Financial Officer;
- Comptroller;
- Senior Vice President and Provost;
- Dean for the School of Architecture, Planning and Preservation (ARCH); and
- Dean for the A. James Clark School of Engineering (ENGR).

President Pines thanked Spyridon Marinopoulos, Director of the University Health Center, and Yvette Rooks, Head Team Physician and Assistant Director of the University Health Center, for working to keep the campus community safe during the COVID-19 pandemic.

President Pines provided an update on his First Day Initiatives.

- New hires were made to increase mental health services for faculty, staff, and students.
- A Coordinator for Immigrant and Undocumented Student Life was hired.
- Philanthropic support for students has increased.
    - Over $1 million was raised through the Student Crisis Fund; and
    - $20 million was secured for student support through federal stimulus packages.
- The University's new residence halls will be named Pyon-Chen and Johnson-Wittle in recognition of their trailblazing efforts to diversify the campus.
- Changes were made to UNIV100 to enhance diversity, equity, and inclusion in the curriculum.
- A task force was created for enhancing University policing.
    - The Department of Defense 1033 Militarization Program was officially deactivated on February 22, 2021.
- The University promoted significant efforts in voter registration, census participation, and voting.
- The University joined the Common Application and will be test optional for the next few years.

- The Research Leaders Fellows Program was launched for junior faculty to advance their knowledge of how to lead large research initiatives.
- The artwork of David Driskell, who passed away from COVID-19 in March 2020, will be showcased in University House for the 2020-2021 academic year to honor his life and legacy.
- The University hosted the Voices of Maryland Listening Sessions.

President Pines shared additional information about the TerrapinSTRONG initiative.
- TerrapinSTRONG is an affirmative set of shared values, actions, identity, and agency that connects all University community members to one common goal.
- The University strives to create an inclusive environment where every member feels that they can reach their full potential and are empowered to do that.
- The University aspires to become a community that is united, respectful, secure and safe, inclusive, accountable, empowered, and open to growth possibilities.

President Pines thanked Carlton Green, Director of Diversity Training and Education in the Office of Diversity and Inclusion; Ramsey Jabaji, Acting Director of the Office of Global Engineering Leadership in the A. James Clark School of Engineering; and KerryAnn O'Meara, Professor of Higher Education and Special Assistant to the President for Strategic Initiatives, for partnering with him in moving the TerrapinSTRONG initiative forward.

President Pines shared updates to the University's current research rankings and diversity rankings:
- The $1.1 billion dollars of research between the University of Maryland and the University of Maryland, Baltimore ranks the University 14th overall and 8th among public universities in the National Science Foundation Higher Education Research and Development (HERD) ranking;
    - The State of Maryland is one of only five states to have one public University and one private University each with over $1 billion in research enterprises.
- The University ranks in the top 20 of Best Colleges and Universities by the U.S. News and World Report;
- The University ranks in the top 10 in Kiplinger's College Rankings, which measure the quality and affordability of public universities in the United States;
- The University ranks 6th in the nation in the Princeton Review Rankings which measure innovation and entrepreneurship;
    - The University was not previously ranked by the Princeton Review.
- The University is ranked first in the state of Maryland for master's and doctoral degrees conferred upon minority students; and
- The University is ranked 21st in the nation for bachelor's degrees conferred upon African-American students.

President Pines shared information regarding the University's new academic programs and emerging research.
- The Immersive Media Design Degree program is a partnership between the College of Arts and Humanities (ARHU) and the College of Computer, Natural, and Mathematical Sciences (CMNS) which brings together technology and the creative arts together to enhance creative expression.
- The Social Data Science Center is a partnership between the iSchool and the College of Behavioral and Social Sciences (BSOS) to utilize social science data to understand and address pressing challenges facing the nation and the world.
- The Brain and Behavior Institute (BBI) has been codified.
    - Betsy Quinlan, Clark Leadership Chair in Neuroscience, will be the leader of the BBI.

- Three new master's degrees were announced in partnership between ARCH, the iSchool, ARHU, and the School of Public Health (SPHL):
    - The Master of Community Planning and Master of Information Management;
    - The Master of Community Planning and Master of Public Health; and
    - The Master of Community Planning and Master of Health Administration.
- Two new undergraduate programs were established in the School of Education:
    - The major in Human Development; and
    - The minor in Disability Studies.
- A Civic Innovation Center was launched in the School of Public Policy.
- The School of Public Health is working with the Moderna vaccine for COVID-19.
- CMNS, AGNR, and ENGR are collaborating to research gene editing, plant genome engineering, and synthetic biology.

President Pines shared an update on Giving Day donations:
- The University is $80 million away from the goal of raising $1.5 billion; and
- The University has received 391,000 gifts from 110,000 donors.

President Pines expressed his gratitude for everyone who has donated.

President Pines shared highlights of Fall 2021 admissions data and enrollment trends.
- The University has nearly exceeded 50,000 applications.
    - This 56% increase in applications is likely due to the Common Application; and
    - Most applications are out of state.
- The application pool has been increased by 84% for African-American students and 64% for Latinx students.
- The University hopes to reverse the decline in enrollment of full-time undergraduate students.
- There has been a dearth in enrollment by 600 to 800 graduate students.

President Pines provided an update on the strategic planning process for the 2030 Plan:
- The University will work with a facilitator;
- The University will start with the standard process of SWOT analysis, defining the University's values and mission, developing pillars for the institution, and developing several strategic initiatives; and
- The University hopes to work with the facilitator in March, host meetings with the Senate as the Plan is developed, and have the Plan completed by September or October 2021.

President Pines shared options for the Spring 2021 Commencement exercises:
- A student-only commencement ceremony at Maryland Stadium;
- An option with students and limited guests; or
- A virtual commencement ceremony;

President Pines shared that the campus is planning for full-in person instruction in the Fall 2021 semester unless there is additional guidance from the State of Maryland or Prince George's County. He encouraged Senators to start making preparations to become reacclimated to campus. President Pines stated that the University will work with individuals with pre-existing conditions. He encouraged Senators to stay TerrapinSTRONG and follow the 4Maryland Healthy Behaviors.

Dugan thanked President Pines for his presentation and opened the floor for questions. She stated that President Pines will only take a few questions as the meeting has a full agenda.

A Senator inquired if the University would return to a pre-COVID-19 admissions process which includes standardized testing scores.

President Pines stated that the University will be test optional for the next two years. He stated that many students both at the undergraduate and graduate level cannot get to testing sites. President Pines shared the opinion that the move to test optional admissions does not affect the quality of students applying to the University. He expressed some concern over the out of state yield.

A Senator asked if there is a timeline for the decision on commencement and returning to campus.

President Pines stated that there should be a decision made related to commencement the following week. He stated that campus working groups will reconvene to make recommendations on how the University can slowly and safely move towards more densification.

PCC PROPOSAL TO ESTABLISH A BACHELOR OF SCIENCE IN FERMENTATION SCIENCE (SENATE DOCUMENT #20-21-34) (ACTION)

Valérie Orlando, Chair of the Programs, Curricula, and Courses (PCC) Committee, presented the proposal and provided background information.

Dugan thanked Orlando and opened the floor to discussion of the proposal.

Senator Rozenblit, faculty, College of Arts and Humanities, inquired if the proposed program would be above the University's 120 credit requirement for the bachelor's degree if the program requires 87 to 90 credits.

Elizabeth Biese, Associate Provost for Academic Planning and Programs and member of the PCC Committee, clarified that the credit requirement for the proposed program includes general education requirements and all of the required core courses for the major. She stated that the requirement does not include possible electives.

Hearing no further discussion, Dugan called for a vote on the proposal. The result was 128 in favor, 1 opposed, and 5 abstentions. **The proposal passed.**

PCC PROPOSAL TO RENAME THE UPPER-DIVISION CERTIFICATE PROGRAM IN "WOMEN'S STUDIES" TO "WOMEN, GENDER, AND SEXUALITY STUDIES" (SENATE DOCUMENT #20-21-36) (ACTION)

PCC PROPOSAL TO RENAME THE BACHELOR OF ARTS IN "WOMEN'S STUDIES" TO "WOMEN, GENDER, AND SEXUALITY STUDIES" (SENATE DOCUMENT #20-21-37) (ACTION)

Dugan stated that these two proposals will be presented and discussed together and the Senate will vote separately on each proposal.

Valérie Orlando, Chair of the Programs, Curricula, and Courses (PCC) Committee, presented the proposals and provided background information.

Dugan thanked Orlando and opened the floor to discussion of the proposals; hearing none, she called for a vote on the PCC Proposal to Rename the Upper-Division Certificate Program in "Women's Studies" to "Women, Gender, and Sexuality Studies." The result was 126 in favor, 6 opposed, and 3 abstentions. **The proposal passed.**

Dugan called for a vote on the PCC Proposal to Rename the Bachelor of Arts in "Women's Studies" to "Women, Gender, and Sexuality Studies." The result was 120 in favor, 7 opposed, and 4 abstentions. **The proposal passed.**

PROPOSAL TO REVIEW THE ADMINISTRATION OF THE ADJUDICATION PROCESS FOR THE FACULTY GRIEVANCE POLICY (SENATE DOCUMENT # 20-21-06) (ACTION)

William Reed, Chair of the Faculty Affairs Committee, presented the proposal and provided background information.

Dugan thanked Reed and opened the floor to discussion of the proposal; hearing none, she called for a vote. The result was 112 in favor, 2 opposed, and 17 abstentions. **The proposal passed.**

SPECIAL ORDER

William Reed
Chair, Faculty Affairs Committee
Feedback to Develop a Framework Associated with a Consensual Relationships Policy

Dugan invited Reed to provide his presentation on behalf of the Faculty Affairs Committee.

Reed stated that the University's Policy on Sexual Harassment and Other Sexual Misconduct only discourages consensual sexual relationships between faculty and students. He stated that the Faculty Affairs Committee (FAC) has been charged with considering a proposal to develop a standalone policy that would prohibit some types of consensual relationships.

Reed summarized the Faculty Affairs Committee's preliminary findings.

- Based on the committee's review of peer institution policies and consultations with the University's Title IX Officer and Director of the Office of Civil Rights and Sexual Misconduct (OCRSM), the Associate Provost for Faculty Affairs, and the proposer, the FAC determined that there should be a stand-alone policy on consensual relationships that includes an obligation to disclose relationships.
- The committee decided that there are consensual relationships that should be prohibited in addition to relationships that should be strongly discouraged.
- The FAC created a Subcommittee to develop the policy which reviewed the work of the committee and the policies and procedures related to consensual relationships at Big 10 and other peer institutions.

Reed shared that the Subcommittee is now seeking feedback from the Senate on the principles that should underlie a policy on consensual relationships.

- Among the initial considerations for developing a consensual relationship policy is whether romantic, amorous, and intimate relationships between faculty and students should be

prohibited completely, or if those relationships should be prohibited under certain circumstances.
    - Five institutions among the Big 10 and other peer institutions prohibit relationships between faculty and undergraduate students; and
    - Nine institutions prohibit faculty and undergraduate relationships where the faculty member has academic or supervisory responsibilities related to the student.
        - These responsibilities often apply to graduate assistants and teaching assistants.
        - Prohibition on consensual relationships often extends to faculty relationships with graduate students and post-doctoral associates.
        - These policies align with the recommendation that was submitted by the proposer to the committee.
- In developing the policy, the subcommittee has contemplated:
    - Maintaining an environment that fosters intellectual discourse and mutual respect between faculty and students;
    - Allowing all students and program participants to have exceptional and uncompromised educational, research, service, and employment experiences; and
    - Fostering an environment that encourages the disclosure of relationships by faculty in order to provide protection to students and to mitigate any unintended consequences or negative impact, as opposed to having an environment where these relationships occur in secrecy.

Reed stated that the committee is seeking feedback from the Senate on the framework for the potential policy and shared four questions to focus the discussion.
- Should all consensual relationships between faculty and undergraduate students be prohibited?
- Should consensual relationships between faculty and undergraduate students of a certain age be prohibited? If so, what age would be an appropriate threshold (e.g., under 18 years old or under 21 years old)?
- Should marriage be excluded from the definition of a consensual relationship, and therefore allowed without reporting or management, or should marriage between faculty and students be an exception to the policy that must be requested by a faculty member?
    - If marriage is not excluded from the definition of a prohibited consensual relationship, it will be necessary to have a procedure for the faculty member to seek an exception to the policy.
- Should consensual relationships between faculty and graduate students or post-doctoral associates be prohibited when an academic or supervisory relationship exists between them?

Dugan thanked Reed for his presentation. She noted the Faculty Affairs Committee has created a Google Form for Senators and members of the campus community to submit comments and feedback during and after the Senate meeting.

Senator Lanford, faculty, Division of Research, made a motion to limit each speaker to two minutes to speak during the discussion without speaking again until all others who have spoken have had an opportunity to do so. The motion was seconded.
Dugan called for a vote on the motion and noted that it required a ⅔ vote to pass. The result was 120 in favor and 9 opposed. **The motion to limit each speaker to two minutes to speak during the discussion passed.**

Dugan stated that there will be a timer on the screen to help speakers keep track of the time remaining.

Senators expressed appreciation for the Faculty Affairs Committee's effort in taking on a difficult topic. Senators questioned the impact on a potential policy on faculty members who may bring a significant other as part of their recruiting package, and inquired if peer institutions viewed pre-existing consensual relationships differently than relationships that start after the parties become affiliated with the University. Senators expressed concern that the proposal seems to be focused on matchmaking or managing consensual relationships once they are in place and may lead to negative consequences because the policy does not address behaviors that might lead to such relationships, and noted that in STEM fields, women are more likely to leave their course of study if they experience sexual advances. Senators shared the perspectives that relationships between students and faculty should be one of teaching and mentorship, expressed great concern over the unequal power dynamics that occur in consensual relationships between faculty and students, and noted that a consensual relationship that does not work out can be catastrophic for the student. Senators noted that faculty have a moral obligation to the University's mission.

Reed responded that the committee will look into how pre-existing relationships are handled at other universities. He stated the proposed policy does not encourage matchmaking.

Senators inquired how a proposed policy would apply to staff members in supervisory positions, student employees, and student supervisors, and undergraduate TAs who are the same age as other students. Senators questioned how consensual relationships may be documented, as what is consensual may change.

Reed stated that the issue of power dynamics is central to the committee's consideration of the proposal. He stated that the application of the policy to staff will likely be done through a different committee.

Dugan clarified that the charge is focused on faculty with input from the Student Affairs Committee. She stated that the charge could lead to a proposal for the Staff Affairs Committee.

Senators expressed the opinion that policies on consensual relationships do not prevent these relationships from occurring. Senators suggested prohibiting relationships where there is a supervisory role. Senators shared the opinion that a blanket prohibition on all consensual relationships between faculty and students could prove problematic. Senators also suggested distinguishing between undergraduate students and graduate students. Senators noted that marriage is a legal relationship which should not be legislated by the University. A Dean requested that the Faculty Affairs Committee consider the impact of consensual relationships on academic programs as a whole and graduate programs in particular, and consider how other students in those programs may be impacted if a faculty member or advisor has a relationship with a student.

Reed thanked Senators for their feedback and encouraged Senators to leave additional comments in the Google Form.

Dugan thanked Reed for his presentation and encouraged Senators to provide their feedback in the form by Monday, March 8, 2021.

SPECIAL ORDER

Marcio Oliveira
Assistant Vice President for Academic Technology and Innovation,
Division of Information Technology
Executive Director, Teaching and Learning Transformation Center
UMD's Continuing Quest for Educational and Digital Innovation

Dugan welcomed Marcio Oliveira, Assistant Vice President for Academic Technology and Innovation, Division of Information Technology, and Executive Director of the Teaching and Learning Transformation Center, to provide his presentation. She stated that Oliveira has been leading the University's pivot in the move to online education due to the pandemic. Dugan stated that the University truly owes Oliveira a debt of gratitude.

Oliveira thanked the Senate and the Senate Leadership for inviting him to present.

Oliveira shared some of the University's accomplishments over the past year in teaching and learning. He noted that these accomplishments were a result of collaborative work by many talented colleagues.

- The University expanded educational resources by deploying digital solutions and creating scalable ways to pedagogically support instructors so they may improve their quality of teaching;
- The University Increased levels of digital competencies among faculty and students;
  - Large scale learning solutions were deployed within a few weeks.
- The University shifted student and faculty expectations about content delivery and course engagement; and
  - Students and faculty have found ways to engage in new teaching practices that benefit overall well-being; and
  - Students have new expectations of how content can be delivered and how learning can be assessed.
- New and creative instructional and pedagogical practices were embraced by faculty.
  - Approximately one-third of faculty reported adopting new practices for teaching during the pandemic; and
  - The vast majority of students reported they would like to see their instructors continue to engage with these new practices.

Oliveira provided information regarding the University Teaching Innovation Grants.
- In May 2020, Provost Mary Ann Rankin released a campus-wide call for proposals for Teaching Innovation Grants to give faculty members the opportunity to provide feedback on how administrators may best support course redesign activities for Fall 2020.
  - The process was completed in approximately 8 weeks; and
  - 300 proposals were received and 285 grants were awarded.
- The majority of funding was awarded to support instructors in building their courses online.
- Other significant portions of funding were given to support graduate assistants in partnering with faculty to redesign courses.
  - 630 instructors worked with approximately 600 courses;
  - More than 65,000 course seats benefited from this initiative in Fall 2020;
  - By the end of Summer 2020, more than 415 instructors participated in the Teaching and Learning Transformation Center (TLTC) Course Design Sprints;

        - 123 instructors were tenured faculty.
    - Participants taught classes with over 22,000 student registrations in Fall 2020; and
    - By the end of summer 2020, more than 457 instructors attended course redesign workshops and webinars.

Oliveira shared additional accomplishments from the past year.

- Online resources such as videos, modules, and online assignments were created to support teaching activities;
- The TLTC and Academic Innovation team developed and deployed scalable services and resources;
- 95% of undergraduate students agreed that they had the resources needed to engage in their coursework;
- 77% of instructors felt prepared to teach remotely at the beginning of the semester; and
- 69% of faculty teaching on campus felt able to teach effectively with the 4Maryland safety measures in place.

Oliveira shared guiding questions in planning for the return to in-person education in Fall 2021.

- What do we need to keep the momentum generated during the past year?
    - How do we integrate our online practices and in-person instruction moving forward?
- What do we need to do to create an "unGoogleable" class experience for our students?
- How can we partner and collaborate to strengthen and empower learning experiences at the University?
    - What kind of work would be necessary to put students and their learning at the front and center of our decisions?
    - How will we leverage institutional data to inform and improve the quality of student learning experiences?
- What kind of education is going to be worth the time commitment of our students and the investment of scarce resources at the University?

Oliveira thanked the Senate and emphasized his commitment to expanding the ways to partner in creating a new culture of learning and reimagine the University beyond digital transformation.

Dugan thanked Oliveira for his presentation.

Senator Lanford made a motion to extend the meeting by ten minutes to provide time for Oliveira to take questions. The motion was seconded.

Dugan called for a vote on the motion and noted that the motion required a ⅔ vote. The result was 70 in favor and 10 opposed. **The motion to extend the meeting by ten minutes passed**.

A Senator thanked Oliveira's team and the Division of Information Technology (DIT) for implementing the inclusion of pronouns on campus. The Senator expressed concern over the lack of non-binary gender markers in campus systems and Zoom and inquired when a mechanism will be established to allow trans communities to refer these cases to DIT.

Oliveira stated that those technical limitations are beyond the control of the TLTC. He stated that Zoom is making a major shift in the platform to accommodate that need for non-binary pronouns. Oliveira stated that he will share the Senator's suggestion with his supervisor and noted that changes would need to be made on a system-by-system basis.

Dugan thanked Oliveira for how responsive the University has been in course development and how faculty and students have embraced technological advances.

Seeing no further questions, Chair Dugan adjourned the meeting

NEW BUSINESS

There was no time for New Business.

ADJOURNMENT

The meeting was adjourned at 5:03 p.m.

Establish a Bachelor of Science in Social Data Science (PCC 20070)

PRESENTED BY	**Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee**
REVIEW DATES	**SEC – February 23, 2021 | SENATE – March 3, 2021**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**NA**
NECESSARY APPROVALS	**Senate, President, University System of Maryland Board of Regents, and Maryland Higher Education Commission**

ISSUE

The Colleges of Behavioral and Social Science (BSOS) and Information Studies (iSchool) propose to establish a Bachelor of Science in Social Data Science. The program is predicated on the notion that creating information products that capture aspects of human behavior requires an increasingly complex set of skills and knowledge. The practice of social data science encompasses all elements of the data life cycle, including measure conceptualization, data gathering, management, manipulation, analysis, presentation, archiving, and re-use. Data and theory are inextricably intertwined – understanding social science theory is essential for effective and appropriate construction, analysis, and use of social data. This program will combine the expertise of BSOS and INFO faculty members to prepare students to effectively, ethically and efficiently create high quality information products, such as datasets, visualizations, and models, about human activity and behavior.

Students take a set of core courses housed primarily in the iSchool and BSOS's Joint Program in Survey Methodology (JPSM). They then select a BSOS cognate discipline, in which they train in relevant theory and methods, from among the following options: African American Studies, Anthropology, Economics, Government and Politics/International Relations, Geography/Geospatial Information Science, Psychology, or Sociology. Students may not enroll in a double-major or double-degree with the Social Data Science major and the BSOS major of their cognate area because of the significant overlap in coursework.

The program requires 51-59 credits. The core courses include foundational courses in programming, statistics, mathematics, and data science, as well as upper-level courses in database design, data privacy and security, ethics, data sources and manipulation, data visualization, survey fundamentals, and questionnaire design. Students also take a set of cognate courses in a BSOS discipline that include introductory benchmark courses, upper-level method and theory courses, and a set of restricted electives that will allow students to deepen their knowledge of the discipline and apply data science principles to social science research and practice. Students finish the program by taking a required capstone course.

Understanding data science is becoming increasingly important in a variety of fields as data sets grow larger and larger. Just as important is understanding the ethical, legal, and social responsibilities that must be maintained at all stages of the effort. This program's core courses will prepare students to work with data science practices, technologies, tools, and sources across disciplines and industries, while the cognate courses will provide students with opportunities to apply these skills in a particular social science context.

This proposal was approved by the Senate Programs, Curricula, and Courses committee on February 5, 2021.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this bachelor's degree program.

COMMITTEE WORK

The committee considered this proposal at its meeting on February 5, 2021. BSOS Associate Dean Katherine Russell and iSchool Assistant Dean Kate Izsak presented the proposal and answered questions from the committee. The proposal was approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new bachelor's degree program.

RISKS

If the Senate declines to approve this degree program, the university will lose an opportunity to provide an innovative, interdisciplinary major that prepares students for the expanding field of data science.

FINANCIAL IMPLICATIONS

This program proposal is part of an emerging campus-wide strategy to increase opportunities for undergraduate students to gain knowledge and skills that are widely applied across many disciplines, including the social sciences as is the focus here. Expenditures identified in the proposal represent the best estimate of what would be required to launch a successful program. Resources to deliver it, along with the companion efforts in other colleges, are still in the process of being identified. If endorsed by the Senate and approved by the President, the proposal will move forward to the state for approval only after a financial plan has been completed.

761: SOCIAL DATA SCIENCE

In Workflow

1. BSOS Curriculum Manager (khall@umd.edu; gdenbow@umd.edu)
2. INFO Curriculum Manager (emilyd@umd.edu; kworboys@umd.edu)
3. BSOS PCC Chair (khall@umd.edu)
4. INFO PCC Chair (bsbutler@umd.edu; kworboys@umd.edu)
5. BSOS Dean (khall@umd.edu; krussell@umd.edu; jmcgloin@umd.edu)
6. INFO Dean (bsbutler@umd.edu; kworboys@umd.edu; marzullo@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
9. University Senate Chair (mcolson@umd.edu)
10. President (mcolson@umd.edu)
11. Board of Regents (mcolson@umd.edu)
12. MHEC (mcolson@umd.edu)
13. Provost Office (mcolson@umd.edu)
14. Undergraduate Catalog Manager (lyokoi@umd.edu; wbryan@umd.edu)

Approval Path

1. Tue, 12 Jan 2021 19:46:21 GMT
   Kristi Hall (khall): Approved for BSOS Curriculum Manager
2. Tue, 12 Jan 2021 20:00:40 GMT
   Katherine Izsak (kworboys): Approved for INFO Curriculum Manager
3. Tue, 12 Jan 2021 20:01:26 GMT
   Kristi Hall (khall): Approved for BSOS PCC Chair
4. Tue, 12 Jan 2021 20:57:46 GMT
   Katherine Izsak (kworboys): Approved for INFO PCC Chair
5. Tue, 12 Jan 2021 21:15:50 GMT
   Katherine Russell (krussell): Approved for BSOS Dean
6. Tue, 12 Jan 2021 21:37:49 GMT
   Katherine Izsak (kworboys): Approved for INFO Dean
7. Fri, 29 Jan 2021 21:43:03 GMT
   Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Sat, 06 Feb 2021 09:14:32 GMT
   Valerie Orlando (vorlando): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Tue, 12 Jan 2021 19:40:42 GMT

Viewing: 761 : Social Data Science
Last edit: Tue, 16 Feb 2021 16:32:48 GMT

Changes proposed by: Katherine Izsak (kworboys)

Program Name

Social Data Science

Program Status

Proposed

Effective Term

Fall 2022

Catalog Year

2022-2023

Program Level

Undergraduate Program

Program Type

Undergraduate Major

Delivery Method

On Campus

Colleges

College
Information Studies
Behavioral and Social Sciences

Degree(s) Awarded

Degree Awarded
Bachelor of Science

Proposal Contact

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Proposal Summary

This is a proposal to establish a Bachelor of Science in Social Data Science. The undergraduate major will sit jointly within two colleges: College of Information Studies (iSchool) and College of Behavioral and Social Sciences (BSOS). The program is predicated on the notion that creating information products that capture aspects of human behavior requires an increasingly complex set of skills and knowledge. The program will prepare students to effectively, ethically and efficiently create high quality information products, such as datasets, visualizations, and models, about human activity and behavior. Students take a set of core courses housed primarily in the iSchool and BSOS's Joint Program in Survey Methodology (JPSM). They then select a cognate social science discipline, in which they train in relevant theory and methods, from among the following options: African-American Studies, Anthropology, Economics, Government and Politics/International Relations, Geography/Geospatial Information Science, Psychology, or Sociology.

(PCC Log Number 20070)

Program and Catalog Information

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

Creating information products that capture aspects of human behavior requires an increasingly complex set of skills and knowledge. This program combines the expertise of faculty members from the College of Information Studies (iSchool) and the College of Behavioral and Social Sciences (BSOS) to prepare students to effectively, ethically and efficiently create high quality information products, such as datasets, visualizations, and models, about human activity and behavior. This critical suite of knowledge and skills is essential in many domains, including government, healthcare, sustainability, economics, entertainment, human rights, equity, and others. Students take a set of core courses housed primarily in the iSchool and BSOS's Joint Program in Survey Methodology (JPSM). They then select a cognate discipline, in which they train in relevant theory and methods, from among the following options: African-American Studies, Anthropology, Economics, Government and Politics/International Relations, Geography/Geospatial Information Science, Psychology, or Sociology.

Restriction: Students may not enroll in a double-major or double-degree with the Social Data Science major and the BSOS major of their cognate area because of the significant overlap in coursework.

Catalog Program Requirements:

Major course requirements consist of core courses and cognate courses in one of the following cognates: African American Studies, Anthropology, Economics, Geographical Sciences, Government & Politics, Psychology, and Sociology. Students will not be permitted to add a double-major or a double-degree with Social Data Science and the BSOS major associated with their cognate area. Both core courses and cognate courses include benchmark courses. Failure of a student to complete both sets of benchmark courses within the timeline indicated may result in probation and/or dismissal from the major. Benchmark I courses must be completed with a C- or higher within the first two semesters of the program. Benchmark II courses must be completed within the first three semesters of the program.

Social Data Sciences Requirements

Course	Title	Credits
Benchmark I Core Courses:		
INST126	Introduction to Programming for Information Science	3

or GEOG276	Principles of Python Programming and Geocomputing	
STAT100	Elementary Statistics and Probability	3
Math Course (Based on Cognate Requirement):		3
For African-American Studies, Anthropology, Government & Politics, and Sociology Cognates:		
MATH115	Precalculus	
For Economics, Geographical Sciences, and Psychology Cognates:		
MATH120	Elementary Calculus I	
Additional Core Courses:		
BSOS233	Course BSOS233 Not Found (Data Science for Social Sciences)	3
Choose One:		3
INST326	Object-Oriented Programming for Information Science	
BSOS326	Python Programming for the Social Sciences (Python Programming for the Social Sciences)	
GEOG376	Introduction to Computer Programming for GIS	
INST327	Database Design and Modeling	3
INST366	Privacy, Security and Ethics for Big Data	3
INST414	Data Science Techniques	3
INST447	Data Sources and Manipulation	3
INST462	Introduction to Data Visualization	3
SURV400	Fundamentals of Survey and Data Science	3
SURV430	Fundamentals of Questionnaire Design	3
Capstone		
INST492	Course INST492 Not Found (Integrated Capstone for Social Data Science)	3
Cognate Courses (see below for specific requirements)		**12-20**
Total Credits		**51-59**

African American Studies Cognate

Course	Title	Credits
Benchmark II Cognate Courses:		
AASP101	Public Policy and the Black Community	3
AASP210	Intro to Research Design and Analysis in African American Studies	3
Cognate I Requirement:		
AASP395	Fundamentals of Quantitative Research in Socio-Cultural Perspective	3
Cognate II Requirement:		
Nine credits from the following list:		9
AASP301	Applied Policy Analysis and the Black Community	
AASP310	African Slave Trade	
AASP313	Black Women in United States History	
AASP314	The Civil Rights Movement	
AASP400	Directed Readings in African American Studies	
AASP402	Classic Readings in African American Studies	
AASP411	Black Resistance Movements	
AASP441	Science, Technology, and the Black Community	
AASP443	Blacks and the Law	
AASP499	Advanced Topics in Public Policy and the Black Community	
Total Credits		**18**

Anthropology Cognate

Students in the Anthropology cognate choose one of three tracks: Health, Heritage, or Environment.

Course	Title	Credits
Health Track		
Benchmark II Health Track Cognate Courses:		
ANTH210	Introduction to Medical Anthropology and Global Health	3

INST314	Statistics for Information Science	3
Health Track Cognate I Requirement:		
ANTH310	Method & Theory in Medical Anthropology and Global Health	3
Health Track Cognate II Requirement:		
Nine credits from the following list:		9
ANTH411	Anthropology of Immigration and Health	
ANTH412	Hypermarginality and Urban Health	
ANTH413	Health Disparities in the United States	
ANTH415	Advanced Studies in Global Health	
ANTH416	Anthropology of Global Violence	
Heritage Track		
Benchmark II Heritage Track Cognate Courses:		
ANTH240	Introduction to Archaeology	3
INST314	Statistics for Information Science	3
Heritage Track Cognate I Requirement:		
ANTH340	Method and Theory in Archaeology	3
Heritage Track Cognate II Requirement:		
Nine credits from the following list:		9
ANTH341	Introduction to Zooarchaeology	
ANTH440	Theory and Practice of Historical Archaeology	
ANTH441	Archaeology of Diaspora	
ANTH447	Material Culture Studies in Archaeology	
ANTH448	Special Topics in Archaeology	
ANTH451	Environmental Archaeology	
ANTH464	Anthropology of Cultural Heritage	
ANTH496	Field Methods in Archaeology	
Environment Track		
Bookmark II Environment Track Cognate Courses:		
ANTH222	Introduction to Ecological and Evolutionary Anthropology	4
INST314	Statistics for Information Science	3
Environment Track Cognate I Requirement:		
ANTH322	Method and Theory in Ecological Anthropology	3
Environment Track Cognate II Requirement:		
Nine credits from the following list:		9
ANTH450	Theory and Practice of Environmental Anthropology	
ANTH454	Political Ecology	
ANTH456	Conservation and Indigenous People in South America	
ANTH462	Amazon Through Film	
ANTH467	Researching Environment and Culture	

Economics Cognate

Course	Title	Credits
Benchmark II Cognate Courses:		
ECON200	Principles of Microeconomics	3
ECON201	Principles of Macroeconomics	3
ECON230	Applied Economic Statistics	3
Cognate I Requirement:		
ECON305	Intermediate Macroeconomic Theory and Policy	3
or ECON306	Intermediate Microeconomic Theory & Policy	
Cognate II Requirement: [1]		
Six credits from the following list:		6
ECON305	Intermediate Macroeconomic Theory and Policy	

or ECON306	Intermediate Microeconomic Theory & Policy	
ECON311	American Economic History Before the Civil War	
ECON312	American Economic History After the Civil War	
ECON315	Economic Development of Underdeveloped Areas	
ECON317	Global Economic Policies	
ECON330	Money and Banking	
ECON340	International Economics	
Total Credits		**18**

1 The course taken for the Cognate I requirement may not also be used for the Cognate II requirement. No double-count for these two categories.

Geographical Sciences Cognate

Course	Title	Credits
Benchmark II Cognate Courses:		
GEOG202	Introduction to Human Geography	3
GEOG306	Introduction to Quantitative Methods for the Geographical Environmental Sciences	3
Cognate I Requirement:		
GEOG373	Geographic Information Systems	3
Cognate II Requirement:		
9 credits from the following list (six must be at the 400-level):		9
GEOG330	As the World Turns: Society and Sustainability in a Time of Great Change	
GEOG331	Introduction to Human Dimensions of Global Change	
GEOG332	Economic Geography	
GEOG333	The Social Geography of Metropolitan Areas in Global Perspective	
GEOG335	Population Geography	
GEOG415	Land Use, Climate Change, and Sustainability	
GEOG416	Conceptualizing and Modeling Human-Environmental Interactions	
GEOG421	Changing Geographies of China	
GEOG422	Changing Geographies of Sub-Saharan Africa	
GEOG432	Spatial Econometrics	
GEOG470	Spatial Data Algorithms	
GEOG473	Geographic Information Systems and Spatial Analysis	
GEOG475	Computer Cartography	
GEOG477	Mobile GIS Development	
Total Credits		**18**

Government and Politics Cognate

Course	Title	Credits
Benchmark II Cognate Courses:		
GVPT170	American Government	3
GVPT200	International Political Relations	3
GVPT201	Scope and Methods for Political Science Research	3
Cognate I Requirement:		
GVPT320	Advanced Empirical Research	3
Cognate II Requirement:		
Any six credits of GVPT coursework at the 300- or 400- levels		6
Total Credits		**18**

Psychology Cognate

Course	Title	Credits
Benchmark II Cognate Courses:		
PSYC100	Introduction to Psychology	3
PSYC200	Statistical Methods in Psychology	3

Cognate I Requirement:		
PSYC300	Research Methods in Psychology Laboratory	4
Cognate II Requirement:		
Nine credits from the following list:		9
PSYC330	Child Psychopathology	
PSYC332	Psychology of Human Sexuality	
PSYC334	Psychology of Interpersonal Relationships	
PSYC336	Psychology of Women	
PSYC341	Introduction to Memory and Cognition	
PSYC344	Health Psychology	
PSYC353	Adult Psychopathology	
PSYC354	Multicultural Psychology in the U.S.	
PSYC355	Developmental Psychology	
PSYC356	Psychology of Adolescence	
PSYC361	Survey of Industrial and Organizational Psychology	
PSYC362	Introduction to Negotiation	
PSYC416	Development of Attachment in Infancy and Childhood: Theory, Research, Methods, and Clinical Implications	
PSYC417	Data Science for Psychology and Neuroscience Majors	
PSYC420	Experimental Psychology: Social Psychology Laboratory	
PSYC424	Communication and Persuasion	
PSYC425	Psychology and Law	
PSYC432	Counseling Psychology: Theories, Research, and Practice	
PSYC435	Theories of Personality and Psychotherapy	
PSYC436	Introduction to Clinical Psychology: From Science to Practice	
PSYC437	The Assessment and Treatment of Addictive Behaviors	
PSYC440	Experimental Psychology: Cognitive Processes and Legal Applications	
PSYC450	Applying Psychology to the Workplace: Industrial Organizational Psychology Laboratory	
PSYC456	Research Methods in Developmental Psychology Laboratory	
PSYC460	Psychological Foundations of Personnel Selection and Training	
Total Credits		**19**

Sociology Cognate

Course	Title	Credits
Benchmark II Cognate Courses:		
SOCY100	Introduction to Sociology	3
SOCY201	Introductory Statistics for Sociology	4
Cognate I Requirement:		
SOCY202	Introduction to Research Methods in Sociology	4
Cognate II Requirement:		
Nine credits from the following list:		9
SOCY325	The Sociology of Gender	
SOCY335	Sociology of Health and Illness	
SOCY401	Intermediate Statistics for Sociologists	
SOCY405	Scarcity and Modern Society	
SOCY406	Globalization	
SOCY407	Explaining Social Change: Historical and Comparative Methods	
SOCY410	Social Demography	
SOCY411	Demographic Techniques	
SOCY412	Family Demography	
SOCY413	Sociology of Aging	
SOCY415	Environmental Sociology	

SOCY420	Qualitative Research Methods in Sociology	
SOCY430	Social Structure and Identity	
SOCY431	Principles of Organizations	
SOCY432	Social Movements	
SOCY441	Social Stratification and Inequality	
SOCY442	The Black Middle Class	
SOCY444	Sociology of Children	
SOCY445	Sex and Love in Modern Society	
SOCY457	Sociology of Law	
SOCY464	Military Sociology	
SOCY465	The Sociology of War	
SOCY467	Sociology of Education	
SOCY480	Researching the Middle East	
SOCY490	Experimental Research Practicum	
SOCY491	Experimental Research Design	
Total Credits		**20**

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The major course requirements and options are outlined below and in Appendix I. Failure of a student to complete both sets of benchmark courses within the timeline indicated may result in probation and/or dismissal from the major.

Please also note that some of the introductory courses for the social data science major could be used as service courses for students in other colleges/majors across campus, if the appropriate resources are available to scale-up the seats.

Benchmark I - The below courses must be completed with a C- or higher within the first two semesters of the program:

- Choose 1:
  - INST126 Introduction to Programming for Information Science (3). An introduction to computer programming for students with very limited or no previous programming experience. Topics include fundamental programming concepts such as variables, data types, assignments, arrays, conditionals, loops, functions, and I/O operations.
    - Minimum grade of C- in MATH115 or math eligibility of MATH140 or higher
  - GEOG276 Principles of Python Programming for Social and Environmental Sciences (3). Introduces conceptual and practical aspects of scientific computing using the Python programming language. The main focus is on developing proficiency for the basic elements of the development environment, foundational syntax including variables, logical operators, looping, conditional statements, nesting, and common programming patterns for mathematical and textual computing. In addition, essential data structures and functionality for scientific computing, such as arrays, dataframes, and data visualization will be introduced. Throughout the course, students will also become exposed to various applications in the domain of the social and environmental sciences.
- STAT100 Elementary Statistics and Probability (3). Simplest tests of statistical hypotheses; applications to before-and-after and matched pair studies. Events, probability, combinations, independence. Binomial probabilities, confidence limits. Random variables, expected values, median, variance. Tests based on ranks. Law of large numbers, normal approximation. Estimates of mean and variance.
  - Minimum grade of C- in MATH110, MATH112, MATH113, or MATH115; or math eligibility of STAT100
- Choose 1 depending on cognate math requirement:
  - MATH115 Precalculus (3). Preparation for MATH120, MATH130 or MATH140. Elementary functions and graphs: polynomials, rational functions, exponential and logarithmic functions, trigonometric functions. Algebraic techniques preparatory for calculus.
    - Must have math eligibility of MATH115 or higher; and math eligibility is based on the Math Placement Exam or the successful completion of MATH003 with appropriate eligibility
  - MATH120 Elementary Calculus I (3). Basic ideas of differential and integral calculus, with emphasis on elementary techniques of differentiation and applications.
    - 1 course with a minimum grade of C- from (MATH112, MATH113, MATH115)
    - Required for Economics, Geography and Psychology cognate areas.

Benchmark II (also counted as core cognate courses) - The below courses must be completed with a C- or higher within the first three semesters of the program:

- Introduction to the selected cognate discipline and cognate discipline statistics and/or empirical research course (6-9 credits total, depending on discipline)

- African-American Studies cognate students will take 6 credits:
  - AASP101 Public Policy and the Black Community (3). The impact of public policies on the black community and the role of the policy process in affecting the social, economic and political well-being of minorities. Particular attention given to the post-1960 to present era.
  - AASP210 Intro to Research Design and Analysis in African American Studies (3). Introduces students to quantitative and qualitative research methods used in social science with a focus on Black populations and African American Studies Research. Uses practical exercises, such as class surveys and mock focus groups, to examine fundamental concepts of the research process from conceptualization of research questions to interpretation of data and research articles. The course is designed for undergraduate students with little or no background knowledge in social science research methods.
- Anthropology cognate students will take 6-7 credits:
  - Choose 1 (choice determines whether a student is on the health, heritage, or environment track):
    - ANTH210 Introduction to Medical Anthropology and Global Health (3). An introduction to the central concepts in medical anthropology and the anthropology of global health. This course is a survey of anthropological notions of health, disease, and the body in cross-cultural and global contexts, including classic and contemporary texts. It will provide an examination of systems of knowledge and practice with regard to illness, healing, and global health inequities.
    - ANTH240 Introduction to Archaeology (3). Exploration of the variety of past human societies and cultures through archaeology, from the emergence of anatomically modern humans to the more recent historical past.
    - ANTH222 Introduction to Ecological and Evolutionary Anthropology (4). An introduction to the evolution of human physiology and human behavior, the relationship between hominid and non-hominid primates, and the study of relationships between a population of humans and their biophysical environment.
  - INST314 Statistics for Information Science (3). Basic concepts in statistics including measure construction, data exploration, hypothesis development, hypothesis testing, pattern identification, and statistical analysis. The course also provides an overview of commonly used data manipulation and analytic tools. Through homework assignments, projects, and in-class activities, you will practice working with these techniques and tools to create information resources that can be used in individual and organizational decision-making and problem-solving.
    - Minimum grade of C- in STAT100 and MATH115 (or higher) or minimum grade of C- in STAT100 and math eligibility of MATH115 or higher
    - Note: INST314 is used here because ANTH does not have a designated upper-level statistics course
- Economics cognate students will take 9 credits:
  - ECON200 Principles of Microeconomics (3). Introduces economic models used to analyze economic behavior by individuals and firms and consequent market outcomes. Applies conceptual analysis to several policy issues and surveys a variety of specific topics within the broad scope of microeconomics.
    - Minimum grade of C- in MATH107 or MATH110; or math eligibility of MATH113 or higher
  - ECON201 Principles of Macroeconomics (3). An introduction to how market economies behave at the aggregate level. The determination of national income/output and the problems of unemployment inflation, will be examined, along with monetary and fiscal policy.
    - Minimum grade of C- in MATH107 or MATH110; or math eligibility of MATH113 or higher
  - ECON230 Applied Economic Statistics (3). Introductory course to develop understanding of statistical concepts used in applied economics. Students will acquire skills needed to calculate and interpret statistical concepts, including descriptive statistics, probability, discrete and continuous distributions, sampling, point and interval estimations, hypothesis testing, basic analysis of variance, and simple linear regression models. Students will apply these concepts to data using both handheld calculators and spreadsheets(Excel), and students will be introduced to an econometric software package such as SPSS or SAS or R.
    - Math eligibility of MATH113 or higher; or 1 course with a minimum grade of C- from (MATH107, MATH110). And minimum grade of C- in ECON200 and ECON201
- Geography cognate students will take 6 credits:
  - GEOG202 Introduction to Human Geography (3). Introduction to what geographers do and how they do it. Systematic study of issues regarding social and cultural systems from a global to a local scale. Looks at the distribution of these variables and answers the question "Why here, and not there"?
  - GEOG306 Introduction to Quantitative Methods for the Geographic Environmental Sciences (3). Essentials in the quantitative analysis of spatial and other data, with a particular emphasis on statistics and programming. Topics include data display, data description and summary, statistical inference and significance tests, analysis of variance, correlation, regression, and some advanced concepts, such as matrix methods, principal component analysis, and spatial statistics. Students will develop expertise in data analysis using advanced statistical software.
- Government and Politics/International Relations cognate students will take 9 credits:

    - GVPT170 American Government (3). A comprehensive study of national government in the United States.
    - GVPT200 International Political Relations (3). A study of the major factors underlying international relations, the causes of conflict and cooperation among international actors, the role of international institutions, the interactions of domestic and foreign policies, and major issues in security, economy and the environment.
    - GVPT201 Scope and Method for Political Science Research (3). An introduction to empirical research in political science.
  - Psychology cognate students will take 6 credits:
    - PSYC100 Introduction to Psychology (3). A basic introductory course, intended to bring the student into contact with the major problems confronting psychology and the more important attempts at their solution.
    - PSYC200 Statistical Methods in Psychology (3). A basic introduction to quantitative methods used in psychological research.
      - Minimum grade of C- in PSYC100 and 1 course with minimum C- from (MATH107, MATH111, MATH120, MATH130, MATH136, MATH140, STAT100)
  - Sociology cognate students will take 6 credits:
    - SOCY100 Introduction to Sociology (3). The fundamental concepts and principles of sociology. Includes consideration of culture, patterns of social interaction, norms, values, social institutions, stratification, and social change.
    - SOCY201 Introduction to Statistics (3). Elementary descriptive and inferential statistics. Construction and percentaging of bivariate contingency tables; frequency distributions and graphic presentations; measures of central tendency and dispersion; parametric and nonparametric measures of association and correlation; regression; probability; hypothesis testing; the normal, binomial and chi-square distributions; point and interval estimates.
      - Minimum grade of C- in SOCY100 and 1 one course from (MATH107 or MATH111)

Major core courses (27 credits):

- BSOS233 Data Science for Social Sciences (3). An introduction to modern methods of data analysis for social scientists. This course emphasizes teaching students who have no previous coding experience how to analyze data and extract meaning in a social science context. Students will gain critical programming skills and learn inferential thinking through examples and projects with real-world relevance.
- Choose 1:
  - INST326 Object-Oriented Programming (3). An introduction to programming, emphasizing understanding and implementation of applications using object-oriented techniques. Topics to be covered include program design and testing as well as implementation of programs.
    - Minimum grade of C- in INST126
  - BSOS326: Python Programming for the Social Sciences (3). Python has become the most powerful programming language in advanced statistics and data analytics. It includes expansive packages for data handling and processing, including the latest developments in machine learning, and offers Integrated Development Environments (IDE) for code development, testing, debugging, and graphical representation. In addition, python is deployed on virtually all high performance computing clusters, taking advantage of multi-processing, large memory, and GPU enhanced computing environments. This course offers a thorough introduction to python and those packages that are fundamental to data processing and analysis, image processing, natural language processing, machine learning.
  - GEOG376 Programming for Geographic Analysis (3). Covers conceptual and practical aspects of geospatial data modeling and analysis techniques using the Python programming language. The main focus is on developing a solid understanding of the programmatic conventions needed to create, manipulate, and process geospatial data types, such as point, line, & polygon vectors, networks, trajectories, and space-time extensions. In addition, students will develop a proficiency in applying these data structures to perform automated geospatial analysis, such as GIS operations, agent-based models, Markov models, and spatial statistics.
- INST327 Database Design and Modeling (3). Introduction to databases, the relational model, entity-relationship diagrams, user-oriented database design and normalization, and Structured Query Language (SQL). Through labs, tests, and a project, students develop both theoretical and practical knowledge of relational database systems.
  - Must update prerequisites to: 1 minimum grade of C- from (INST126, GEOG276)
- INST366 Privacy, Security and Ethics for Big Data (3). Evaluates major privacy and security questions raised by big data, Internet of things (IoT), wearables, ubiquitous sensing, social sharing platforms, and other AI-driven systems. Covers history of research ethics and considers how ethical frameworks can and should be applied to digital data.
  - Must update prerequisites to: Minimum C- in INST126; minimum grade of C- in STAT100; 1 minimum grade of C- from (AASP101, ANTH210, ANTH260, ECON200, ECON201, GEOG202, GVPT170, PSYC100, SOCY100)
- INST414 Data Science Techniques (3). An exploration of how to extract insights from large-scale datasets. The course will cover the complete analytical funnel from data extraction and cleaning to data analysis and insights interpretation and visualization. The data analysis component will focus on techniques in both supervised and unsupervised learning to extract information from datasets. Topics will include clustering, classification, and regression techniques. Through homework assignments, a project, exams and in-class activities, students will practice working with these techniques and tools to extract relevant information from structured and unstructured data.

    - Must update prerequisites to: Minimum grade of C- in STAT100; 1 course with a minimum grade of C- from (INST 201, INST301, BSOS233); 1 minimum grade of C- from (INST126, GEOG276); 1 minimum grade of C- from (AASP101, ANTH210, ANTH260, ECON200, ECON201, GEOG202, GVPT170, PSYC100, SOCY100); 1 minimum grade of C- from (ECON230, GEOG306, GVPT201, INST314, PSYC200, SOCY201)
- INST447 Data Sources and Manipulation (3). Examines approaches to locating, acquiring, manipulating, and disseminating data. Imperfection, biases, and other problems in data are examined, and methods for identifying and correcting such problems are introduced. The course covers other topics such as automated collection of large data sets, and extracting, transforming, and reformatting a variety of data and file types.
    - Must update prerequisites to: Minimum grade of C- in STAT100; minimum grade of C- in INST327; 1 course with a minimum grade of C- from (INST 201, INST301, BSOS233); 1 minimum grade of C- from (INST126, GEOG276); 1 minimum grade of C- from (AASP101, ANTH210, ANTH260, ECON200, ECON201, GEOG202, GVPT170, PSYC100, SOCY100); 1 minimum grade of C- from (ECON230, GEOG306, GVPT201, INST314, PSYC200, SOCY201); 1 minimum grade of C- from (BSOS331, GEOG273, INST326)
- INST462 Data Visualization (3). Exploration of the theories, methods, and techniques of visualization of information, including the effects of human perception, the aesthetics of information design, the mechanics of visual display, and the semiotics of iconography.
    - Must update prerequisites to: Minimum grade of C- in STAT100; 1 course with a minimum grade of C- from (INST 201, INST301, BSOS233); 1 minimum grade of C- from (INST126, GEOG276); 1 minimum grade of C- from (AASP101, ANTH210, ANTH260, ECON200, ECON201, GEOG202, GVPT170, PSYC100, SOCY100); 1 minimum grade of C- from (ECON230, GEOG306, GVPT201, INST314, PSYC200, SOCY201)
- SURV400 Fundamentals of Survey and Data Science (3). The course introduces the student to a set of principles of survey and data science that are the basis of standard practices in these fields. The course exposes the student to key terminology and concepts of collecting and analyzing data from surveys and other data sources to gain insights and to test hypotheses about the nature of human and social behavior and interaction. It will also present a framework that will allow the student to evaluate the influence of different error sources on the quality of data.
    - Minimum C- in STAT100
- SURV430 Questionnaire Design and Evaluation (3). Introduction to the scientific literature on the design, testing and evaluation of survey questionnaires, together with hands-on application of the methods discussed in class.

Capstone Course (3 credits):

- INST492 Integrated Capstone for Social Data Science (3). The capstone provides a platform for Social Data Science students where they can apply a subset of the concepts, methods, and tools they learn as part of the Social Data Science program to addressing an information problem or fulfilling an information need. (NEW)
    - A minimum grade of C- in BSOS233, INST366, INST414, INST447, INST462, SURV400, SURV430; a minimum grade of C- from (INST326, BSOS326, GEOG276)

Cognate courses (6-9 credits, depending on cognate discipline):

Appendix I provides an outline of the cognate course options. Please note that a student will not be permitted to add a double-major or a double-degree with Social Data Science and the BSOS major associated with their cognate area.

African-American Studies cognate students will take 9 total cognate credits:

- AASP395 Fundamentals of Quantitative Research in Socio-Cultural Perspective (3). Introduction to quantitative methods for African American Studies majors in the cultural and social analysis concentration. Basics of survey design and experimental design and data analysis and use of statistical software programs.
- 6 credits in the department at the 300- or 400-level, to be chosen from the following courses:
    - AASP301 Applied Policy Analysis and the Black Community (3). Development and application of the tools needed for examining the effectiveness of alternative policy options confronting minority communities. Review policy research methods used in forming and evaluating policies. Examination of the policy process.
        - Minimum grade of C- or better in AASP101 and (ECON200 or ECON201)
    - AASP310 African Slave Trade (3). The relationship of the slave trade of Africans to the development of British capitalism and its industrial revolution; and to the economic and social development of the Americas.
        - Minimum C- in AASP100 or AASP202
    - AASP313 Black Women in United States History (3). Black American women's history from slavery to the present. Focused on gaining a fuller understanding of the effect of race, class and gender on the life cycles and multiple roles of Black women as mothers, daughters, wives, workers and social-change agents.
    - AASP314 The Civil Rights Movement (3). Survey of the twentieth century civil rights movement from the desegregation of UM Law School through the National Black Political Congress in Gary in 1972. Major themes include leadership, legal and constitutional challenges, non-violence, Black Power, and Pan-Africanism.
        - Minimum C- in AASP100 or HIST157
    - AASP400 Directed Readings in African American Studies (3). The readings will be directed by the faculty of African American Studies. Topics to be covered will be chosen to meet the needs and interests of individual students.

- AASP402 Classic Readings in African American Studies (3). Classic readings of the social, economic and political status of blacks and other minorities in the United States and the Americas.
- AASP411 Black Resistance Movements (3). A comparative study of the black resistance movements in Africa and America; analysis of their interrelationships as well as their impact on contemporary pan-Africanism.
  - Minimum C- in AASP100
- AASP441 Science, Technology, and the Black Community (3). Scientific knowledge and skills in solving technological and social problems, particularly those faced by the black community. Examines the evolution and development of African and African American contributions to science. Surveys the impact of technological changes on minority communities.
  - Minimum C- in one course from (HIST255, AASP202, AASP100)
- AASP443 Blacks and the Law (3). The relationship between black Americans and the law, particularly criminal law, criminal institutions and the criminal justice system. Examines historical changes in the legal status of blacks and changes in the causes of racial disparities in criminal involvement and punishments.
  - Minimum C- in one course from (HIST255, AASP202, AASP100)
- AASP499 Advanced Topics in Public Policy and the Black Community (3). Examination of specific areas of policy development and evaluation in black and other communities. Application of advanced tools of policy analysis, especially quantitative, statistical and micro-economic analysis.

Anthropology cognate students will take 9 credits from their selected track:

- Selected track is determined by introductory course taken in Benchmark II
  - ANTH210 initiates the health track
  - ANTH240 initiates the heritage track
  - ANTH222 initiates the environment track
- Health track:
  - ANTH310 Method & Theory in Medical Anthropology and Global Health (3). Provides a critical perspective to global health that encompasses key political, economic, and cultural factors associated with the nature and magnitude of global health issues such as HIV/AIDS, tuberculosis and malaria, paying particular attention to how poverty and inequalities within and between societies has accelerated current global health challenges. Introduces students to how medical anthropologists have contributed to the debates surrounding the globalization of health.
    - Minimum C- in ANTH210
  - 6 credits from among the following courses:
    - ANTH411 Anthropology of Immigration and Health (3). The United Nations estimates that some 230 million people around the world are migrants who live outside their country of birth. This course focuses on these migrant populations, considering the implications of movement across borders and settlement in new societies on their health and well-being. We will investigate the social, political, and economic structures that shape disease and illness and produce differential access to health care for migrants. Within that context, we will explore the health effects of migration itself and particular health conditions from which migrants suffer. We will also examine how migrants interface with differently configured health care systems as well as strategies they and their advocates use to promote health and well-being.
    - ANTH412 Hypermarginality and Urban Health (3). Using perspectives from medical and urban anthropology, we examine the phenomenon of hypermarginality--the clustering of extreme poverty, chronic disease, addiction, violence and trauma in certain social and spatial contexts, often urban. We will explore both the broader social, political, and economic structures of exclusion that produce hypermarginality, as well as the illness experiences associated with these conditions. As we consider both social suffering and the related institutional responses, we will also discuss the role of anthropological approaches in national discussions about health inequities.
    - ANTH413 Health Disparities in the United States (3). Powerful economic, political, social, and cultural forces shape who gets sick, what illnesses/diseases they get, how they are treated while seeking care, what treatment options they have, and what their ultimate health outcomes are. The goal of the course is to understand these processes through the lens of critical medical anthropology
    - ANTH415 Advanced Studies in Global Health (3). Extends understandings of diverse health conditions facing world populations today and the science being made around them. Critically examines key issues in global aid and public health, with an emphasis on the theories, concepts, and methods of anthropology.
    - ANTH416 Anthropology of Global Violence (3). An examination of anthropological approaches to the study of violence, drawing from key texts to analyze how violence operates along a continuum: from routine, sometimes invisible forms of violence embedded in everyday life, to more overt and exceptional forms. Consideration of the role of ethnography in elucidating both the subjective experiences of violence and the ways in which violence is embedded in institutions, structures, and global political-economic processes. Analysis of the specific relationships between violence, health, mental health, and trauma in local and global contexts.
- Heritage track (9 credits from among the following courses):

- ANTH340 Method and Theory in Archaeology (3). Theory, method, and practice which guides modern anthropological archaeology. Includes research design and execution (from survey through excavation and interpretation), the reconstruction of aspects of past cultures, and the understanding of cultural change and meaning.
  - Minimum C- in ANTH240
- 6 credits from among the following courses:
  - ANTH341 Introduction to Zooarchaeology (3). Zooarchaeology is the study of animal remains, especially bones, from archaeological contexts. This course will address both methodology as well as many of the main issues in contemporary zooarchaeology. Zooarchaeology stands at the intersection of a number of social and biological sciences, such as Biology, Osteology, Ecology, History, Anthropology and Economics. We will discuss basic animal osteology and the concepts and practices behind the identification of animal remains from archaeological contexts. We will cover the nature of the data in zooarchaeology, especially issues around using proxy data.
  - ANTH440 Theory and Practice of Historical Archaeology (3). Historical archaeology enhances cultural heritage by providing voice for groups who were often unable to record their own histories, such as women, laborers, working class families, and enslaved people. The course provides insight into issues related to race, gender, and ethnicity as they relate to multicultural histories.
    - Minimum C- in ANTH240
  - ANTH441 Archaeology of Diaspora (3). “Diaspora” is defined, theorized, deconstructed, and employed throughout the social sciences. There are context specific relations that define who leaves, when, and how they are received in the new place of settlement. Over the course of the semester the class will actively and critically examine the relevance of historical archaeology and material culture studies in the understanding of the formation, experiences, and transformation of diasporic groups over time and space.
    - Minimum C- in ANTH240
  - ANTH447 Material Culture Studies in Archaeology (3). An in-depth introduction to the world of material culture studies with a focus on the methods and theories in historical archaeology. Students will look at archaeological data as historical documents, commodities and as symbols expressing ideas.
    - Minimum C- in ANTH240
  - ANTH448 Special Topics in Archaeology (3). Advanced topics in archaeological research, corresponding to new theoretical developments, faculty research interests, or specialties of visiting scholars. Prerequisites may vary with course topic; check with the department for requirements.
    - Minimum C- in ANTH240
  - ANTH451 Environmental Archaeology (3). An overview of modern environmental archaeology as a tool for the interdisciplinary investigation of past and present global change and to engage the long term past with current issues of sustainability and rapid environmental change.
  - ANTH464 Anthropology of Cultural Heritage (3). A global exploration of how the past is remade in the present. Covers the breadth of scope and specific interventions of heritage practice at the global scale, including the social, political, economic, and ethical dimensions of cultural heritage.
    - Minimum C- in ANTH260
  - ANTH496 Field Methods in Archaeology (6). Field training in the techniques of archaeological survey and excavation.

- Environment track
  - ANTH322 Method and Theory in Ecological Anthropology (3). A theoretical consideration of ecological anthropology, focusing on issues related to cooperation, the management of common property, resilience, and sustainability. Explores the methods of sociocultural anthropology, including ethnology, evolutionary game theory and agent-based modeling; and natural-science approaches including behavioral and systems ecology.
    - 1 course with a minimum grade of C- from (ANTH220, ANTH222)
  - 6 credits from among the following courses:
    - ANTH450 Theory and Practice of Environmental Anthropology (3). An overview of contemporary application of cultural theory and methods to environmental problems. Topics include the use of theories of culture, cognitive approaches, discourse analysis, and political ecology. Case studies from anthropology, other social sciences, humanities, conservation, and environmental history are used to demonstrate the applied value of a cultural-environmental approach.
    - ANTH454 Political Ecology (3). The use of the environment is contested and negotiated within historic and contemporary societies. Incorporating methods and perspectives from across the social sciences through specific case studies in the Americas, Europe, Asia and Africa, this course offers a survey to coupled human-environmental systems.
    - ANTH456 Conservation and Indigenous People in South America (3). Considers indigenous peoples and their relation to the lands on which they live, issues of traditional indigenous knowledge and land management as well as new contributions by indigenous peoples to changing landscapes. Reviews legal mechanisms and instruments through which indigenous peoples have rights to the resources they occupy and utilize. Taking specific cases and examining them through the lens of political and social ecology, the role of indigenous

peoples in local and worldwide conservation efforts is considered. Case studies will emphasize the indigenous peoples and conservation policies of Latin America.

- ANTH462 Amazon Through Film (3). An interdisciplinary course that utilizes film to consider the Amazon basin, its history, peoples, and landscapes through cinematic representations. The course places the films in the context of film history and critical theory. The course takes into consideration the Brazilian, North American, Mexican, European and Argentine creators of the films and their visions of Amazonia, as well as the audiences and markets to which the films are intended.
- ANTH467 Researching Environment and Culture (3). In this applied course, students use mixed methods to research a locally-based, environmental sustainability issue. Classroom time will be split between seminar discussions of theory, methods, and relevant case studies, and lab work focused on project development, data analysis, and report write up. Students are expected to spend additional time outside class on data collection, analysis, and writing.

Economics cognate students will take:

- Choose 1:
  - ECON305 Intermediate Macroeconomic Theory and Policy (3). Analysis of the determination of national income, employment, and price levels. Discussion of consumption, investment, inflation, and government fiscal and monetary policy.
    - Minimum grade of C- in ECON200 and ECON201 and 1 course with a minimum grade of C- from (MATH120, MATH130, MATH136, MATH140)
  - ECON306 Intermediate Microeconomic Theory and Policy (3). Analysis of the theories of consumer behavior, producer behavior, different market structures, and various sources of inefficient outcomes. Analysis of microeconomic policies designed to improve market outcomes.
    - Minimum grade of C- in ECON200 and ECON201 and 1 course with a minimum grade of C- from (MATH120, MATH130, MATH136, MATH140)
- 6 credits of coursework in the department at the 300- or 400- level, to be selected from the following courses:
  - ECON305 Intermediate Macroeconomic Theory and Policy (3). Analysis of the determination of national income, employment, and price levels. Discussion of consumption, investment, inflation, and government fiscal and monetary policy.
    - Minimum grade of C- in ECON200 and ECON201 and 1 course with a minimum grade of C- from (MATH120, MATH130, MATH136, MATH140)
    - Course may count only as Cognate I or Cognate II. It may not double-count.
  - ECON306 Intermediate Microeconomic Theory and Policy (3). Analysis of the theories of consumer behavior, producer behavior, different market structures, and various sources of inefficient outcomes. Analysis of microeconomic policies designed to improve market outcomes.
    - Course may count only as Cognate I or Cognate II. It may not double-count.
  - ECON311 American Economic History Before the Civil War (3). Economic concepts are used to analyze various aspects of the founding and early history of the U.S., including the British settlement of the North American colonies, the economics of the American Revolutionary war, the writing of the Constitution, the development of financial markets, policies on public lands and the spread of western agriculture, slavery, banking, and early industrialization.
    - Minimum grade of C- in ECON200 and ECON201
  - ECON312 American Economics After the Civil War (3). Topics include: the economics of the Civil War, the performance of southern agriculture in the late 19th century, the rise of large corporations, industrialization, the development of financial markets, the creation of the Federal Reserve Board, the economics of the Great Depression and the New Deal, the economic impact of World War II, and the rise of the modern service economy in the late 20th century.
    - Minimum grade of C- in ECON200 and ECON201
  - ECON315 Economic Development of Underdeveloped Areas (3). Analysis of the economic and social characteristics of underdeveloped areas. Recent theories of economic development, obstacles to development, policies and planning for development.
    - Minimum grade of C- in ECON200 and ECON201
  - ECON317 Global Economic Policies (3). Analysis of policy options and debates on fostering economic growth and development in a global economy where national boundaries are no longer relevant. Topics covered will include real loanable funds markets in both local and international contexts during normal conditions and during financial crises, the design of trade and industrial policies, and the role of the World Bank, IMF, WTO, and other international agencies as well as regional and bilateral trade agreements. Emerging economies will be emphasized.
    - Minimum grade of C- in ECON200 and ECON201
  - ECON330 Money and Banking (3). The structure of financial institutions and their role in the provision of money and near money. Analysis of the Federal Reserve System, the techniques of central banks, and the control of supply of financial assets in stabilization policy. Relationship of money and credit to economic activity and the price level.
    - Minimum grade of C- in ECON200 and ECON201

  - ECON340 International Economics (3). Introduces economic models of international trade and finance. Analyzes policies designed to promote and restrict international trade and to manage exchange rates and impact international capital flows.
    - Minimum grade of C- in ECON200 and ECON201

Geography cognate students will take:

- GEOG373 Geographic Information Systems (3). Characteristics and organization of geographic data; creation and use of digital geospatial databases; metadata; spatial data models for thematic mapping and map analysis; use of geographic information system in society, government, and business. Practical training with use of advanced software and geographic databases.
- 9 credits from the following list, of which 6 must be at the 400-level:
  - GEOG330 As the World Turns: Society and Sustainability in a Time of Great Change (3). Cultural geography course on society and sustainability. Culture is the basic building block that is key to sustainability of societies. Course will cover sustainability of societies on different scales, examining local, regional, and worldwide issues. Sustainability will be examined as a key element of environmental sustainability. How societies adjust to rapid world change will be examined as a positive and/or negative factor in sustainability.
  - GEOG331 Introduction to Human Dimensions of Global Change (3). Introduction to global-scale interrelationship between human beings and the environment. The development of global issues including but not limited to the environment, food, energy, technology, population, and policy.
    - Minimum C- in ANTH220, ANTH260, GEOG202, or GEOG201
  - GEOG332 Economic Geography (3). Principles of managing scarce resources in a world where everyone faces tradeoffs across both time and space. Focuses on the relationship between globalization processes and changing patterns of locational advantages, production, trade, population, socioeconomic and environmental grace and sustainability.
  - GEOG333 The Social Geography of Metropolitan Areas in Global Perspective (3). A socio-spatial approach to human interaction within the urban environments: ways people perceive, define, behave in, and structure world cities and metropolitan areas. Cultural and social differences define spatial patterns of social activities which further define distinctions in distribution and interaction of people and their social institutions.
    - Minimum C- in GEOG201 and GEOG202
  - GEOG335 Population Geography (3). The spatial characteristics of population distribution and growth, migration, fertility and mortality from a global perspective. Basic population-environmental relationships; carrying capacity, density, and relationships to national development.
  - GEOG415 Land Use, Climate Change, and Sustainability (3). The issues of climate change and land use change as two interlinked global and regional environmental issues and their implications for society and resource use are explored.
    - Minimum C- in GEOG123 or GEOG306
  - GEOG416 Conceptualizing and Modeling Human-Environmental Interactions (3). Develops skills to carry out research that integrates environmental and economic aspects of sustainability by introducing extensively used quantitative tools for analyzing human-environmental interactions in the field of ecological economics. These include, e.g., index number calculations and decomposition analysis, Environmental Kuznets Curve (EKC), environmental input-output analysis and life-cycle analysis, and multi-criteria decisions aid (MCDA). Students will need laptops to run models during class.
    - Minimum C- in GEOG306, STAT100, MATH107, or MATH111; and (GEOG201 and GEOG202); and (GEOG331 or GEOG330).
    - Corequisite: MATH130, MATH140, or MATH120; or MATH220.
  - GEOG421 Changing Geographies of China (3). Covers physical geography, history, and economic and political systems of the world's most populous country. The major focus will be on geographical issues in China's contemporary development: agriculture, population, urbanization, resource and energy, and environment.
    - Minimum C- in GEOG202; and GEOG201; and (GEOG435, GEOG333, or GEOG332).
  - GEOG422 Changing Geographies of Sub-Saharan Africa (3). Students will develop an understanding of the geographic contexts of SubSaharan Africa, including an overview of the physical, bioclimatic, historical, cultural, political, demographic, health and economic geographies of Sub-Saharan Africa. Students will fill in the map of Africa by studying the spatial distribution within each of these geographic domains. In addition to an overview of geography South of the Sahara, the Congo will be taken as a more intensive case study through additional readings, lectures and discussions.
    - Minimum C- in GEOG201; and GEOG202; and (GEOG335 or GEOG333).
  - GEOG432 Spatial Econometrics (3). An introduction to modern econometric techniques in general and spatial econometrics in particular, using the popular open source statistical computer language R. A focus on using statistical computing to produce analytical reports for real-world applications, research papers, and dissertations.
    - Minimum C- in GEOG201; and GEOG202; and GEOG306; and GEOG332. Jointly offered with GEOG732.
  - GEOG470 Spatial Data Algorithms (3). Geometric primitives and algorithms for discrete and continuous spatial data processing. Point data representation and analysis: spatial data structures, neighbor finding and range queries, clustering algorithms. Terrain modeling: grids and TINs, algorithms and data structures for building and querying TINs, gridding and interpolation. Terrain analysis: segmentation through watershed computation, algorithms for visibility computation. Applications to LiDAR data processing and analysis for forest management, urban modeling, and coastal data mapping.

        - Minimum C- in GEOG276 or permission of instructor.
    - GEOG473 Geographic Information Systems and Spatial Analysis (3). Analytical uses of geographic information systems; data models for building geographic data bases; types of geographic data and spatial problems; practical experience using advanced software for thematic domains such as terrain analysis, land suitability modeling, demographic analysis, and transportation studies.
        - Minimum C- in GEOG306 and GEOG373
    - GEOG475 Computer Cartography (3). An overview of the basic concepts and techniques that underlie digital map making and the broader field of geographic visualization for intermediate GIS users. This includes the use of color, map symbolization, map layout, and also the contribution to geographic visualization from the fields of scientific visualization, information visualization, and cognition. Fundamentals of dynamic map design and web mapping will be introduced through the use of animated and interactive maps.
        - Minimum C- in GEOG373 and GEOG306.
    - GEOG477 Mobile GIS Development (3). Designed as an introduction to mobile GIS, to the programming concepts underlying mobile GIS development, and more importantly, to the design and implementation of a mobile GIS application. Covers how to develop, test, and publish mobile GIS native apps working across two mobile platforms: Android and iOS. This course will also try to leverage the capabilities of JavaScript, Swift, Google maps, ArcGIS Server and runtime SDK to develop and publish mobile GIS web apps.
        - Minimum C- in GEOG306, GEOG373, and GEOG376; and (GEOG473, GEOG475, or GEOG476). And MATH140 or MATH120; or must have completed MATH220.

Government and Politics/International Relations cognate students will take:

- GVPT320 Advanced Empirical Research (3). Allows students to build on the knowledge of statistical inference they gained from GVPT201. Topics include data collection, data cleaning, data analysis, and data visualization. By the time students complete this class, they will be able to do basic statistical modeling using OLS regression independently.
    - Minimum grade of C- in GVPT201
- Any 6 credits of GVPT coursework at the 300- or 400- levels
    - GVPT3XX or GVPT4XX

Psychology cognate students will take:

- PSYC300 Research Methods in Psychology Laboratory (3). A general introduction and overview to the fundamental theoretical, conceptual, and practical issues in psychological research in both the laboratory and the field.
    - Minimum grade of C- in PSYC200
- Choose 9 credits from among the following options:
    - PSYC330 Child Psychopathology (3). Etiology, diagnosis, prevention and treatment of emotional disorders of childhood and adolescence.
        - Minimum C- in PSYC100.
    - PSYC332 Psychology of Human Sexuality (3). A survey of historical and contemporary psychological views on a wide variety of sexual behaviors; theory and research bearing on the relationship between lifespan psychological development, psychological functioning, interpersonal processes and sexual behaviors; political and social issues involved in current sexual norms and practices.
        - Minimum C- in PSYC100.
    - PSYC334 Psychology of Interpersonal Relationships (3). Research, theory and their practical applications pertaining to the development, maintenance and dissolution of human relationships. Processes critical to successful relating (e.g., communication, bargaining, conflict resolution), and issues associated with troubled dyadic relations with equal partners (e.g., jealousy, spouse abuse, divorce).
        - Minimum C- in PSYC100.
    - PSYC336 Psychology of Women (3). A survey of the biology, life span development, socialization, personality, mental health, and special issues of women.
        - MInimum C- in PSYC100.
    - PSYC341 Introduction to Memory and Cognition (3). An introduction to the basic concepts of cognitive psychology, the scientific study of mental processes. Topics will include perception, attention, memory, reasoning, and language, with an emphasis on how findings from cognitive psychology can inform real-life thinking (e.g., memory strategies for studying, pitfalls of multitasking, and how/why our memories can fail us).
        - Minimum C- in PSYC200 and PSYC300.
    - PSYC344 Health Psychology (3). An examination of how psychological, biological, and social factors impact physical health and well-being. Students will use the biopsychosocial model to analyze topics including stress, health disparities, pain, addiction, disease states (e.g., cardiovascular disease, diabetes, cancer), and primary prevention.
        - Minimum C- in PSYC100.
    - PSYC353 Adult Psychopathology (3). The nature, diagnosis, etiology, and treatment of mental disorders.

- Minimum C- in PSYC100.
- PSYC354 Multicultural Psychology in the U.S. (3). What are the psychological implications of racism, sexism, homophobia and other structures of inequality in the United States? How do socio-cultural privilege and oppression influence individual and group thoughts, feelings, and behaviors? This course will take a current events focus to understanding multicultural and social justice issues in psychology with an emphasis on self-reflection, mental health, cross-cultural communication, and strategies for social change.
  - Minimum C- in PSYC100.
- PSYC355 Developmental Psychology (3). Survey of research and theory of psychological development from conception through childhood, stressing physiological, conceptual and behavioral changes, and the social and biological context in which individuals develop.
  - Minimum C- in PSYC100.
- PSYC356 Psychology of Adolescence (3). A description of adolescent development based on research and theory interrelating psychological, intellectual, and social changes during the teen years and the systems dealing with those changes.
  - Minimum C- in PSYC100.
- PSYC361 Survey of Industrial and Organizational Psychology (3). A general survey of the field of industrial organizational psychology including such topics as organizational entry (recruitment, selection, training, socialization); organizational psychology (motivation, leadership, job attitudes); and productivity in the work place (performance appraisal, absenteeism, turnover). The role that the larger environment plays in influencing work behaviors and work attitudes.
  - Minimum C- in PSYC100
- PSYC362 Introduction to Negotiation (3). Overview of the field of negotiation and the social-psychological and contextual factors that facilitate and inhibit successful negotiation agreements. Students will engage in a variety of negotiation exercises individually and as a team.
- PSYC416 Development of Attachment in Infancy and Childhood: Theory, Research, Methods, and Clinical Implications (3). Overview of the development of attachment during infancy and childhood, examining theory, research methods, research findings, and clinical implications. Students will observe videos of attachment assessments, lead class discussion of readings, make class presentations, and complete writing assignments.
  - Minimum C- in PSYC355.
- PSYC417 Data Science for Psychology and Neuroscience Majors (4). A large number of industry and academic jobs require basic programming and data analysis skills. This class represents an introduction to both. Students will learn to program in R and will briefly be introduced to Python, the two most popular programming languages for data science. Common constructs shared by a variety of procedural programming languages will be emphasized. Basic statistics and probability theory will be reviewed from a computational perspective, and more advanced topics introduced. During the course, students will simulate toy data sets which they will then analyze knowing how the data came about, as well as work with real data. The class is highly hands-on with a large number of in-class lab and homework projects. Expect to work a lot and move quickly. Because of the hands-on nature of the class, the overall focus is more on application and execution rather than theory. However, some theory is covered at a high level so that students are aware of why they are doing something, rather than mindlessly writing code.
  - Minimum C- in PSYC200 and PSYC300; and (MATH120, MATH130, or MATH140)
- PSYC420 Experimental Psychology: Social Psychology Laboratory (4). A laboratory course to provide a basic understanding of experimental method in social psychology and experience in conducting research on social processes.
  - Minimum C- in PSYC221 and PSYC300.
- PSYC424 Communication and Persuasion (3). Effect of social communication upon behavior and attitudes. Theory and research concerning attitude change and social influence.
  - Minimum C- in PSYC200 and PSYC221.
- PSYC425 Psychology and Law (3). An introduction to the intersection of psychology and the criminal justice system, known as the field of legal psychology. The material covered will span the course of the criminal justice process and examine each aspect from a psychological perspective beginning with profiling and moving on to eyewitness memory and judgements through perpetrator memories and interrogation techniques. These aspects will be evaluated with a research lens as well as an applied outlook.
  - Minimum C- in PSYC100, PSYC200, and PSYC300.
- PSYC432 Counseling Psychology: Theories, Research, and Practice (3). Analysis of research and intervention strategies developed and used by counseling psychologists. Historical and current trends in content and methodology.
  - Minimum C- in PSYC200.
- PSYC435 Theories of Personality and Psychotherapy (3). Major theories of personality and research methods and findings relevant to those theories.
  - Minimum C- in PSYC200.
- PSYC436 Introduction to Clinical Psychology: From Science to Practice (3). Critical analysis of clinical psychology, with particular emphasis on current developments and trends.

    - Minimum C- in PSYC300.

- PSYC437 The Assessment and Treatment of Addictive Behaviors (3). Explores the current research in assessment and treatment of addictive behaviors. Topics may include addictions in the areas of alcohol, drugs, nicotine, gambling, and eating.
    - Minimum C- in PSYC100; and 9 credits in PSYC courses.
- PSYC440 Experimental Psychology: Cognitive Processes and Legal Applications (4). A survey of the content, models, and methods in cognitive psychology with an emphasis on attention and encoding, recall, recognition, judgment, signal detection theory, and applying cognitive theories to situations in the legal system. Students integrate scientific theories with real-life legal situations. Course topics include research methodology in assessing and addressing cognitive mechanisms and how this understanding may help eyewitness and victim recall and recognition, perpetrator recall, assessing scientific theories of repression, and real life examples.
    - Minimum C- in PSYC341 and PSYC300.
- PSYC450 Applying Psychology to the Workplace: Industrial Organizational Psychology Laboratory (4). In this laboratory course, students use data analytic techniques, along with psychology theories and principles, to solve problems and provide recommendations to mock organizations. Along with learning theories in industrial-organizational psychology and statistical analysis, students will improve personal presentation skills that promote effective communication of information.
    - Minimum C- in PSYC300 and PSYC361.
- PSYC456 Research Methods in Developmental Psychology Laboratory (4). A presentation of major research designs used in developmental psychology and of the methodology used in developmental research, such as observational research, program evaluation, and laboratory experimentation.
    - MInimum C- in PSYC300.
- PSYC460 Psychological Foundations of Personnel Selection and Training (3). An examination of issues and processes involved in the design and evaluation of personnel selection and training programs in a variety of organizational settings: job, person and organizational analysis; organizational choice; development of predictors; evaluation of instructional and training systems; criteria for performance evaluation, promotion and training.
    - Minimum C- in PSYC200 and PSYC361.

Sociology cognate students will take:

- SOCY202 Introduction to Research Methods in Sociology (4). The underlying logic, major strategies, specific techniques and skills of sociological research. Research design, measurement, data collection, sampling, field research experiments, surveys, index and scale construction, data analysis, interpretation and report writing.
    - Minimum grade of C- in SOCY201
- 9 credits of relevant coursework at the 300- or 400-levels, to be chosen from among the following courses.
    - SOCY325 The Sociology of Gender (3). Institutional bases of gender roles and gender inequality, cultural perspectives on gender, gender socialization, feminism, and gender-role change. Emphasis on contemporary American society.
    - SOCY335 Sociology of Health and Illness (3). An exploration of the social model to studying health and illness: how meanings and experiences of health and illness are socially produced. How experiences are shaped by the interaction of external social environments (culture, community) and the internal environment (human body), and by socio-demographic variables (race, class, gender, etc.). Disparities in health and healthcare delivery, medicalization of society, determinants of health, social construction of illness, and the social organization of health care.
    - SOCY401 Intermediate Statistics for Sociologists (3). This is a course about multiple regression for undergraduate students and presumes that students taking this course will be both producers and consumers of multiple regression results. Students will work with the instructor to produce a research poster presentation based on secondary social science data. In addition to multivariable statistics, students will learn some statistical programming as well as how to organize a research presentation.
        - MInimum C- in SOCY201.
    - SOCY405 Scarcity and Modern Society (3). Resource depletion and the deterioration of the environment. Relationship to lifestyles, individual consumer choices, cultural values, and institutional failures. Projection of the future course of American society on the basis of the analysis of scarcity, theories of social change, current trends, social movements, government actions, and the futurist literature.
    - SOCY406 Globalization (3). An analysis of the forces driving globalization and its implications for THE SOCIAL WORLD; politics; culture (including American popular culture); technology; the media; the Internet; population flows; environmental changes and problems; other negative (or deviant) flows such as disease, crime and terrorism; inequality, as well as ways of dealing with or resisting globalization (alter-globalization).
    - SOCY407 Explaining Social Change: Historical and Comparative Methods (3). Examines social change from the perspective of comparative and historical sociology to get at the question, 'where are we now?' Students develop a critical appreciation of how scholars construct persuasive explanations for large-scale change focusing on four central questions: the origins of markets and industrial capitalism; the emergence of democracy as opposed to dictatorship; the causes and consequences of social revolution; and the logic of armed conflict.

Explanations offered for the changes in question as well as the methods employed are explored. Counterfactual hypotheticals for each central question--that is, what might have been, rather than what historically emerged--are considered.

- SOCY410 Social Demography (3). Types of demographic analysis; demographic data; population characteristics; migration; mortality; fertility; population theories; world population growth; population policy.
- SOCY411 Demographic Techniques (3). Basic techniques for analyzing population structure and demographic processes, including fertility, mortality and migration.
  - Minimum C- in SOCY201 and SOCY410.
- SOCY412 Family Demography (3). Family and population dynamics. Fertility issues, such as teenage pregnancy, the timing of parenthood, and family size; as they relate to family behavior, such as marital patterns, child care use, and work and the family. Policy issues that relate to demographic changes in the family.
- SOCY413 Sociology of Aging (3). The aging of the population is one of the major demographic changes affecting social institutions during the next century. Research demography, sociology, economics, epidemiology, psychology and public health are integrated to develop a broader understanding of the causes and consequences of population aging. A central focus is the diversity of experiences by age, gender, socioeconomic status and health.
- SOCY415 Environmental Sociology (3). Overview of the field and theoretical themes within the area of environmental sociology and technology. Current issues are explored including: environmental attitudes; environmental movements; environmental justice; globalization; global climate change; and garbage and food.
- SOCY420 Qualitative Research Methods in Sociology (3). Using the sociological imagination to independently explore research questions as designed by students. Readings will explore dilemmas qualitative researchers confront such as, how to conduct research ethically and how their background influences their findings and analysis. Students will learn how to collect data, analyze it, and present it to others.
- SOCY430 Social Structure and Identity (3). Theoretical issues in social psychology, focusing on social construction of identity. Identity formation and transformation in social process. Structural and cultural dimensions of social identity.
- SOCY431 Principles of Organizations (3). Structural and processual characteristics of organizations that make them effective for different purposes and in different environments. Effects of different institutional environments, small group processes, organizational networks, and leadership. Types of organizations studied include formal bureaucracies, professional organizations, and voluntary associations.
- SOCY432 Social Movements (3). Movements that seek change in the social and political structure of society. Origins, tactics, organization, recruitment, and success. Case studies come from such movements as labor, civil rights, student, feminist, environmental, neighborhood, and gay rights.
- SOCY441 Social Stratification and Inequality (3). The sociological study of social class, status, and power. Topics include theories of stratification, correlates of social position, functions and dysfunctions of social inequality, status inconsistency, and social mobility.
- SOCY442 The Black Middle Class (3). Students will learn about the Black Middle Class. They will examine and explore the historical context that led to the rise of a Black Middle Class. Innovative avenues into the Black Middle Class will also be examined, including various household and family formations. Finally, the course will cover the consequences of being in the The Black Middle Class, with an emphasis on residential segregation and racial identity.
- SOCY444 Sociology of Children (3). Socio-historical analysis of the changing nature and meaning of childhood. Analysis of social psychological, demographic, and socioeconomic aspects of contemporary children's lives, with a focus on peer groups, gender relations, family change, macroeconomic conditions, poverty, health, and educational well-being of children.
- SOCY445 Sex and Love in Modern Society (3). Sociological theories of sex and gender are used to explore empirical research on women's and men's sexual behavior and attitudes; variation in gendered sexuality by key social characteristics and how gendered sexuality is constructed and controlled; changes in sexuality over time and across relationship types, focusing on changes in sexual desire and behaviors and on the changing meaning of sex and marriage in U.S. society and other countries. Contemporary debates about sexuality will also be examined.
  - MInimum C- in SOCY201, SOCY202, SOCY203, and SOCY230.
- SOCY457 Sociology of Law (3). Social, political, and cultural sources of legal norms and concepts; and how the law shapes society and society shapes the law using sociological theoretical frameworks. The role of social change, social reproduction and inequality (including race, class, gender, and sexuality) to achieve certain objectives such as compliance, deterrence and social control.
- SOCY464 Military Sociology (3). Social change and the growth of military institutions. Complex formal military organizations. Military service as an occupation or profession. The sociology of military life. Relations between military institutions, civilian communities and society.
- SOCY465 The Sociology of War (3). The origin and development of armed forces as institutions, the social causes, operations and results of war as social conflict; the relations of peace and war and revolution in contemporary civilizations.
- SOCY467 Sociology of Education (3). Sociological analysis of educational institutions and their relation to society: goals and functions, the mechanisms of social control, and the impacts of stratification and social change. Study of the school as a formal organization, and the roles and subcultures of teachers and students.
- SOCY480 Researching the Middle East (3). Introduces religion, gender, and politics in the Middle East and North Africa. After an overview of the political and social history the focus will be on methods for carrying out fundamental issues facing Middle Eastern societies, including national identity, religion, gender relations and the status of women in the family, politics, education, and labor market.

    - Minimum grade of C- in SOCY201, SOCY202, and SOCY203.
- SOCY490 Experimental Research Practicum (3). Hands-on experience in designing, conducting, and analyzing experimental research. Introduces students to causal inference in social scientific research, focusing on experimental designs. Students will get hands-on research experience running experimental studies in the group processes lab. Students will also work with the professor and graduate students in the department to develop a research idea that can be executed in the spring semester.
- SOCY491 Experimental Research Design (3). Students will finalize the design of their studies from the fall semester and carry out the research in this course. Introduces students to analyzing experimental data and presenting results from these data. Students will continue to get hands-on research experience running experimental studies in the group processes lab and working with the professor and graduate students in the department to further develop their projects.
    - Minimum C- in SOCY490.

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

Please see Appendix II.

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

Learning Outcomes
Student will be able to: - Design, execute, document, and disseminate research that applies tools and methods from data science to address a social science research question; - Develop expertise in specific contemporary social science theories and data science approaches to tackling research questions related to these theories; - Apply findings from social data science research to analyze the policy and design of socio-technical systems; and - Identify and analyze social, legal, and ethical and equity issues in social data science work and in the profession.

The iSchool will lead the assessment process for the program, in collaboration with the BSOS cognate departments. The result will be an annual learning outcomes assessment that is consistent with the expectations of the Provost's Commission on Learning Outcomes Assessment. It will mirror the successful model developed and implemented by the iSchool for the B.S. in Information Science.

Appendix IV provides two curriculum maps. The first maps core courses and required cognate courses to the program learning outcomes. The second maps core courses and required courses to the Washington CoLAB digital generalist learning outcomes. The third and fourth, respectively, map to the Washington CoLAB data science and machine learning outcomes.

The iSchool will work with BSOS cognate departments to develop a set of rubrics that individual faculty members will apply to work completed in their courses. There will be a rubric for each learning outcome, and all faculty members teaching in core courses will select an individual assignment to assess using the appropriate rubric(s). (The reason we have not selected assignments ahead of time is because different faculty may teach the same course with some variation, and assignments may not be identical each semester.) The items assessed will be direct measures of student learning and may include sections of exams, homework assignments, laboratory assignments, and final projects.

New Program Information

Mission and Purpose

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

The UMD mission statement includes a desire to create a climate of intellectual growth and mutual respect, that addresses policy issues critical to the state, nation, and world, that sits at the forefront of multi-disciplinary knowledge, and that improves student learning and success through expanded use of innovative teaching methods and opportunities for collaboration and engagement. More specifically, the 2016 UMD Strategic Plan highlights the importance of accomplishing these goals within "areas of national or global need." They identify data analytics, especially the process of creating and analyzing large data sets or big data, as an area of "almost desperate national need." The proposed Social Data Science program therefore falls squarely within UMD strategic priorities. The program will train students to create information products--datasets, visualizations, models--that capture important aspects of human activity and behavior. As the Strategic Plan notes, these skills are required for positions across a variety of industries, including government, healthcare, sustainability, economics, entertainment, human rights, equity and diversity, and many others. With the chance to focus not solely on data science, but also on well-established social and behavioral science disciplines, the Social Data Science program will provide the basis for asking and answering sound questions of big data on human activity and behavior and using the information products they create to influence policy and industry in profound ways.

Program Characteristics

What are the educational objectives of the program?

The practice of social data science encompasses all elements of the data life cycle, including measure conceptualization, data gathering, management, manipulation, analysis, presentation, archiving and re-use. Social data science poses critical ethical, legal, and social responsibilities that must be maintained at all stages of the effort. Data and theory are inextricably intertwined – understanding social science theory is essential for effective and appropriate construction, analysis, and use of social data. As the technologies, tools, and sources of social data develop, we must train a wide and diverse array of people to be able to work with social data in order to advocate for their perspectives, needs, and communities.

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

N/A

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

In 2018, the National Academies of Sciences, Engineering, and Medicine released the report, Envisioning the Data Science Discipline: The Undergraduate Perspective. The National Academies indicated that the report was motivated by clear indications of a pervasive need to manage, analyze, and extract information from data across many industries and career sectors. The report defined data science as a complicated amalgam of disciplines and skill sets, requiring expertise in programming, statistics, ethics, and domain-specific knowledge. The report also noted that an explosion of data science careers requires a workforce with focused expertise.

The B.S. in Social Data Science integrates four primary principles from the National Academies report:
- Ethics should be a key focus in data science practice and education.
--The B.S. in Social Data Science integrates education in ethics throughout the curriculum, including:
---Integration of topics related to ethics and equity into all INST courses
E.g. INST126 Introduction to Programming for Information Science includes the learning outcome: “Explain how programming is situated in and reflects broader social and organizational structures, and the ethical and equity issues this entails”
---Inclusion of a course specifically focused on data ethics (INST366 Privacy and Security in Big Data)
---Capstone providing students an opportunity to work with data for real-world clients, in which students can develop hands-on experience with professional ethics through a project with the Administrative Data Resource Facility.
- Data science programs should demonstrate flexibility in the concepts, skills, tools, and methods taught to provide a “full data science experience” to students.
--The B.S. in Social Data Science focuses on flexibility in myriad ways, including:
---Opportunity to declare a cognate field in the social and behavioral sciences, which allows a student to customize the major according to their interests;
---Flexible and modest benchmark structures to prevent barriers to entry for students traditionally underrepresented in STEM disciplines;
---Shift in focus from advanced mathematics to the practice of applied data science, also intended to decrease barriers to entry for underrepresented students.
- Innovations in the infrastructure of silo-ed, departmentally focused institutions will create more collaborative and multidisciplinary data science programs. Data science curricula depend upon the integration of faculty from different disciplines, the utilization of varied pedagogies, and the leveraging of existing educational programs.
--The B.S. in Data Science is a pioneering effort in linking two Colleges together, one of which is very complex (BSOS). The program is also associated with the new Social Data Science (SoDa) Center, which is built upon cooperative structures between BSOS and the iSchool.
- Inclusion of students and faculty/staff who have historically been underrepresented in STEM careers, including data science, will be welcome and encouraged through recruitment of pre-college students, retention via inclusive rather than weeding introductory course work and community-building, and mentoring programs. As noted by the National Academies of Sciences, Engineering and Medicine (2018), “it is the responsibility of academic institutions to ensure inclusion and broad participation and engagement in data science programs” (p. 62). More specifically, “If data science is to avoid a similar decrease in participation that occurred in the 1980s in computer science among female students, it is imperative that underrepresented students are supported both academically and through mentorship, recognizing the opportunities that the field of data science presents and the value they can add to it” (p. 62).

The B.S. in Social Data Science also responds to the creation of the Greater Washington Partnerships Capital CoLAB’s micro-credential program, which accredits individual programs at the University of Maryland to train students in several categories: digital generalism, data science, and machine learning. The program has been built with the goal of allowing any student completing the program to earn the Digital Generalist, Data Science, and Machine Learning badges. These badges will allow students access to a coalition of local employers and will also allow UMD to pilot an effort to allow students to demonstrate expertise beyond their transcripts, which is a major focus of the “New Educational Paradigms” Deans’ Council sub-committee, convened in fall 2020.

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

The concepts of diversity, equity, and inclusion (DEI) sit at the core of both BSOS and iSchool values. Perhaps first and foremost, educators and scholars from both Colleges serve as powerful thought leaders in anti-racism scholarship. One example from BSOS is the Department of Sociology’s Critical Race Initiative (CRI), which identifies a goal of “racial uplift activism through scholarship, teaching, community-based participatory research, and social policy.” An example from the iSchool is the Trace Research and Development Center, which is a pioneer in the field of technology and disability and which applies engineering, computer science, disability studies, public policy, and information science to prevent barriers to information and telecommunication technologies, with a stated goal of a “world that is accessible and usable by people of all ages and all abilities.” And the program itself is grounded in the importance of applying DEI principles across the curriculum. Social Data Science courses include content important in understanding diversity issues including serving underrepresented groups and institutions, meeting unique needs for diversity promotion, and developing capacity in all sizes and types of organizations. Both Colleges have also implemented TerrrapinSTRONG onboarding for all new undergraduates and have programs aimed at helping faculty members build more DEI content into their courses--BSOS runs the Anti-Black Racism Initiative, and the iSchool runs the the Anti-Black Racism Teaching Symposium.

In addition, both Colleges focus on recruiting, retaining and graduating student talent from a range of backgrounds, with special attention to the barriers facing URM students. Both BSOS and the I-School enroll a higher proportion of URM undergraduate students than the campus overall, 24% in BSOS and 30% in the I-School in fall 2020. (Enrollment table is available in Appendix III.)

This level of diverse student recruitment and retention is supported by a range of programs across both Colleges. For instance, BSOS oversees the Promoting Achievement and Diversity in Economics (PADE) retention program, while the iSchool fosters such affinity groups and student support programs as the iDiversity Student Group and the iSchool Students of Color Collective.

Relationship to Other Units or Institutions

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

A letter from the Department of Mathematics regarding use of STAT100 as a benchmark is attached. Please see Appendix V.

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

N/A

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

The iSchool and BSOS are co-authors of this proposal. Discussions with the Math Department over use of STAT100 as a benchmark are detailed in their attached letter in Appendix V.

Faculty and Organization

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

All courses in the program will be taught by TTK or PTK with academic appointments in the iSchool and/or BSOS College/Departments.

Indicate who will provide the administrative coordination for the program

The program will be managed by one Undergraduate Program Director from the iSchool and one Undergraduate Program Director from BSOS. Directors will have faculty appointments in their respective colleges (I-School or BSOS). The Faculty Directors will co-chair a curricular committee to provide faculty oversight of academic and pedagogical strategies, policies for student recruitment, and curricular planning for the major. They will also serve as the department-level PCC Committee for the major. Each BSOS department offering a cognate field will have a representative on the curricular committee, who will each serve as the primary point of contact for their respective cognate areas. One student will also participate as a voting member. Ex-officio members will include a representative from the Deans' offices in both Colleges and at least one advisor or student services representative from each College.

Resource Needs and Sources

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

This is pending, with an estimated completion date of January 29. When it is added, it will be Appendix VII.

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

Existing iSchool and BSOS facilities will support the new major. However, a 5-year ramp-up budget for additional faculty, advising, and technical resources will be presented by the dean to the Provost. Most of the courses for the new major are already created. However, additional teaching resources will be needed to create new sections/seats in the introductory and core courses for the major. In years 3-5, additional teaching resources are budgeted to support the social data science related surge in sections/seats in the BSOS departments that grow because of this major. We anticipate this will be GVPT and ECON, but will not know for sure until students enroll and choose their cognate areas.

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

Existing iSchool and BSOS faculty members will teach the courses, along with select additional faculty hires (see budget). All but one of the courses have already been approved, but not all of them are currently offered regularly. Should the campus enrollment grow, then additional tuition revenue is likely. However, we also assume that students who might have chosen other majors (e.g. CMSC, INST, BMGT, ECON, GVPT) may choose the new social data science major instead.

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

Existing administrative and advising resources will be used. However, one new undergraduate advisor in the I-School and one new undergraduate advisor in the BSOS College will support the social data science major. This is important so that the two colleges can work closely together to ensure that advising is closely aligned and that students are fully supported, even as they spread across two colleges and multiple departments. Please see the budget for details of the administrative and advising resources required.

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

Please see Appendix VI.

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

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

The Maryland State Plan identifies three primary goals:

Access: to ensure equitable access to affordable and quality postsecondary education for all Maryland residents;
Success: to promote and implement practices and policies that ensure student success; and
Innovation: to foster innovation in all aspects of Maryland higher education.

The proposed program in Social Data Science is focused on accessibility and success for a range of students. We hope to accomplish these goals by drawing on structures articulated in two of the National Academies recommendations--first, to remove higher math as a prerequisite to the program, thereby bypassing lower math readiness and math anxiety issues, both of which are prominent in underrepresented groups in STEM; and second, to create a flexible program that will meet the needs of a range of students, which we aim to accomplish through our plethora of options in cognate area focus, as well as our flexible benchmark structure. We have also built this proposed program with an eye towards innovation. As will be discussed later, there are no programs like Social Data Science in the state. More importantly, there do not appear to be any programs quite like Social Data Science in the entire nation. Mixing data science education with disciplinary training from one or more social/behavioral sciences appears to exist currently only in institutions in the United Kingdom, and even then, primarily at the graduate level. Oxford, the University of Essex, and the London School of Economics each offer a M.Sc. in Social Data Science, and the University College of London offers a B.Sc. in Social Data Science. Even the B.Sc., however, differs from our proposed program as it requires study of three social science disciplines, two of which must be sociology and economics; as a result, our proposed program in Social Data Science would be the only program in existence that allows a depth of training in data science that is matched by similarly rigorous training in a social or behavioral science discipline.

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

The USBLS Occupational Outlook Handbook shows a projected rate of growth of 33% for individuals working in the field of Mathematics and Statistics, far higher than the average over all industries. In addition, jobs within the category of Computer and Information Technology Occupations (CITO) are projected to grow by 12%, also faster than the average. Within CITO, there is a 16% projected increase in the sub-category of Computer and Information Research Scientists, and USBLS notes that such scientists "are likely to enjoy excellent job prospects, because many companies report difficulties finding these highly skilled workers." Within Business and Financial Occupations, the career of Management Analysts (also known as Business Analysts or Process Consultants) is a potentially apt fit, and projected to increase 14%. USBLS notes that "demand for the services of these workers should grow as organizations continue to seek ways to improve efficiency and control costs." Social science positions--many of which require graduate degrees--are largely holding steady or expecting a small increase (perhaps 5%), but we believe that the data science portion of this social science degree will give our graduates an edge in the job market. In addition to USBLS data, a search of "data science" in LinkedIn.com jobs generated approximately 3,500 returns in the Washington, DC, metropolitan area alone. The same search on jobs.com returned 4,000 open positions in DC and over 40,000 across the nation. These results support the National Academies recommendation to build data science undergraduate programs in order to prepare students for the workforce of the present and near future.

Currently, there are no similar programs in the state (see below), and consequently we expect the fast increase in demand to continue exceeding the existing supply of skilled workers, making this degree program a crucial contributor to industry and society. We anticipate 400 students graduating per year at steady state, beginning three years after implementation of this degree. Please note, however, that our facilities and teaching resources can scale to accommodate larger numbers of students, if they become interested. For evidence of this, please refer to our success in quickly expanding the scope of the B.S. in Information Science, for which we expected 300 students, but which, after a few years, is currently housing more than 1300 students.

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

There are five undergraduate majors in data science in the state of Maryland, all of which share some similarities with the proposed Social Data Science program but none allowing the breadth of training in an external discipline or an opportunity to explore any social science discipline beyond economics.

Salisbury University offers a B.S. in Data Science. The program's core courses have content overlap with the core courses for Social Data Science, and there is a similarity in structure, in that Salisbury students select a concentration linked to a more traditional discipline. However, there are no opportunities to study social science disciplines in their program: concentrations are available in astrostatistics, bioinformatics, chemometrics, computational data science, geoanalytics, and mathematical data science. Mount Saint Mary's University also offers a B.S. in Data Science, and the program has content overlap with some of the core courses in the proposed Social Data Science program, as well. As with the Salisbury program, there are also structural similarities, in terms of the program's opportunity for specializations, but Mount Saint Mary's only offers specialization opportunities that fall within data science rather than areas linking data science to other disciplines. Specializations include computational science, data engineering, operations research, and analytics for business. There are opportunities to take courses outside of the primary program but not to pursue rigorous academic training in another discipline, and there are next to no courses available in the specializations that come from social science departments. Loyola University of Maryland offers a B.S. in Data Science, and the program also has content overlap between their set of core courses and the proposed core courses for the Social Data Science program, but they do not offer opportunities to work outside of the main involved disciplines of computer science, information systems, and mathematics. Capitol Technology University also offers a B.S. in Data Science, but the program is based primarily in the field of business, with a two-pronged set of core courses, one from computer science and the other in business analytics, with no opportunity to study social science disciplines. Finally, Goucher College offers a B.S. in Integrative Data Analytics, and it is perhaps the closest match to the proposed social data science program. Their program description draws on language similar to that in this proposal--a focus on using "scientific and mathematical principles to find nuanced, complex patterns of physical and human behavior." However, the program allows only two concentrations: data science or economics. And even those students specializing in economics do not receive nearly the level of structured disciplinary instruction as a Social Data Science student choosing economics as their cognate area. Students in the Goucher program take only introductory economics courses and econometrics and will not graduate with nearly the breadth of economic knowledge, skills and abilities as a Social Data Science student with an economics cognate will be able to.

As a side note, all five programs also require higher mathematical competency than the proposed Social Data Science program, thereby making the program proposed herein perhaps the most accessible to the greatest range of students.

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

There are currently no programs in data science at a Maryland Historically Black Institution. No impact is anticipated.

Supporting Documents

Attachments

SDS Appendix I.pdf
SDS Appendix V.pdf
SDS Appendix IV.pdf
SDS Appendix III.pdf
SDS Appendix II.pdf
SDS Appendix VI.pdf
SDS Appendix VII.pdf

Key: 761

Social Data Science Major - SDSC (I-School & BSOS College)

SDSC Major Course Requirements

Social Science Cognate Area (pick one)	African American Studies	Anthropology	Economics	Geographical Sciences & GIS	Government & Politics & Intl. Rel.	Psychology	Sociology	
Benchmark I Minimum MATH & STAT (6 cr)	STAT100 (3) & MATH115 (3)	STAT100 (3) & MATH115 (3)	STAT100 (3) & MATH120 (3)	STAT100 (3) & MATH120 (3)	STAT100 (3) & MATH115 (3)	STAT100 (3) & MATH120 (3)	STAT100 (3) & MATH115(3)	
Benchmark I (3 cr)	INST126 (3) or GEOG276 (3)							
Benchmark II (6-9 cr)	AASP101 (3)	ANTH210 (3) or 222 (4) or 240 (3)*	ECON200 (3)	GEOG202 (3)	GVPT170 (3)	PSYC100 (3)	SOCY100 (3)	
	AASP210 (3)	INST314 (3)	ECON201 (3)	GEOG306 (3)	GVPT200 (3)	PSYC200 (3)	SOCY201 (3)	
			ECON230 (3)		GVPT201 (3)			
Core Courses (27 cr)	BSOS233 (3)							
	INST326 (3) or BSOS326(3) or GEOG376 (3)							
	INST327 (3)							
	INST366 (3)							Advising hand-off after INST366
	INST414 (3)							
	INST447 (3)							
	INST462 (3)							
	SURV400 (3)							
	SURV430 (3)							
Capstone (3 cr)	INST492 (3)							
Cognate I Courses (3 cr) (Required)	*Required 3 cr*	*Required 3 cr*	*Required 3 cr*	*Required 3 cr*	Required 3 cr	Required 3 cr	*Required 3 cr*	
	AASP395 (3)	ANTH310 or 322 or 340*	ECON305 or 306	GEOG373	GVPT320	PSYC300	SOCY202	
Cognate II Courses (6-9 cr) (Choose from a list)	*choose 9 cr. from:*	*choose 9 cr. from 1 of the following 3 groups:*	*choose 6 cr from:*	*choose 9 cr including 6 cr at 4XX from:*	*choose 6 cr from any:*	choose 9 cr from:	*choose 9 cr:*	
	AASP301		ECON305 or 306**	GEOG330	GVPT3XX	PSYC330	SOCY325	
	AASP310	Group 1 - Health	ECON311	GEOG331	GVPT4XX	PSYC332	SOCY335	
	AASP313	ANTH411	ECON312	GEOG332		PSYC334	SOCY401	
	AASP314	ANTH412	ECON315	GEOG333		PSYC336	SOCY405	
	AASP400	ANTH413	ECON317	GEOG335		PSYC341	SOCY406	
	AASP402	ANTH415	ECON330	GEOG415		PSYC344	SOCY407	
	AASP411	ANTH416	ECON340	GEOG416		PSYC353	SOCY410	
	AASP441	Group 2 - Heritage		GEOG421		PSYC354	SOCY411	
	AASP443	ANTH341		GEOG422		PSYC355	SOCY412	
	AASP499	ANTH440		GEOG432		PSYC356	SOCY413	
		ANTH441		GEOG470		PSYC361	SOCY415	
		ANTH447		GEOG473		PSYC362	SOCY420	
		ANTH448		GEOG475		PSYC416	SOCY430	
		ANTH451		GEOG477		PSYC417	SOCY431	
		ANTH464				PSYC420	SOCY432	
		ANTH496				PSYC424	SOCY441	
		Group 3 - Environment				PSYC425	SOCY442	
		ANTH450				PSYC432	SOCY444	
		ANTH454				PSYC435	SOCY445	
		ANTH456				PSYC436	SOCY457	
		ANTH462				PSYC437	SOCY464	
		ANTH467				PSYC440	SOCY465	
						PSYC450	SOCY467	
						PSYC456	SOCY480	
						PSYC460	SOCY490	
							SOCY491	

*** ANTH Benchmark course will guide a student's choice of Cognate I and Cognate II courses in Health, Heritage, or Environment.**

**** Course may count only as Cognate I or Cognate II. It may not double-count.**

Social Data Science Major

Sample Four Year Plan - Cognate Area in GVPT

	Fall	Spring
Year 1	Fall	Spring
	MATH115 (3)	STAT100 Elementary Statistics and Probability (FSAR: Analytical Reasoning) (3)
	GVPT170 American Government (DSHS: History/Social Sci) (3)	INST126 Intro to Programming for Information Science (3)
	ENGL101 (FSAW: Academic Writing) (3)	DSHS: (History/Social Science) (3)*
	DSHU (Humanities) (3)*	FSOC (Oral Communication) (3)
	Elective (3)	DVUP: (Understanding Plural Societies)(3)
	UNIV100 (1)	
	Total = 16 cr	**Total = 15 cr**
Year 2	Fall	Spring
	BSOS233 Data Science for Social Sciences (3)	INST326 (3)
	GVPT200 International Political Relations (3)	GVPT201 Scope and Method for Political Science Research (DSSP: Scholaship in Practice)(3)
	DSNL: (Natural Sciences Lab) (4)	BSOS326 Python Programming for the Social Sciences (new)(3)
	FSOC: (Oral Communications)(3)	DVUP or DVCC: (Cultural Competence)(3)
	DSHU:(Humanities) (3)	Elective (3)
	Total = 16 credits	**Total = 15 cr**
Year 3	Fall	Spring
	GVPT320 Advanced Empirical Research (3)	GVPT 3XX or 4XX (3)
	INST327 Database Design and Modeling (3)	INST447 Data Sources and Manipulation (3)
	INST414 Data Science Techniques (3)	INST462 Data Visualization (3)
	DSNS: (Natural Sciences Non-Lab) (3)	DSSP: (Scholarship in Practice, non-major)(3)
	Elective (3)	FSPW: (Professional Writing) (3)
	Total = 15 cr	**Total = 15 cr**
Year 4	Fall	Spring
	GVPT3XX or 4XX (3)	INST492 Integrated Capstone for Social Data Science (3)
	INST366 Privacy, Security and Ethics for Big Data (3)	SURV430 Questionnaire Design (3)
	SURV400 Fundamentals of Survey and Data Science (3)	Elective (3)
	Elective (3)	Elective (3)
	Elective (3)	Elective (3)
	Total = 15 cr	**Total = 15 cr**

*All students must complete two Distributive Studies courses that will also count for the I-Series requirement. Students may also fulfill Understanding Plural Society and/or Cultural Competence with courses from Distributive Studies.

Fall 2020 - URM Students in BSOS & I-School (Unduplicated Count of UG Majors)

	UMD Total Undergrad	BSOS Undergrad	I-School Undergrad
American Indian	32	5	2
Black, African American	3700	544	268
Hispanic US	3045	566	100
Native Hawaiian etc.	22	6	0
Total URM UG Students	6799	1121	370
Total UG Students	30,875	4662	1216
% UG students who identify as URM	**22%**	**24%**	**30%**

Data retrieved from reports.umd.edu on 12/23/2020 by KFR.

Appendix IV: Curriculum Maps

Program Learning Outcome Curriculum Map	General SDS Benchmark Courses: INST126 Introduction to Programming for Information Science OR GEOG276 Principles of Python Programming for Social and Environmental Sciences	STAT100 Elementary Statistics and Probability	SDS Core Courses: BSOS233 Data Science for Social Sciences	INST326 Object-Oriented Programming OR BSOS326 Python Programming for the Social Sciences OR GEOG376 Programming for Geospatial Analysis	INST366 Privacy, Security, and Ethics for Big Data	INST414 Data Science Techniques	INST447 Data Sources and Manipulation	INST462 Data Visualization	SURV400 Fundamentals of Survey and Data Science	SURV430 Questionnaire Design and Evaluation	INST 492 Capstone Project	Cognate Area
Design, execute, document, and disseminate research that applies tools and methods from data science to address a social science research question	Introduced	Introduced	Introduced	Introduced		Reinforced	Reinforced	Reinforced	Introduced	Introduced	Reinforced	
Develop expertise in specific contemporary social science theories and data science approaches to tackling research questions related to these theories			Introduced		Introduced	Reinforced	Reinforced	Reinforced	Introduced	Introduced	Reinforced	Introduced and Reinforced
Apply findings from social data science research to analyze the policy and design of socio-technical systems			Introduced		Introduced	Introduced	Introduced				Reinforced	
Identify and analyze social, legal, and ethical and equity issues in social data science work and in the profession			Introduced		Reinforced	Introduced	Introduced	Introduced	Introduced	Introduced	Reinforced	

Washington CoLAB Outcomes X Information Science Courses	General Benchmarks: INST126	STAT100	Core Courses: BSOS233	INST326 OR BSOS326 OR GEOG376	INST366	INST414	INST447	INST462	SURV400	SURV430	INST 492
Generalist Credential											
Role of Data and Analytics			Introduced	Reinforced	Introduced	Reinforced		Reinforced	Introduced	Introduced	Reinforced
Probability and Descriptive and Inferential Statistics		Introduced	Reinforced			Reinforced			Reinforced	Reinforced	
Data Manipulation	Introduced and Reinforced			Reinforced		Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	
Data Ethics			Introduced	Introduced	Reinforced	Introduced	Reinforced	Introduced	Reinforced	Introduced	Reinforced
Data Security				Introduced	Introduced and Reinforced						
Specialist Credential: Data Analytics											
Data Management and Governance				Reinforced	Reinforced				Introduced	Introduced	
Data Manipulation	Introduced and Reinforced			Reinforced		Reinforced	Reinforced	Reinforced	Introduced	Reinforced	
Probability and Descriptive and Inferential Statistics		Introduced and Reinforced	Introduced						Reinforced		
Data Visualization and Communication								Introduced	Reinforced		
Foundations of Systems Development Life Cycle					Introduced						Reinforced
Data Ethics			Introduced		Reinforced	Introduced	Reinforced	Introduced	Reinforced	Introduced	Reinforced
Specialist Credential: Machine Learning											
Mathematical & Statistical Machine Learning					Introduced	Reinforced					
Machine Learning Models & Algorithms					Introduced	Reinforced					
Data Visualization and Communication								Introduced and Reinforced			
Application of Machine Learning Models & Algorithms					Introduced		Reinforced				
Data Ethics			Introduced		Reinforced	Reinforced	Reinforced	Reinforced			

UNIVERSITY OF MARYLAND

Katherine Worboys Izsak <kworboys@umd.edu>

Fwd: Including STAT100 as benchmark for new INFO/BSOS undergraduate major

Ron Padron <rapadron@umd.edu> Thu, Dec 17, 2020 at 10:31 AM
To: Katherine Worboys Izsak <kworboys@umd.edu>

See below.

Ron Padrón, MS | Interim Director of Undergraduate Operations
{Pronouns: He, His, Him}
College of Information Studies
4130 Campus Drive | College Park, MD 20742
301.405.1040 (P) | ischool.umd.edu

---------- Forwarded message ---------
From: **Doron Levy** <dlevy@umd.edu>
Date: Thu, Dec 17, 2020 at 10:08 AM
Subject: Re: Including STAT100 as benchmark for new INFO/BSOS undergraduate major
To: Ron Padron <rapadron@umd.edu>
Cc: Antoine Mellet <mellet@umd.edu>

Hi Ron,

We support using Stat 100 as a benchmark for the new major.
I am attaching a 2-year (college by college) breakdown of the number of students that have been taking Stat 100. We can support increased enrollments in Stat 100 if necessary.

By the way - if you have a draft of the proposal that you can share with us - that will be interesting. Nothing urgent.

Best regards -
Doron

Doron Levy
Professor and Chair
Department of Mathematics
University of Maryland
College Park, MD 20742
Web | Twitter | LinkedIn | 301-405-5051

On Dec 17, 2020, at 9:47 AM, Ron Padron <rapadron@umd.edu> wrote:

Good morning all,

I'm reaching out on behalf of the program design committee for the Bachelors of Science in Social Data Science, a shared program between the College of Information Studies and the College of Behavioral and Social Sciences. We would like to list STAT100 as a benchmark requirement for this program. Do you have any concerns with us doing so? Or would this be fine to include in our proposal?

I'm happy to arrange a time to discuss this in more detail if you would like.

(Since you were each listed on the response to a previous inquiry for a different program I am reaching out to you both. Apologies if this should only have gone to one of you.)

Ron

Ron Padrón, MS | Interim Director of Undergraduate Operations
{Pronouns: He, His, Him}
College of Information Studies
4130 Campus Drive | College Park, MD 20742
301.405.1040 (P) | ischool.umd.edu

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stat100-2years.pdf
111K

	201708	201801	201805	201808	201901	201905
	U Id	U Id	U Id	U Id	U Id	U Id
AGNR	15	16	1	9	14	3
ARCH	2	1			1	
ARHU	66	71	6	71	92	3
BMGT	6	1		2	3	2
BSOS	96	66	3	105	75	7
CMNS	34	34	7	30	47	10
EDUC	25	29	4	30	22	
ENGR	6	7		4	5	
EXST	84		8	83		8
GRAD			1			
INFO	62	72	6	103	89	5
JOUR	11	4	1	36	5	1
LTSC	113	134	21	141	114	23
PLCY	10	25	3	23	26	4
SPEC	1				1	
SPHL	115	94	17	80	91	16
UGST	20	20		14	11	1

STAT 100 Students Grouped by College
Fall 2017-Summer 2019

		U Id
STAT100	AGNR	54
	ARCH	4
	ARHU	292
	BMGT	13
	BSOS	336
	CMNS	161
	EDUC	103
	ENGR	21
	EXST	183
	GRAD	1
	INFO	303
	JOUR	58
	LTSC	509
	PLCY	85
	SPEC	2
	SPHL	391
	UGST	61

EXPENDITURES FOR SOCIAL DATA SCIENCE MAJOR FY22-FY26 (Rev. 12/04/2020)

Expenditure Categories	Year 0 - FY22	Year 1 - FY23	Year 2 - FY24	Year 3 - FY25	Year 4 - FY26	
1. TTK Faculty (b+c below)		$410,970	$423,299	$435,998	$449,078	
a. #FTE		2.0	2.0	2.0	2.00	2 TTK Faculty Hires - one in I-School, one in BSOS*
b. Total Salary		$309,000	$318,270	$327,818	$337,653	
c. Total Benefits		$101,970	$105,029	$108,180	$111,425	
1. PTK Faculty (b+c below)	$133,000	$532,000	$547,960	$846,598	$871,996	2 PTK Faculty Hires - one in I-School, one in BSOS**
a. #FTE	1.0	4.0	4.0	6.0	6.0	Additional PTK faculty will be needed to support increased enrollment in upper-level cognate courses in BSOS depts. Assume it will be ECON & GVPT.
b. Total Salary	$100,000	$400,000	$412,000	$636,540	$655,636	
c. Total Benefits	$33,000	$132,000	$135,960	$210,058	$216,360	
1. Graduate Teaching Assistants (b+c	$0	$95,760	$98,633	$203,184	$209,279	
a. #FTE		4.0	4.0	8.0	8.0	TA lines are for core SDS courses
b. Total Salary		$72,000	$74,160	$152,770	$157,353	
c. Total Benefits		$23,760	$24,473	$50,414	$51,926	
2. Admin. Staff (b+c below)	$139,650	$279,300	$287,679	$296,309	$305,199	
a. #FTE	1.5	3.0	3.0	3.0	3.0	UG Co-Directors 1.0 FTE (0.5 FTE x 2), Academic Advisor 1.0 FTE I-School, Academic Advisor 1.0 FTE BSOS
b. Total Salary	$105,000	$210,000	$216,300	$222,789	$229,473	
c. Total Benefits	$34,650	$69,300	$71,379	$73,520	$75,726	
3. Total Support Staff (b+c below)		$99,750	$102,743	$105,825	$109,000	System Admin/Data Manager 1.0 FTE
a. #FTE	0.5	1.0	1.0	1.0	1.0	
b. Total Salary		$75,000	$77,250	$79,568	$81,955	
c. Total Benefits	$0	$24,750	$25,493	$26,257	$27,045	
4. Equipment		$25,000	$25,000	$25,000	$25,000	Fac/Advisor Computers, Furniture, Marketing/Communications (year 1-2); UG student employees (years 3-5)
5. AWS, Software, Licenses & Library	$25,000	$50,000	$50,000	$50,000	$50,000	Estimated IT Infrastructure & Library Costs
6. New or Renovated Space	$0	$0	$100,000	$0	$0	Renovation of office space for major
7. Other Expenses: Operational Expenses		$103,536	$103,536	$207,072	$310,608	Tuition Remission: $25,884 per Graduate Teaching Assistant (average of In-State & Out-of-State rates)
TOTAL (Add 1 - 7)	**$297,650**	**$1,596,316**	**$1,738,849**	**$2,169,986**	**$2,330,159**	

resources - expenditures

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

benefits	benefits	0.33
inflation	inflation	1.03

* BSOS TTK faculty resources may be spread to support existing JPSM faculty who will teach UG courses in SDS major

** BSOS PTK faculty will serve as the course director & primary instructor for BSOS233 & BSOS326.

DATE: 1/28/2021

TO: Katherine Izsak
Director of Academic Programs, College of Information Studies

FROM: On behalf of the University of Maryland Libraries:

Rachel Gammons, Head, Teaching and Learning Services
Tahirah Akbar-Williams, Education and African American Studies Librarian
Jordan Sly, Anthropology, Psychology, Philosophy, Digital Humanities, and SLLC Librarian for French, Italian, and German
Maggie Saponaro, Head of Collection Development
Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment: Bachelor of Science in Social Data Science

We are providing this assessment in response to a proposal by Katherine Iszack on behalf of the College of Information Studies (iSchool) and the College of Behavioral and Social Sciences (BSOS) to create a Bachelor of Science in Social Data Science. The departments have requested that we at the University of Maryland Libraries assess our collection and resources in order to determine the level of support to the curriculum and students that the libraries are able to provide with reference to the proposed program.

Serial Publications

The proposed Bachelor of Science in Social Data Science is an undergraduate program focusing on preparing students to effectively, ethically and efficiently create information products, such as datasets, visualizations, and models, about human activity and behavior. In line with the existing Bachelor of Science in Information Sciences and BSOS's Joint Program in Survey Methodology it is expected that the B.S. in Social Data Science will rely heavily on online resources. The University of Maryland Libraries currently subscribe to a large number of scholarly journals in online format that focus on human computer interaction, information science, data science, and data analytics, as well as resources that would support the program's cognate discipline, African-American Studies, Anthropology, Economics, Government and Politics/International Relations, Geography/Geospatial Information Science, Psychology, or Sociology.

The Libraries subscribe to most of the top ranked journals that are listed in Information Science and Computer Science categories in the Social Sciences Edition of Journal Citation Reports.* These journals include the following, all of which are available online:

- *Journal of Computer Mediated Communication*
- *International Journal of Information Management*
- *Information Systems Journal*

- *Information Processing & Management*
- *MIS Quarterly: Management Information Systems*
- *Journal of Strategic Information Systems*
- *Information Communication & Society*
- *Computers & Society*

The Libraries subscribe to highly respected journals in the associated disciplines noted in the program description such as African-American Studies, Anthropology, Economics, Government and Politics/International Relations, Geography/Geospatial Information Science, Psychology, and Sociology. Below is a selection of these journals all of which are available through the library's online journal and database subscriptions. Please note that this list is not exhaustive but serves to illustrate a sample of the scope of our holdings:

- *Black Scholar*
- *Journal of Black Studies*
- *Journal of Blacks in Higher Education*
- *Review of Black Political Economy*
- *Journal of African American Studies*
- *Du Bois Review: Social Science Research on Race*
- *Souls A Critical Journal of Black Politics, Culture, and Society,*
- *Slavery, Abolition and Social Justice*
- *Black Thought and Culture*
- *Slavery in America and the World: History, Culture & Law*
- *Journal of Gender Studies*
- *Health Care for Women International*
- *Black Women, Gender & Families*
- *Women, Gender, and Families of Color*
- *Journal of Gender Studies*
- *Sexuality Research and Social Policy*
- *Journal of Racial and Ethnic Health Disparities*
- *American Journal of Sociology*
- *Computers, Environment, and Urban Systems*
- *Design Studies*
- *Social Problems*
- *Journal of Peasant Studies*
- *Cultural Anthropology*
- *Journal of Human Evolution*
- *Current Anthropology*
- *Medical Anthropology*
- *Medical Anthropology Quarterly*
- *Annual Review of Anthropology*

- *American Ethnologist*
- *Journal of Archaeological Research*
- *Journal of Archaeological Method*
- *Psychological Bulletin***
- *Annual Review of Psychology*
- *Annual Review of Clinical Psychology*
- *Journal of Child Psychology and Psychiatry*
- *Psychological Review***
- *Psychological Medicine***
- *Depression and Anxiety*
- *Journal of Memory and Language*
- *Psychosomatic Medicine***
- *Psychological Methods***
- *Computers in Human Behavior*
- *Environment and Behavior*

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

**Note: select access to back issues via print collection and HathiTrust. Current issues available via ILL

Databases

The Libraries' Database Finder (http://www.lib.umd.edu/dbfinder) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Several of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of Information Science and Data Science are *ACM Digital Library, Library and Information Science Source Information*, and *Web of Science Core Collection*. Subject area databases that would be relevant to this curriculum include, *Ethnic NewsWatch, SocIndex with Full Text, PAIS Index, GenderWatch, International Political Science Abstracts, Business Source Complete, LGBTQ+ Source, Women's Studies International, Social Explorer, APA PsycInfo, AAA Anthro Source, Anthropological Literature*, and *SimplyAnalytics*. General/multidisciplinary databases such as *Academic Search Ultimate, JSTOR,* and *Project Muse* are also good sources of articles relevant to this topic.

In most cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to graduate students through the Libraries Interlibrary Loan System (Note: see below.)

Monographs

The Libraries regularly acquire scholarly monographs in Information Management, Data Science, Human Computer Interaction and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

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

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own. A search for "data science" yielded nearly 57,000 monographs, 650 of which were e-books. A search for "survey methodology" yielded 3,000 monographs, 1,694 of which were e-books. A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) dramatically increases these holdings and citations. A search for "data science" from BTAA holdings yielded 122,000 books and "survey methodology" yielded 7,400 books.

As with our own materials, graduate students can request that chapters be copied from these BTAA books if the books are not available electronically

Interlibrary Loan

Interlibrary Loan services (https://www.lib.umd.edu/access/ill) provide online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Interlibrary Loan services are available free of charge.The article/chapter request service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, the request will be automatically forwarded to the Interlibrary Loan service (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. The only way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.

Additional Resources

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

The subject specialist librarian/s for the discipline/s Jordan Sly, Rachel Gammons, and Tahirah Akbar-Williams also serve as an important resource to programs such as the one proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning inThe University of Maryland Libraries currently subscribe to a large number of scholarly journals in online format that focus on human computer interaction, information science, data science, and data analytics, as well as resources that would support the program's cognate discipline, African-American Studies, Anthropology, Economics, Government and Politics/International Relations, Geography/Geospatial Information Science, Psychology, or Sociology. These materials are supplemented by a strong monograph collection, many of which are available as e-books. Additionally, the Libraries' Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Bachelor of Science in Social Data Science.

UNIVERSITY SENATE | TRANSMITTAL | #20-21-39

Senate Programs, Curricula, & Courses Committee

Establish a Post-Baccalaureate Certificate in Dual Language Education (PCC 20084)

PRESENTED BY	**Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee**
REVIEW DATES	**SEC – March 30, 2021 | SENATE – April 06, 2021**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**N/A**
NECESSARY APPROVALS	**Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission**

ISSUE

The College of Education's Department of Teaching and Learning, Policy and Leadership proposes to establish a Post-Baccalaureate Certificate in Dual Language Education. The purpose of this certificate is to offer professional development to educators who are currently certified in other content areas (such as Elementary Education or World Languages) and aspire to teach, or are in a Dual Language, Immersion, or Bilingual school (which are rapidly expanding across the country). This program would also serve administrators who may not have had formal training in dual language education. Dual language education offers an asset-based approach to educating minoritized students who often face racio-linguistic discrimination in educational contexts that prioritize English monolingualism over multililingualism. Dual language education programs aim to develop bilingualism and biliteracy, academic achievement, sociocultural competence and critical consciousness. Ultimately, the goal of this program is to increase teacher capacity and quality in bilingual, dual language, and immersion programs.

The program is 12 credits, including a core set of courses consisting of 9 credits:

- TLPL637 Teaching for Equity in Bilingual/Language Immersion Programs
- TLPL662 Second Language Acquisition or SPAN613 Bilingualism and Biculturalism in Spanish-Speaking Communities
- One of the following:
    - TLPL660 Foundations of Literacy and Biliteracy Development
    - TLPL655 Student Assessment in the Second Language Classroom
    - TLPL657 Teaching for Cross Cultural Communication

Students will also take a 3 credit elective course from a restricted list of dual language education courses.

The program curriculum is designed to follow the National Dual Language Education Teacher Preparation Standards to meet teaching and learning goals in the following areas: (1) bilingualism and biliteracy, (2) academic achievement, and (3) critical sociocultural competence. Dual language education programs are increasing steadily both nationally and locally. As these programs expand in the Washington D.C. metro area, there are limited options for educators to receive additional credentials that address the specific instructional needs of dual language education educators. This certificate program will fill the gap in preparation to ensure development of successful dual language education educators and leaders. The program may be offered in cohorts in partnership with local school districts. The program will be funded in part by tuition revenue and supporting funds from the College of Education.

This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on March 1, 2021, and the Senate Programs, Curricula, and Courses committee on March 5, 2021.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on March 5, 2021. Melinda Martin-Beltran and Sarah C.K. Moore, from the Department of Teaching and Learning, Policy and Leadership, presented the proposal and answered questions from the committee. The proposal was approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new certificate program.

RISKS

If the Senate declines to approve this certificate program, the university will lose an opportunity to address the shortage of teachers who are adequately prepared to teach in dual language education programs.

FINANCIAL IMPLICATIONS

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

752: DUAL LANGUAGE EDUCATION POST-BACCALAUREATE CERTIFICATE

In Workflow

1. D-TLPL PCC Chair (elby@umd.edu; johno@umd.edu)
2. D-TLPL Chair (fh@umd.edu; lhawk@umd.edu)
3. EDUC Curriculum Manager (ejohnson@umd.edu; lstaplet@umd.edu; eterrell@umd.edu)
4. EDUC PCC Chair (ejohnson@umd.edu; djbolger@umd.edu)
5. EDUC Dean (jkr@umd.edu; lstaplet@umd.edu; eterrell@umd.edu)
6. Academic Affairs Curriculum Manager (mcolson@umd.edu)
7. Graduate School Curriculum Manager (aambrosi@umd.edu)
8. Graduate PCC Chair (aambrosi@umd.edu)
9. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
10. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
11. University Senate Chair (mcolson@umd.edu)
12. President (mcolson@umd.edu)
13. Chancellor (mcolson@umd.edu)
14. MHEC (mcolson@umd.edu)
15. Provost Office (mcolson@umd.edu)
16. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Thu, 10 Dec 2020 16:10:23 GMT
   John O'Flahavan (johno): Rollback to Initiator
2. Fri, 11 Dec 2020 21:56:30 GMT
   John O'Flahavan (johno): Approved for D-TLPL PCC Chair
3. Fri, 11 Dec 2020 22:32:58 GMT
   Francine Hultgren (fh): Approved for D-TLPL Chair
4. Wed, 16 Dec 2020 20:33:16 GMT
   Elizabeth Johnson (ejohnson): Approved for EDUC Curriculum Manager
5. Wed, 16 Dec 2020 20:38:11 GMT
   Donald Bolger (djbolger): Approved for EDUC PCC Chair
6. Fri, 05 Feb 2021 15:59:28 GMT
   Jennifer Rice (jkr): Approved for EDUC Dean
7. Mon, 22 Feb 2021 18:01:06 GMT
   Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Mon, 01 Mar 2021 21:43:25 GMT
   Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
9. Mon, 01 Mar 2021 21:43:56 GMT
   Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
10. Mon, 08 Mar 2021 17:20:46 GMT
    Steve Fetter (sfetter): Approved for Dean of the Graduate School
11. Wed, 10 Mar 2021 07:50:23 GMT
    Valerie Orlando (vorlando): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Fri, 11 Dec 2020 21:45:16 GMT

Viewing: 752 : Dual Language Education Post-Baccalaureate Certificate
Last edit: Fri, 19 Feb 2021 22:13:15 GMT

Changes proposed by: Amanda Cataneo (acataneo)

Program Name

Dual Language Education Post-Baccalaureate Certificate

Program Status

Proposed

Effective Term

Fall 2021

Catalog Year

2021-2022

Program Level

Graduate Program

Program Type

Post-Baccalaureate Certificate

Delivery Method

Online

Does an approved version of this program already exist?

No

Departments

Department
Teaching, Learning, Policy and Leadership

Colleges

College
Education

Degree(s) Awarded

Degree Awarded
Certificate, Post-Baccalaureate

Proposal Contact

Melinda Martin-Beltrán, PhD, memb@umd.edu and Sarah C.K. Moore, PhD, sckmoore@umd.edu

Proposal Summary

The Department of Teaching and Learning, Policy and Leadership (TLPL) is proposing a new Post-Baccalaureate Certificate (PBC) in Dual Language Education (DLE). Dual language education offers an asset-based approach to educating minoritized students who often face racio-linguistic discrimination in educational contexts that prioritize English monolingualism over multililingualism. Dual language education programs aim to develop bilingualism and biliteracy, academic achievement, sociocultural competence and critical consciousness.

The purpose of this certificate is to offer professional development to educators who are currently certified in other content areas (such as Elementary Education or World Languages) and aspire to teach, or are in a Dual Language, Immersion, or Bilingual school (which are rapidly expanding across the country).This program could also serve DLE administrators who may not have had formal training in DLE. This PBC will increase teacher quality in DLE by offering courses to build pedagogies grounded in theory and research that focus on bilingual language and literacy development across content areas. These classes may be offered in cohorts in partnership with local school districts.

Upon completion, participants will receive a Post-Baccalaureate Certificate in DLE from the University of Maryland.

Completers will also have the option of transferring these credits toward a Master’s in Education in the department of TLPL.

(PCC Log Number 20084)

Program and Catalog Information

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

The Dual Language Education graduate certificate will prepare educators to teach and lead in dual language pK-12 schools (which include bilingual and immersion language programs). Coursework is designed following the National Dual Language Education Teacher Preparation Standards to meet teaching and learning goals in the following areas: (1) bilingualism and biliteracy, (2) academic achievement, and (3) critical sociocultural competence.

Catalog Program Requirements:

Course	Title	Credits
Required Courses:		
TLPL637	Course TLPL637 Not Found (Teaching for Equity in Bilingual/Language Immersion Programs)	3
One of the following:		3
TLPL662	Second Language Acquisition	
SPAN613	Course SPAN613 Not Found (Bilingualism and Biculturalism in Spanish-Speaking Communities)	
One of the following:		3
TLPL660	Foundations of Literacy and Biliteracy Development	
TLPL655	Student Assessment in the Second Language Classroom	
TLPL657	Teaching for Cross Cultural Communication	
Elective Courses (choose one):		**3**
TLPL661	Multiliteracies: Theory and Practice	
TLPL664	Foundations of Second Language Education: Legal, Social and Historical Trends and Issues	
TLPL740	Language and Education	
SPAN424	Course SPAN424 Not Found (Curriculum Design for Spanish Language Teaching)	
SPAN611	Current Trends in Hispanic Applied Linguistics	
SPAN626	Hispanic Linguistics II: Language in Use	
Any course listed in the required courses section that was not used as a required course		
Total Credits		**12**

*******The information below is for the proposal review and will not appear in the catalog requirement listing for the program*******

The course sequence will consist of four (4) three-credit courses (12 credits total). Students are strongly encouraged to take a course in a language other than English (e.g. see Spanish courses). The DL PBC is unique due to its focus on bilingual language development and connections across languages.

The coursework for this program is based on modification of current offerings in our existing Master of Education in TLPL and the TESOL and World Languages specializations. The courses below are among the electives currently offered at the University of Maryland and would be modified to address the specific needs of DLE educators.

The one required course is **TLPL 637: Teaching for Equity in Bilingual/Language Immersion Programs**

Key objectives:

- Implement and reflect on pedagogical practices that integrate all four pillars to support dynamic bilingualism, multilingual disciplinary literacies, sociocultural understanding, and critical consciousness to grapple with issues of power and raciolinguistic discrimination.
- Articulate the four pillars and and purpose of dual language education in the United States through a critical lens of educational equity and social justice
- Apply understanding theoretical foundations for content/language objectives, cultural objectives and critical consciousness

Key assignments:

- Critically reflect on one's own instructional practice and school program's goals and structure and how they promote or inhibit equitable learning and develop sociocultural competence across languages.
- Plan a unit of instruction that demonstrates the core Pillars of bilingualism and biliteracy, academic achievement, sociocultural competence using a lens of critical consciousness.

TLPL 655: Student Assessment in the Second Language Classroom

- Key objectives: Analysis of standardized and teacher-made FL/ESL tests and emphasis on principles of FL/ESL test construction. Students will establish an improved understanding of best practices for the assessment of language and content learning for bilingual students. Students will conduct field-testing of commercial and teacher-made materials.
- Key assignments: Examine issues of large-scale test development and ensuring validity and reliability for formative and summative assessment of content and language development.

TLPL 657: Teaching for Cross-cultural Communication

- Key objectives: Reflect in depth about critical similarities, differences, and intersections between your own and others' cultures so as to demonstrate a deepening or transformation of your own perspectives. Develop ways to learn about diverse students' cultural experiences. Recognize students' assets and incorporate knowledge of the history, culture and experiences of specific culturally and linguistically diverse communities encountered in teaching situations.
- Key assignments: Case study with culturally and linguistically diverse students and families with implications for nurturing welcoming and equitable learning environments for emergent bilingual students.

TLPL 660: Foundations of Literacy and Biliteracy Development

- Key objectives: Understand foundations of literacy learning and how to support processes of learning to read and write in multiple languages. Apply instructional strategies to foster language and literacy development.
- Key assignment: Literacy-based unit plan (modified for bilingual learners, making explicit connections across languages) implemented in the classroom.

TLPL 661: Multiliteracies: Theory and Practice

- Key objectives: Understand bilingual instructional methods and literacy development across languages and content areas (e.g. mathematics, science, social studies). Implement practices that support multiliteracies and multimodal understandings of literacy. Analyze best practices for teacher collaboration across content and language areas
- Key assignment: Development of a lesson plan unit that supports content, language and literacy learning and culturally sustaining pedagogies.

TLPL 662: Second Language Acquisition

- Key objectives: Understand key research explaining the cognitive, linguistic and sociocultural processes of acquiring a second language. Apply guiding principles to support bilingual language development.
- Key assignment: Second language learning inquiry project, case study of student and second language teacher, analysis of research and implications for best practices in bilingual classrooms

TLPL 664: Foundations of Second Language Education: Legal, Social, and Historical Trends and Issues

- Key objectives: Understand dual language program models; apply knowledge of the relationship of language, culture, power, educational equity; language ideologies to make instructional decisions
- Key assignment: Give rationale for program model, based in research, to communicate with community stakeholders (parents, teachers, administrators, school board).

TLPL 740: Language and Education

- Key objectives: Dialect, language varieties in school settings; historical and current perspectives on the role of language in learning; theories of school achievement and consequences for language assessment.
- Key assignments: Examine the role and function of linguistic profiling in schooling.

SPAN424: Curriculum Design for Spanish Language Teaching

- Key objectives:Students will acquire and develop the necessary abilities and knowledge to evaluate existing curricula and design new curricula for Spanish as a second or heritage language courses at all levels. We will study the principles and models from different pedagogical and curriculum design theories, which we will analyze by considering also current curricular guidelines for second language teaching (MCER, ACTFL, MLA, etc.) as well as the profiles and needs of Spanish students. Students will contribute to online debates (written and oral), and reflection and analysis tasks on a variety of topics including assessment and design of teaching materials, lesson plans, integrating and aligning learning outcomes and course contents. The final project consists of developing an original curricular design for a chosen Spanish Language Teaching context.
- Key assignment: a curriculum design proposal for any Spanish course with sample activities and justification.

SPAN426/626: Hispanic Linguistics III-Language in Use

- Key objectives: Summarize the complexity of Latino communities, families, and students and their experiences in the United States. Analyze and explain the social-linguistic fundamentals of bilingualism and Spanish language variants in the United States. Understand transnational theory to understand U.S. Latina/o literary and cultural production.
- Key assignment: Final exam on concepts presented during the course.

SPAN611: Current Trends in Hispanic Applied Linguistics - Pragmática y multimodalidad para la enseñanza del español

- Key objectives:. Understand, summarize, and critically reflect upon the themes, methods, approaches, and results of Spanish pragmatics research. Apply the theoretical concepts and notions to a specific area of interest such as (but not limited to) Spanish language learning and teaching. Engage with the discipline and use discipline-specific vocabulary, notions, and concepts in an appropriate and precise way.
- Key assignment: Final exam on concepts presented during the course.

SPAN613: Bilingualism and Biculturalism in Spanish-Speaking Communities

- Key objectives: Examine language diversity in the three specific contexts of society, the individual, and social policy. Students will study the nature of bilingual and multilingual societies and families in their social context, including issues of immigration, family language policy, and language shift.
- Key assignment: Final project to examine bilingualism in the local community.

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

Semester 1: Summer II Semester - TLPL Elective

Semester 2: Fall Semester - TLPL Core Course (TLPL788xxx)

Semester 3: Spring - Elective

Semester 4: Summer I Semester - Elective

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

Learning Outcomes
1. Plan & enact differentiated lessons that integrate Best Practices/core pillars for DLE both for language minoritized and language majority students.
2. Apply theories and evaluate research in bilingualism and second language acquisition relevant to dual language education.
3. Design units and lessons that align with Dual Language Standards.
4. Assess bilingual language skills and communicative competencies using multiple sources of information.
5. Collaborate with counterpart-teachers in partner language to successfully bridge materials and learning practices.
6. Support language and content learning, articulate and enact language/content/culture objectives.
7. Demonstrate critical consciousness, awareness of language ideologies and the intersection of race, class, gender and other socio-cultural factors that shape language learning (analysis of own practice).
8. Reflect on educator's role as a language policy maker in their own context (analysis of Guiding principles).

New Program Information

Mission and Purpose

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

As part of the College of Education and the University of Maryland, we are dedicated to pursuing educational equity for all students, and recognize the need to improve education opportunities among emerging bilingual/ language minoritized populations. Studies show that high quality Dual Language Education (DLE) programs increase educational opportunities for culturally and linguistically diverse and Emergent Bilingual students (National Academies, 2017); yet there are currently no higher education institutions in the state of Maryland that offer a teacher preparation program focused on Dual Language Education. As dual language (bilingual/Two-way Immersion) programs are expanding around the nation, the University of Maryland has the opportunity to be a front runner in establishing teacher education that would address the shortage of teachers who are adequately prepared to teach in DLE programs.

The DLE PBC will not only provide opportunities for teachers to learn guiding principles and key practices to support bilingual learners, but also the space to critically reflect on their DLE setting and their role as a language policymaker. The curriculum of the courses will integrate the backgrounds, current work settings, and future needs of the participants, including the Maryland College and Career-Ready Standards (MCCRS) and the Common Core Standards. The curriculum will also incorporate the six domains of the Dual Language Education Teacher Preparation Standards (NDLETPS) which include: Sociocultural Competence; Instruction and Pedagogies; Authentic Assessment; Professionalism, Advocacy and Agency; and Program Design and Curricular Leadership. Coursework will integrate educators' engagement in Critical Consciousness to unveil and combat hegemony and language ideologies embedded in program curricula and design and instructional delivery. The courses will incorporate the use of technology.

The program could offer two courses in the summer and one course each semester over an academic year. Alternatively, the program could offer two condensed courses per semester over one year; or one course per semester over two years. With the first and second design, the students are able to complete the certificate in one calendar year at the earliest. Students may also elect to complete the courses at their own pace. However, as stipulated in University policy, students will need to complete the coursework within five years of enrolling.

Title of Certificate: Post-Baccalaureate Certificate in Dual Language Education

Program Characteristics

What are the educational objectives of the program?

The purpose of this certificate is to increase teacher capacity and quality in Bilingual, Dual Language, and Immersion programs. The target participants will be educators who are currently certified in other content areas (such as Elementary Education or World Languages) and are in, or aspire to be in, a DLE environment. These teachers do not yet have the pedagogical or theoretical knowledge needed for this specific setting. This program could also serve DLE administrators who may not have had formal training in DLE.

Upon completion, the participants will receive a Post-Baccalaureate Certificate in DLE from the University of Maryland.

Completers will also have the option of transferring these credits toward a Master's in Education in the TLPL department.

Learning Outcomes:

Students will be able to:
1. Plan differentiated lessons that integrate Best Practices for DLE both for language minoritized and language majority students.
2. Design units and lessons that align with Dual Language Standards.
3. Explain and apply theories and research in bilingualism and second language acquisition relevant to dual language education.
4. Assess bilingual language skills and communicative competencies using multiple sources of information.
5. Collaborate with counterpart-teachers in partner language to successfully bridge materials and learning practices.
6. Support language and content learning, understand language and literacy objectives
7. Demonstrate critical consciousness, awareness of language ideologies and the intersection of race, class, gender and other socio-cultural factors that shape language learning
8. Reflect on their role as a language policy maker in their own context.

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

Students applying for the Post-Baccalaureate Certificate in DLE must first indicate interest to the director who will then vet the applicants for eligibility. Applicants will then submit an application to the Graduate School of the University of Maryland, where they must meet all requirements of the Graduate School, including:

A minimum GPA of 3.0 (4.0 scale) or graduate GPA of 3.0 (4.0 scale). Applicants with international credentials must submit in the original language those academic records that are not written in English. Such credentials must be accompanied by an accurate and literal English translation.
Two letters of recommendation that address the applicant's leadership potential, relevant experience, and ability to succeed in the program.
A statement of goals and objectives for pursuing graduate study. The statement must indicate both the applicant's practical experience as well as professional goals related to dual language, immersion and educational equity.

Students may apply some or all of the 12 credits earned for the Post-Baccalaureate Certificate towards a Master's degree, with the approval of the student's advisor and the program. However, acceptance to begin the course of study for the Post-Baccalaureate Certificate will not automatically guarantee admission to a degree program. Students will need to apply to and meet all requirements of the Graduate School and program to be accepted to the degree program.

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

Dual Language Education (DLE) programs are increasing steadily both nationally and locally. As DLE programs expand in the Washington D.C. metro area, there are limited options for educators to receive additional credentials that address the specific instructional needs of DLE educators. This Post-Baccalaureate Certificate at the University of Maryland will fill the gap in preparation to ensure development of successful DLE educators and leaders.

Because there is not a local DLE certification option, DLE teachers are typically certified in other areas, usually Elementary Education and/or World Languages. These credentials, however, do not address the specific and unique components of DLE. This preparation is particularly important in gentrifying environments where emergent bilingual students and monolingual English students are coupled in the same classroom. Not only do these groups of students have different learning needs, but different educational and socio-economic backgrounds. Teachers and administrators need to know how to navigate this environment and respond to the needs of all students. Developing a critical language awareness is particularly important for DLE educators, as they and students alike navigate this unique linguistic environment.

Currently, only eight states issue guidance to school districts for qualifications of bilingual teachers (Boyle, et al., 2015). The National Dual Language Education Teacher Preparation Standards (NDLETPS) aim to provide guidance for states using six standards critical to the success of these teacher preparation programs. The DL PBC will prepare teacher-learners to teach in Bilingual, Dual Language, and Immersion K-12 schools. Coursework is designed to meet the National Dual Language Education Teacher Preparation Standards in the following areas:
1. Bilingualism and Biliteracy
2. Sociocultural Competence/ Critical consciousness
3. Instruction and Pedagogies
4. Authentic Assessment
5. Professionalism, Advocacy and Agency
6. Program Design and Curricular Leadership

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

Traditional Semester

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

The program Coordinator and affiliated faculty will conduct outreach with points of contact in local school districts, including with and through the university and College of Education Outreach Offices. This program will actively recruit bilingual teachers who come from historically underrepresented populations.

Commitment to Diversity

The University of Maryland is committed to recruiting and retaining a diverse student body. Cultural and linguistic diversity and educational equity are central to DLE programs. The university's accreditation by the Middle States Association of Colleges and Secondary Schools, the College of Education's accreditation by the Council for the Accreditation of Education Preparation (CAEP), and the Maryland State Department of Education insure this commitment.

Online

Explain why the program should be offered online. What is the anticipated size of the online program at steady state?

The program should be offered online because the target audience are full-time employed educators seeking to improve their instruction of dual language learners. Their schedules do not easily accommodate commuting after their standard school day. The anticipated size of the online program each year is 25.

Discuss the role of faculty in the development, oversight, and teaching of this online program. Note that MHEC 13B.02.03.11(F) requires that "at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty." Indicate any other unit or vendor that will be used to administer or deliver the program.

Faculty and instructors who teach these courses will be drawn from the Department of Teaching and Learning, Policy and Leadership (TLPL), and will be overseen by the new DLE program Coordinator. This position will be a clinical faculty position and is a line item in our budget below. Instructors and faculty for the coursework will comprise a combination of full-time, tenure-track and clinical faculty, adjunct professors, and graduate students and ensure at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty.

Discuss the resources available for training and supporting faculty in regard to course development and instructional technology.

Resources available for training and supporting faculty regarding course development and instructional technology include the core Applied Linguistics and Language Education collegial faculty for course development. Regarding technology supports, resources include the College's Education Technology Services office and staff; the university's Division of Information Technology; and, the Teaching and Learning Transformation Center. The DLE PBC Coordinator will also be readily available to provide content based supports, as well as help with facilitating and navigating technological challenges.

Discuss how courses will be taught using online technologies. Will courses be synchronous, asynchronous, or a combination of both? What technologies will be used to present material and evaluate the quality and authenticity of student work? How will these technologies be assessed?

Courses will be delivered in a combination of synchronous and asynchronous methods, depending on students' and instructors' needs and constraints. Materials will be presented entirely on ELMS, which will ensure quality and authenticity of students' work. Synchronous online meetings will occur in faculty and students' UMD Zoom platforms. Technologies will be assessed through surveys of students' learning and ongoing formative assessment of instructors' course delivery.

If the program already exists, discuss how the online program will be comparable to the existing program in terms of academic rigor. What are the learning outcomes for the online offering? Do they differ from the existing on-site program? How will the program be evaluated?

This program does not currently exist in an on-campus format.

Discuss how students will have reasonable and adequate access to the range of student support services (library materials, teacher interaction, advising, counseling, accessibility **(**https://itaccessibility.umd.edu/**),** disability support **(**https://www.counseling.umd.edu/ads/**), and financial aid) needed to support their learning activities.**

Students will have reasonable and adequate access to the same established range of student support services, including the library, interaction with instructors, advising, counseling, accessibility, and disability support. It is unlikely students will qualify for typical financial aid, but Student Services staff in the College's Outreach Office will be available to facilitate students' access to this range of services.

Discuss how the program will provide students with clear, complete, and timely information on the curriculum, technological competence and equipment needed for the program, admissions criteria, financial aid resources, complaint procedures, and cost and payment policies.

The program will provide students with clear, complete, and timely information on the curriculum, admissions criteria, cost, and payment policies through related webpages posted within the College of Education's web space. Staff resources will also be available to facilitate students' financial aid opportunities and complaint procedures through the College's Student Services team in the Outreach office. Support and provision of information in each of these areas will also be available from the assigned DLE PBC Coordinator, who will be Advisor to each student.

Intellectual Property Policy. Units developing online programs should be familiar with the university's intellectual property policy. See help bubble for link to policy. Please indicate that the unit will comply with the university's intellectual property policy.

Yes

Relationship to Other Units or Institutions

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

Some of the course electives in this program will be offered in the School of Languages, Literatures, and Cultures in the College of Arts and Humanities at the University of Maryland, College Park. The School is a transdisciplinary teaching and research unit.
We contacted faculty who will teach these courses and the coordinator of the languages department who commented the following: "The additional students from the Post-Baccalaureate Certificate (PBC) will not unduly burden faculty and resources from the Department of Spanish and Portuguese. All the courses listed are already offered as part of an established sequence of courses for advanced undergraduate and graduate students in existing courses."

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

N/A

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

Although cooperative agreements with other institutions are not currently in place, district level staff from several local education agencies have expressed interest in collaborating to establish a cohort for the program. In addition, we anticipate a major, five-year grant solicitation (the National Professional Development competition) administered by the U.S. Department of Education's Office of English Language Acquisition, whose cycle will be up in 2021, will place priority on dual language education programs under the Biden administration. The proposed program could provide a viable opportunity to partner with one or more local education agencies or the Maryland State Department of Education for creation of educator pathways through the PBC as a grantee.

Faculty and Organization

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

Faculty who teach these courses will be drawn from the Department of Teaching and Learning, Policy and Leadership (TLPL), and will be coordinated by our new DLE program coordinator. This position will be a clinical faculty position and is a line item in our budget below. The faculty for the coursework will comprise a combination of full-time, tenure-track and clinical faculty, adjunct professors, and graduate students and ensure at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty.

Indicate who will provide the administrative coordination for the program

Sarah CK Moore, PhD, Assistant Clinical Professor of Applied Linguistics and Language Education and current Coordinator of TLPL's Online TESOL PBC program (Program Z128).

Resource Needs and Sources

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

See attachment. Library assessment completed on July 22, 2020.

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

Given that this DLE Post-Baccalaureate Certificate is intended to serve non-traditional students who otherwise would not be able to attend on-campus programs (e.g., full-time teachers), this program will be offered online and off-campus. On the drop-down menu of this application, hybrid was not an option but is the preferred delivery method. As is the current standard and accepted practice, the Dean of the College of Education and the Chair of TLPL ensure student access to a full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities and computer facilities, if needed).

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

Faculty who teach these courses will be drawn from the Department of Teaching and Learning, Policy and Leadership (TLPL) and and will be coordinated by a DLE Coordinator. This position will be a clinical faculty position and is a line item in our budget (attached). The faculty for the coursework will comprise a combination of full-time, tenure-track, clinical faculty, adjunct professors, and graduate students.

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

Staffing for this program will come from existing faculty within TLPL. Support from tuition revenues will be sufficient to cover all faculty, facility, and administrative costs (See Budget spreadsheet). The DLE PBC program aims to collaborate with school districts by creating Memoranda of Understanding (MOU) to establish cohorts with a minimum threshold of enrolled educators. If MOUs are not secured, to ensure program financial stability and viability, administrative and advising resources will be preserved by deferring program start dates and/or by adjusting course offerings accordingly.

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

See attached budget spreadsheet.

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

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

Dual Language education programs are on the rise at striking rates. Montgomery County Public Schools expanded its dual language offerings in the 2019/2020 school year from three to five programs. In 1974, it was also the first school district in the country to offer a French language immersion program. Prince George's County Public Schools currently has nine language immersion programs, including one Spanish DLE program, full immersion in both Spanish and French, and partial immersion in Chinese. As DLE programs expand in the Washington D.C. metro area, there are limited options for these educators to receive additional credentials that address the specific needs of Dual Language educators. This Post-Baccalaureate Certificate at University of Maryland will fill the gap in educator preparation to promote successful DLE teachers and leaders.

Dual Language Education programs are offered for various reasons, including ensuring educational equity for language minoritized learners, improving home-school connections, and fostering native language maintenance, multilingualism, and biliteracy. From an equity standpoint, as the Emergent Bilingual (EB) population grows, additive bilingual education programs are shown to be more effective for academic achievement than any other instructional models (Rolstad, Mahoney & Glass, 2005; Thomas & Collier, 2004).

Because there is not a local DLE certification option, DLE teachers are typically certified in other areas, usually Elementary Education and/or World Languages. These credentials, however, do not address the specialized characteristics and pedagogies associated with f DLE programs, especially for example, research and scholarship regarding language acquisition and multilingualism. This preparation is particularly important in 50-50 settings, in which language minoritized speakers of the target language (e.g. Latinx Spanish-speakers) and native English speaking majority (e.g. English monolingual students) are evenly split. Students from varying demographic backgrounds bring a rich range of linguistic and cultural resources, which educators must acknowledge and actively leverage for co-construction of knowledge and shared meaning-making, particularly through integrating critical consciousness-oriented teaching that interrogates issues of power and equity in DLE communities. . Issues of language awareness play a central role in fostering multilingualism and multiliteracies in DLE settings.

Currently, only eight states issue guidance to school districts for qualifications of bilingual teachers (Boyle, et al., 2015). The National Dual Language Education Teacher Preparation Standards (NDLETPS) aim to provide guidance for state, district, and school-based implementation of DLE programs.

Due to the current trends in DLE across the local metro area, and, in particular, counties in close proximity to the university, the proposed PBC program would be desirable for those teachers and administrators who have not been exposed to DLE methodology and:

(1) Will continue teaching/working in DLE programs
(2) Want to transition to a DLE school or classroom
(3) Want a working knowledge of DLE to improve their practice/school environment
(4) May continue to a Master's program

As a land-grant institution, the University of Maryland, College Park, is well positioned to offer this PBC to both its neighboring school districts and other interested parties. Teachers working or interested in the DLE context do not have local options for learning about this specific educational context. For example, American University recently cancelled its Bilingual Education Certificate. George Washington University offers programs in Special Education with a focus on language learners, but this program does not address DLE specifically. The proposed program here at the University of Maryland, College Park would address a very specific - and much needed - niche.
The anticipated number of students the program will graduate per year is 25.

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

No

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

As dual language programs expand around the nation, the University of Maryland has the opportunity to be a front-runner in creating educator pathways to address the shortage of teachers who are adequately prepared to teach in DLE programs.
There are currently no other graduate programs in the state of Maryland that are similar. Without an established MOU identifying 25 minimally enrolled students, we hope that 15-20 students per year will complete the PBC program. The demand for DLE educators far exceeds this. There are over 24 dual language schools in Maryland with the need for many new teachers in the next five years. See a report documenting expansion in Montgomery County,

for example, included in the attachments. There alone, four new dual language schools or strands were opened in 2018 and each year these schools expand programs to new grade levels, requiring the need for eight new teachers a year. Across four schools, this would require approximately 20 new teachers per year.

As DLE programs expand in the Washington D.C. metro area and nation, there are limited options for educators to receive additional credentials that address the specialized pedagogies employed by DLE educators. The proposed Post-Baccalaureate Certificate at the University of Maryland will fill a critical need by creating an educator pathway to address capacity-building for DLE teachers and leaders.

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

There are currently no other graduate programs in the state of Maryland that are similar.

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

There are no Historically Black Institutions in the state with a dual language certificate program. However, the PBC creators would be open and interested in partnering with HBIs in the state.

Supporting Documents

Attachments

MCPS_Update_DLE_Expansion_and_Report.pdf
Budget DL PBC 2020_10-19-20.xlsx
Proposed Faculty List DL PBC.xlsx
PBC Proposal References.pdf
Library assessment.xlsx
Table 1 Alignment DLE Pillars, Teacher Ed Standards, Learning Outcomes.pdf
Assessments for DL PBC proposal.pdf
Collection_Assessment_PBC_Dual_Language_Education (1).docx
Appendix 8 SPAN Documentation.pdf
Appendix 12 Spanish626-SyllabusSpring2019.pdf
Appendix 11 Spanish611-SyllabusFall2018.pdf
Appendix 10 Spanish424-SyllabusSummer2019.pdf
Appendix 9 SPAN613 Syllabus.pdf

Reviewer Comments

John O'Flahavan (johno) (Thu, 10 Dec 2020 16:10:23 GMT): Rollback: 1. Revise the Summary section to more clearly reflect the linkage between the Pillars (3 not 4?), critical consciousness (as a lens?), and the NDLETP standards.2. Fully list all citations at the end of the sections where you refer to them--even if repeated in subsequent section

Key: 752

ED COMMITTEE #1
July 23, 2018
Update

MEMORANDUM

July 19, 2018

TO: Education Committee

FROM: Craig Howard, Senior Legislative Analyst CH

SUBJECT: **Update – MCPS Dual Language Program**

PURPOSE: Receive update from MCPS staff, no action required.

The Education Committee will receive an update from Montgomery County Public Schools (MCPS) representatives on its dual language two-way immersion program. After a brief discussion of dual language programs as part of the Committee's November 27, 2017 update on the MCPS Choice Study[1], Council Vice-President Navarro requested a separate, more in-depth update on this topic. During worksessions on MCPS's FY19 budget, the Committee recommended scheduling this update during the summer timeframe.

MCPS staff will provide a presentation on the dual language program, followed by Committee questions and discussion. As part of the worksession, MCPS staff has been asked to address the following topics:

- MCPS' plan for future dual language two-way immersion program roll-out;
- Data on the effects of the program at MCPS schools;
- Information on how outreach is conducted to families at each of the schools with a dual language program;
- Feedback from staff at schools with the two-way immersion model about the impact of the program on instruction; and
- Information on related-types of programs, such as the academic language pilot program at Highland Elementary School.

Background

Dual language programs refer to academic programs where students are taught literacy and contact in two languages. MCPS' website describes the dual language two-way immersion program as follows:

[1] http://montgomerycountymd.granicus.com/MetaViewer.php?view_id=169&clip_id=14118&meta_id=146262

"Two-Way Immersion is an educational model in which students develop high levels of speaking, reading, writing, and listening in English and in Spanish (or another non-English language). Teachers deliver the same academic content and standards (MCPS Curriculum) as traditional classroom teachers, while providing instruction in two languages. Ideally Two-Way Immersion classes are comprised of a fairly equal balance of native English-speaking students and native Spanish-speaking students. Native speakers of each language serve as fluent peer models of the language. The students receive lessons from two teachers; one providing academic instruction in English, and the other providing academic instruction in Spanish. Teachers are native or near-native speakers of the target language."[2]

The research literature shows multiple positive benefits for students that participate in dual language two-way immersion programs, including:

- Cognitive benefits from being bilingual and biliterate;
- Improved academic performance for both native English speakers and non-native English speakers;
- Reductions in the academic achievement gap; and
- Enhancing cultural competency of students.

MCPS' website (listed on the footnote at the bottom on the page) includes links to several research studies on dual language programs.

Current MCPS Dual Language Two-Way Immersion Program

The FY19 MCPS budget that was requested by the Board of Education and approved by the Council included $282,121 to expand the two-way immersion program to two additional schools. The program was in place at Kemp Mill, Brown Station, and Washington Grove elementary schools in FY18, and will be implemented in Oakland Terrace and Rolling Terrace elementary schools in FY19. The table below briefly describes the program status for each school. The two-way immersion program is open to students enrolled at these schools, and is not part of the lottery for MCPS's other World Language Immersion programs.

In addition to the details described in the table below, as part of the two-way immersion program MCPS notes that teachers and staff will receive "ongoing, intensive support, resources, and recommendations from experts. This includes a partnership with the Center for Applied Linguistics, which provides continuous professional development, conducts site visits, and shares feedback on strengths and growth areas for instructional delivery."

[2] http://www.montgomeryschoolsmd.org/curriculum/specialprograms/elementary/two-way-immersion.aspx

School	Program Status
Kemp Mill Elementary School	• In the 2017-18 school year, the two-way immersion model was fully implemented for all kindergarten and 1st grade classrooms. For 2nd-5th grade classrooms there was a mix; most classrooms participated in two-way immersion while others offered English instruction only. • For the 2018-19 school year, the two-way immersion model will be fully implemented for kindergarten through 2nd grade, and will continue to roll-up by grade level until all grades are participating in 2021-22. • Language Arts, Math, Science and Social Studies content are delivered in both English and Spanish for students in the program. All specials classes (Art, STEM, Music, PE) are delivered in English.
Brown Station Elementary School	• In the 2017-18 school year, the two-way immersion model was fully implemented for all kindergarten classrooms. • For the 2018-19 school year, the two-way immersion model will be fully implemented for kindergarten and 1st grade classrooms, and will continue to roll-up by grade level until all grades are participating in 2022-23. • Language Arts and Math content are delivered in both English and Spanish for students in the program. Science instruction occurs in Spanish, and Social Studies instruction occurs in English. All specials classes (Art, STEM, Music, PE) are delivered in English.
Washington Grove Elementary School	• In the 2017-18 school year, the two-way immersion model was fully implemented for all kindergarten classrooms. • For the 2018-19 school year, the two-way immersion model will be fully implemented for kindergarten and 1st grade classrooms, and will continue to roll-up by grade level until all grades are participating in 2022-23. • Language Arts, Math, Science and Social Studies content are delivered in both English and Spanish for students in the program. All specials classes (Art, STEM, Music, PE) for two-way immersion students are taught in Spanish.
Oakland Terrace Elementary School	• The two-way immersion model will be implemented for all kindergarten classrooms in the 2018-19 school year, and will continue to roll-up by grade level until all grades are participating in 2023-24. • Language Arts content will be delivered in both English and Spanish for students in the program. The language of instruction for all other content areas will be determined by the school's Steering Committee.
Rolling Terrace Elementary School	• The two-way immersion model will be implemented for all kindergarten and 1st grade classrooms in the 2018-19 school year, and will continue to roll-up by grade level until all grades are participating in 2022-23. • Language Arts content will be delivered in both English and Spanish for students in the program. The language of instruction for all other content areas will be determined by the school's Steering Committee.

Academic Language Pilot Program

In addition to the dual language program, MCPS recently developed an academic language pilot program at Highland Elementary School program. In a June 4 memo to Council Vice-President Navarro (attached at ©1-2), MCPS described the program as follows:

> "Highland Elementary School serves approximately 600 students, 53 percent of whom are identified as English for Speakers or Other Languages (ESOL) students and more are English Learners. For years, the school has been granted between 6-7 full-time ESOL teaching positions. However, despite the use of several instructional models, there were limited academic gains for this population of students. In fact, many of the ESOL students had the most fragmented scheduled in the building; there were competing needs for limited instructional minutes among the classroom teacher, intervention teachers, special education teachers, and ESOL teachers; and there was variance in teacher ownership and accountability for student learning.
>
> Given that the majority of the Highland Elementary School students are English Learners, there was an interest in taking a more holistic approach to developing academic language for ALL students. In March 2017, Highland Elementary School submitted a proposal to reallocate five of their dually certified ESOL teacher allocations into classroom teaching positions, reducing class size across the board to 17:1. An instructional specialist from the Elementary Integrated Curriculum Team worked closely with the ESOL Team and Core Team to develop training for staff members on how to develop academic language for all students. Additionally, ESOL teachers worked with grade-level teams on creating language objectives that aligned with content objectives and creating structures to promote more student discourse."

One advantage of this pilot program is that it was implemented at no additional cost to MCPS since it used existing staff allocations. The Committee may want to discuss with MCPS how pilots such as these fit into the long-term plans for expansion of the dual language two-way immersion program.

Immersion Montgomery Report

In January 2017, Immersion Montgomery (a group formed by parents and other supporters of dual language programs) released a report they commissioned titled *Potential Pathways to Equitable Foreign Language Immersion and Dual Language Education in Montgomery County Public Schools*. The report (attached at ©3-4) was written by a consultant, Dr. Virginia Diez.

The report discusses the research and evidence that supports dual language programs; provides case studies on the experience of implementing dual language programs in Portland Public Schools and Unified School District U-46 in Elgin, IL; and provides recommendations for program expansion specific to MCPS that are listed in the table below (with more detail available at ©5-31).

Immersion Montgomery Report Recommendations

1) Develop a clear vision for how dual language and foreign language immersion programs support of should support MCPS' focus on racial equity.
2) Establish a dual language expansion committee.
3) Conduct an assessment of community needs and assets to teach different partner languages.
4) Develop a comprehensive, districtwide plan for diversifying and expanding dual language programming to create racially integrated classrooms and schools and narrow achievement gaps.
5) Develop a Communications Plan with cross-departmental input to ensure adequate outreach to under-represented families.
6) Develop a dual language professional development plan with comprehensive training for administrators and office staff.
7) Establish a Department of Dual Language.
8) Establish capacity-building pipelines to develop the district's own corps of dedicated bilingual/biliterate teachers.
9) Evaluate program quality in the partner language.
10) Develop curriculum alignment plans in English and in the partner language.
11) Design admissions policies that maximize equitable enrollment, student and parental satisfaction, and reduce attrition.
12) Plan for similar attrition rates to those currently observed in foreign language immersion programs.
13) Broaden admission standards for middle and high school dual language programs.
14) Create incentives for students to continue through middle and high school.

The Committee may want to discuss with MCPS how the current two-way immersion program and/or future expansion plans align with some of the best practices identified in the Immersion Montgomery report. In particular, Council Staff highlights the issue of developing a staffing pipeline of bilingual/biliterate teachers as a potentially significant undertaking for the long-term success of the two-way immersion model.

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June 4, 2018

The Honorable Nancy Navarro
Member, Montgomery County Council
Stella B. Werner Council Office Building
100 Maryland Avenue
Rockville, Maryland 20850

Dear Ms. Navarro:

Highland Elementary School serves approximately 600 students, 53 percent of whom are identified as English for Speakers of Other Languages (ESOL) students and more are English Learners. For years, the school has been granted between 6-7 full-time ESOL teaching positions. However, despite the use of several instructional models, there were limited academic gains for this population of students. In fact, many of the ESOL students had the most fragmented schedules in the building; there were competing needs for limited instructional minutes among the classroom teachers, intervention teachers, special education teachers, and ESOL teachers; and there was variance in teacher ownership and accountability for student learning.

Given that the majority of the Highland Elementary School students are English Learners, there was an interest in taking a more holistic approach to developing academic language for ALL students. In March 2017, Highland Elementary School submitted a proposal to reallocate five of their dually certified ESOL teacher allocations into classroom teaching positions, reducing class size across the board to 17:1. An instructional specialist from the Elementary Integrated Curriculum Team worked closely with the ESOL Team and Core Team to develop trainings for staff members on how to develop academic language for all students. Additionally, ESOL teachers worked with grade-level teams on creating language objectives that aligned with content objectives and creating structures to promote more student discourse.

Strengths of the Pilot

- Student discourse has increased.
- Academic language instruction and discourse benefit ALL students.
- Reduced class size enables teachers to build stronger relationships with students, provide more small group and one-to-one support, and work more effectively with students who may not have had as much attention in the past.
- Schedules for ESOL students are much more cohesive.

- Office referrals have been reduced and student behavior concerns are almost nonexistent.
- Classroom teachers have the most accountability for student performance, so by reducing the size of their classes, we have set them up to be more effective.
- It is great recruiting tool for new staff members (class sizes).
- It is a no-cost initiative for the school and the school system.

Challenges of the Pilot

- Highland Elementary School is the only MCPS school engaging in a comprehensive Integrated English Language Development Pilot, therefore, there are no benchmarking partners.
- There is no available space left in the building.

Future Goals

During the 2018–2019 school year, the leadership team will work with Dr. Deann M. Collins, director, Division of Title I and Early Childhood Programs and Services, on a proposal to work with Dr. Tonya Ward-Singer, author of *EL Excellence Every Day*, to help take the work to the next level. They also will focus on strategies for working with newcomers and deepening academic conversations among students. End-of-the-year academic data will be compiled in July to make informed decisions about next steps.

If you have any questions or would like a school visit in the fall, please contact Mrs. Niki T. Hazel, director, Department of Elementary Curriculum and Districtwide Programs, at 240-740-3930.

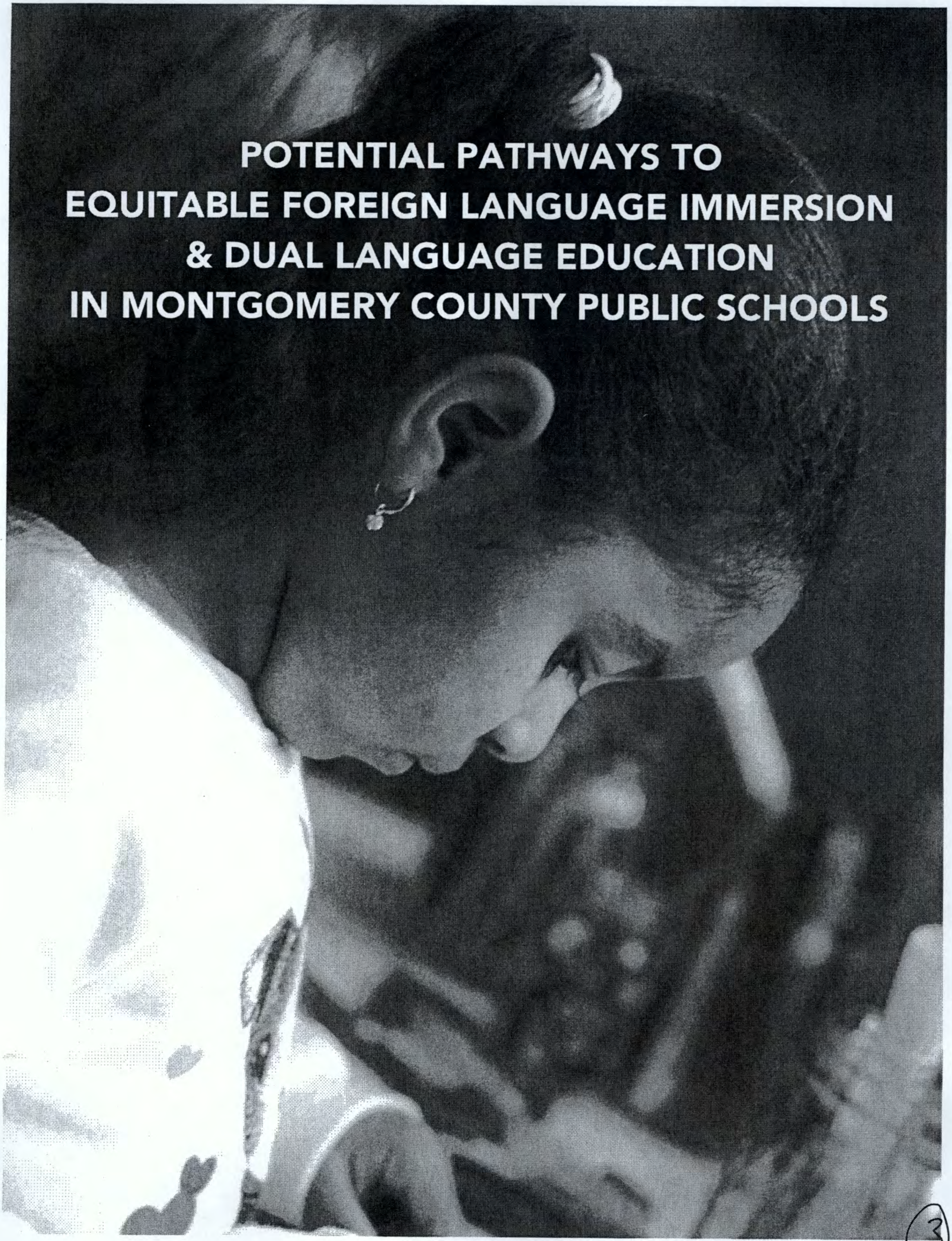
Sincerely,

Maria V. Navarro, Ed.D.
Chief Academic Officer

MVN:NTH:ecr

Copy to:
Dr. Statham
Dr. Johnson
Dr. Kimball
Dr. D. Collins
Mrs. Hazel

POTENTIAL PATHWAYS TO EQUITABLE FOREIGN LANGUAGE IMMERSION & DUAL LANGUAGE EDUCATION IN MONTGOMERY COUNTY PUBLIC SCHOOLS



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AUTHOR

Dr. Virginia Diez has fifteen years of experience conducting applied research on the question of what constitutes a quality education for English Language Learners. She served as a Research Associate at the University of Massachusetts Mauricio Gastón Institute in two landmark studies about the implementation of services and outcomes of English Language Learners in Boston Public Schools, in Massachusetts. She has served on the Board of Directors of the Massachusetts Association for Bilingual Education, where she integrated the working group responsible for developing guidelines for launching and implementing transitional bilingual and two-way/dual language programs for the Massachusetts Department of Elementary and Secondary Education. She was also the lead researcher and author of guidelines and recommendations for implementing two-way immersion programs in Boston Public Schools. Currently, she is working as an independent consultant.

ACKNOWLEDGEMENTS

The paper was commissioned by parents and other supporters of dual language/immersion programs in MCPS, an effort known as Immersion Montgomery, to support deliberations about best pathways to expand dual language and foreign language immersion programs in Montgomery County Public Schools in keeping with the district's commitment to a high quality and equitable education for all students. A special thanks goes to Dr. Annette Acevedo and Wilma Valero of School District U-46 in Elgin, Illinois; Michael Bacon of Portland Public Schools; Dr. Julie Sugarman, of the Migration Policy Institute, who served as senior advisor to the project; and the many parents in Montgomery County who made personal donations to support this body of work to create more opportunities for children in their communities to become bilingual and biliterate.

CONTENTS

5

INTRODUCTION

Montgomery County Public Schools (MCPS) has a long history of offering quality foreign language immersion education, in which English speakers[1] receive language and content instruction in a partner language[2] along with English, with the goal of developing oral and written language skills in two languages. The first program launched in 1974 and offered immersion in French just as the first outcomes studies of French immersion students in St. Lambert, Quebec, Canada, reported academic advantages for English-speakers who received instruction in French from an early age (Lambert & Tucker, 1972).

A recent study of Choice and Special Academic Programs (the Choice Study) submitted to the Montgomery County Board of Education in March, 2016 by the consulting firm Metis Associates (Metis, 2016) reports the history, outcomes, and enrollment of foreign language immersion programs. Historically, in the 1980's and 1990's, MCPS, like many other districts nationwide, opted to offer foreign language immersion and other Choice programs as magnets to attract White middle class families to low-income, racially segregated schools. After the first French program, the district launched Spanish and Mandarin, yet the programs have not been updated or expanded since 2009 (Metis, 2016). By school year (SY) 2014, MCPS offered Spanish, French and Mandarin immersion in seven elementary schools to 1,539 students, while another 500 students attended four middle school programs (Metis, 2016).

In addition to promoting racial desegregation at the school level, students in the foreign language immersion programs have been successful at attaining superior reading and math scores on standardized tests in English vis-à-vis district averages, and vis-à-vis their peers attending general education programs in the same elementary and middle schools. A remarkable outcome identified by the Choice Study, based on cross sectional data from SY2014, is the rapid rate at which these programs appear to close achievement gaps. While scores on standardized tests in Grade 3 reading and math registered significant gaps between Black/African American and Latino/Hispanic students and their White and Asian counterparts, on that same year, gaps in Grade 5 were minor, and of no statistical significance for these subgroups enrolled in foreign language immersion. Similar achievement gap closures were found for FARMS[3] and non-FARMS students districtwide and within the same school building (Metis, 2016). The data is correlational and does not look at family characteristics, extracurricular supports, rates of attrition between 3rd, 5th and 8th grade, and so forth. However, the achievement gap closure is noteworthy and deserves further study to understand the rapid rate at which it occurs.

In the face of these outcomes, it is not surprising that increasing numbers of families seek access to foreign language immersion programs. Yet, in SY2014, the 1,539 MCPS students enrolled in elementary programs represented 2% of all elementary students; only 369 new kindergartners were admitted, and 40% of applicants were waitlisted. The shortage of seats has generated parental discontent, especially in light of enrollment figures that show an over-representation of White students and under-representation of Hispanic/Latino, Black/African-American, FARMS, special education, and English language learner (ELL) students vis-à-vis district figures.

[1] The term "English speakers" is used to refer to students whose home language is English, or who speak other languages at home but are proficient in English upon school enrollment.

[2] In this paper, the term partner language refers to a language other than English which is used for instruction.

[3] FARMS stands for free and reduced-price meals, a proxy for low-income used in educational research.

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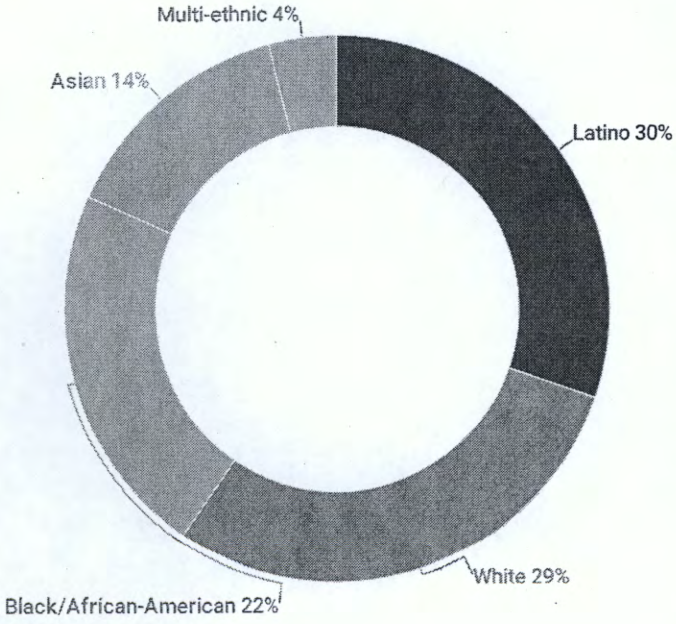
This disproportion in enrollment of underrepresented groups seems to reflect the rapid demographic change experienced by Montgomery County in the last 20 years. In a very short period of time, MCPS has transformed from a largely White district, into a "majority-minority district" [4] (see Figure 1). In SY2014, ELLs amounted to 10.5% of all students in the district.

The presence of ELLs is an important factor in conceptualizations of equitable access to foreign language immersion programs because these students are known to benefit most from instruction in their native language along with instruction in English as a second language in programs where they are integrated with English speakers (Thomas & Collier, 2002). Thus, the growth of the ELL population in Montgomery County presents a unique opportunity to service the needs of two groups of students who benefit when integrated at the classroom level: English speakers and ELLs. Such integration results in more racially- and economically-balanced programs, and, when well implemented, supports superior academic attainment in English by all students (Thomas & Collier, 2012, Steele et al., 2015), language preservation by ELLs, and the multiple benefits of integration across linguistic, cultural, and socioeconomic differences. The tremendous educational gains achieved by all students involved in integrated dual language programs (to be defined in the next section) cannot be overstated. In fact, their effectiveness has led to a steady, exponential growth since the 1990's, well documented by the Center for Applied Linguistics.[5] The two factors driving this growth are, first, an increased awareness that the language skills of U.S. citizens lag behind other industrialized countries, and may undermine U.S. competitiveness in an increasingly globalized economy.[6] Second, there is increasing empirical evidence documenting achievement gap closures for <u>all</u> students enrolled in these programs, regardless of native language, race, or income.

FIGURE 1. RACIAL/ETHNIC BACKGROUND OF MCPS STUDENTS, 2016



Source: Montgomery County Public Schools (2016). *Update on Student Enrollment and Facilities.* Presentation to Montgomery County Board of Education on October 10th. URL: www.montgomeryschoolsmd.org/departments/planning/demographics.aspx.

[4] Education Week article: http://www.edweek.org/ew/articles/2014/08/20/01demographics.h34.html

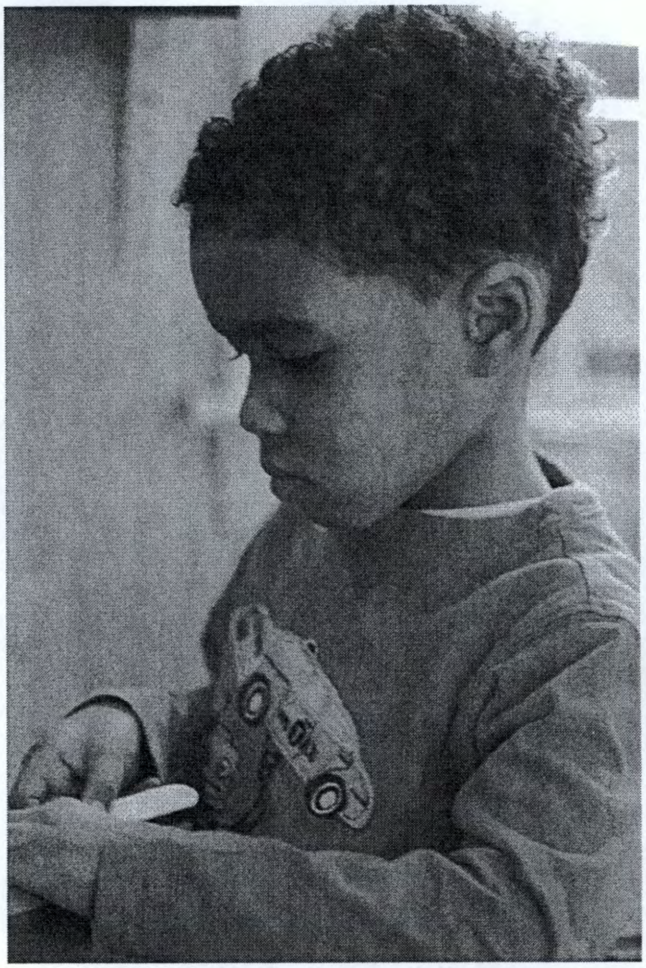
[5] See URL:http://www.cal.org/twi/directory/growth.gif

[6] See study by the American Academy of Arts and Sciences (2016) at URL:https://www.amacad.org

In light of these gains, windows of opportunity to expand dual language education at the state level recently created by the re-authorized Elementary and Secondary Education Act (ESEA), also known as the Every Student Succeed Act (ESSA), are driving bilingualism for all students to the top of the 2017 educational reform agenda in many states.[7]

Furthermore, integrating English speakers and ELLs in dual language programs addresses the Choice Study Recommendation 7 which encourages MCPS to "align efforts" to expand seat capacity in choice and special programs "with the district's core values, including equity, and consider a wider variety of models, such as dual language …" (Metis, 2016, Executive Summary, p. x). This paper looks at this and other Choice Study recommendations through the prism of dual language education, and offers guidance for expanding access to a range of language learning programs. This includes the existing foreign language immersion for English speakers while also adding capacity to serve the needs of ELLs with high quality, cost-effective dual language models. Implementing both types of programs moves a larger number and broader range of students towards ambitious outcomes, including attaining the state's Seal of Biliteracy.[8] This paper also considers the role that admission's policies, in particular the sibling link, play in the quality and success of language programs. It recognizes the importance of the sibling link in supporting families and thereby preventing attrition which is of specific concern in language programs due to the difficulty of filling seats in the later years with language-proficient students. It also recognizes the importance of the sibling link in both promoting a home environment where siblings can support one another in learning the target language, and in helping to build a strong school community.

The report begins with a review of terminology and empirical evidence about different kinds of programs in the field of dual language education in the U.S. today, and then provides examples of best practices from two districts that are applying the latest thinking to the design and implementation of dual language programs as a tool to build equity and excellence. The paper ends with recommendations for MCPS leadership and the board of education.



[7] See December 29, 2016 article in Education World at URL:http://www.educationworld.com/a_news/effectiveness-bilingual-education-reason-invest-2017-1529523464.
[8] See http://sealofbiliteracy.org/maryland.

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FOREIGN LANGUAGE IMMERSION & DUAL LANGUAGE

TERMINOLOGY

Foreign language immersion - the type of program offered by MCPS - is one of four types of programs grouped by some researchers under the term *dual language*, as shown in Figure 2. All of the programs under this umbrella share the common goals of bilingualism, biliteracy, and cross-cultural competence, which are achieved by using a partner language (Spanish, French, Chinese, etc.) for at least 50% of instruction for at least 4-6 years, preferably spanning the full K to 12 or pre-K to 12 sequence. By the time they reach upper elementary grades (roughly fourth or fifth grade), students are expected to perform on grade-level in English and the partner language.

The main difference between the four models shown in Figure 2 is the student population:

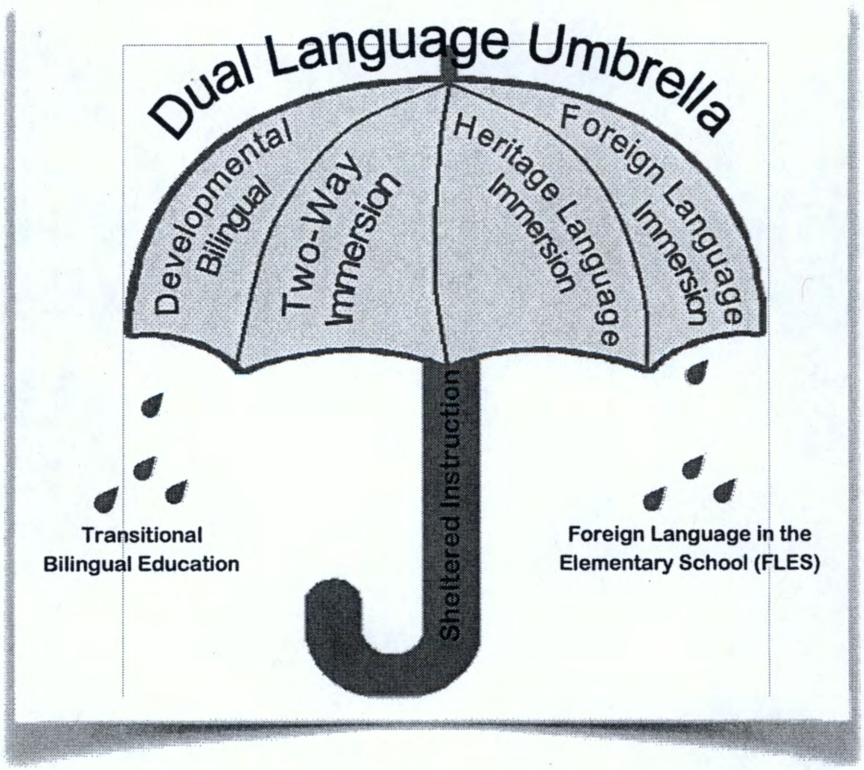
Developmental Bilingual: All students are native speakers of the partner language and are ELLs

Two-way Immersion: Enrollment is balanced between native speakers of the partner language (who are usually ELLs) and English speakers, with neither group making up more than two-thirds of the total

Heritage Language Immersion: All students are English-dominant but have a connection to the language through exposure at home or in their culture or community

Foreign Language Immersion: Students are English speakers learning a world language not spoken at home

FIGURE 2. DUAL LANGUAGE PROGRAM MODELS



Source: Howard, E. R., Olague, N., & Rogers, D. (2003). The dual language program planner: A guide for designing and implementing dual language programs (p. 3). Washington, DC and Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.

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Along with the dual language models, there are two other models that provide some language instruction, but not enough to develop full academic bilingualism and biliteracy: transitional bilingual education, in which ELLs are taught for one to three years in their native language while transitioning to English, and foreign language in the elementary school (FLES), in which instruction in the partner language constitutes less than 50% of instruction.

In order to develop bilingualism and biliteracy, dual language programs share other important characteristics:

- Language and content instruction are integrated, so that the language is not taught in isolation
- Teachers use sheltered instruction strategies to make content comprehensible to language learners.
- Students have frequent opportunities for interaction and collaborative learning.
- Instruction through the partner language is viewed as an enrichment experience for all, not as remedial or compensatory education for the ELLs in the program
- The program includes a focus on the culture of the speakers of the partner language in order to increase cultural competency and make connections between language and culture that are critical for full language proficiency

Unfortunately, there is little consensus across the United States about the terminology being used to describe these programs. The *dual language* label is most frequently applied either to two-way immersion programs only or to either two-way or developmental bilingual programs—in other words, in many settings, *dual language* is a term associated with programs that enroll ELLs. Practitioners of foreign language immersion typically do not refer to their programs as dual language. Because of the strong history of foreign language immersion as a term and as a program in MCPS and the ways that the various terms are used in the comparison districts described in this paper, we use the term *dual language* to refer to developmental and two-way programs, and foreign language immersion to refer to the type of program that already exists in MCPS. This also mirrors the usage of the Center for Advanced Research in Language Acquisition, which refers to "immersion and dual language education" in order to ensure that both constituencies see themselves in their work.

Another critical set of terms needed to understand foreign language immersion and dual language programs relates to the alternatives for how much of the partner language is used in the early years of the program:

- The partner language is used 80% to 100% of the time in pre-K and kindergarten, with additional English instruction gradually added throughout the elementary years until they reach a 50-50 balance (called "full immersion" in foreign language programs, and 90/10 or 80/20 in dual language)
- The partner language and English are each used 50% of the time for the duration of the program (called "partial immersion" in foreign language programs, and 50/50 in dual language)

It is important to note that programs that enroll ELLs do not use the 100/0 model, in which all content is taught in the partner language and English instruction is often delayed until late elementary school. Dual language programs that enroll ELLs incorporate English language development instruction right from the beginning. However, dual language research has shown that the 90/10 dual language model is the most effective, as it allows ELLs to learn to read in a language they understand, and English dominant students to have sufficient early exposure to the partner language to develop high levels of bilingualism and biliteracy (see findings discussed in section on empirical evidence).

In two-way immersion programs, two additional best practices are important to implement in order to ensure the outcomes promised by the research. First, native speakers of the partner language (including ELLs) can enter the program at any grade level, but students who do not have proficiency in the partner language are not al-

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lowed to enroll after first grade. Additionally, students from the two language groups must be integrated for instruction most or all of the day at all grade levels. These two practices ensure that English speakers acquire sufficient levels of the partner language to be able to engage in grade-level instruction in the upper elementary grades (Howard and Sugarman, 2007).

As this paper recommends that MCPS take a broad look at the full mix of foreign language immersion and dual language (two-way immersion and developmental bilingual) programs, it is important to keep in mind the political and sociocultural context in which these programs have always existed, and how the conversation around ELL education may change in our increasingly divided society. Although they appeared on the scene around the same time (the 1960s), foreign language immersion came out of a tradition of enrichment for English speakers, while bilingual approaches (including transitional bilingual and dual language) were developed in order to address civil rights mandates—starting with the Supreme Court's decision in *Lau v. Nichols* that students who do not speak English must be provided accommodations in order to ensure that they have meaningful access to the same education as other students (Baker, 2001). The tremendous growth of foreign language immersion and dual language programs in the last fifteen years (Rhodes and Pufahl, 2010; U.S. Department of Education, Office of English Language Acquisition, 2015) is evidence of communities' recognition that these programs offer the strongest evidence of closing achievement gaps and preparing students for the 21st century.

EMPIRICAL EVIDENCE

All of the foreign language immersion and dual language program types are backed by considerable empirical evidence showing superior academic outcomes for all students across language, race, and socioeconomic background. Of special interest in two-way immersion is that students learn each others' languages and cultures, in classrooms that are integrated socioeconomically and racially.

Outcomes For English Speakers

Descriptive studies of the foreign language immersion model have shown positive effects on English outcomes (Barik & Swain, 1978; Caldas & Boudreaux, 1999; Marian, Shook, & Schroeder, 2013; Padilla et al., 2013; Turnbull, Hart, & Lapkin, 2003). The second language acquisition approach taken by these programs of teaching language and literacy by teaching content in the second language is the most successful school-based model for teaching second languages.

Foreign language immersion students who begin the program as English speakers consistently develop native-like levels of comprehension, such as listening and reading skills, in their second language. They also display fluency and confidence when using it. Further, the more time spent learning through the non-English language, the higher the level of proficiency attained. (Fortune, n/d)[9]

However, it has been hard to move students beyond intermediate levels even in high-performing foreign language immersion programs. Studies have found that students' "oral language lacks grammatical accuracy, lexical specificity, native pronunciation, and is less complex and sociolinguistically appropriate when compared with the language native speakers of the second language produce" (Fortune, n/d). Some researchers have argued that a reason students do not reach higher levels of proficiency in the partner languages is that "...students do not get the benefit of interactive dialogue with native-French-speaking peers in their classes, as would happen in a two-way model" (Thomas & Collier, 2012, p. 11); however, research has yet to test that assumption.

[9] The research on foreign language immersion (including findings on Chinese immersion) is well summarized by Tara Fortune here:
http://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html

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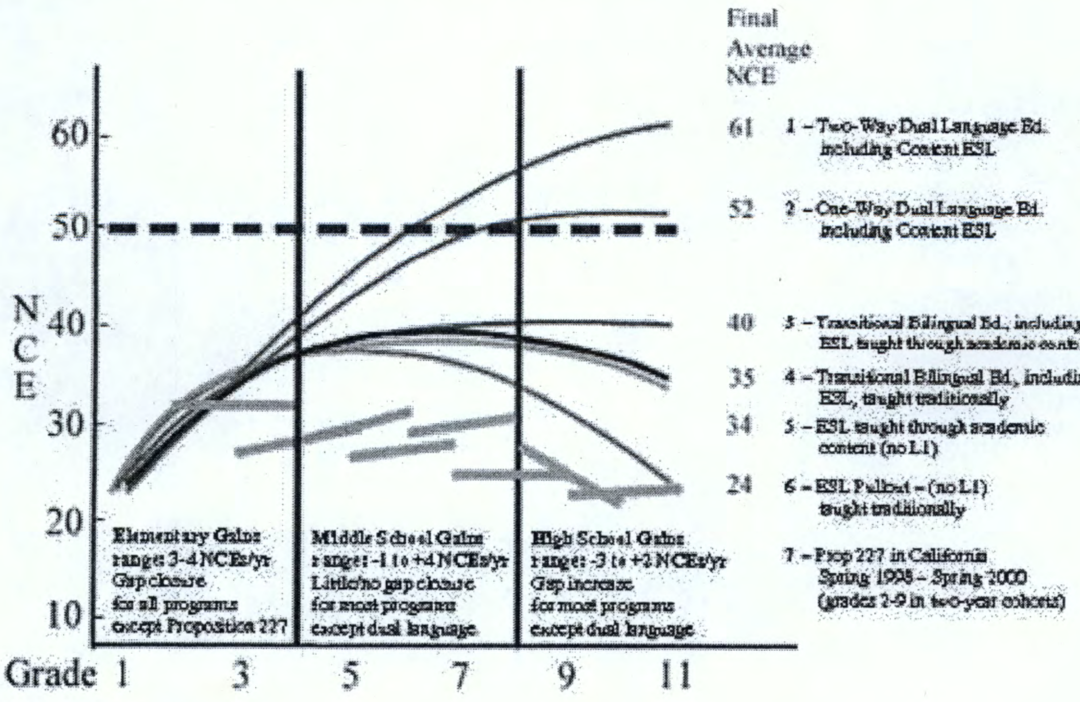
We do know that English speakers in both foreign language and two-way immersion programs show superior second-language outcomes to students in traditional foreign language programs, and frequently score above their peers in tests of English and academic content. Wayne Thomas and Virginia Collier's research in North Carolina demonstrated that both White and African-American English speakers outscored their peers on academic tests in English—sometimes by a full grade level—in upper elementary and middle school grades (Thomas & Collier, 2012).

Outcomes for ELLs

In terms of educating ELLs, the empirical studies of developmental bilingual (not discussed here) and two-way immersion conducted by Wayne Thomas & Virginia Collier over the last twenty years have consistently shown that these two types of dual language programs are superior to transitional bilingual education and ESOL (English for Speakers of Other Languages) in terms of English development for ELLs. Figure 3 provides a stark comparison of ELL student outcomes in standardized reading tests in English by grade and across program models. All solid lines represent ELLs, whereas the dotted line at the 50th percentile/NCE represents the average performance of English speakers across the U.S. (the norm group) on English reading assessments at each grade level. The direction of the program lines indicates gap closure, as ELLs make more progress than English speakers per grade, or gap widening, with ELLs making less progress than English speakers. The bottom line represents a series of two-year cohorts in California after the state passed English-only legislation (Thomas & Collier, 2012). The graph shows that although in the primary grades, students in any bilingual program score below their English-speaking peers, after 5th grade and certainly into high school, students in two-way immersion programs outperform English speakers significantly. One-way (developmental bilingual) programs, in which ELLs are not integrated with English speakers, are nearly as beneficial as two-way immersion.

FIGURE 3. ENGLISH LANGUAGE LEARNERS' LONG-TERM K-12 ACHIEVEMENT IN NORMAL CURVE EQUIVALENTS (NCES) ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS PROGRAM MODELS



Source: Thomas and Collier, 2012, p. 93

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In brief, given the superior outcomes for both English speakers and ELLs in two-way immersion, as well as the clear benefit of integrating students along racial, ethnic, and socioeconomic lines (Wells, Fox, & Cordova-Cobo), MCPS has an opportunity to ingrate a linguistically-diverse student body into the highest-performing programs known to exist for language learners.

This paper looks at how districts that are regarded as paradigmatic of good dual language (foreign language immersion and two-way immersion) program design and implementation have expanded in response to demographic change by integrating English speakers and ELLs into the same programs. These districts are Portland Public Schools in Portland, Oregon, and School District U-46, in Elgin, Illinois (in the northwest suburbs of Chicago). Significantly, School District U-46 has been endorsed by David Rogers, the executive director of Dual Language Education of New Mexico (DLENM) and a national authority on dual language implementation as "the model to follow for districts wanting to start a districtwide dual language initiative ... In my opinion, they did everything right" including having "a sense of urgency to improve services for English Language Learners" and expanding programs "methodically, based on where there was demonstrated leadership and family interest."[10] Portland has long been considered a leader in foreign language and dual language immersion, with a recent study finding that dual language students outscored their non-dual-language peers in reading by a significant extent (Steele et al., 2015).

Demographically, the districts are smaller than MCPS, and their ethno-racial makeup is different, as shown in Table 1. School District U-46 has the same percentage of White students as Montgomery County and has undergone similarly rapid demographic change in the last ten years. However, the population distribution is more heavily Latino and the percentage of ELLs is twice as large (28.4%) as MCPS. The district is particularly interesting for its rapid growth, and well-documented, systematic planning, which lends itself to replication. Portland, on the other hand, has also grown at a good pace (9 programs in 15 years), but its most relevant characteristic is a linguistic diversity closer to that found in MCPS, as well as the presence of engaged English-speaking parents who are committed to providing equitable access for all students in the district.

TABLE 1. STUDENT DEMOGRAPHICS IN THREE DISTRICTS

	MCPS SY17	PPS SY16	U-46 SY16
TOTAL STUDENTS	159,242	49,075	40,400
White, non-Hispanic	29%	55.9%	29%
Hispanic or Latino	30%	16.2%	52%
Black/African American	22%	10%	6%
Asian	14%	7.3%	8%
Multi-ethnic	5%	8.9%	4%
American Indian	<5%	0.9%	1%
ELLs	14.2%	7.3%	28.4%
	22,612	3,582	11,473
Free/reduced-price meals	34.5%	46.3%	58%

Sources: .http://www.montgomeryschoolsmd.org/about/; http://www.pps.net/domain/265; http://www.illinoisreportcard.com

[10] Dual Language Fact Sheet: http://www.edline.net/pages/SDU46/Hot_Topic/Dual_Language/DL_Fact_Sheet

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PORTLAND PUBLIC SCHOOLS

Founded in 1851, Portland Public Schools (PPS) is the largest PreK-12 school district in Oregon, serving nearly fifty thousand students in 78 district schools and other community programs. The student population is highly diverse, racially and linguistically (see Table 1 in appendix). PPS offers what it calls dual language immersion[11] as a K-12 program in 35 schools (15 elementary, 13 middle, and 7 high schools), which amounts to 44% of all district schools. About 1 in 10 students (9.7% in SY2016) were enrolled in dual language immersion programs, of whom 41% were ELLs.[12] While half of Portland ELL families speak Spanish, a hundred other languages are also spoken in the district, and have driven the diversification of language offerings in these programs, including Spanish, Chinese/Mandarin, Japanese, Russian, Vietnamese, with Arabic under current consideration. The district is strongly committed to dual language immersion, as expressed in the following mission statement:

> The aim of the PPS K-12 Dual Language Immersion Program is for all students to be bilingual, develop strong cross-cultural and high-level thinking skills, and achieve a solid academic foundation that prepares them for high school, college and beyond. To achieve these outcomes, the program promotes self-confidence and motivation, a love of learning, and supports the linguistic and cultural identity that allows all students to become independent and active members of the global community.[13]

HOW THE PROGRAM EXPANDED[14]

Portland's entry into dual language education began in the 1980's and '90's and has accelerated since the turn of the millenium. The early immersion programs were designed as enrichment for English speakers—e.g. Ainsworth's English/Spanish and Woodstock's English/Mandarin. Over time, as demographics changed and the proportion of ELL students from different linguistic backgrounds grew (similarly to the process observed at MCPS today), PPS began to look at equitable practice through a racial lens.

Applying a racial equity lens implies asking questions about the potential impact of programs on different racial/ethnic groups, and specifically on how programs exacerbate or alleviate racial disparities. For example, PPS leaders considered the impact of Thomas & Collier's findings (2002, 2010, 2012) showing that ELLs and other low-income students who participate in two-way immersion programs not only close achievement gaps but actually outperform similar students one year ahead in both reading and math in the elementary and middle school grades (see section on empirical evidence). Based on this empirical evidence, foreign language immersion programs were re-conceptualized not only as enrichment for English speakers but also as equitable services for ELLs. As a result, ELLs who spoke a program's partner language were integrated with English speakers for their mutual benefit as ELLs could preserve and develop their native language while learning English, and enhance the partner language learning experience of English speakers. Both groups of students benefit tremendously from early friendships forged across language, socioeconomic and racial boundaries.

Today, the Ainsworth—one of the first programs—has transitioned from offering a foreign

[11] In Portland Public Schools, the term "Dual Language Immersion (DLI)" encompasses programs that provide core content instruction in two languages—i.e. two-way immersion, foreign language immersion, and one-way developmental bilingual programs (although these are less frequent).

[12] Portland Public Schools Enrollment Details for October 2015:http://www.pps.net/site/default.aspx?PageID=942 See link for Dual Language Immersion and Dual Language Learners on 2015-16

[13] See Dual Language Immersion Brochure link at: http://www.pps.net/Page/892

[14] For a brief video of PPS dual language expansion, see: http://www.pps.net/Page/88

language immersion program similar to the current ones in MCPS, which reserves 100% of seats for English speakers, to a two-way immersion where 33% of seats are reserved for Spanish speakers designated as ELLs. Such linguistic diversification was paralleled with programmatic changes in curriculum, instruction, and language allocation times. Whereas it was possible to teach 100% of the time in the partner language when all students were English speakers, time in Kindergarten in the partner language was reduced to 90% and paired with instruction in English for 10% of the time in order to teach English to Spanish-speaking ELLs.[15] The proportion of instruction in each language changes each year until it reaches a 50:50 balance in the mid- to upper-elementary grades. The Mandarin program at the Woodstock followed a similar path, and now enrolls 50% English speakers and 50% native Mandarin speakers. Unlike the Ainsworth, instruction at the Woodstock is split evenly between English and Mandarin throughout the elementary grades in what is known as the "50:50 model."[16]

Other programs launched in the 1990's and all programs (except the Japanese) launched after the turn of the millennium have been integrated with 50% of each language group. Program expansion is currently managed by a Department of Dual Language in conjunction with a Dual Language Expansion Committee where parents, who constitute 50% of the membership, work together with teachers, administrators, and representatives of community organizations. An important criterion guiding expansion is responding to growing linguistic communities, and to the interests of parents of English speakers. Currently, the new language under consideration is Arabic as parents of English speaking students have expressed interest, and there is a growing community of Arabic speakers in Portland.

EQUITABLE ACCESS AND LOTTERIES

Dual language immersion programs at Portland Public Schools are programs of choice ("focus options"). Formally, access is gained by making transfer requests, granted through a computerized lottery administered by the district. Families apply to these programs in the spring prior to their enrollment in pre-K or Kindergarten. The number of slots available every year is determined by the school principal, and students are selected based on a number of preferences including their native language, residence within the school's catchment neighborhood, or in other neighborhoods. Within each of these preferences, slots are assigned first to students who have siblings at the school. Students who do not win a slot are assigned to the general education program in their local schools.

The Sibling Preference

In PPS, siblings who live in the same household and have the same supervising adults are given preference in the lottery, which guarantees them a slot in the program. In 2014, PPS's Board of Education considered giving the sibling preference a lower priority (no guaranteed slot). However, following public comments and the recognition by the district that the lack of outreach was the reason spots were not being filled by low-income students, the district instead decided to keep the sibling preference due to its many known benefits to students, families, and schools, and especially to prevent attrition. Specifically, the district decided to keep the sibling preference as a high priority in part when its own data showed that the sibling link was not the reason that many schools had few low-income students.[17]

It seems worth noting that considerations about whether or not to change sibling preferences in PPS aligned with pro- and con-rationales to

[15] This is referred to as a "90:10" language allocation model in which instruction is conducted in the partner language 90% of the time and in English the remaining 10% at first. Partner language instruction decreases while instruction in English increases, until each language is used for instruction 50% of the time. This occurs by grades 4 or 5.

[16] The 50:50 language allocation model refers to programs in which the partner language and English are each used for instruction 50% of the time. The two main models (50:50 and 90:10) can be successful with any partner language and in both foreign language immersion and two-way immersion settings.

[17] [http://www.oregonlive.com/opinion/index.ssf/2014/12/pps_change_on_sibling_preferen.html]

changes to MCPS Board Policy JEE, Student Transfers. While MCPS has given greater weight to the Choice Study recommendation to eliminate sibling links, in PPS, the decision favored an argument also mentioned in the Choice Study, specifically the benefits of sibling preferences to "families with more than one child and parents who cannot transport their children to more than one school because of work schedules or after-school commitments," and also "to reinforce learning in homes where parents or guardians do not speak the language of instruction"(Metis, 2016, p. 39). Instead, equitable access to programs in PPS was attained by increasing the number of seats assigned based on language preferences.

In addition to the benefits accrued by sibling preferences to families and students, considerations about benefits to program viability in the upper elementary grades are especially significant to dual language program administrators. The success of dual language immersion programs is predicated on maintaining a balanced enrollment of English speakers and ELLs throughout the elementary grades. Since it is hard to admit students with grade-level skills in the partner language in grades 2 and beyond, a reduction of program seats may affect costs if teachers have insufficient numbers of students in their classrooms. Furthermore, when siblings are not enrolled in dual language programs, the loss of academic expertise embedded within the family may contribute to attrition, which can be due to the rigor and difficulty of foreign language immersion programs (Boudreaux and Olivier, 2009). Finally, having children in two different schools deters parents from fully investing their limited time, energy, and personal resources into building a strong school community which, again, is especially important in dual language programs.

The Language Preference

In PPS, increased equitable access to dual language was attained by turning foreign language immersion into two-way immersion programs. Two-way immersion programs reserve at least one third of seats for each language group in order to ensure as close a balance in enrollment as possible. In Portland, empty partner language seats are kept open until the end of the summer in order to increase participation by immigrant families. In the past, empty seats had to be filled by the end of the previous school year, so seats reserved for one language group could be given away as long as the 33% threshold for speakers of each language was met. This policy was changed as it was found to disadvantage the ELL community, particularly families who moved to the area over the summer. The switch from foreign language to dual language immersion also called for instructional changes. While foreign language immersion is designed for English speakers who do not require ESOL instruction, the inclusion of ELLs who speak the partner language requires not just a change in enrollment procedures, but a redesign of the program to include tailored English instruction that provides simultaneous ESOL support for ELLs and opportunities for English speakers to refine their language and literacy skills.

Ensuring Equitable Participation in the Lottery

Another way in which PPS supported more equitable access to dual language was by countering potential inequitable access to lotteries (as immigrant parents may be less likely to be able to navigate the necessary information and deadlines on their own). PPS conducts comprehensive outreach to inform and educate low-income and immigrant families about dual language opportunities, how to access them, and why they are beneficial. The district uses multilingual program materials in Chinese, Russian, Somali, Spanish, and Vietnamese along with outreach by bilingual staff. District staff seeks out immigrant parents through home visits; informational sessions at Head Start, other federally funded pre-K programs, and community venues; and provides assistance filling out transfer applications. Parents are trained to help other parents, and to serve as program ambassadors in their communities.

STAFFING AND FINANCIAL CONSIDERATIONS

"It is a common belief that dual language programs are expensive, but really the greatest problem they face is capacity building," claims assistant director for Dual Language Michael Bacon. Because the number of full time teachers are generated by the number of students, and the hours of instruction are the same as in general education, there are no increased costs based on personnel. However, half or more of the teachers must be bilingual/biliterate, and half of curriculum units or of academic subjects must be offered in the partner language. What districts need is personnel with the capacity to develop curriculum, interact with parents, support special needs, and provide professional development across languages. These additional needs in terms of learning materials and assessments in two languages are minimal compared to programs that require additional personnel.[18]

Although for some administrators the language capacity issue may act as a deterrent, Portland educators see it as a resource allocation issue that they are willing to navigate in exchange for extraordinary academic gains. These gains were recently confirmed through a randomized, experimental study of Portland dual language immersion students (Steele et al., 2015). The researchers found that students randomly assigned to these programs outperformed their peers on state accountability tests in reading by about seven months of learning in grade 5, and about nine months of learning in grade 8. Although no statistically significant benefits were identified in math and science scores for dual language immersion students, this finding was significant, as students learned math and science in the partner language and were then tested in English. Furthermore, students whose native language matched the partner language of the two-way immersion program had a 6 percentage point reduction in the probability of remaining classified as ELLs as of grade 5, and a 14 point reduction in grade 6. The partner language (whether Mandarin, Russian, Japanese, or Spanish) did not appear to affect outcomes. Findings from this study led the authors to conclude:

> The lesson for policymakers pursuing path-breaking 21st century reform is that language immersion[19] may benefit students' English reading skills from mid-elementary school and enhance English learning for ELLs. Though effects in mathematics and science are less evident, a program that yields improved reading in English, improved long-term exit rates from ELL status, no apparent detriment to mathematics and science skills, and promotes proficiency in two languages seems difficult to criticize. (Steele et al., 2015, p. 28)

Staffing Considerations

Even before the study by Steele and her team, PPS has known the benefits of dual language, and for over 16 years, has built a pipeline of bilingual teachers through a partnership with Portland State University's Bilingual Teacher Pathway (BTP) program. Currently, the district is ready for an innovation that promises to meet its teacher staffing needs: an alternative certification program called the Dual Language Teacher Fellows. Rather than following traditional teacher training pathways that culminate in the Praxis test,[20] PPS has negotiated with the Oregon Teacher Standards and Practices Commission to award a Restricted Transitional License (RTL) to "individuals who are making a mid-life career change (e.g. attorneys wishing to become social studies teachers, engineers wishing to become mathematics or science teachers, registered nurses within to teach health)"[21] Recipients of an RTL must have a bachelor's degree and a mentor in the sponsoring school district. This transitional license allows career changers to begin teaching immediately,

[18] See FAQ, "What additional costs do dual language programs incur compared to mainstream programs?" at http://www.cal.org/twi/faq/faq18.htm

[19] The term "language immersion" in this statement is used interchangeably with "dual language immersion."

[20] Praxis is a teacher-licensing test administered by the Educational Testing Service (ETS).

[21] See Restricted Transitional License at:https://www.ets.org/praxis/or/alternate_route/

and receive a full salary and benefits while receiving mentoring and training on the job. One of the training requirements is in civil rights, provided by the Dual Language Department. The license is not renewable after three years but gives individuals enough time to take courses towards licensure at Portland State University. Teachers hired through this program have strong bilingual, biliterate skills, and bring life experiences as well as dedication to their jobs. Prior to this, PPS experimented with international teacher exchange programs without too much success, as these programs are expensive and teachers are replaced every two years, which diminishes their commitment to students and classrooms.

"We tapped highly educated, bilingual, biliterate individuals right under our noses, who wanted to make a career change but couldn't bypass having an income... They bring great life experiences in the community and are dedicated to their work"
- *Michael Bacon, Assistant Director of the Dual Language Department, Portland Public Schools*

Cost-saving Considerations

The district created a small Dual Language Department charged with building inter-departmental bridges to collaborate and muster support from departments with the capacity to implement aspects of dual language education, i.e., Instruction, Curriculum and Assessment; Special Education; Human Resources; and School-Family Partnerships. The Department of Dual Language works collaboratively with 15 part-time staff in other departments. Every major district department has adopted a dual language lens and is vested in properly implementing these programs. For example, the Department of Instruction, Curriculum and Assessment is now developing language arts curricula in each of the languages taught in dual language immersion programs.

Cost-saving involves ongoing advocacy work by Dual Language Department administrators, who constantly share data, communicate with "elevator speeches," and make the case that dual language is an investment with colleagues and department heads within the school building. In their communication strategies, dual language administrators prioritize building alliances, collaboration, and sharing reminders about the paradigm shifts intended to close opportunity gaps and reallocate resources. This has moved the department from relying on grants towards stable revenue sources from the district's budget.

In conclusion, launching a dual language programs for the first time can be labor intensive but can be handled without creating a financial burden on the district. Once a language has been launched, replication can rely on existing infrastructure, and tap an increasing number of teachers trained to work in these programs.

ARTICULATION BETWEEN ELEMENTARY, MIDDLE, AND HIGH SCHOOL

Program articulation between elementary and secondary school promotes the continued development of second language skills, preparation to enter advanced language courses in high school or college, preparation for International Baccalaureate (IB), and for Advanced Placement language exams in high school (Montone & Loeb, 2003). However, the nature of the middle school schedule often leads to cuts in partner language instructional time. Generally, PPS middle schools offer two back-to-back courses in the partner language: one language arts course followed by a course in social studies. This extended language block immerses students in the partner languages for two class periods per day, and is a common model in grades 6-8. Instruction in the partner language amounts to 33% of the day, a lower percentage than the minimum 50% required in elementary school. In some instances, math or science are offered in the partner language in order to approximate the 50% mark, but this is not always possible, and left up to each school's discretion.

One common challenge faced by PPS is ensuring a critical mass of students in the same middle school program. This is in part due to natural attrition between elementary and middle school, when many students opt out of a dual language education to pursue other interests, or because of student mobility. To counteract challenges to the language balance and, therefore, the program's viability, PPS has adopted a few practices:

More programs converge into fewer high schools. As shown in Appendix B, Spanish programs currently feed into four high schools and Mandarin programs feed into two high schools. In the future, these patterns will be streamlined by feeding more elementary programs into fewer middle schools to ensure a critical mass of students that supports each language program throughout the high school years.

New elementary programs open with more than one strand as protection against attrition during the elementary grades and between elementary and middle school. Attrition is common in the elementary grades, and can jeopardize a program's viability. To prevent this, schools are encouraged to roll out grades with at least two classes (strands) in each, so that by the later elementary grades there will be at least one strand.

Admissions criteria for middle and high school will be broadened. Mechanisms will be provided for heritage speakers to enter the programs in middle and high school. Teachers can be trained to build grade-level literacy skills in students who already have the language background. Students can also be offered support prior to entering the program (e.g. summer courses), and during the first year.

The Seal of Biliteracy, which Oregon offered for the first time this year, is expected to provide incentives for students to complete a dual language education through high school. In SY2016, 120 PPS graduates were awarded the Oregon State Seal of Biliteracy. This recognition is not easy to attain and requires ongoing development of the second language throughout the high school years. Currently, to receive the Seal, students must demonstrate English proficiency and proficiency in a partner language. Proficiency in the partner language is measured by one of several measures including: "Advanced Low" level or above on the ACTFL (American Council on the Teaching of Foreign Languages) Scale; a score of 4 or above on the International Baccalaureate partner language exam; a score of 4 or above on the AP Language exam; 3 or more on the AP Literature Exam; and a portfolio that demonstrates language proficiency in reading, writing, speaking, and listening.[22]

High-school level dual language immersion continuation programs require careful planning and alignment with K-8 coursework. These classes should look less like traditional high school foreign language classes, with an emphasis on grammar and vocabulary and more like high school English–with a focus on literature study and high-level writing skills–or other content-area classes (math, science, or social studies). Schools may also develop electives (such as Latin American history) or service learning options that prepare bilingual students for globally-focused careers.

For students to be able to participate in coursework at this level, benchmarks must be set along the way that develop students' language skills in the four domains of listening, speaking, reading, and writing, and progress in language development should be assessed annually (or more often) to be sure that students are reaching those benchmarks.

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[22] See http://www.ode.state.or.us/superintendent/priorities/oregon-state-seal-of-biliteracy-attachment---policy-description.pdf

SCHOOL DISTRICT U-46

Unified School District U-46 Elgin is located about 45 minutes west of Chicago, Illinois. The district currently serves over 40,000 children in 40 elementary schools, 8 middle schools, and 5 high schools. As in Portland, Spanish is the highest incidence language, but over 90 languages are represented in the district's student population. Similarly to Montgomery County, a demographic transformation in the last 20 years has resulted in a majority-minority district that is 52% Latino and 29% White. As a result, all current dual language immersion programs are English-Spanish. Other languages (Polish, Chinese, Urdu) are taught through transitional bilingual education programs for students enrolled in schools with 20 ELL students who speak the same language, as per Illinois state mandate. As in Portland, the decision to offer dual language programs emerged from a commitment to closing the "opportunity gap" for English language learners, and the rationale for its choice was based on the work of Thomas and Collier (2002, 2010, 2012).

"Dual language instruction is the only program proven to close the achievement gap between English Language Learners and their peers, and it offers English-dominant students a head start on bilingualism, preparing all students for an increasingly global world.... We are excited to continue expanding this program and develop new opportunities for middle school students to continue such rigorous academic and language learning, which capitalizes on students' cultural and linguistic strengths."[23]
- Dr. Annette Acevedo, Director of the Office of English Language Learners

HOW THE PROGRAM EXPANDED

School District U-46 provides an example of well-planned expansion that integrates English speakers and ELLs. The initial dual language rollout was in SY2012, when grades pre-K through 2 launched at 29 elementary schools, with a total enrollment of 4,194 students and 179 teachers. In only five years, the program has more than doubled. In SY2017, one-way (developmental bilingual) and two-way immersion are offered in 33 schools to 9,066 ELLs and English speakers by 367 teachers.[24] Of the 33 programs, 25 are two-way immersion. This rapid pace of growth has earned the district attention and praise from dual language experts nationwide.

Planning for dual language immersion began in 2008-09 in response to a growing ELL population and persistent achievement gaps for ELL students. The district appointed a Dual Language Committee which included all major stakeholders, including the teachers' union, to look at achievement data, demographics, research evidence, and the state's legal framework. The final report, entitled *Accelerating Academic Achievement of English Language Learner Students*, highlighted an opportunity gap for ELLs, who had not had access to dual language programs, even though these were known to be most conducive to closing achievement gaps. The report became the U-46 Dual Language Project Charter, and provided the framework for the Superintendent's initiative to launch dual language programs at 29 sites in 2011-12. In SY2012, the two-year District Improvement Plan (DIP 2012-14) included dual language immersion programs as a teaching and learning strategy designed to "strengthen

[23] See Dual Language Fact Sheet at: http://www.edline.net/pages/SDU46/Hot_Topic/Dual_Language/DL_Fact_Sheet

[24] Valero, W., Acevedo, A., Makishima, P. (2016). "21st Century Learning: Closing the Opportunity Gap through Dual Language." Presentation at La Cosecha, Santa Fe, New Mexico.

elementary education."[25] In fact, dual language became one of four major educational initiatives (together with early, special, and gifted education) under the Teaching and Learning Department to be tracked through a project management approach. Currently, the OELL director reports to the Assistant Superintendent for Teaching and Learning, and plays a pivotal role in supporting the district's policy to provide "culturally and linguistically responsive instruction" to all families.[26]

The entire district worked together for a year to design an expansion plan that involved several departments, including Curriculum and Instruction, Human Resources, Plant Operations, and Finance. The plan included nine milestones as follows:

1. Dual Language Implementation Timeline
2. Identification of the Demographics in TBE Schools (i.e., # of Spanish speakers)
3. Determination of dual language Program Model and admissions criteria (one-way/two-way 80:20/50:50)
4. Creation of Dual Language Committees (to support implementation)
5. Development of Communications Plans
6. Dual Language Professional Development Plan
7. Curriculum Alignment Plan/DL Programmatic Features
8. Assessment in English/Spanish
9. Instructional Resources in English/Spanish

After setting an **Expansion Timeline (Milestone 1)**, the next step towards deciding what program models to offer and where involved **Identifying the Student Demographics (Milestone 2)** of existing bilingual programs (also known as transitional bilingual education or TBE), as well as the number of qualified bilingual/biliterate teachers who could be trained to work in dual language. This assessment of student characteristics and available resources to convert from TBE to dual language is an essential step to determine what human and material resources are available to offer the programs[27] at each site **(Milestone 3)**. This was followed by the establishment of a **Dual Language Implementation Advisory Committee (Milestone 4),** integrated by the Assistant Superintendent for Elementary Schools, the directors of Human Resources, Curriculum and Instruction, and ELLs, several principals, the Elgin Teachers Association, teachers of ELLs in grades 1-3, parents, and other key learning support staff. The committee was thus equipped to support implementation and provide support to challenges as they emerged.

Communications and Outreach Plan (Milestone 5): The district designed a communications campaign to alleviate concerns about the impact of dual language on teaching jobs, student outcomes, and the overall stress that a major programmatic change can place on a district. The key messages were: a) statutes support dual language as an entitlement for ELLs; and b) the empirical evidence makes dual language the equitable option for educating ELLs. The district conducted monthly informational meetings, wrote program handbooks for teachers and administrators, distributed a quarterly newsletter, and launched a bilingual website (English-Spanish) for teachers, parents, and the community. In addition, a parent handbook and informational brochures were issued in English, Spanish, Gujarari, Polish, Tagalog, and Urdu, and distributed at the Family Welcome Center. The district also opened a Language Line to answer parent questions, and an ELL Website (www.u-46.org) with current information, dual language research articles, and useful links to dual language websites. The link also includes the Dual Language Interest Survey that parents of English speakers are required to fill out for their children to be considered for two-way immersion programs.

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[25] School District U-46 *2011-2012 District Improvement Plan.* URL:http://www.edline.net/files/_oCG4v_/4c16a34169951e673745a49013852ec4/DIP2011-12Powerpoint.pdf

[26] School District U-46 2015-16 organizational chart at: http://www.ludaschools.org/orgcharts/charts/Elgin%20Org%20Chart%20.pdf

[27] In U-46, dual language includes developmental bilingual or two-way immersion models. No foreign language immersion programs are offered.

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Schools announced the program to families through school-wide Connect-ed (automated phone call) notifications (coupled with district-wide announcements to pre-K students). In addition, schools were encouraged to announce informational meetings on marquees and through their PTA/PTOs. Flyers were sent to private preschool centers and were placed in libraries and district parks. Announcements were placed on the Univision TV network and Spanish-language radio stations, and information was conveyed through webinars and school newsletter reminders. The messaging involved presenting the program not only on its merits but also as endorsed under legal and policy frameworks to provide equitable services to ELLs.

In SY2017 U-46 rolled out the 7th grade, thus effectively closing its first elementary PreK-6 cycle and moving into middle school. In anticipation of the 7th grade roll-out, parents of students in 5th and 6th grade were invited to a series of informational meetings to prepare them for the transition to middle school. Currently, there are plans to launch 8th grade in SY2018, and to roll out high school beginning in SY2019.

Professional Development Plan (Milestone 6): Perhaps the most critical professional development was designed for principals in order to produce a collective paradigm shift from perceiving students as the source of achievement gaps, to conceiving opportunity gaps and a need to realign district and school resources as the source of disparities in achievement. To ensure the highest quality of professional development, the district organized a three-day retreat for principals and teachers facilitated by DLENM, a national leader in professional development for dual language. Training focused on re-examining the allocation of resources within existing budgets for various district departments while prioritizing dual language programming. Subsequent training, provided by the Center for Applied Linguistics (CAL) in addition to DLENM, continued focusing on training principals to advocate for dual language within their buildings, and with parents in the community. Teachers, on the other hand, are given access to presentations available through the Intranet and are encouraged to participate in national conferences and in institutes offered by the district.

Curriculum Alignment Plan (Milestone 7): ELL office staff helped align instruction and assessment in Spanish[28] with the district's Curriculum Roadmap, "a prioritized, baseline curriculum framework in literacy and math developed to provide consistency regarding instructional priorities across grade levels and schools."[29] This online resource provides access to Curriculum Alignment Plans for each grade level. Parents receive a guide for each grade level specifying skills in math and literacy that children are expected to develop by the end of each grade in Spanish.[30] Illinois is a member of the WIDA Consortium and as such uses its Spanish Language Development (SLD) standards.

EQUITABLE ACCESS

As previously mentioned, equitable access to dual language in Elgin U-46 is conceived differently for ELLs than for English speakers. Because bilingual education is a requirement in Illinois whenever 20 students in a school building are ELLs who speak the same language, all Spanish-speaking ELLs must be accommodated in the district's dual language programs.[31] Neighbor-

[28] Dual language instruction is not merely teaching some or all of the general education curriculum in a partner language; rather, specific language and content integration, partner language grammar and skills, and reinforcement of concepts across languages must be included in an aligned dual language curriculum.

[29] School District U-46 (n/d). "Overview CI" at http://www.edline.net/pages/SDU46/About_Us/District_Improvement_Plan/Previous_District_Improvement/2008-09/Pillars_Areas_of_Work__2008-09/Curriculum__Instruction_and_As/Overview__CI

[30] See for example, the Pathways document in Spanish for 2nd grade:http://www.edline.net/files/_wWLGK_/ed9e869790f957503745a49013852ec4/Pathways_Grade_2_March_2013_SP_Revised.pdf

[31] Unlike other districts in Illinois, there are no transitional bilingual programs in U-46; rather, the district meets its obligation to provide bilingual education exclusively through dual language programs. Parents retain the right to opt out of bilingual services in favor of English-only programming.

hood programs launch with the one-way developmental bilingual model for ELLs only and are expanded to two-way immersion if the number of English-speaking applicants adds up to at least 33% of all students. Whenever dual language seats for Spanish-speaking ELLs are not available at their neighborhood school, they are referred to nearby satellite programs with transportation.

For English-speakers, dual language is a form of enrichment, similarly to the foreign language immersion programs at MCPS and PPS. Where two-way programs are offered, or where one-way developmental bilingual programs can be converted to two-way programs, English speakers are encouraged to apply, but the district does not guarantee seats for all applicants. Rather, English speakers are served on a first-come-first-served basis, first at their neighborhood schools, and then at satellite schools (without transportation). Lotteries are conducted in very limited cases. As previously mentioned, the district has designed a detailed and extensive Communications Plan to reach out to more isolated families. In addition, principals receive ongoing training and support by the Office of English Language Learners on strategies to actively recruit parents.

STAFFING AND FINANCIAL CONSIDERATIONS

In Elgin-U-46, the ELL office responsible for implementing dual language is well staffed with high quality, bilingual/biliterate, highly dedicated personnel, including a program director, five coordinators (three responsible for ELL initiatives, one for data and compliance, and one for the Family Welcome Center), three ELL/dual language instructional coaches, one coordinator for Family and Community Engagement (FACE), and one full-time, in-house Spanish interpreter.

Administrators in U-46 echoed the statements made by their colleagues in Portland: dual language does not require additional teaching staff. The number of ELLs entering pre-K through grade 1 generates the number of full-time (FTE) teachers the district must provide. However, there are differences in qualifications. All teachers must have ESL certification or a bilingual endorsement. The district has partnerships with local colleges to develop teachers, not all of whom are required to hold bilingual credentials as the 80:20 model requires classroom teachers to be bilingual in grades pre-K to 3 only. After that, when instruction in each language takes up 50% of the time, the district uses a team teaching approach, whereby an English teacher and a Spanish teacher work collaboratively. Still, whenever possible, fully bilingual and biliterate teachers are hired in the upper elementary grades, as the staff's commitment to bilingualism is essential for the program's success.

"We were teachers ... and we believed that the system is there to support teachers. So, we were killing ourselves, sometimes working until 11 pm. We had an excellent team and when principals saw how hard we worked, they'd say 'What can we do to support you?'... Quality of instruction and building leadership is what facilitates collaboration. General education teachers want curriculum alignment plans like the ones we have done in Spanish for ELLs."[32]

- Wilma Valero, Former ELL director

Resource Reallocation

One major difference between Illinois and other states is that supplemental funding for ELLs comes in the form of cost reimbursement to help local school districts meet the extra cost of providing language instruction in bilingual programs. At least 60% of state transitional bilingual education funding must be used for instructional costs. The district also has access to federal funds under Title III (Language Instruction Programs for Limited English Proficient Students) and the Immigrant Education Programs. U-46 ensures that all funding is used as efficiently as possible to meet the needs of all of its programs for ELLs.

[32] Statement made at La Cosecha Conference presentation, November, 2016.

ARTICULATION BETWEEN ELEMENTARY, MIDDLE, AND HIGH SCHOOL

Although the first cohort of students who enrolled in the dual language immersion program in U-46 (who were in Pre-K through first grade in SY 2012) has not reached Grade 12 yet, by 2016-17, all elementary programs were feeding into 7th grade in five middle schools. The curriculum has been articulated in alignment with state and district standards. Students take two courses in Spanish: Spanish Language Arts (SLA) and Social Studies. The Spanish language arts curriculum continues the district's standards-based K-6 thematic units and focuses on "people, places, and environments." The focus is on literacy skill development that builds proficiency to attain the Illinois Seal of Biliteracy and to pass the Diploma de Español como Lengua Extranjera (DELE), an international exam administered by the Ministry of Education in Spain. The social studies (estudios sociales) curriculum is offered in the Spanish language block, and uses authentic materials. All other subjects are offered in English. Social studies is deemed a more appropriate subject to conduct in Spanish than math or science because it lends itself to discussion, or production of oral language, which is essential to build second language skills. The district is prepared to launch the 8th grade in SY2018, and is planning to roll out the high school program subsequently, with the office of ELLs spearheading program and curriculum design, as well as alignment with district standards, and with standards for attaining the Illinois Seal of Biliteracy.

RECOMMENDATIONS

RECOMMENDATIONS TO EXPAND PROGRAMS IN AN EQUITABLE MANNER

RECOMMENDATION 1

Develop a clear vision for how dual language and foreign language immersion programs support or should support MCPS's focus on racial equity. Use a tool such as Portland's "Racial Equity Policy Lens" (Appendix A) to raise awareness about deficit assumptions and necessary paradigm shifts for increasing equitable access to an education that promotes bilingualism, biliteracy, and high academic outcomes for all.

RECOMMENDATION 2

Establish a dual language expansion committee. This committee should include diverse parent representatives, and should be charged with developing expansion goals (number of programs, number and types of students, geography), set an implementation timeline, and support MCPS in determining how current and new dual language programs fit with applicable state and federal laws–i.e. the Every Child Succeeds Act, Maryland Seal of Biliteracy.

RECOMMENDATION 3

Conduct an assessment of community needs and assets to teach different partner languages. As a starting point, identify elementary schools with the largest population of ELLs of the same language group; bilingual/biliterate teachers at these schools or county-wide who can be trained to teach in dual language classrooms; the availability of existing partner language materials, curriculum, and assessments; and parental interest in enrolling children in these programs.

RECOMMENDATION 4

Develop a comprehensive, districtwide plan for diversifying and expanding dual language programming to create racially integrated classrooms and schools and narrow achievement gaps. Based on the findings from the community needs and assets assessment (recommendation #3), plan for expansion in all elementary schools where it would be feasible to implement at least two classrooms per grade of a dual language program, preferably a two-way program. The establishment of two-way programs is especially recommended in schools with a high proportion of ELLs. This may require converting foreign language into two-way immersion programs. Overall, the placement of new two-way immersion programs should allow for all current foreign language immersion students to be placed in either a foreign language or a two-way immersion program.

RECOMMENDATION 5

Develop a Communications Plan with cross-departmental input to ensure adequate outreach to under-represented families. Work with personnel responsible for family and community engagement, International Admissions Office, pre-k and Head Start, ESOL, health, and other services who interact with under-represented families. Develop a comprehensive list of targeted audiences–i.e. teachers, administrators, parents, and community. Develop strategies for reaching each target audience, including professional development events, community venues, foreign language media, brochures, websites, newsletters, flyers, automated phone calls, school marquees, webinars, and so forth. This plan will also serve to increase equitable access to dual language programs.

RECOMMENDATIONS TO BUILD SYSTEM-WIDE CAPACITY AND CONTAIN COSTS

RECOMMENDATION 6

Develop a dual language professional development plan with comprehensive training for administrators and office staff. Just as with teachers, administrators and office staff must develop sufficient knowledge of dual language essentials in order to know how to advocate for the program inside and outside of the school. Ensure ongoing training for principals to recruit under-represented parents to the program, and provide principals with regular and on-going feedback as to whether or not they meet expectations for leadership over dual language programs.

RECOMMENDATION 7

Establish a Department of Dual Language. Dual language programs require a dedicated group of professionals knowledgeable of world and dual language perspectives, and capable of building cross-departmental collaborations. Dual language administrators must be well versed in civil rights laws pertaining to the education of ELLs. They must also have collaboration skills to build fruitful inter-departmental partnerships that support equitable access and high quality implementation of dual language programs, including the development of standards-aligned curriculum, and identification of authentic materials in the partner language.

RECOMMENDATION 8

Establish capacity-building pipelines to develop the district's own corps of dedicated bilingual/biliterate teachers. Districts committed to expanding dual language capacity usually work to establish dual language courses in existing teacher training programs offered by local colleges and universities. Districts must also train in-service teachers when switching program models (e.g. from foreign language immersion to two-way). In addition, as teacher demand expands, it may be necessary to consider innovative recruiting strategies, such as securing transitional licenses for educated, highly bilingual/biliterate individuals while they receive on-the-job teacher training, expert mentoring, and taking courses towards earning teaching licenses.

RECOMMENDATIONS TO BUILD QUALITY AND PREVENT ATTRITION

RECOMMENDATION 9

Evaluate program quality in the partner language. The Choice Study reported outcomes in English, but not in partner languages. Assess and report instruction and performance in partner languages to parents and the district. Parents who fully understand the learning standards for the second language are more likely to support the program.

RECOMMENDATION 10

Develop curriculum alignment plans in English and in the partner language. Current and future programs, in order to be high quality and narrow achievement gaps, will require clear, high language and content standards, fair assessment, instructional resources, support and interventions in two languages, and aligned cultural and linguistically responsive instruction.

RECOMMENDATION 11

Design admissions policies that maximize equitable enrollment, student and parental satisfaction, and reduce attrition. This recommendation favors the continuance of sibling links, as their elimination may limit access and continued enrollment for working families, reduce parental satisfaction and commitment to the programs, contribute to attrition which, beyond the second grade, can threaten viability if the balance of students from each language group is disrupted.

RECOMMENDATION 12

Plan for similar attrition rates to those currently observed in foreign language immersion programs. Launch at least two classrooms per program to ensure that–with the attrition that is expected in all dual language programs–that there can be at least one full classroom throughout the elementary grades. As the program expands district-wide, in order to ensure sufficient students in middle and high school, create feeder patterns that combine multiple elementary cohorts into a single middle school, and multiple middle school cohorts into a single high school.

RECOMMENDATION 13

Broaden admission standards for middle and high school dual language programs. Heritage speakers should be able to gain access to dual language programs at middle school with some initial support (e.g. summer courses), and through instructional differentiation. This would also offer a way of offsetting attrition between elementary and middle school that is bound to occur, even with careful planning.

RECOMMENDATION 14

Create incentives for students to continue through middle and high school. Develop elective offerings and service learning opportunities to encourage students to seek secondary dual language courses as desirable. Align language learning benchmarks so that elementary grade coursework develops the language skills needed to do advanced, college-level coursework in high school. Publicize the Seal of Biliteracy as a marker of a rigorous education, advantageous for college and the workforce.

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APPENDIX

APPENDIX A

Portland's Racial Equity Policy Lens

1) Who are the racial/ethnic groups affected by this policy, program, practice or decision? And what are the potential impacts on these groups?
2) Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences?
3) How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?
4) What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5) How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

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APPENDIX B

PPS Dual Language Immersion Programs

SPANISH (90:10)		
K-5	**6-8**	**9-12**
Ainsworth	West Sylvan	Lincoln
Atkinson	Mt. Tabor	Franklin
Rigler	Beaumont	Madison
Beach	Beach	Roosevelt
Bridger	Bridger	Franklin
Cesar Chavez	Cesar Chavez	Roosevelt
James John	George	Roosevelt
Sitton	George	Roosevelt
Lent	Lent	Franklin
Scott	Scott	Madison
RUSSIAN (90:10)		
Kelly	Lane	Franklin
JAPANESE (50:50)		
Richmond	Mt. Tabor	Grant
MANDARIN (50:50)		
King	King	Jefferson
Woodstock	Hosford	Cleveland
VIETNAMESE (50:50)		
Roseway Heights	TBD	TBD

Table 1: Resources (FY July 1-June 30)

Resource Categories	2021-2022	2022-2013	2023-2024	2024-2025	2025-2026
1. Reallocated Funds	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue					
a. #F.T Students	$0	$0	$0	$0	$0
b. Annual Tuition/Fee Rate	na				
c. Annual Full-time Revenue (a x b)	-				
d. # Part-time Students	20.00	20.00	20.00	20.00	20.00
e. Credit Hour Rate (current differential rate subject to change)	$731	$731	$731	$731	$731
f. Annual Credit Hours	12.00	12.00	12.00	12.00	12.00
g. Total Part Time Revenue (d x e x f)	$175,440	$175,440	$175,440	$175,440	$175,440
3. Grants, Contracts, and Other Resources					
4. Other Sources					
TOTAL (add 1- 4)	$175,440	$175,440	$175,440	$175,440	$175,440

Table 2: Expenditures and Revenues by Year (FY July 1 – June 30)

Expenditure Categories	2021-2022	2022-2013	2023-2024	2024-2025	2025-2026
1. Total Faculty Expenses (b + c below)	$46,940	$46,940	$46,940	$46,940	$46,940
a. #FTE	1.00	1.00	1.00	1.00	1.00
b. Total Salary	$40,000	$40,000	$40,000	$40,000	$40,000
c. Total Benefits	$6,940	$6,940	$6,940	$6,940	$6,940
2. Total Administrative Staff Expenses (b + c below)	$24,244	$24,244	$24,244	$24,244	$24,244
a. #FTE	0.25	0.25	0.25	0.25	0.25
b. Total Salary	$18,750	$18,750	$18,750	$18,750	$18,750
c. Total Benefits	$5,494	$5,494	$5,494	$5,494	$5,494
3. Total Support Staff expenses	0.00	0.00	0.00	0.00	0.00
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	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$70,176	$70,176	$70,176	$70,176	$70,176
	$	$	$	$	$
Entrepreneurial/Admin fee (10% of tuition)	$17,544	$17,544	$17,544	$17,544	$17,544
College of Education Fee (20% of tuition)	$35,088	$35,088	$35,088	$35,088	$35,088
10% tuition scholarship	$17,544	$17,544	$17,544	$17,544	$17,544
TOTAL (add 1-7)	$141,360	$141,360	$141,360	$141,360	$141,360

***This does not include any factors for inflation since we assume salaries and tuition will go up by similar percenta**

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Faculty Name	Title	Credentials	Courses
Sarah C.K. Moore, PhD			TLPL 661: Multiliteracies: Theory and Practice
	Assistant Clinical Professor, Laguage, Literacy, and Social Inquir	PhD	TLPL 660: Foundations of Literacy and Biliteracy Development
Melinda Martin-Beltran, PhD			TLPL 657: Teaching for Cross-cultural Communication
	Associate Professor, Language, Literacy, Social Inquiry	PhD	TLPL 788x: Teaching for Equity in Bilingual/Language Immersion Programs (pro
Jeff MacSwan, PhD			TLPL 453: Life in Two Languages: Understanding Bilingual Communities and Inc
			TLPL 740: Language and Education
	Professor, Language, Literacy, and Social Inquiry	PhD	TLPL 664: Foundations of Second Language Education: Legal, Social, and Histori
Margaret Sullivan Marcus, PhD			TLPL 446: Language Diversity & Multilingualism in the Elementary Classroom
	Visiting Assistant Clinical Professor	PhD	TLPL 655: Student Assessment in the Second Language Classroom

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Table 1: Alignment of Dual Language Education Pillars, Teacher Education Standards, and Learning Outcomes

Dual Language Education Pillars	Bilingualism and Biliteracy	Academic Achievement	Cross cultural Competence
. --Critical consciousness- Anti-oppressive thinking and action historicizing schools, interrogating power, critical listening, engaging with discomfort			
National Dual Language Teacher Education Standards	Bilingualism and Biliteracy Instruction and Pedagogies	Authentic Assessment Program Design and Curricular Leadership	Sociocultural Competence Professionalism, Advocacy and Agency
Courses	TLPL 637x TLPL 660 TLPL 661 TLPL 662 SPAN 626	TLPL 637x TLPL 664 TLPL 655 SPAN 424	TLPL 637x TLPL 657 TLPL 740 SPAN 613
Learning outcomes	(1) Plan & enact differentiated lessons that integrate Best Practices/core pillars for DLE both for language minoritized and language majority students (2) Apply theories and evaluate research in bilingualism and second language acquisition relevant to dual language education	(3) Design units and lessons that align with Dual Language Standards (4) Assess bilingual language skills and communicative competencies using multiple sources of information. (5) Collaborate with counterpart-teachers in partner language to successfully bridge materials and learning practices (6) Support language and content learning, articulate and enact language/content/culture objectives	(7) Demonstrate critical consciousness, awareness of language ideologies and the intersection of race, class, gender and other socio-cultural factors that shape language learning (analysis of own practice) (8) Reflect on educator's role as a language policy maker in their own context (analysis of Guiding principles)

List of Assessments for DL PBC Proposal

Learning Outcomes

Students (teacher-learners) will be able to:

1. Plan & enact differentiated lessons that integrate Best Practices/core pillars for DLE both for language minoritized and language majority students.
2. Apply theories and evaluate research in bilingualism and second language acquisition relevant to dual language education.
3. Design units and lessons that align with Dual Language Standards.
4. Assess bilingual language skills and communicative competencies using multiple sources of information.
5. Collaborate with counterpart-teachers in partner language to successfully bridge materials and learning practices.
6. Support language and content learning, articulate and enact language/content/culture objectives.
7. Demonstrate critical consciousness, awareness of language ideologies and the intersection of race, class, gender and other socio-cultural factors that shape language learning (analysis of own practice).
8. Reflect on educator's role as a language policy maker in their own context (analysis of Guiding principles).

Assessments will include:

- Teacher learners will create thematic unit plans demonstrating their knowledge of differentiated instruction for DL students across content areas
- Video-recordings, reflections, and analyses of teaching-in-practice
- Literature reviews on a relevant research, timely topic in the field

See course specific assessments and corresponding rubrics below

TLPL 637 (proposed as core course): Teaching for Equity in Bilingual/Language Immersion Programs

Program Self-Reflection and Critical Analysis: Using Appendix A: Templates for Self-Evaluation from the Guiding Principles text, evaluate your school/program's alignment with the guiding principles for the two focus strands you have selected. Indicate M=Minimal, P: Partial Alignment, F: Full Alignment, or E: Exemplary practice and give evidence for your rating.

You are required to evaluate Strand #6 (Family and Community) and you are to choose one additional strand from the seven stands listed below and in Guiding Principles of Dual Language Education.

7 Strands (Howard et al, 2018 p.133-148) Note: each Strand has corresponding principles.

1. Program Structure
2. Curriculum

3. Instruction
4. Assessment and Accountability
5. Staff Quality and Professional Development
6. Family and Community*
7. Support and Resources

Ideally you will consult with a team of stakeholders at your school (including parents, teachers, students and administrators from diverse culturally, linguistic, racial, ethnic and socio-economic backgrounds) to conduct this evaluation.
At a minimum, you should schedule a conversation/informal interview with two parents (or one parent and one teacher/administrator) from different culturally, linguistic, racial, ethnic and/or socio-economic backgrounds to help you evaluate/reflect on the principles in the protocol (Appendix A) . Including three different perspectives (including your own), will offer you the opportunity to triangulate your analysis.

This assignment requires teacher-learners to engage in critical listening as a key component for enacting critical consciousness. "Critical listening may be enacted differently depending upon one's positioning and identities. Those with more privilege need to recognize when to refrain from speaking and when to stop others from dominating the discourse" (Palmer et al (2019) p. 126). Critical consciousness also involves engaging with discomfort, which means stakeholders/teachers need to wrestle with our own complex identities that carry historical oppression/unearned privileges.

Using a lens of critical consciousness, teacher-learners are expected to analyze the results of this evaluation considering the implications for equity at your school. This evaluation is an opportunity to interrogate how power structures may privilege certain individuals or deny access to others at your school.

Consider the following questions:

- How does student participation in classroom discourse differ across students from different racial, ethnic, linguistic, gender and/or socio-economic backgrounds?
- How are different language varieties valued in teaching, learning and curriculum materials?
- How does parent participation (in governance meetings, PTA, classroom involvement) differ across students from different racial, ethnic, linguistic, gender and/or socio-economic backgrounds?
- How may academic outcomes differ from students from different racial, ethnic, linguistic, gender and/or socio-economic backgrounds? How are different academic outcomes related to historical inequities that have constrained access to opportunities across different populations?

Synthesis and next steps:
What are implications for future directions for the program in which you work? What areas were most glaring in terms of need? What are areas for growth? Write a 2-3 page reflection, detailing your responses and salient themes that emerge as part of your reflection.

TLPL 655: Student Assessment in the Second Language Classroom

Final Assignment: Examine issues of large-scale test development and ensuring validity and reliability for formative and summative assessment of content and language development. Criteria TBD.

TLPL 657 Teaching for Cross-Cultural Communication

***Final Paper: Cultural Case Study*:** This paper is the culmination of your studies in this course. It should incorporate your past assignments and what you have read, discussed, and experienced with your participant. Your paper should demonstrate thoughtful consideration of your own cultural experiences and articulate suggestions and ideas (supported by research, readings, experiences) to apply to future communication/teaching opportunities. You should connect your experiences with your focal student (cultural informants) to the content learned in this course.

Criteria	Pts
This criterion is linked to a Learning Outcome (1) Introduction: Case study contextualization • Explain the significance of choosing a cultural focus group and informant. • Briefly introduce your cultural informant and the context in which you interacted. • Explain process of the project. • State a thesis (i.e., central point of your paper) that synthesizes what you have learned through the service-learning project. • Connect the thesis to the concepts you learned in this course and to how you organized the rest of your paper. • Map out organization of the paper in a paragraph.	2.0 pts
This criterion is linked to a Learning Outcome (2) Background research about focal cultural community • Use Background Research (BR) assignment and incorporate revisions to describe demographics, cultural profile, education, languages, sociopolitical, historical issues concerning the focal cultural community. • Review scholarly resources related to focus cultural community Tips: You can use subheadings to organize the various topics (e.g., demographics, cultural profile, education, languages, historical issues) of the background research. You can also include bullet points, instead of full paragraphs. You may want to use single line spacing to make this section easier to follow.	2.0 pts

This criterion is linked to a Learning Outcome (3) Case study: Focus student Refer to your reports from Visit 1, 2, 3 & 4 (i.e., compile and synthesize previous assignments) in order do the following: • Summarize what you learned about your informant's experiences. • Interpret informant's experience in light of background research and the class readings/discussions. Highlight the differences or similarities between had you read in the literature and what you learned from your cultural informant. • Identify the cultural resources, or funds of knowledge, that your student brings to the classroom and that teachers can build upon. • Explain the challenges that your cultural informant has faced in interactions around school and/or learning a new language. • Use 5-10 quotes from interviews to illustrate your interpretation of your informant's experiences.	5.0 pts
This criterion is linked to a Learning Outcome (4) Application/ Take-away • What suggestions would you give your future colleagues/professionals regarding interacting or working with people from this focus group and different cultures in general. Give a rationale for each suggestion. o Explain lessons you learned and give suggestions (i.e. intercultural communication tips or differences to be aware of) o What are strategies teachers could use to support students from this cultural group? o Discuss ways that immigrants from the focal community adjust to US schools and how teachers can facilitate this o Refer to at least 3 references (articles from class or BR) to support your ideas for applications	5.0 pts
This criterion is linked to a Learning Outcome (5) Reflection on project process and your own learning 1. Refer back to your K-W-L assignment and reflect on the following questions: a) What do you think of the stereotypes in light of what you have now learned? What was explained, clarified, or debunked? b) How do you view this cultural group differently? c) What did you learn about yourself in doing the project? 2. Re-read your first assignment (autobiographical questionnaire), think about what you have learned in this class, and answer the following questions: a) After researching and interacting with people from different cultural groups this semester, what has become more "visible" about your own cultural heritage? b) What is culturally unique about you that you think would affect your own future teaching or cross-cultural communication opportunities? Why/how? c) How did the project contribute to your understanding of self and others, intercultural competencies development? 3. Reflect on your own experience during the interviews and observations. Describe the strategies that you used to facilitate the cross-cultural communication 4. What is something you learned about someone from a different cultural group that will affect your own future teaching or cross-cultural communication opportunities? Why/how? 5. Discuss 3 key ideas that you learned through the assignments, readings and class discussions that will allow you to think differently as you approach communication or teaching with diverse people. Cite at least 3 readings (Author, Year) as evidence to support your approach. 6. Is there anything that you would change about this project or do differently?	5.0 pts

This criterion is linked to a Learning Outcome Overall organization and presentation of information • Well organized, clear, coherent writing • Includes table of contents, headings, page numbers • Includes all references and uses proper in-text citations (APA format)	1.0 pts
Total: 20.0 points	

TLPL 660 Foundations of Literacy and Biliteracy Development
Lesson Plan Modification Rubric

Criteria	Pts
This criterion is linked to a Learning Outcome Original lesson plan is included. It is appropriate for modification and the source is clearly noted.	3.0 pts
New lesson plan is included. It shows clear evidence of modifications for CLD students.	5.0 pts
Paper explains lesson modifications and provides a rationale for instructional choices based on course content	7.0 pts
Instructional choices are supported by at least 3 course readings	3.0 pts
APA formatting is used when citing sources	2.0 pts
Total Points: 20.0	

TLPL 661 Multiliteracies: Theory and Practice
Digital Story Assignment (25 points): Using what we have learned about multimodal texts and the use of technology to support and motivate ELL literacy development, develop a digital story assignment for use with a group of ELLs of proficiency and grade levels that you designate. How will you design, explain, teach, and assess this assignment?
**This assignment fulfills Standard I or Standard V of the Maryland Teacher Technology Standards.*

TLPL 662 Second Language Acquisition
Final Project- Literature Review (35%): The final project is the culmination of your learning throughout the course, where you will demonstrate your ability to do research, present key aspects of one (1) SLA theory/hypothesis/concept from the course, and make connections between that topic and teaching language learners. To do so, you will expand on the research done for your Rationale & Annotated Bibliography and reconcile it with the feedback received from peers and Dr. Fagan.

In the form of a literature review, you will go beyond the readings done in this course and investigate key aspects of the chosen SLA theory/hypothesis/concept based on your rationale for choosing this topic and a research question of your choosing. The paper will be 12- 15 pages done in APA-style (not including the title page or reference pages) and must have a minimum of eight (8) empirical sources in the body of the literature review (additional sources can be added in the introduction and conclusion). At least six of the eight empirical sources (6/8) should be post 2000 to ensure that the information you are providing is current. The paper will be divided as follows:

1. Part I: Introduction- Introduce the topic, rationale for choosing it, and specific research question this paper will address (~2-3 pages).

2. Part II: Body of the Literature Review- Situate the topic within the research- what has been done before and where is it now. Be sure to organize your literature in a way that works for your research question. In other words, it may be chronological if it works for the research question, or you may divide up the research by topic, or you may divide it up by comparison/contrast. As a literature review, you are to describe and analyze the literature in relation to your question and rationale. See sample literature reviews online. Minimum of 8 sources in the body (~8-10 pages).

3. Part III: Conclusion- Bring together everything you discussed in the body back to your research question and make connections between the topic and your current/future teaching of language learners in the classroom (~1-2 pages).

FORMATTING REQUIREMENTS: double-spaced, 12 pt. font, Times New Roman, 1-inch margins all around (be sure to change the margins in Word), APA-style title page, in-text citations, and reference page (6th edition).

Evaluation Criteria:	**Items Possible Points Content**
The author provides a clear background/rationale for choosing this topic.	/3
The author provides a clear and easily understood research question situating the literature review. The research question directly connects to the background/rationale	/3
The author provides a minimum of eight (8) sources in the body of the literature review.	/4
Each source is clearly described AND analyzed in a way that shows how the source fits into the literature review (based on the rationale and research question) and connects with one another in the body of the paper. In other words, the student is maneuvering the literature to answer the research question, not just describing what the literature states.	/20
The conclusion succinctly brings together all of the sources from the body to re-address the research question.	/3
The student clearly presents the implications of this paper on future teaching of English language learners in classrooms.	/3
Organization The student organizes the literature in a way that logically addresses the research question and connects the different sources smoothly and clearly (i.e., Source B is clearly connected back to Source A and leads into Source C).	/5
Grammar/Mechanics/APA-style The paper is carefully edited for spelling, grammar, and punctuation /4 APA-style: The paper includes correct APA-style title page, in-text citations, and reference page.	/5
TOTAL POSSIBLE POINTS	/50

TLPL 664 Foundations of Second Language Education: Legal, Social, and Historical Trends and Issues

Final Paper (30%)**:** Once you complete your search of the literature, you will write an original paper about your chosen issue (12-14 pages, double-spaced, not including title page and references) that both makes connections to our class content and explores the literature beyond it. The following components need to be in the paper:

• APA-style title page

• Introduction (1–2 pages): Set up your issue by giving some background on it (e.g., brief history, key terms and concepts), explaining why you're interested in it, and presenting the RQ guiding your paper.

• Policy context (1–2 pages): Situate your issue in its relevant policy context. What policies currently influence your issue of interest? Describe the policies and the historical context(s) in which those policies were produced.

• Literature review (3–4 pages): How have people researched your issue? What have they found? What opinions are out there? Look for patterns in your literature. Be sure to organize your lit review in a way that works for your research question. In other words, it may be chronological if your RQ asks for it, or you may divide up the research by topic, or you may divide it up by comparison/contrast. Whatever you choose, make sure the descriptions of your sources are thorough and relevant to your RQ.

• Discussion (4–6 pages): Explore how your issue ties into the broader scope of issues impacting the field of second language education Be sure to make connections to at least four (4) sources you have read for this class. You may make connections to readings from another class instead, but it is your responsibility to demonstrate *clearly* how these outside sources relate to the field of second language education in the U.S.

• Conclusion (1–2 pages): Describe your current state of thinking about your issue and explain how working on this paper helped you get there (i.e., *briefly* summarize the prior sections in your paper). Then finish the

paper by reflecting on at least one of the following: (a) the implications that your issue has for teachers of ELs; (b) the gaps in the literature that researchers should study next; (c) the relevance or implications your issue has for larger questions of education policy and/or language policy; (d) the questions and/or areas of interest you still have about your issue; (e) any misconceptions about ELs that have been cleared for you and how you intend to help dispel them for others.

• APA-Style reference page for all of the citations/references used in your paper.

  o You must consult a minimum of ten (10) sources beyond our class readings for your paper, and at least half (5) of these must be peer-reviewed, published, empirical studies. The remaining half can be court documents, journal articles, chapters, white papers, conceptual articles, opinion pieces, reports, news stories, or even more empirical studies. Whatever you choose, make sure these sources are reliable by assessing their rigor, veracity, and bias.

Grading Rubric:	Graded Elements Points Possible Content
• Introduction: The author clearly provides sufficient background on the issue (e.g., brief history, key terms and concepts), explains why they're interested in it, and presents the RQ guiding the paper.	/4
• Policy context: The author situates the issue in its relevant policy context, naming and describing the policies currently influencing the issue of interest and the historical context(s) in which those policies were produced.	/4
• Literature review: The author describes, analyzes, and critiques a minimum of ten (10) sources in the literature review.	/5
• Discussion: The author clearly shows how the issue relates to the broader scope of issues impacting the education of ELs and makes connections to at least four (4) sources from this course.	/5
• Conclusion: The author succinctly brings together the policy background, literature review, and discussion sections to re-address the research question. The author thoroughly reflects on one of the options listed in the assignment description.	/4
Organization • The author organizes each section in a way that clearly flows from one another, making connections between the sections mentions above.	/3
Grammar/Mechanics/APA-style • The paper is carefully edited for spelling, grammar, and punctuation. /3 • APA-style: The paper includes correct APA-style title page, in-text citations, and reference page.	/2
	Total Points /30

TLPL 740 Language and Education

Final Paper (60%): A topic for the final paper will emerge as the course progresses. Please be sure to secure approval of your topic in advance of writing the paper. The paper should be 10-15 pages, double-spaced, 12-point font (excluding references). The paper may include some references to readings used in class, but must go beyond these assignments to include other scholarly sources (peer-reviewed articles, chapters, or scholarly books). Your paper may include an empirical component, or may be a literature review.

SPAN 424 Curriculum Design for Spanish Language Teaching / Diseño curricular para la enseñanza del español

Curriculum design (30%)**:** This is the final project of this course and requires you to implement the principles, methods, and tools of curriculum design that we have worked with during the course. For this assignment, you will develop a curriculum redesign proposal in Spanish and for a Spanish second language course (including Spanish as a foreign language, heritage language, for specific purposes, etc.). The proposal needs to be supported with clear explanations of the decision-making process and relevant literature. More details and guidelines are available in our course space in Canvas.

SPAN 425/625 Hispanic Linguistics II: Structures of Spanish

Examen final (15%)**:** El examen se realizará en el aula (JMZ 1103). **Nota:** Se entregará una guía de estudio. El examen cubrirá el material de todo el semestre y se realizará solamente en la fecha indicada en www.testudo.umd.edu.

SPAN 426/626 Hispanic Linguistics III-Language in Use

Examen final (20%)**:** Este examen constará de varias preguntas de ensayo para cuya respuesta los estudiantes deberán reflexionar sobre las nociones y conceptos presentados durante el curso. La elaboración del examen se llevará a cabo fuera de la clase durante un período de tiempo previamente asignado por el instructor. Habrá 4-5 preguntas en el examen, y la extensión para cada respuesta constará de 300-350 palabras.

SPAN 611 Current Trends in Hispanic Applied Linguistics - Pragmática y multimodalidad para la enseñanza del español

Proyecto aplicado (enseñanza o investigación) (40%)**:** Uno de los objetivos del curso es poder aplicar las nociones y conceptos teóricos estudiados a un ámbito concreto (O2). Estos incluyen el aprendizaje de lenguas, la traducción, la edición, etc. El segundo proyecto que completaremos este semestre permite que cada uno aplique lo que aprendió en clase y a través de la elaboración de la bibliografía anotada y comentada a un campo que le interesa. Así, para este proyecto se puede elegir una de dos opciones: a) diseñar y desarrollar una unidad didáctica completa para la enseñanza de la pragmática del español, o b) diseñar y desarrollar (sin necesidad de llevar a cabo el estudio) un proyecto de investigación sobre un aspecto pragmático del español L2/LH. Todos los proyectos, unidades didácticas y proyectos de investigación, se presentarán a la clase durante la última semana del curso. Las presentaciones siguen el formato de conferencia (20 minutos más 10 minutos para preguntas y comentarios). Se requiere el uso de un soporte visual (PPT, Prezi, etc.). Ver instrucciones detalladas en ELMS.

SPAN 613 Bilingualism and Biculturalism in Spanish-Speaking Communities
Final project to examine bilingualism in the local community. 40%
***Exámenes parcial y final (20 + 20 = 40%)*:** Estos exámenes constarán de varias preguntas de ensayo para cuya respuesta los estudiantes deberán reflexionar sobre las nociones y conceptos presentados durante el curso. La elaboración del examen se llevará a cabo fuera de la clase durante un período de tiempo previamente asignado por el instructor. Habrá 4-5 preguntas en cada examen, y la extensión para cada respuesta constará de 250-300 palabras.

DATE: 7/22/20

TO: Sarah CK Moore, PhD & Melinda Martin-Beltran, PhD

The Department of Teaching and Learning, Policy and Leadership (TLPL), Post-Baccalaureate Certificate (PBC) in Dual Language Education (DLE).

FROM: On behalf of the University of Maryland Libraries:

Tahirah Akbar-Williams, African American Studies & College of Education

Maggie Saponaro, Director of Collection Development Strategies

Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Sarah CK Moore, PhD & Melinda Martin-Beltran, PhD from the College of Education in the Department of Teaching and Learning, Policy and Leadership (TLPL) to create Post-Baccalaureate Certificate (PBC) in Dual Language Education (DLE). The Department of Teaching and Learning, Policy and Leadership (TLPL) asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

Since this is an online course, it is likely that course assignments will rely heavily upon online journals. The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format--that focus on language education.

The Libraries subscribe to most of the top ranked journals that are listed in the Language Education category in the Social Sciences Edition of *Journal Citation Reports.** These journals include the following, [all/some] of which are available online:

- *Foreign Language Annals*
- *Applied Linguistics*
- *International Journal of Applied Linguistics*
- *Journal of English for Academic Purposes*
- *Second Language Research*
- *TESOL Quarterly*
- *Language Learning & Technology*
- *Annual Review of Applied Linguistics*
- *Journal of Memory and Language*
- *Communication Theory*
- *Modern Language Journal*
- *Cognition*
- *Journal of Communication*

- *Journal of Second Language Writing*
- *Journal of Experimental Psychology: Learning Memory and Cognition*
- *Language Teaching Research*
- *Studies in Second Language Acquisition*
- *Language Learning*
- *Research in the Teaching of English*
- *Communication Research*
- *Language, Culture and Curriculum*

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

Databases

The Libraries' *Database Finder* (http://www.lib.umd.edu/dbfinder) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of Language Education are *ERIC, Linguistics and Language Behavior Abstracts (LLBA), Education Source, Education Index, Retrospective and PsycINFO.* Some of the other subject databases that would be relevant to this curriculum include, *Linguistics (JSTOR) and Web of Science Core Collection.*

Also three general/multidisciplinary databases, *Academic Search Complete, MasterFILE Premier* and *ProjectMUSE* are good sources of articles relevant to this topic.

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

Monographs

The Libraries regularly acquire scholarly monographs in Language Education and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

Even though most library research for this program likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as e-books. Even in instances when the books are only available in print, graduate students will be able to request specific chapters for online delivery through the Libraries' Article Request program or Interlibrary Loan. (Note: see below).

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own, there were 600,000 books located using the search term *Language Education*. A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) yielded another

56,000 books under the search term *Language Education*. As with our own materials, graduate students can request that chapters be copied from these BTAA books if the books are not available electronically.

Interlibrary Loan Services

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

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

Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. The only way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.

Additional Materials and Resources

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

The subject specialist librarian for the discipline of Education is Tahirah Akbar-Williams (takbarwi@umd.edu) also serves as an important resource to programs such as the one proposed.

Other Research Collections

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

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in Language Education. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Scan & Deliver and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed PBC in Dual Language Education.

UNIVERSITY OF MARYLAND

Michael D Colson <mcolson@umd.edu>

Fwd: Syllabi of courses for Dual Language PBC

1 message

Melinda Martin-Beltran <memb@umd.edu> Fri, Feb 19, 2021 at 4:10 PM
To: Michael D Colson <mcolson@umd.edu>

Dear Mike,
This is the email from SLLC faculty. You will see that Manel attached a doc with "paragraph about the potential impact of this collaborative project,

---------- Forwarded message ---------
From: **Manel Lacorte** <mlacorte@umd.edu>
Date: Wed, Jul 8, 2020 at 11:59 AM
Subject: Re: Syllabi of courses for Dual Language PBC
To: Melinda Martin-Beltran <memb@umd.edu>
Cc: Elisa Gironzetti <elisag@umd.edu>, Ana Patricia Rodriguez <aprodrig@umd.edu>, Sarah C.K. Moore <sckmoore@umd.edu>, Amanda Cataneo <acataneo@terpmail.umd.edu>

Hola Melinda,

Thanks again for your message, and please find attached a document with the objectives and learning outcomes of all the courses we think could be included in the proposal (you´ll find there a paragraph about the potential impact of this collaborative project for SPAN), and pdf copies of all the syllabi. Let us know at your convenience should you need any further materials from us. We´ll be looking forward to hearing from you again soon about next steps. Muchos saludos. Manel, Ana Patricia y Elisa.

On Thu, Jun 18, 2020 at 12:32 PM Melinda Martin-Beltran <memb@umd.edu> wrote:

> Dear Manel, Elisa, & Ana Patricia,
> I hope you are managing well during these challenging times!
> A los años que empezamos la conversación de nuestra proposal for the "Dual Language (Bilingual) Post-Baccalaureate Certificate" (PBC). I"ve copied Sarah (TESOL faculty) and Amanda (doc student) who are working with me on this. We are trying to submit this proposal to umd by the first week of August. I can send the full proposal if you are interested, but it is in an awkward format because it is an online application (link here).
> As we discussed, we will offer courses for teachers in bilingual, dual language, Spanish immersion programs (elementary and middle school) based on the
>
> *National Dual Language Education Teacher Preparation Standards*
>
> 1. Bilingualism and Biliteracy
> 2. Sociocultural Competence
> 3. Instruction and Pedagogies
> 4. Authentic Assessment
> 5. Professionalism, Advocacy and Agency
> 6. Program Design and Curricular Leadership
>
> We are proposing a menu of courses focusing on Bilingual development/SLA/Dual language bilingual teaching methods. There would be one core course (focusing on teaching content and language) and 3 electives. We'd like to include courses taught in Spanish especially for teachers that are teaching in Spanish in K-12 settings.
> Do you think the courses below would be a good choice of electives to offer as part of the PBC? If so, for this proposal we need to submit a copy of these syllabi, a summary of course objectives and key assessments/outcomes.
>
> SPAN424: Curriculum Design for Spanish Language Teaching
>
> **SPAN613/478 Bilingualism and Biculturalism in Spanish-Speaking Communities**
>
> **SPAN 625 - Hispanic Linguistics I**

Are there other courses that you recommend?
In addition the application asks, "If a required or recommended course is offered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department...Otherwise, a. ach supporting correspondence."

Could you one of you write a short statement (1 paragraph or less) that would describe the impact on your department if these courses that are part of the Dual Language PBC?

I understand these are stressful times, that leave little time for one more thing so please let us know either way if you are able.
Would this be possible for you to respond by the end of July?
Mil gracias,
Melinda

--
Melinda Martin-Beltrán, PhD
Associate Professor, Language, Literacy, and Social Inquiry
Dept of Teaching & Learning, Policy & Leadership
Office: 2209 Benjamin Building
Mailing address:
2311 Benjamin Building
College Park, MD 20742
Office: 301-405-4432 Fax: 301-314-9055
http://www.terpconnect.umd.edu/~memb/

Recent Publications:

"Do you want to tell your own narrative?": How one teacher and her students engage in resistance by leveraging community cultural wealth.

Building a community of practice to overcome the marginalization of adolescent language learners.

'Time for una pregunta': Understanding Spanish use and interlocutor response among young English learners in cross-age peer interactions while reading and discussing text.

--
Manel Lacorte
Associate Professor, Spanish Applied Linguistics
Director, Undergraduate Studies, MA in Hispanic Applied Linguistics
Associate Editor, Journal of Spanish Language Teaching
Series co-Editor, Routledge Spanish Language Handbooks
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Melinda Martin-Beltrán, PhD
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Recent Publications:
Martin-Beltrán, M., Montoya-Ávila, A., & García, A. A. (2020). Becoming advocates: Positioning immigrant youth to share, connect, and apply their stories as tools for social change. *TESOL Journal*, *11*(4), e567.https://doi.org/10.1002/tesj.567

- Martin-Beltrán, M., García, A. A., Montoya-Ávila, A. (2020). "I know there's something like that in Spanish": Heritage Language Learners' multifaceted interactions with linguistically diverse peers. *International Journal of Applied Linguistics* https://doi.org/10.1111/ijal.12310
- "Do you want to tell your own narrative?": How one teacher and her students engage in resistance by leveraging community cultural wealth.
- Building a community of practice to overcome the marginalization of adolescent language learners.
- 'Time for una pregunta': Understanding Spanish use and interlocutor response among young English learners in cross-age peer interactions while reading and discussing text.

The following land acknowledgement was organized by MICA and approved by Piscataway elders.

Every community owes its existence and strength to the generations before them, around the world, who contributed their hopes, dreams, and energy into making the history that led to this moment. Some were brought here against their will, some were drawn to migrate from their homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical in building mutual respect and connections across all barriers of heritage and difference. At the University of Maryland, we believe it is important to create dialogue to honor those that have been historically and systemically disenfranchised. So, we acknowledge the truth that is often buried: We are on the ancestral lands of the Piscataway People, who were among the first in the Western Hemisphere. We are on indigenous land that was stolen from the Piscataway People by European colonists. We pay respects to Piscataway elders and ancestors. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together today.

9 attachments

PBC-DescriptionCoursesSPAN-July2020.docx
21K

Spanish611-SyllabusFall2018.pdf
196K

Spanish424-SyllabusSummer2019.pdf
287K

Spanish613-SyllabusFall2018.pdf
252K

Spanish478-SyllabusFall2017.pdf
389K

Spanish422-SyllabusSpring2019.pdf
499K

Spanish798-LatinxTransnationalism.pdf
172K

Spanish625-SyllabusFall2018.pdf
337K

Spanish626-SyllabusSpring2019.pdf
558K

SPANISH 613
Bilingualism and Biculturalism in Spanish-Speaking Communities
Semester

Professor: xxx.
Office: xxx.
Office Hours: xxx.
Telephone: xxx.
E-mail: xxx.

Class Meetings: Once per week (3 hours)

Pre- or co-requisites: xxx.

Catalogue Description: Exploration of Latino bilingual and bicultural communities, Spanglish, language variants, U.S. Latina/o literary and cultural production

Course Description: This course focuses on Latino bilingual and bicultural communities, whose experiences are encoded in admixtures of the Spanish language, or what is known as Spanglish or English-Spanish linguistic and cultural code switching. The courses consists of three self-sustaining, linked modules, focusing on interrelated topics. The first module presents an overview of Latino communities, families, and students in the U.S., with particular attention to the Washington, D.C. Metropolitan Area. The second module introduces students to the social-linguistic fundamentals of bilingualism and Spanish language variants in the United States. The third module provides a general introduction to U.S. Latina/o literary and cultural production, with a special emphasis on the hybrid texts that represent transcultural experiences. Each module lasts five (5) weeks and follows a similar class format and sequence: Four (4) weeks of in-class presentation and study of course materials, including lectures, discussions, and interactive components. Although Spanish is highly recommended, an openness to learn and a receptiveness to materials are more important for this course to be a success for all those involved. Most students will find that they, too, occupy hybrid, hyphenated spaces in today's global society, and that being bicultural and bilingual are assets in this age.

Learning Outcomes: At the conclusion of this class students will be able to:

- Summarize the complexity of Latino communities, families, and students and their experiences in the United States
- Analyze and explain the social-linguistic fundamentals of bilingualism and Spanish language variants in the United States
- Understand transnational theory to understand U.S. Latina/o literary and cultural production

Course Goals: This course aims to help students better understand the complexity of Latino communities, families, and students and their experiences in the United States. An openness to learn about Latinos/as and receptiveness to materials are more important for this course to be a success for all those involved. By the end of this course, students will learn about various uses of

Spanish in the United States, acquire some understanding of linguistic and cultural communities, open channels of communication with local communities, and develop an appreciation for U.S. Latina/o peoples and their diverse cultures.

Grading:

Attendance and participation	30%
Assignments in class / modules	30%
Final project	40%

Grading Scale:

Grade		Percentage (%)	Grade		Percentage (%)
A+	=	100-98	C+	=	79-77
A	=	97-93	C	=	76-73
A-	=	92-90	C-	=	72-70
B+	=	89-87	D+	=	69-67
B	=	86-83	D	=	66-63
B-	=	82-80	D-	=	62-60
			F	=	59 or less

Course materials:

PDF files in Blackboard course space

Schedule : *Please include daily/weekly readings as well as a thematic progression and due dates for major assignments.*

Week: 1 – Latino bilingualism and biculturalism. Introduction to the course. Definition of basic concepts. Overview of Latino demographics in the US. Reading materials: Pew Hispanic Center reports, US Census data.

Week 2 – Historical overview of Spanish in the world. Reading materials: Ralph Penny, *A History of the Spanish Language* (2nd. Ed.) (Chapters 1-3). Cambridge: Cambridge University Press.

Week 3 – Historical overview of Spanish in the US. Reading materials: John Lipski, *Varieties of Spanish in the US* (Chapters 1-3). Washington, DC: Georgetown Univ. Press.

Week 4 – Varieties of Spanish in the U.S. Reading materials: John Lipski, *Varieties of Spanish in the US* (Chapters 4-6). Washington, DC: Georgetown Univ. Press.

Week 5 – Cognitive dimensions of bilingualism. Reading materials: "Bilingualism: Definitions and distinctions." Colin Baker, *Foundations of Bilingual Education and Bilingualism* (3rd. Ed.). (Ch. 1-3).

Week 6 – Linguistic dimensions of bilingualism. Reading materials: “Bilingualism: Definitions and distinctions.” Colin Baker, *Foundations of Bilingual Education and Bilingualism* (3rd. Ed.). (Ch. 4-6).

Week 8 – Social and political dimensions of bilingualism. Reading materials: “Teaching children how to discriminate: What we learn from the Big Bad Wolf” and “The educational system: Fixing the message in stone.” Rosina Lippi-Green. *English with an Accent* (pp. 79-132). New York: Routledge.

Week 9 – Hispanics, Latinos Are US? : Latino Demographics Revisited, Hispanic Identities Interrogated. Reading Materials: Marta Tienda and Faith Mitchell, “Multiple Origins, Hispanic Portrait” and Daniel Arreola, “Hispanic American Legacy, Latino American Diaspora.”

Week 10 – Our Students, Ourselves?: Understanding the Historical Context of Latino Childhood in the U.S. Reading Materials: Rosaura Sánchez, “Mapping the Spanish Language along a Multiethnic and Multilingual Border.” *The Latino Studies Reader* (pp.) Malden: Blackwell P. Excerpts from Tomás Rivera, *And the Earth Did Not Devour Him*. Houston: Arte Público P, and Sandra Cisneros, *House on Mango Street*. Vintage P.

Week 11 – “No One is Illegal”: Immigrant Children in our Midst. Reading Materials: Sonia Nazario, Selections from Pulitzer Prize-winning articles in *Los Angeles Times*; Fran Leeper Buss, *Journey of the Sparrows*. Penguin Books.

Week 12 – Where You From?: From Here, There, and Everywhere In-Between. Reading Materials: Quique Avilés, “Latinhood,” “Spanglish,” “El Salvador at-a-Glance.”

Week 13 – Connections between Latino Families and educational institutions. Backgrounds and challenges of families. Debunking paternalistic, hands-off views of school’s role in student’s academic. Exploring parenting skills. Reading materials: Santiago-Rivera, A., Arredondo, P., & Gallardo-Cooper, M. (2002). *Counseling Latinos and la familia: A practical guide*. Thousand Oaks, CA: Sage.

Week 14 – Reaching out to Latino/Hispanic Students. Growth and statistics in PG county and challenges facing educators. Breaking cultural misunderstandings through Service-Learning projects. Reading materials: Wortham, S., Murrillo, E. G. J., & Hamann, E. (2002). *Education in the new Latino diaspora: Policy and the politics of identity*. CT: Ablex Publishing // Zambrana, R. E., & Zoppi, I. M. (2002). Latina students: Translating cultural wealth into social capital to improve academic success. *Journal of Ethnic & Cultural Diversity in Social Work: Innovations in Theory Research & Practice, 11*(1/2), 33-53.

Week 15 – The Right Question. The importance of formulating questions and the techniques used. The “right” questions for Latino students and their parents. Service- learning: preparing survey questions to find out (what parents need to know; what parents want/would like to know. Reading materials: Delgado Gaitan, C. (2004). *Involving*

Latino families in schools: Raising student achievement through home-school partnerships. Thousand Oaks, CA: Corwin Press, SAGE.

Week 16 – Final project to be submitted on the date for the final exam.

NB: *Clearly state your exam make-up policy.*

There will be no make-ups without a proof of a serious emergency. As stated in the graduate catalogue, an instructor is under no obligation to give a student a make-up examination unless the absence was caused by illness, religious observance or participation in University activities at the request of University authorities upon the student's return to class. The Department of Spanish and Portuguese requires written proof of any of the above in order to provide the student with a make-up quiz or exam. In extenuating circumstances, certain forms of written proof may or may not be accepted.

University Policies:

1. **Disabilities**: Students with disabilities should contact the instructor at the beginning of the semester to discuss any accommodation for this course.
2. **Academic Integrity**: The University has approved a **Code of Academic Integrity** (http://www.shc.umd.edu/code.html) which prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Plagiarism policy: all quotations taken from other authors, including from the Internet, must be indicated by quotation marks and referenced. Paraphrasing must be referenced as well. The following University of Maryland **Honor Pledge** has been proposed by the Council and approved by the University Senate: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination." This pledge should be handwritten and signed on the front page of all papers, projects or other academic assignments submitted for evaluation in this course.
3. **Religious observance:** Please inform your instructor of any intended absences within the first 2 weeks of the semester.
4. **Absences from class due to the illness of a student**: (a) Students missing a single class due to illness must provide a self-signed note attesting to the date of illness. The note must also contain an acknowledgement by the student that the information is true and correct and that providing false information is prohibited under Code of Student Conduct. The student is also obligated to make a reasonable attempt to inform the instructor of his/her illness in advance. Note: A self-signed note does not apply to a Major Scheduled Grading Event such as previously scheduled exams, tests, quizzes, final and/or take-home exams as listed on the course syllabus or announced in class prior to the date of illness. (b) Prolonged absence or illness preventing attendance from class requires written documentation from the Health Center and/or health care provider verifying dates of treatment and time(s) when student was unable to meet academic responsibilities.
5. Unless otherwise directed, students are expected to remain in the classroom for 15 minutes in the unlikely event that the instructor should not arrive on time. After 15

minutes, it may be assumed that class will not be held. For more information see: http://www.president.umd.edu/policies/v100g.html.

6. **Course evaluations** are a part of the process by which the University of Maryland seeks to improve teaching and learning. Results are also used for promotion and tenure decisions. Your participation in this official system is critical to the success of the process. All information submitted to CourseEvalUM is confidential. Instructors and administrators can only view group summaries of evaluations. Instructors and college administrators cannot identify which submissions belong to which students. Participating ensures that your opinions will count. By completing all of your evaluations, you will be able to see all campus results posted to Testudo in January or June.
7. **Changes to syllabus**: This syllabus is subject to change. Students will be notified in advance of important changes that could affect grading, assignments, etc.

Department of Spanish & Portuguese

SLLC UNIVERSITY OF MARYLAND

University of Maryland at College Park
School of Languages, Literatures, and Cultures

Fall 2018

Spanish 424: Curriculum Design for Spanish Language Teaching / Diseño curricular para la enseñanza del español

Course: Span 424, Online
Instructor: Dr. Elisa Gironzetti
Office: Virtual chat/Office hours via Canvas
Office hours: By appointment
Email: elisag@umd.edu (I will respond to emails within 24 hours during the week and by the next working day on weekends and holidays)

PROGRAM

Required texts

1. Brown, A. V. and Thompson, G. L. *The Changing Landscape of Spanish Language Curricula*. 2018. Washington, DC: Georgetown University Press.

2. Materiales adicionales (en inglés y español) disponibles en Canvas.

3. Hojas de ruta curriculares para el español:
   a. Marco Común Europeo de Referencia para las Lenguas (MCER) http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/
   b. MCER Companion Volume with New descriptors https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989
   c. Plan Curricular del Instituto Cervantes (PCIC) https://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/
   d. ACTFL Proficiency Guidelines (for Spanish) https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012
   e. MLA language map resources https://www.mla.org/Resources/Research/MLA-Language-Map
   f. MLA Teaching, Enrollments, and Programs Resources https://www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents#teach
   g. NCFFSL-ACTFL Can-Do Statements https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements
   h. ACTFL World-Readiness Standards for Learning Languages https://www.actfl.org/publications/all/world-readiness-standards-learning-languages

<u>Copyright notice</u>: Class lectures and other materials are copyrighted. They may not be reproduced for anything other than personal use without written permission from the instructor. Copyright infringements may be referred to the Office of Student Conduct.

Course Description

Students will acquire and develop the necessary abilities and knowledge to evaluate existing curricula and design new ones for Spanish as a second or heritage language courses at all levels. We will study the principles and models from different pedagogical and curriculum design theories, which we will analyze by considering also current curricular guidelines for second language teaching (MCER, ACTFL, MLA, etc.) as well as the profiles and needs of Spanish students. Students will contribute to online debates (written and oral), and reflection and analysis tasks on a variety of topics including assessment and design of teaching materials, lesson plans, integrating and aligning learning outcomes and course contents. The final project consists of developing an original curricular design for a chosen Spanish Language Teaching context.

En este curso desarrollaremos las habilidades y conocimientos necesarios para evaluar los currículos existentes y diseñar nuevos currículos para la enseñanza del español como segunda lengua o lengua de herencia. Estudiaremos los principios y modelos de diferentes teorías pedagógicas y de diseño curricular y las analizaremos considerando las principales hojas de rutas curriculares (MCER, ACTFL, MLA, etc.) y los perfiles y necesidades de los estudiantes de español en el DMV. A lo largo de las tres semanas del curso, participaremos en debates en línea (escritos y orales) y completaremos tareas de reflexión y análisis sobre el diseño de materiales de enseñanza, la evaluación, el diseño de planes de clase, la integración y el alineamiento de objetivos de aprendizaje y contenidos del curso. El recorrido de aprendizaje de cada estudiante culminará con el desarrollo de un plan curricular original para la enseñanza del español.

Objectives

- O1. Demonstrate in-depth, critical understanding of the main principles of curriculum design for second language teaching and learning by being able to summarize, review, and evaluate current approaches to curriculum design.
- O2. Evaluate and redesign a curriculum for Spanish as a second language by integrating relevant topics as well as sound methods and approaches of curriculum design theory.
- O3. Develop collaborative skills by effectively working in pairs to select, review, and write an annotated bibliography on Spanish curriculum design and related areas.

Expectations and grading procedures

Grades will be assigned on the following basis:

Curriculum design	30%
Bibliografía anotada	30%
Online critical presentation	20%
Course participation	20%
Total	**100%**

1. Curriculum design (30%)
This is the final project of this course and requires you to implement the principles, methods, and tools of curriculum design that we have worked with during the course. For this assignment, you will develop a curriculum redesign proposal in Spanish and for a Spanish second language course (including Spanish as a foreign language, heritage language, for specific purposes, etc.). The proposal needs to be supported with clear explanations of the decision-making process and relevant literature. More details and guidelines are available in our course space in Canvas.

2. Annotated bibliography (30%)
This is a pair assignment that requires you to develop your collaboration skills as well as your critical ability and a deeper knowledge of a specific aspect of curriculum design that is relevant for you. Each pair will collaborate to create an online annotated bibliography in the area of Spanish curriculum design. You will chose a specific topic among all those covered in the course and review 10 sources (peer-reviewed academic articles or book chapters) in English and Spanish. More details and guidelines are available in our course space in Canvas.

3. Online critical presentation (15%)
This presentation is your opportunity to showcase your own approach and interest in one of the curriculum design topics covered during the course, and to learn more about the areas that interest your classmates. Your presentation should focus on a main text (an article or book chapter) and go beyond a simple description or explanation of the text. In this presentation, you should demonstrate your ability to identify central issues, find and evaluate supplementary literature, and provide your audience with your personal perspective and analysis. While the central text can be in English or Spanish, the presentation will be in Spanish. More details and guidelines are available in our course space in Canvas.

4. Participation (20%)
This is an online intensive course and regular participation is key. The course is organized into modules; each module includes selected readings, examples, and case studies or reflection questions related to the readings. You are expected to engage with the course materials on a regular basis by posting your answers in the online discussion boards, share video-reflections with the class, as well as offer critical interpretations of the readings and additional (counter) examples. More details and instructions are available for each module in our course space in Canvas.

University and Course Procedures and Policies

The following webpage provides a uniform presentation of policies to all UMD students: http://www.ugst.umd.edu/courserelatedpolicies.html. The page also includes links to resources related to each policy. For information on elms, counseling, health, learning workshops, tutoring, writing help, student rights, questions about graduation or add/drop/withdraw, please see http://www.ugst.umd.edu/courserelatedpolicies.html.

Religious observance: Students should inform their instructor of any intended absences for religious observance at least three weeks in advance. Link to the University's policy on religious observance and classroom assignments and tests:
http://faculty.umd.edu/teach/attend_student.html#religious

Academic integrity: The UMD Honor Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not exempted by the instructor, students must write by hand and sign the following pledge:

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

Allegations of academic dishonesty will be immediately reported to the Honor Council and Office of Judicial Programs for further action: http://www.shc.umd.edu. There will be no warnings. Definitions for plagiarism, fabrication, cheating, etc. can be found at: http://www.ugst.umd.edu/courserelatedpolicies.html

Accessibility and Disability support: Students with a documented disability should inform the instructors within the add-drop period if academic accommodations will be needed. NB: You are expected to meet with your instructor in person to provide them with a copy of the *Accommodations Letter* and to obtain your instructor's signature on the *Acknowledgement of Student Request* form. You and your instructor will plan together how accommodations will be implemented throughout the semester. To obtain the required Accommodation Letter, please contact Disability Support Service (DSS) at 301-314-7682 or dissup@umd.edu or see http://counseling.umd.edu/dss.

Academic accommodations for students who experience sexual misconduct: The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience sexual or relationship violence as defined by the University's Sexual Misconduct Policy. To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct at 301-405-1142. If you wish to speak confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555. As 'responsible university employees' faculty are required to report any disclosure of sexual misconduct, i.e., they may not hold such disclosures in confidence. For more information: http://www.umd.edu/ocrsm/

Diversity: The University of Maryland values the diversity of its student body. Along with the University, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate. For more information: https://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-900A.pdf

Statement on research. Many faculty members and graduate students in the School of Languages, Literatures and Cultures are involved in research on second language acquisition, second language teaching, and second language learning. Some of this research occurs in the language classroom context itself. The language classrooms at the University of Maryland offer a diversity of teacher and learner types and backgrounds and provide valuable information about the way people teach and learn languages. For this reason, we may ask your participation in our classroom-based studies, under the following conditions:

- All projects have been approved by the University of Maryland College Park Institutional Review Board.
- Participation is voluntary and anonymous; participants will sign a consent form to participate.
- Participation (or non-participation) in a study will not affect the evaluation of a student in the course.
- Participation (or non-participation) in a study will not affect the evaluation of an instructor.
- All results will be reported in the aggregate and students will not be identified individually. In the event that students must be treated individually for the purposes of discussion, a code name or pseudonym will be assigned to each student.
- If the instructor is also the researcher (or a part of the study), care will be taken so that he or she will not be able to identify students individually. For example, if an instructor intends to collect data from his/her own course, another researcher will assist in the data collection and will be the one to assign codes to protect anonymity.
- Participants may opt not to participate or stop participating at any stage of the research project without any penalty.
- Participants have access to information about the research project and researcher.
- Participants may request to review the final report of the research project.

Course evaluations: These are a part of the process by which the University of Maryland seeks to improve teaching and learning. Student participation in this official system is critical to the success of the process. All information submitted to CourseEvalUM is confidential. Instructors can only view group summaries of evaluations and cannot identify which submissions belong to which students.

This syllabus is subject to change**.** Students will be notified in advance of important changes that could affect grading, assignments, etc.

CALENDARIO - ESPAÑOL 424 - VERANO 2019

WEEK 1	Monday – May 27	Tuesday– May 28	Wednesday– May 29	Thursday– May 30	Friday– May 31	Saturday – June 1	Sunday – June 2
Introduction	Organize your week and make sure you have all required materials and access to online course.	Complete **Module 0 - Orientation** Start **Module 1**					
Reading		Complete readings from Module 0 and 1 as outlined on the readings page of the modules.					
Quiz		Complete weekly quiz for Module 1 by Thursday at 11:59 PM					
Content Exploration & Discussion			**All:** Forum for Module 1 opens Wednesday. Make initial individual post by Friday at 11:59 PM.				
				All: Respond to three peers by Saturday at 11:59 AM.			
Lecture	Lecture material for Module 1 is available all week.						
Assignments						Turn in Bibliografía anotada (borrador) - OPENS 6am Sat; due Sun at 11:59 AM.	

Esta semana vamos a:

1. Conocernos y formar las parejas de trabajo para la bibliografía anotada
2. Explorar el programa y los objetivos generales del curso
3. Leer Brown y Thompson caps. 1 y 2; Nation y McAlister cap. 1 y 2
    a. Panorámica del diseño curricular para lenguas (conceptos y principios básicos, contexto de enseñanza)
    b. La enseñanza del español en los Estados Unidos (panorámica histórica y actual)
4. Reflexionar sobre el contenido de las lecturas en los foros de discusión
5. Completar y entregar el primer borrador de la bibliografía anotada

WEEK 2	Monday – June 3	Tuesday– June 4	Wednesday– June 5	Thursday– June 6	Friday– June 7	Saturday – June 8	Sunday – June 9
Introduction	Organize your week. Start **Module 2** View the intro video and objectives						
Reading	Complete readings as outlined on the readings page of the module.						
Quiz	Complete weekly quiz by Thursday at 11:59 PM						
Content Exploration & Discussion			**All:** Forum opens Wednesday. Make initial individual post by Friday at 11:59 PM.				
				All: Respond to three peers by Saturday at 11:59 AM.			
Lecture	Lecture material is available all week.						
Assignments			Vídeo reflexión crítica - OPENS 6am; due at 11:59 AM.	Comentario vídeo reflexión crítica - OPENS 6am; due at 11:59 AM.		Bibliografía anotada - OPENS 6am Sat; due Sun at 11:59 AM.	

Esta semana vamos a:

1. Leer Brown y Thompson caps. 3, 4 y 7; Nation y McAlister cap. 3 y 4
    a. Español como lengua de herencia y aprendizaje servicio
    b. Realidades sociales, políticas y económicas en/para la enseñanza del español
    c. Análisis de necesidades y principios de enseñanza
2. Reflexionar sobre el contenido de las lecturas en los foros de discusión
3. Completar y entregar la bibliografía anotada
4. Publicar el vídeo de la reflexión crítica

WEEK 3	Monday – June 10	Tuesday– June 11	Wednesday– June 12	Thursday– June 13	Friday– June 14	Saturday – June 15	Sunday – June 16
Introduction	Organize your week. View the intro video and objectives						
Reading	Complete readings as outlined on the readings page of the module.						
Quiz	Complete weekly quiz by Thursday at 11:59 PM						
Content Exploration & Discussion		**All:** Forum opens Tuesday. Make initial individual post by Wednesday at 11:59 PM.					
			All: Respond to three peers by Thursday at 11:59 AM.				
Lecture	Lecture material is available all week.						
Assignments					Curriculum Design OPENS 6am; due at 11:59 AM.		

Esta semana vamos a:

1. Leer Brown y Thompson caps. 5, 6 y 10; Nation y McAlister cap. 5 y 9
    a. Cuestiones curriculares y programáticas
    b. Establecer objetivos y secuenciación de contenidos
    c. Enfoques curriculares
2. Reflexionar sobre el contenido de las lecturas en los foros de discusión
3. Completar y entregar el proyecto de diseño curricular

University of Maryland at College Park
School of Languages, Literatures, and Cultures

Fall 2018

Spanish 611: Current Trends in Hispanic Applied Linguistics - Pragmática y multimodalidad para la enseñanza del español

Course: Span 611-0101, JMZ 2206, Th 6:30-9:00 pm
Instructor: Dr. Elisa Gironzetti
Office: 2204 Jiménez Hall
Office hours: Th 5-6pm or by appointment
Email: elisag@umd.edu

PROGRAMA DEL CURSO

Required texts

1. Dumitrescu D. y P. L. Andueza. 2018. *L2 Spanish Pragmatics. From Research to Teaching.* London and New York: Routledge.

2. Materiales adicionales (en inglés y español) disponibles en Canvas.

3. Portal de lingüística hispánica http://hispaniclinguistics.com

Course Description

En este curso estudiaremos cómo los hablantes crean significado mediante la integración de diferentes recursos semióticos y estrategias discursivas. Así, descubriremos cuál es el papel de las expresiones de la cara, los gestos y los movimientos de los ojos; cómo los hablantes usan el humor y la cortesía, y a qué estrategias recurren para expresar, comprender o reaccionar ante, por ejemplo, un rechazo o una invitación. Todos los temas del curso se tratarán desde una perspectiva intercultural aplicada a la enseñanza y aprendizaje del español como segunda lengua (EL2) o lengua de herencia (LH), aunando la teoría y la práctica.

Objetivos

O1. Understand, summarize, and critically reflect upon the themes, methods, approaches, and results of Spanish pragmatics research.
O2. Apply the theoretical concepts and notions to a specific area of interest such as (but not limited to) Spanish language learning and teaching.
O3. Engage with the discipline and use discipline-specific vocabulary, notions, and concepts in an appropriate and precise way.

Expectations and grading procedures

Grades will be assigned on the following basis:

Proyecto aplicado (enseñanza o investigación)	40%
Bibliografía anotada y comentada	30%
Reflexiones y debates	15%
Teaching demo	15%
Total	**100%**

1. Proyecto aplicado (enseñanza o investigación) (40%)
Uno de los objetivos del curso es poder aplicar las nociones y conceptos teóricos estudiados a un ámbito concreto (O2). Estos incluyen el aprendizaje de lenguas, la traducción, la edición, etc. El segundo proyecto que completaremos este semestre permite que cada uno aplique lo que aprendió en clase y a través de la elaboración de la bibliografía anotada y comentada a un campo que le interesa. Así, para este proyecto se puede elegir una de dos opciones: a) diseñar y desarrollar una unidad didáctica completa para la enseñanza de la pragmática del español, o b) diseñar y desarrollar (sin necesidad de llevar a cabo el estudio) un proyecto de investigación sobre un aspecto pragmático del español L2/LH. Todos los proyectos, unidades didácticas y proyectos de investigación, se presentarán a la clase durante la última semana del curso. Las presentaciones siguen el formato de conferencia (20 minutos más 10 minutos para preguntas y comentarios). Se requiere el uso de un soporte visual (PPT, Prezi, etc.). Ver instrucciones detalladas en ELMS.

2. Bibliografía anotada y comentada (30%)
Uno de los objetivos principales de este curso es que cada uno se familiarice con los temas, métodos, enfoques y resultados de investigación en el ámbito de la pragmática del español (O1). Para ello, además de completar las lecturas asignadas y participar en las actividades presenciales y virtuales, cada uno completará una bibliografía anotada y comentada (*literature review*) sobre un tema o aspecto pragmático del español de su elección. Ver instrucciones detalladas en ELMS.

3. Reflexiones y debates semanales (15%)
Para convertirse en expertos en cualquier disciplina es fundamental poder participar y contribuir a la conversación académica de forma escrita y de forma oral (O3). Estas actividades semanales te permitirán adquirir, poner en práctica y desarrollar el vocabulario específico de la disciplina. Además, tendrás la oportunidad de reflexionar de manera crítica sobre las lecturas y temas de clase, intercambiar opiniones con los compañeros de curso, poner a prueba nuevas ideas y desarrollar críticas constructivas e informadas. Ver instrucciones detalladas en ELMS.

4. Teaching demo (15%)
Uno de los objetivos del curso es poder aplicar las nociones y conceptos teóricos estudiados a la enseñanza del español como L2 (O2). Con el fin de promover la reflexión aplicada a partir de los temas y conceptos teóricos estudiados, cada estudiante diseñará y enseñará una breve actividad didáctica de unos 10/15 minutos de duración centrada en un tema/aspecto pragmático específico. Ver instrucciones detalladas en ELMS.

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CALENDARIO-ESPAÑOL 611 OTOÑO 2018

30/8: Introducción al curso y a la pragmática
Antes de clase leer Introducción (LT)

6/9: Enseñar y aprender la pragmática - <u>Clase online (Dr. Gironzetti en España para ASELE)</u>
Antes de clase leer Ch. 1, 2, 3 (LT); en horario de clase participar en debates 2 y 3en ELMS.
Debate 1 en ELMS: *Teorías pragmáticas y enseñanza/aprendizaje de la pragmática del español L2*

Debate 2 en ELMS: *Desafíos, limitaciones y posibilidades para la enseñanza/aprendizaje de la pragmática del español L2*

13/9: Investigar la pragmática
Propuesta para bibliografía anotada
Antes de clase leer Archer, Aijmer y Wichmann (2012, A2) y Culepeper, Mackey y Taguchi (2018, ch. 1)
Preparados para comentar *Actividad 1*
Moderador/a debate Dr. Gironzetti

20/9: Marcadores discursivos
Antes de clase leer Ch. 6 (LT), Hernández (2008), Briz y Pons Bordería (2010)
Preparados para comentar *Actividad 2*
Moderador/a debate ______________________

27/9: (Des)Cortesía
Antes de clase leer Ch 7 (LT) y Félix-Brasdefer y McKinnon (2016)
Preparados para comentar *Actividad 3*
Moderador/a debate ______________________

4/10: Humor e ironía
Antes de clase leer Ch 9 y 10 (LT)
Preparados para comentar *Actividad 4*
Moderador/a debate ______________________

11/10: Interacción y comunicación no verbal
Bibliografía anotada
Antes de clase leer Ch 5 (LT) y Culpeper, Mackey y Tagughi (2018, ch. 6)
Preparados para comentar *Actividad 8*
Moderador/a debate ______________________

18/10: Pragmática y gramática
Antes de clase leer Ch 8 y 11 (LT) y Félix-Brasdefer y Cohen (2012)
Preparados para comentar *Actividad 5*
Moderador/a debate ______________________

25/10: Pragmática y tecnología

Antes de clase leer Ch 12 (LT), Sykes (2005), Martín Gascueña (216)
Preparados para comentar *Actividad 7*
Moderador/a debate ______________________________

1/11: Pragmática y español como lengua de herencia

Antes de clase leer Ch. 4, Showstack (2016), Pinto (2012).
Preparados para comentar *Actividad 6*
Moderador/a debate ______________________________

8/11: Teaching demos

15/11: Pragmática y variación

Antes de clase leer Placencia y Fuentes (2013) y Bernal y Hernández Flores (2016)
Preparados para presentar y comentar en clase un capítulo de Placencia y García (2007)
Preparados para comentar *Actividad 9*
Moderador/a debate ______________________________

Thanksgiving Recess November 21-25 (Wednesday-Sunday)

29/11: Multimodalidad

Lecturas TBA

6/12: Presentaciones de los proyectos aplicados

Last Day of Classes December 10 (Monday)

Finals Proyecto aplicado (ensayo)

University of Maryland at College Park
School of Languages, Literatures, and Cultures

Spring 2019

Spanish 426/626: Hispanic Linguistics III-Language in Use

Course: Span 426-0101, JMZ 2206, 3:30-4:45 pm
Instructor: Manel Lacorte
Office: 2202 Jiménez Hall
Office hours: Tu and Th 11am-12pm or by appointment
Email: mlacorte@umd.edu
Phone: 301/405 8233

PROGRAMA DEL CURSO

Textos

- Muñoz-Basols, J., N. Moreno, I. Taboada y M. Lacorte. 2017. *Introducción a la lingüística hispánica actual: teoría y práctica* (ILHA). Londres/NY: Routledge. ISBN 978-0-415-63157-0
- Portal de lingüística hispánica http://hispaniclinguistics.com/
- Materiales adicionales disponibles en Canvas

Descripción del curso

Este curso se apoya en los fundamentos teóricos y prácticos del estudio de la lengua española (fonética, fonología, morfología, sintaxis y semántica/pragmática) para analizar tres áreas de especial relevancia: evolución (historia), variación (dialectología y sociolingüística) y adquisición (aprendizaje y enseñanza del español. La primera parte del curso realizará un recorrido histórico por las etapas lingüísticas más importantes, con el fin de entender mejor la situación actual de nuestra lengua. La segunda parte examina el español desde la perspectiva de la dialectología y la sociolingüística con el objetivo de mostrar la diversidad lingüística y dialectal en el mundo hispanohablante. La tercera parte del curso se centra en la adquisición del español como lengua materna (L1) y su aprendizaje y enseñanza como lengua segunda o extranjera (L2), y ofrece información sobre entidades y organizaciones para aprender y enseñar español.

En la secuencia de cursos avanzados en cualquier lengua extranjera, resulta habitual encontrarse con alumnos de distintos antecedentes lingüísticos y personales. Se debería considerar este hecho como una ventaja, ya que todos cuentan con la oportunidad de conocer y exponer experiencias muy variadas. Sobre todo, nadie debería preocuparse por cometer errores a nivel oral o escrito. Lo importante es aprender de ellos en una atmósfera de trabajo relajada y productiva. El éxito en este curso no reside sólo en el conocimiento previo de la lengua, sino sobre todo en la motivación y esfuerzo durante el semestre.

Resultados de aprendizaje

Al término de este curso, un estudiante debería ser capaz de:

- Explicar con suficiente rigor las principales etapas lingüísticas del español en la península ibérica y en Latinoamérica.
- Definir los rasgos lingüísticos más característicos de los dialectos del español peninsular y latinoamericano, y relacionarlos con distintos elementos sociolingüísticos.
- Determinar las dimensiones más importantes del aprendizaje y enseñanza del español como lengua primera y segunda en distintos contextos de instrucción formal o informal.
- Desarrollar destrezas para aplicar el conocimiento de las tres áreas de estudio principales del curso a la comprensión de textos académicos y la preparación de un texto propio.

<u>Pre-requisitos</u>
Todos los estudiantes deben haber cursado Spanish 303 y Spanish 311 o 316 o 325, o disponer de permiso del Departamento de Español y Portugués. El Departamento mantiene una estricta norma de ubicación y requiere evidencia de que usted está inscrito en el curso correcto. De no presentarse tal evidencia, usted podría perder su matrícula en el curso. **No habrá ninguna excepción**.

<u>Sistema de evaluación</u>

La nota final se basará en los siguientes elementos:

Tareas/Preguntas de reflexión	25%	Bibliografía anotada/Póster	40%
Examen final ("take-home")	20%	Participación	15%

El Departamento de Español y Portugués aplica esta escala para la evaluación de sus estudiantes:

A+ = 100-98	A = 97-93	A- = 92-90
B+ = 89-87	B = 86-83	B- = 82-80
C+ = 79-77	C = 76-73	C- = 72-70
D+ = 69-67	D = 66-63	D- = 62-60
	F = 59 ó menos	

Tareas/Preguntas de reflexión (25%): El instructor entregará diversas tareas durante el semestre en función del desarrollo del curso. Entre ellas, los estudiantes responderán a varias cuestiones planteadas por el instructor sobre las lecturas y ensayos del curso, con el fin de reflexionar sobre los elementos más relevantes de los temas por tratar en clase, y como práctica previa a los exámenes parcial y final. Estas actividades de reflexión pueden ser escritas a mano o a máquina y su <u>extensión es de 75-100 palabras como mínimo</u>. El instructor recoge estos textos <u>al final de cada clase</u>. La nota final se basa en (1) la redacción de <u>todas</u> las preguntas, con correcciones incluidas si es necesario, (2) la calidad del contenido y (3) la presentación visual, es decir, sin borrones, manchas, arrugas, etc. Las tareas asignadas por el instructor deben entregarse con puntualidad. <u>Nota</u>: El instructor se reserva el derecho de NO aceptar las tareas que lleguen sin un retraso justificado (por razones médicas u otras circunstancias especiales). Es fundamental ser responsable: El estudiante que no asista a clase deberá averiguar cuál es la tarea para el día siguiente, a fin de poder entregarla a tiempo.

Examen final (20%): Este examen constará de varias preguntas de ensayo para cuya respuesta los estudiantes deberán reflexionar sobre las nociones y conceptos presentados durante el curso. La elaboración del examen se llevará a cabo fuera de la clase durante un período de tiempo previamente asignado por el instructor. <u>Habrá 4-5 preguntas en el examen, y la extensión para cada respuesta constará de 300-350 palabras</u>.

Como se indica en el catálogo de estudios no graduados de la universidad, un instructor no tiene obligación de dar exámenes extraordinarios a menos que la ausencia se justifique por causas médicas, razones religiosas o participación en actividades universitarias por mandato de las autoridades correspondientes. El Departamento de Español y Portugués exige documentos por escrito que prueben las justificaciones anteriores a fin de conceder la posibilidad de realizar una prueba o examen extraordinario. <u>Nota</u>: A student may seek to reschedule final examinations so that he or she has no more than three (3) examinations on any given day. It is the responsibility of the student to initiate the rescheduling or be responsible for taking the examination as originally scheduled.

Bibliografía anotada/Póster (40%): El objetivo es profundizar en un tema de especial interés para el estudiante, que deberá elaborar una lista de lecturas (artículos o capítulos de libro. Nota: se puede utilizar un máximo de 2 capítulos de un mismo libro) para un tema relacionado con los contenidos del curso. Todos los temas serán revisados por el instructor antes de comenzar el trabajo. La lista consta de 6-7 lecturas, y la extensión final de la bibliografía será de 9-10 páginas (14-15 para estudiantes graduados). El instructor ofrecerá instrucciones concretas para preparar las reseñas, cada una con 18-20 líneas y con el siguiente formato: Times 12, interlineado 12, 1" margen superior e inferior, 1.25" margen izquierda/derecha (véase modelo en página 3). Póster: El último día de clase se dedicará a la presentación de pósters en que cada alumno resumirá el contenido de su bibliografía anotada. El instructor dará instrucciones para la preparación de los pósters en la segunda parte del curso.

Participación en clase (15%): All materials must be studied in advance; students are responsible for preparing all assignments. Students are expected to participate in class, electronically in chats and discussions, and with their group(s). Attendance itself is not sufficient to obtain a passing participation grade. Please bear in mind that dominating the conversation does not mean that you are contributing to the quality of the class discussion. A detailed rubric will be provided by the instructor.

Communication about the course and with the Spanish program:
Faculty and advisors use email to convey important information, and students are responsible for keeping their email address up to date and ensuring that forwarding to another address functions properly. Failure to check email, errors in forwarding, and returned email are the responsibility of the student, and do not constitute an excuse for missing announcements or deadlines. Note: Should you have any questions or issues about the course that might not be resolved directly with your instructor, please contact Chris Lewis, Undergraduate Advisor at mclewis@umd.edu or 301/405 6556.

Emergency protocol:
If the university is closed for an extended period of time due to emergency or inclement weather, consult your email and ELMS for updates from the instructor.

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Placement:
The Spanish Department adheres to a strict placement policy and must have proof that you are in the correct level. The Foreign Language Placement Test (FLPT) is an online exam designed to place students in the appropriate foreign language course (especially language/culture courses at the 100 and 200-level). See: http://www.arhu.umd.edu/ undergraduate/flpt. All students must take the FLPT, **unless** you have completed the UMD prerequisite for the language course(s) you plan to take (via college-level/AP/IB credit). Your prerequisite credit can serve as placement into subsequent language courses.

Attendance and absences:
Students are expected to take full responsibility for their own academic work and progress. In order to progress satisfactorily, students must meet all of the requirements of each course for which they are registered. Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials. In-class participation may be an ongoing requirement and an integral part of the work of some courses. In accordance with UMD policy (please see for further information http://www.ugst.umd.edu/courserelatedpolicies.html), the

Department of Spanish and Portuguese has established the following policy for this course regarding excused, medically necessitated, and unexcused absences:

(a) Absences will be excused provided that appropriate documentation is submitted in a timely manner to the instructor prior to or upon the student's return. Legitimate reasons for an excused absence may include religious observance; mandatory military obligation; illness of an immediate family member; required court appearance, etc. Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for an excused absence.

(b) For medically necessitated absences, students may, **one** time per course per semester, provide a self-signed excuse as documentation of an absence from a single class that does not coincide with a major assessment or assignment due date. For all other medically necessitated absences, students must provide detailed documentation from a physician or the University Health Center, upon request of the course instructor. <u>Note</u>: The self-signed single class excuse must contain a signed acknowledgement that the information is true and correct and that you know that providing false information is prohibited under the Code of Student Conduct. <u>Note</u>: A self-signed single class excuse <u>does not</u> apply to a major scheduled grading event such as exams, tests, quizzes, final and/or take-home exams as listed on the course syllabus or announced in class prior to the date of illness. <u>Note</u>: Either self-signed excuses or documentation from doctor/ physician/University Health Center must be submitted immediately after the absence(s).

(c) If you are absent without one self-signed excuse or valid documentation, such as something signed by a health care professional or evidence of a court appearance, your <u>final participation grade</u> will be lowered as follows:

2 unexcused absences: participation grade lowered by 1 letter, e.g. A → B; etc.
3 unexcused absences: participation grade lowered by 2 letters, e.g. A → C; etc.
4 unexcused absences: participation grade lowered by 3 letters, e.g. A → D; etc.
5 or more unexcused absences will result in no participation grade (0 points).

<u>Note</u>: If you are absent, whether excused or unexcused, you are still responsible for the material. Check the course ELMS, and communicate with the professor and classmates. <u>Note</u>: Unless otherwise directed, students are expected to remain in the classroom for 15 minutes in the unlikely event that the instructor should not arrive on time. After 15 minutes, it may be assumed that class will not be held.

FAQ's:

- If I am sick and miss one class, can I present a self-signed excuse?
  - Yes, you can. This excuse will not affect your grade.
- If I am sick for two or more consecutive days, can I hand in two or more self-signed notes?
  - No. Remember that only one self-signed note counts toward the two absences that will not affect your grade. Two or more consecutive days are considered a prolonged absence or illness and requires appropriate documentation. See point (b) above.
- If I am absent, but was not sick, can I still hand in a self-signed note?
  - No. Self-signed notes are for single medical absences only.

<u>Tardiness</u>:

Coming late interrupts the entire class. If you are up to 10 minutes late to class you will counted as tardy. Four (4) tardy notations will count as one (1) absence. After 20 minutes you will be considered absent.

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Note about collaboration with (near) native Spanish speakers:

The Department of Spanish and Portuguese encourages students to seek out (near) native Spanish speakers as a valuable educational resource. However, when related to written work, the Department does not accept work that has been the product of collaboration between a student and a (near) native Spanish speaker other than the course instructor, unless the instructor has granted previous authorization. In this manner, the authenticity of the work is maintained within the framework of academic honesty.

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These are a part of the process by which the University of Maryland seeks to improve teaching and learning. Student participation in this official system is critical to the success of the process. All information submitted to CourseEvalUM is <u>confidential</u>. Instructors can only view group summaries of evaluations and cannot identify which submissions belong to which students.

<u>This syllabus is subject to change</u>. Students will be notified in advance of important changes that could affect grading, assignments, etc.

<u>Normas del instructor</u>:
→ No se aceptarán tareas después de la fecha límite (sin justificación médica).
→ No se aceptan tareas por correo electrónico (sin permiso previo del instructor) con la excepción de los fenómenos lingüísticos y los proyectos de investigación.
→ Sólo se permite el uso de teléfonos celulares en caso de emergencia justificada. <u>NO se acepta bajo ninguna razón el envío ni lectura de mensajes de texto</u>.
→ El instructor se reserva el derecho de prohibir cualquier aparato eléctronico en clase si observa usos no apropiados (p.ej., participación en redes sociales, páginas no relacionadas con el curso, etc.).
→ No se puede comer durante la clase.
- ¿Otras normas?

Calendario del curso

NOTA: Las lecturas y actividades podrán variar a lo largo del curso en función de su progreso.

SEMANA 1	
Martes 29/1	**Presentación del curso:** Temario, libro de texto, calendario, evaluación, etc. Nuestra personalidad "sociolingüística"
Jueves 31/1	**Presentación del curso:** Opciones para bibliografía anotada Tarea: Entrega de ensayo sobre personalidad "sociolingüística" (350-400 pp.)
SEMANA 2	
Martes 5/2	**Evolución del español:** ▪ Lingüística diacrónica (289-291) ▪ Las lenguas prerromanas (291-293) ▪ Del latín al español (293-296) Tarea: Actividades 1 (291), 2 (293) y 3 (296)
Miércoles 6/2	*****Study Abroad Fair (Grand Ballroom, Stamp, 2-5 pm) *****
Jueves 7/2	**Evolución del español:** ▪ El Imperio romano (296-297) ▪ Cambios lingüísticos I (297-303) Tarea: Actividades 4 (297), 5 (299) y 6 (303)
SEMANA 3	
Martes 12/2	**Evolución del español:** ▪ Cambios lingüísticos II (304-308) ▪ Palabras patrimoniales y cultismos (308-310) Tarea: Actividades 7 (307), 8 (308), 9 (309), 10 y 11 (310)
Jueves 14/2	**Evolución del español:** ▪ Los pueblos visigodos (310-311) ▪ La conquista musulmana (311-313) Tarea: Actividades 12 y 13 (313)
SEMANA 4	Comienzan reuniones individuales para la bibliografía anotada
Martes 19/2	**Evolución del español:** ▪ El romance primitivo (313-315) ▪ Siglos XI-XXI (316-320) Tarea: Actividades 14 (315) y 15 (320)
Jueves 21/2	**Evolución del español:** ▪ El judeoespañol (320-323) ▪ Dos cambios significativos (324-327) Tarea: Actividades 16 (323), 18 (327) y 19 (328)
SEMANA 5	
Martes 26/2	**Variación en el mundo hispanohablante:** ▪ La variación lingüística I (337-345) ▪ Discusión sobre temas para la bibliografía anotada Tarea: Actividad 2 (344)
Jueves 28/2	**Variación en el mundo hispanohablante:** ▪ La variación lingüística II (345-355) Tarea: Actividades 1 (340) y 3 (345)
SEMANA 6	
Martes 5/3	**Variación en el mundo hispanohablante:** ▪ Lenguas criollas de base hispana (355-358) Tarea: Actividades 8 (357) y 9 (358)

Jueves 7/3	**Variación en el mundo hispanohablante:** ▪ Diversidad lingüística y dialectal en España (358-360) ▪ El castellano (360-364) Tarea: Actividades 10 (359) y 11 (364)
SEMANA 7	
Martes 12/3	**Variación en el mundo hispanohablante:** ▪ El andaluz (365-368) ▪ El canario (369-373) Tarea: Actividades 12 (368), 13 (368) y 14 (371)
Jueves 14/3	**Variación en el mundo hispanohablante:** ▪ Diversidad lingüística y dialectal en Latinoamérica (373-376) ▪ El español caribeño (377-382) Tarea: Actividades 17 (375), 18 (376), 19, 20 y 21 (381) Entrega Participación mitad de semestre
SEMANA 8	
Martes 19/3 – Jueves 21/3	***** Vacaciones de primavera *****
SEMANA 9	
Martes 26/3	**Variación en el mundo hispanohablante:** ▪ El español mexicano-centroamericano (382-387) Tarea: Actividades 22 (387), 23 y 24 (388)
Jueves 28/3	**Variación en el mundo hispanohablante:** ▪ El español andino (388-393) ▪ El español austral (394-398) ▪ El español chileno (399-403) Tarea: Actividades 26 (392), 28 (398) y 29 (403)
SEMANA 10	
Martes 2/4	**Variación en el mundo hispanohablante:** ▪ El español en y de los Estados Unidos (405-411) Tarea: Actividades 34 (408) y 35 (411)
Jueves 4/4	**Variación en el mundo hispanohablante:** ▪ El español estadounidense (412-413) Tarea: Actividad 36 (413) Entrega del borrador completo para bibliografía anotada
SEMANA 11	
Martes 9/4	**Aprendizaje y enseñanza del español:** ▪ La adquisición de la lengua materna (L1) (434-437) Tarea: Actividades 1 (438) y 2 y 3 (439)
Jueves 11/4	**Aprendizaje y enseñanza del español:** ▪ El aprendizaje de una segunda lengua (L2) (439-442) Tarea: Actividades 4 (441) y 5 (442)
SEMANA 12	
Martes 16/4	**Aprendizaje y enseñanza del español:** ▪ Factores en el aprendizaje de una L2 (442-451) Tarea: Actividades 9 y 10 (450) y 6 (446)
Jueves 18/4	**Aprendizaje y enseñanza del español:** ▪ El bilingüismo y el multilingüismo (451-453) Tarea: Actividad 12 (453)
SEMANA 13	
Martes 23/4	**Aprendizaje y enseñanza del español:** ▪ La lingüística aplicada al aprendizaje/enseñanza de lenguas (453-454) ▪ La interlengua de los aprendientes de español como L2 (454-457)

	Tarea: Actividades 13 y 14 (457)
Jueves 25/4	**Aprendizaje y enseñanza del español:** ▪ Los métodos de enseñanza I (457-462) Tarea: Actividades 15 (460), 16 y 17 (464)
SEMANA 14	
Martes 30/4	**Aprendizaje y enseñanza del español:** ▪ Los métodos de enseñanza II (462-468) Tarea: Actividades 18, 19 y 20 (467)
Jueves 2/5	**Aprendizaje y enseñanza del español:** ▪ Los métodos de enseñanza−Actividad práctica Tarea: Preparar mini-lecciones/demostraciones
SEMANA 15	
Martes 7/5	**Aprendizaje y enseñanza del español:** ▪ Las tecnologías del aprendizaje y del conocimiento (TAC) (468-470) Tarea: Actividad 21 (470)
Jueves 9/5	**Aprendizaje y enseñanza del español:** ▪ Instituciones profesionales para la enseñanza de L2 (470-474) Tarea: Actividad 23 (473)
SEMANA 16	
Martes 14/5	Feria de pósters sobre bibliografía anotada Instructor entrega preguntas para el examen final Entrega Participación final de semestre
Miércoles 22 de mayo (12:30 pm)	Instructor recoge respuestas para el examen final

UNIVERSITY SENATE | TRANSMITTAL | #20-21-16

Senate Elections, Representation, & Governance Committee

Review of the Senate Bylaws to Ensure Alignment with Current Senate Practices

PRESENTED BY	**Marcia Shofner, Chair**
REVIEW DATES	**SEC – March 30, 2021 | SENATE – April 6, 2021**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	***Bylaws* of the University Senate**
NECESSARY APPROVALS	**Senate, President**

ISSUE

In Fall 2020, based on concerns raised by Senators regarding the alignment of the *Bylaws of the University Senate* with current Senate practices, the Senate Leadership suggested that the Senate Executive Committee (SEC) should consider charging the Elections, Representation, and Governance (ERG) Committee with a comprehensive review of the Senate *Bylaws*.

On November 24, 2020, the SEC voted to charge the ERG Committee with a comprehensive review of the *Bylaws* to ensure alignment with current Senate practices (Appendix 1).

RECOMMENDATIONS

The Elections, Representation, & Governance (ERG) Committee recommends that the *Bylaws of the University Senate* should be amended as shown immediately following this report.

COMMITTEE WORK

The Elections, Representation, and Governance (ERG) Committee began reviewing its charge in December 2020. The committee reviewed the *Bylaws of the University Senate* ("the *Bylaws*"), provisions in the Plan of Organization for Shared Governance, Amendments to Provisions on Minutes Within the Senate *Bylaws* (Senate Document #20-21-25), and feedback provided by Senators; consulted with the Senate Director and the Senate Parliamentarian; and solicited information from the Senate Office and from Senators on current Senate practices that may be out of alignment with the *Bylaws*.

The Senate Office staff clarified the rationale and processes involved for many of the practices for the ERG Committee. The ERG Committee agreed to revise the *Bylaws* to reflect updated membership and quorum numbers for the SEC. In order to balance time-sensitive Senate business with the availability of presenters, the committee agreed to strike the order of the agenda from the *Bylaws* while specifying the authority for the SEC to set the agenda. In keeping with the committee's previously established principle allowing maximum flexibility in holding Senate meetings due to the move to the virtual environment in spring 2020, the ERG Committee agreed to revise the *Bylaws* to separate Transition Election election procedures, including the election of the Chair-Elect, from the

Transition Meeting to allow for maximum flexibility in holding elections electronically. The committee also agreed to revise the *Bylaws* to clarify Senate operational procedures and standing committee procedures, reflect that materials relating to the Senate and its standing committees are available to the campus community on the Senate website, replace antiquated phrasing and terminology, and correct minor typographical errors.

After due consideration, the ERG Committee voted to approve the revisions to the *Bylaws* at its meeting on March 2, 2021.

ALTERNATIVES

The Senate could choose to reject these revisions to the *Bylaws*. However, the University would lose the opportunity to align the *Bylaws* with current Senate practices. The University would also lose the opportunity to hold the Transition Elections, including the election of the Chair-Elect, electronically.

RISKS

There are no known risks to the University in adopting these revisions.

FINANCIAL IMPLICATIONS

There are no known financial implications to adopting these revisions.

Review of the Senate Bylaws to Ensure Alignment with Current Senate Practices

2020-2021 Committee Members

Marcia Shofner (Chair)
Sarah Babineau (Ex-Officio Director of Human Resources Rep)
Holly Brewer (Faculty Senator)
Leigh Ann DePope (Faculty)
Samaa Eldadah (Undergraduate Student)
Abigail Esquivias (Graduate Student Senator)
Ursula Gorham-Oscilowski (Faculty)
Robert Koulish (Faculty)
Sharon La Voy (Ex-Officio Associate VP IRPA Rep)
Calvin Oates (Exempt Staff)
Alan Peel (Faculty)
Matthew Salerno (Undergraduate Student)
Jacob Scocca (Graduate Student)
Nathan Sparks (Non-Exempt Staff Senator)
Hilary Thompson (Faculty)

Date of Submission
March 2021

BACKGROUND

In Fall 2020, based on concerns raised by Senators regarding the alignment of the *Bylaws of the University Senate* with current Senate practices, the Senate Leadership suggested that the Senate Executive Committee (SEC) should consider charging the Elections, Representation, and Governance (ERG) Committee with a comprehensive review of the Senate *Bylaws*.

On November 24, 2020, the SEC voted to charge the ERG Committee with a comprehensive review of the *Bylaws* to ensure alignment with current Senate practices (Appendix 1).

COMMITTEE WORK

The ERG Committee began its work on the charge at its December 4, 2020 meeting. As part of its review associated with the charge, the committee reviewed the *Bylaws of the University Senate* ("the *Bylaws*"), reviewed provisions on the *Bylaws* in the University of Maryland Plan of Organization for Shared Governance ("the Plan"), reviewed Amendments to Provisions on Minutes Within the Senate *Bylaws* (Senate Document #20-21-25), and reviewed feedback provided by Senators.

The committee consulted with the Senate Director and the Senate Parliamentarian to learn about the background of the charge and review current practices identified by the Senate Office and Parliamentarian as being out of alignment with the *Bylaws*. Concerns had also been raised by Senators, at the start of the semester, that long-standing Senate practices were out of alignment with the *Bylaws*, including practices related to keeping detailed Senate minutes. The Senate Leadership suggested that the ERG Committee conduct a comprehensive review that would allow for a more holistic approach to bringing the *Bylaws* into alignment with practice, rather than addressing the issues raised through ad hoc amendments made on the Senate floor, noting that changes made to one area of the *Bylaws* may have unintended consequences on other areas. The Senate Leadership hoped for the review to engage the committee and Senators in providing feedback to identify alignment issues, which may not be apparent to the Senate Office, which is engaged in the day-to-day work of Senate operations.

Throughout Spring 2021, the ERG Committee solicited information from the Senate Office and from Senators on current practices that may be out of alignment with the *Bylaws*. The Senate Office staff clarified the rationale and processes involved for many of the practices for the ERG Committee. For example, the committee learned that the Senate Executive Committee (SEC) currently votes at the beginning of each new term to include the Past Chair as a non-voting ex-officio member of the SEC in order to provide a perspective that is critical to the transition for the Senate leadership from one year to the next. As a result, ERG agreed to revise Article 4.1.a of the *Bylaws* to state that the committee is composed of five non-voting ex-officio members in order to reflect the addition of the Past Chair. The ERG Committee also agreed to revise Article 4.5 to state that quorum for the SEC shall be eight voting members, as an additional graduate student Senator was added to its membership by the Plan of Organization Review Committee (Senate Document #14-15-19) and established in the *Bylaws* in 2015 (Senate Document #14-15-20). The committee also agreed to make adjustments in Articles 4.2.d and 4.2.h to reflect SEC practices regarding its role in assisting with administrative implementation of policies, if needed, and providing feedback on the operations of the Senate Office; and added language to the provisions in Article 4.6 to reflect current practice related to reporting on the Senate budget to the SEC.

The ERG Committee also discussed practices related to the order of the Senate meeting agenda. After consulting with the Parliamentarian, the committee learned that the SEC has the authority to set the agenda for Senate meetings, and that Senate meetings typically follow the agenda order stated in *Robert's Rules of Order*. The committee acknowledged that having a set order in the *Bylaws* is useful so members can be prepared and approximate what time to be present at the meeting for specific agenda items, but agreed that having flexibility in the agenda order would allow the SEC to balance time-sensitive Senate business with the availability of presenters. The committee also noted that removing the order of the agenda from the *Bylaws* could reduce the administrative burdens associated with having to make a motion to change the order of the agenda at Senate meetings and allow the Senate to complete its business in a timely manner. After consideration, the committee agreed to strike the order of the agenda from the *Bylaws* in Articles 4.4.a and 4.4.c while specifying the authority for the SEC to set the agenda.

In February 2021, the ERG Committee solicited feedback from Senators regarding the alignment of the *Bylaws* with current practices. The ERG Committee reviewed all feedback received, and consulted with the Senate Director on the issues that were identified by Senators in order to better understand current practices and the provisions in the *Bylaws*. In many cases, the concerns expressed by Senators focused on broader issues such as how standing committee work is prioritized by individual committees and strategies for recruitment for the Senate elections and committee volunteer processes. After reviewing current practices, the committee agreed that in most cases, existing *Bylaws* language addressed these concerns, and in other cases, the issues raised were issues of implementation rather than principles that should be articulated in the *Bylaws*. The ERG Committee determined that no changes to the *Bylaws* were needed in response to Senator feedback.

In February 2021, the Senate Leadership suggested a change to current Senate practices regarding decisions made by the President. Items raised on the Senate floor that do not go through committee review, such as resolutions, are currently sent to the President as information items, without any expectation of a response or action by the President. Article 2.2 of the Plan states that "Decisions of the Senate shall be implemented when approved by the President." Article 2.2.a of the Plan states that if the President does not agree with the action, "the President shall inform the Senate in writing through the Executive Committee of the Senate within ten working days, citing reasons for the dissent." In order to align practice with the Plan and to provide records in order to close out Senate legislation, the Senate Leadership suggested that the President should respond to resolutions or actions arising from the Senate floor with either his approval of the action or with a memo in response to the action. Although resolutions are not decisions of the Senate, the Senate Leadership wanted to ensure that all Senate actions were officially acknowledged by the President to be in alignment with the Plan. The process for resolutions will parallel the process for actions based on committee recommendations where the President responds to a recommendation of the Senate with an approval of the action or a formal memo acknowledging his receipt and any potential actions taken in response. The President's Office approved this suggestion on February 12, 2021.

Given experiences with and the impacts of the sudden move to the virtual environment on Senate operations in spring 2020, the ERG Committee considered whether there should be additional flexibility incorporated into the *Bylaws* to allow for holding elections processes electronically. Article 12.2.c of the *Bylaws* states that the election of the Chair-Elect shall be the first order of business at the Transition Meeting of the Senate. This provision prohibited holding the election for Chair-Elect by electronic means during the COVID-19 pandemic in April 2020. After consideration, in keeping with the committee's previously established principle allowing maximum flexibility in holding Senate meetings (Senate Document #20-21-09), the ERG Committee agreed on an option to revise *Bylaws* language in 12.2 and add 12.3 to separate election procedures from the Transition Meeting to allow for maximum flexibility in holding elections. In its discussion, the committee noted that separating election procedures from the provisions related to the Transition Meeting and conducting the elections online could also allow for the possibility of completing more Senate business during the spring semester. The committee agreed to revise associated elections procedures for the SEC in Article 4.1.b. in order to align with the revisions to Article 12.

The ERG Committee also discussed current standing committee procedures. In its consideration of procedures, the committee acknowledged that charges referred to standing committees by the SEC take priority on the committee's agenda, in order to ensure that business is completed in a timely manner. However, standing committees are also free to discuss any issues within their purview, and often do identify issues within University policy that are then discussed and addressed through the committee's work. After discussion, the ERG Committee agreed that additional clarity in the *Bylaws* may be helpful. The committee agreed to revise Article 5.3.a of the *Bylaws* to add language explaining the priority of charges on the agenda and clarifying that committee operations are typically governed by *Robert's Rules of Order for Small Committees*. The committee added language to Article 5.6.a to reflect the current practice that the presiding officer of a standing committee may be replaced after continual absences, and to clarify that the decision to replace the officer is made by the Senate Chair, as the Senate Chair is responsible for appointing the presiding officers of all standing committees. As the Chair of the Committee on Committees is involved with the selection of standing committee members, the committee agreed to revise the language in Articles 5.6.c and 5.6.d of the *Bylaws* to reflect the Chair's role in replacing standing committee members. After reviewing minute-keeping procedures, the committee agreed to revise Article 6.3.c to reflect that the Nominations Committee does not take minutes, as committee members are discussing qualifications of individuals and the final slates presented to the Senate are representative of its discussions at its meetings.

The ERG Committee also reviewed the *Bylaws* alignment with Senate operational procedures. Based on feedback by the Parliamentarian, the committee agreed to remove an irrelevant clause from Article 2.3 regarding the expulsion of Senators. The committee also agreed to revise Articles 2.4 and 2.5 of the *Bylaws* to clarify replacement procedures for Senators who are no longer eligible to serve.

During its review, the ERG Committee also learned that materials relating to the Senate and its standing committees, including agendas, past work, and the Senate Directory, are available to the campus community on the Senate website. The committee agreed to revise Articles 4.2.g, 5.4.a, 5.4.e, 11.5, 11.6, and 11.7 of the *Bylaws* to reflect that these materials are available online. The committee also agreed to revise the *Bylaws* to update or replace antiquated terminologies and phrasing such as referencing campus or electronic mail in Articles 3.1 and 11.7 and correct any minor typographical errors.

After due consideration, the ERG Committee voted to approve the revisions to the *Bylaws* at its meeting on March 2, 2021.

RECOMMENDATIONS

The Elections, Representation, & Governance (ERG) Committee recommends that the *Bylaws of the University Senate* should be amended as shown immediately following this report.

APPENDICES

Appendix 1 - Charge from the Senate Executive Committee

BYLAWS

OF THE

UNIVERSITY SENATE

AT THE

UNIVERSITY OF MARYLAND

Amended on December 10, 2020

BYLAWS OF THE UNIVERSITY SENATE
University of Maryland, College Park

TABLE OF CONTENTS

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 *University of Maryland Plan of Organization for Shared Governance* (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 a*nd 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 (Articles 4.10, 4.11, and 5.8 of the *Plan* and Article 2.3, 2.4, and 2.5 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. Exempt Staff with appointment in Colleges, Schools, and Academic Affairs
2. Exempt Staff with appointment in Divisions
3. Non-Exempt Staff with appointment in Colleges, Schools, and Academic Affairs
4. Non-Exempt Staff with appointment in Divisions

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 staff Senator. 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 the 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 staff job category shall be elected in the same year. However, if the University or these *Bylaws* redefine the staff job categories outside of a normal reapportionment, the staff Senate seats will be vacated. A subsequent election will be held to populate all staff Senate seats within the new categories with staggered terms as follows:

(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 less than a three-year term is defined as 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)-(g) below shall be voting members of the Senate. All elections held pursuant to this section shall be organized by the Office of the University Senate.

(a) Part-Time Research, Part-Time Teaching, Adjunct, and both Full-Time and Part-Time Visiting Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan shall together elect one (1) Senator, 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 **F**~~f~~aculty Senator.

(b) Emerit**i**~~us~~ 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) Head Coaches who are not members of the Faculty Constituency as defined in Section 3.2 of the University Plan of Organization together shall elect one Senator from among their ranks to serve 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.

(d) Post-Doctoral Scholars, Post-Doctoral Associates (formerly Research Associates), Junior Lecturers, and Faculty Assistants (formerly Faculty Research Assistants) who are not members of any Senate constituency as defined in Article 3 of the *Plan* together shall elect one (1) Senator, 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.

(e) The Contingent II 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 II staff Senator shall have been employed by the University for twelve months prior to their election.

(f) 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.

(g) 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.

2.3 Elected Senators shall not be absent from two (2) consecutive regularly scheduled meetings of the Senate without notifying the Office of the University Senate that they will require an excused absence (Article 4.10.a of the *Plan*). ~~Also in accordance with Article 4.10 of the *Plan*, until the member attends a meeting of the Senate, or the Senator is expelled, that~~ **The** Senator shall be counted in the total membership when a quorum is defined for a meeting **unless that Senator is expelled**.

2.4 If an elected Senator is no longer a member of the constituency by which he or she was elected, the seat **may** ~~shall~~ be vacated and the Senator **may** ~~shall~~ be replaced according to the following guidelines:

2.4.a If there was a runner-up in the election in which the Senator was elected, the runner-up shall replace that Senator immediately, provided he or she is still eligible.

2.4.b If there was no runner-up in the election in which the Senator was elected and the vacancy occurs in the spring semester, that Senator shall serve for the remainder of the Senate year and shall be replaced in the next election cycle for the remainder of the term.

2.4.c If there was no runner-up in the election in which the Senator was elected and the vacancy occurs prior to the spring semester, or if the Senator is unable to serve the remainder of the Senate year, the Senate Executive Committee, in consultation with the appropriate constituency, shall appoint a replacement for that Senator.

2.5 If an elected Senator is no longer in satisfactory standing at the University, he or she shall be replaced immediately **upon notification to and verification by the Office of the University Senate** in accordance with 2.4.a or 2.4.c above.

2.6 All elections shall be completed by the Transition Meeting of the Senate.

ARTICLE 3
MEETINGS

3.1 **Regular Meetings:**

The Senate shall schedule at least four (4) regular meetings each semester. The notice, agenda, and supporting documents ~~shall~~ **will normally** be **provided by** ~~mailed, by campus or electronic mail, from~~ the Office of the University Senate 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; or

(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.

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, 5.2.c, and 5.5.c. of the *Plan*), ~~to~~ the Executive Secretary and Director, ~~to~~ the ~~p~~**P**arliamentarian**, the immediate Past Chair of the Senate,** ~~and~~ any staff required for **meeting operations,** ~~keeping minutes~~ and ~~to~~ other persons expressly invited by the Senate **Chair**.

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 **submitted an excused** ~~given prior notification of~~ absence to the Office of the University Senate, or sixty (60) Senators, whichever number is higher. For the purpose of determining a quorum, ex officio members without vote shall not be considered.

3.4.c Voting shall be restricted to eligible members of the Senate (Article 3 in the *Plan*) who are participating in the Senate meeting at the time of the vote.

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, thirteen (13) members elected from the voting membership of the Senate, and **five** ~~four~~ (**5**~~4~~) non-voting ex officio members.

4.1.b The election of the Executive Committee **should follow** ~~shall be scheduled as a special order at the transition 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 and 5.7.a). In the event of a tie vote in the election for members of the Executive Committee, a ballot will be made available to each Senator **in the appropriate constituency** as soon as the votes are counted and the tie discovered. **The election to break the tie should end** ~~Ballots are to be returned within~~ one (1) week from the **start** date ~~of distribution~~.

4.1.c 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 **Assist in the** ~~Review and report to the Senate on~~ administrative implementation of policies adopted by the Senate**, as needed**;

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 **Ensure that information** ~~Prepare and submit reports~~ on the Senate's work **each year is available to the campus community through the Senate website and reported** to the President ~~and the campus community~~;

4.2.h **Provide feedback on** ~~Review~~ the operations of the Office of the University Senate ~~each year~~, and make recommendations to the President or his or her designee for improvements in those operations and for **suitable candidates for the role** ~~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 **administrators at** ~~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 Make recommendations on nominees for campus-wide and system-wide committees and councils requiring representatives, when necessary.

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 **on behalf of** ~~for~~ the Senate.

4.3.b A report of all actions taken by the Executive Committee when acting **on behalf of** ~~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 **for that meeting** ~~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 **of the Senate** shall be **set by the Executive Committee. Typically, the order of the agenda will follow *Robert's Rules of Order*, but the Executive Committee maintains authority to reorder the agenda based on the needs of the Senate.** ~~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 (including any report from the Executive Committee);~~

~~(4) Special orders of the day;~~

~~(5) Unfinished business;~~

~~(6) Reports of committees;~~

~~(7) Other new business; and~~

~~(8) 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 **of the Senate** shall be **set by the Executive Committee**. ~~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 **eight** ~~seven~~ (**8**~~7~~) voting members. Minutes of the meetings shall be kept. The agenda shall be made publicly available prior to each meeting. The Executive Committee shall meet at the call of the Chair or by petition of **eight** ~~seven~~ (**8**~~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 **Senate Chair** ~~Executive Committee~~ on the preparation of the budget request, and shall report to the Executive Committee **on the status of the budget** ~~the funds received~~.

4.6.a The Executive Secretary and Director shall make an annual report to the Associate Vice President for Personnel and Budget on expenditure of the Senate budget.

4.6.b Consent of the **Associate Vice President for Personnel and Budget** ~~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 shall define committee composition.

5.1.a Standing Committees: In an appropriate section of Article 6 there shall be specifications for each 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 5.7-5.9) when deemed necessary.

5.3 **Standing Committees - Committee Operation:**

5.3.a Agenda Determination:

(1) **Issues within the committee's purview shall be referred and charged to the committee by the Executive Committee (Article 4.7). Such matters should take priority on the committee's agenda.**

(2) A 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 committee. ~~Nonprocedural items shall be placed on the agenda of a 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.~~

(3) Committee agendas shall be made publicly available prior to each meeting.

5.3.b Minutes of the proceedings of each committee meeting shall be kept.

5.3.c Rules for Procedure of Standing Committees: **Standing Committees are typically governed by** ~~The version of *Robert's Rules of Order* that shall govern the conduct of Standing Committees shall be~~ *Robert's Rules of Order for Small Committees, Newly Revised.* Standing Committees shall determine how ~~advancing~~ technology, such as ~~phone and~~ video conferencing and other electronic methods of participation, can be used for their purposes. Standing Committees may choose to conduct votes **online or** via email, and shall agree on any other mechanisms for conducting business outside of meetings, when necessary.

5.3.d 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 **Information** ~~The Executive Secretary and Director shall receive an announcement of~~ **on the schedule of** ~~each~~ **committee** meeting**s**~~ of the committee~~ stating the **date,** time**,** and **location should be made available on the Senate website**~~place of the meeting with agenda items~~. **The agenda for each meeting** ~~It~~ shall be **made available on the Senate website** ~~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 Executive Committee. The report shall include a list of all items placed on the committee's agenda, noting the disposition of each and a summary of the committee's deliberations. **An overview of the committee's past work** ~~A cover sheet for each annual report, containing an outline of topics considered by the committee and their status,~~ shall be made ~~publicly~~ available **on the Senate website**. In the case of committees with little activity, the committee may recommend inactive status the ensuing year until charged by the Executive Committee to address a specific matter:

(1) A committee may be placed on inactive status with approval of the Executive Committee. No presiding officer or members shall be appointed to the committee while on inactive status.

(2) A committee on inactive status may be reactivated by the Executive Committee when matters within its purview, as stipulated in Article 6, are brought to the Executive Committee for review. Following reactivation, the Office of the University Senate shall solicit volunteers for the committee in its annual volunteer period, and the Committee on Committees shall select members for the committee, in accordance with the provisions of 5.5 below.

(3) A Special Committee (Article 5.9) may not be appointed to consider matters within standing committee specifications in lieu of reactivating an inactive committee.

5.5 **Standing Committees - Selecting Members:** Persons shall be named to standing committees in accordance with the procedures listed below.

5.5.a The Office of the University Senate shall provide information on the charge and membership specifications of each committee.

5.5.b The Office of the University Senate shall solicit volunteers for the Senate's standing committees on an annual basis through an online process. During this volunteer period, all faculty, staff, and students shall be eligible to indicate their top three preferences for any committees with vacancies in their constituency and include a candidacy statement for consideration by the Committee on Committees. The Office of the University Senate will maintain these records for potential future use.

5.5.c The Committee on Committees shall develop slates of nominees to fill vacancies on the standing committees and University Councils. 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.d 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.e The Committee on Committees shall forward a slate of nominees for committee service to the Executive Committee to place on the Senate agenda for approval. Each nominee shall be identified by name and constituency. The notice of nomination shall also include the name and constituency of continuing members of the committee, and the name and office of the 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.f 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 July 1 of the appropriate year.

5.5.g 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.h Terms as presiding officer of a committee shall be one year. A presiding officer may be reappointed if his/her tenure as a Senator is continuing; however, no one shall serve as presiding officer of a committee for longer than two (2) consecutive years.

5.5.i Appointments of the presiding officers of committees shall be made by the Chair of the Senate, designated on the annual committee slate, and shall be approved by the Senate.

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 Office of the University Senate with approval of the Executive Committee.

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**; or**~~.~~

(4) Continual absence from scheduled committee meetings.

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:

(1) The decision to replace a presiding officer rests with the **Senate Chair** ~~Executive Committee~~; and

(2) **The** ~~Requests for replacing a committee member shall be submitted by the~~ presiding officer of a committee **shall submit the request to replace a committee member** to the **Chair of the Committee on Committees** ~~Executive Committee; such requests will contain a statement citing the appropriate "cause."~~.

5.6.d ~~When t~~The **Senate Chair and the Chair of the Committee on Committees shall consult with the Office of the University Senate to identify a replacement when a decision is made to replace a presiding officer or a committee member**~~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 **Standing Committees - Appointing Special Joint Subcommittees:** Two or more standing committees of the Senate may appoint special joint subcommittees to assist in the effective review of issues that pertain to the charge of multiple committees. Persons appointed to serve who are not members of associated standing committees must be approved by the Executive Committee. The Chair of any such subcommittee must be a member of one of the associated standing committees making the appointment. Special Joint Subcommittees will report directly to the full associated standing committees for final action.

5.9 **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; one (1) staff member; three (3) undergraduate and one (1) graduate student; and the following persons or a representative of each: the Senior Vice President and Provost, the Director of Undergraduate Admissions, the University Registrar, the Associate Provost for Academic Affairs and Dean 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 ten (10) 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 formulate and 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 Academic Procedures & Standards (APAS) 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, with one exempt and one non-exempt to the extent of availability; the President or a representative of the Student Government Association; the President or a representative of the Graduate Student Government; and the following persons or a representative of each: the Senior Vice President and Provost, the Vice President for Administration & Finance, the Vice President for Student Affairs, the Vice President for University Relations, the Vice President for Diversity & Inclusion, and the Chair of the Coaches Council.

(2) When discussions of safety are on the agenda, the Chief of Police, the Office of General Counsel, 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 faculty member designated by the Chair and approved by the Senate Executive Committee will serve as an ex officio member of the Athletic Council. The Chair, or a committee member designated by the Chair, shall also serve as an ex-officio member of 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 entire campus, its functions, its facilities, its internal operation and its 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 formulate and continually review policies and procedures for the periodic review of campus level administrators.

6.2.e Charge: The committee shall periodically gather community input on safety and security issues and shall act as a liaison between the police and the campus community.

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) The voting membership, as defined in the *Plan* (Article 8.3.a), shall consist of the Chair-Elect of the Senate, six (6) faculty members elected by faculty Senators, with no more than one (1) from any College or School; one (1) non-exempt staff member elected by non-exempt staff Senators; one (1) exempt staff member elected by exempt staff Senators; one (1) undergraduate student elected by undergraduate student Senators; and one (1) graduate student elected by graduate

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 shall fill the remainder of the unexpired term. In the event that there is no runner-up, the Executive Committee shall fill the vacant seat.

(6) A quorum of the Committee on Committees shall be six (6) voting members.

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) Approval of the University Library Council slate of nominees, as mandated in section 2.C of the Bylaws of the University Library Council.

(c) Creation of a slate of nominees for the Nominations Committee, for approval by the Senate.

(2) Additional duties include:

(a) As needed, the Committee on Committees may be charged to assess effectiveness of committees, and make recommendations for improvements and changes in their operations and structure.

(b) Other such duties as specified by 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**s** of **5.3.b and** 5.5.

6.4 Educational Affairs Committee:

6.4.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members, of whom at least two (2) must be tenured/tenure-track faculty members and at least two (2) must be professional track faculty members; two (2) staff members, with one exempt and one non-exempt to the extent of availability; two (2) undergraduate students and one (1) graduate student; the President or a representative of the Student Government Association; the President or a representative of the Graduate Student Government; the Associate Dean for General Education; a representative of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies; and the following persons or a representative of each: the Senior Vice President and Provost, the Associate Provost for Academic Affairs and Dean of the Graduate School, and the Vice President of Information Technology and **Chief Information Officer (**CIO**)**.

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.

6.4.d Charge: The 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 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.

6.4.e Relation of the Educational Affairs Committee to the General Education Program and 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 Educational Affairs Committee by October 1.

(2) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will meet with the Educational Affairs 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.

6.5 Elections, Representation, and Governance Committee:

6.5.a Membership: The committee shall consist of an appointed presiding officer; six (6) faculty members; one (1) exempt staff member; one (1) non-exempt staff member; two (2) undergraduate and two (2) graduate students; and representatives of the Director of Human Resources and the 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 as stipulated in Article 3.8 of the Plan and following any review or revision of the *Plan* as stipulated in Article 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 consult with certain constituencies in their nomination and election processes in accordance with the *Plan* (Article 4) as requested by the Executive Committee.

6.5.f Charge: The committee shall formulate and review procedures for the tallying and reporting of election results and shall perform other such duties as appropriate (Article 3.3.b 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) and as specified in Appendix 7 of these Bylaws.

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 5.8).

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; five (5) faculty members; three (3) exempt staff members; two (2) non-exempt staff members; two (2) undergraduate and two (2) graduate students; and the following persons or a representative of each: the Senior Vice President and Provost, the Vice President for Diversity & Inclusion, the Vice President for Administration & Finance, the Vice President for Student Affairs, and the Director of the Office of Civil Rights and Sexual Misconduct.

6.6.b Quorum: A quorum of the Equity, Diversity, & Inclusion Committee shall be ten (10) voting members.

6.6.c Charge: The committee shall actively promote an equitable, diverse, and inclusive campus that is free from all forms of discrimination by formulating and continually reviewing policies and procedures pertaining to issues of equity, diversity, and inclusion. These include but are not limited to the University of Maryland Non-Discrimination Policy and Procedures and the University of Maryland Disability & Accessibility Policy and Procedures.

6.6.d Charge: The committee shall consider programs and activities for improving equity, diversity, and inclusiveness on campus, and shall make recommendations to appropriate campus bodies.

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 including one (1) assistant professor and one (1) professional track faculty member; 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 and Provost, and the Director of Human Resources. One (1) elected Council of University System Faculty representative from the University shall serve as a voting ex officio member. The Faculty Ombuds Officer shall serve as a non-voting ex officio member.

6.7.b Quorum: A quorum of the Faculty Affairs Committee shall be nine (9) 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, formulate and review procedures for the periodic review of academic administrators below the campus level.

6.7.f Charge: The committee shall review the Appointment, Promotion, and Tenure or Permanent Status section of each College, School, or the Library Plan of Organization in accordance with Appendix 7 of these *Bylaws*. In conjunction with this review, the committee shall also review the professional track faculty Appointment, Evaluation, and Promotion Policy of each College, School, or the Library.

6.8 Programs, Curricula, and Courses Committee:

6.8.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members; one (1) staff member; two (2) undergraduate students and one (1) graduate student; and the following persons or a representative of each: the Senior Vice President and Provost, the Associate Provost for Academic Affairs and Dean for Undergraduate Studies, the Associate Provost for Academic Affairs and Dean of the Graduate School, and the Dean of Libraries.

6.8.b Quorum: A quorum of the Programs, Curricula, and Courses Committee shall be nine (9) voting members.

6.8.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.

6.8.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 Office of the University Senate 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.

6.8.e Charge: The committee shall review and shall directly advise the Office of Academic Planning and Programs 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.

6.8.f Charge: The committee shall review, establish, and advise the Vice President's Advisory Committee concerning policies for adding, deleting, or modifying academic courses.

6.8.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.

6.8.h Operation: The committee shall follow the procedures specified for standing committees in Article 5 above, with the exception of 5.3.b.

6.8.i Relation of the Programs, Curricula, and Courses Committee to the Office of the Senior Vice President and Provost.

(1) The committee, in consultation with the Office of the Senior Vice President 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 and Provost of all proposed modifications to existing programs and curricula. After consulting with the presiding officer of the committee, the Office of the Senior Vice President and Provost 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 and Provost of all changes made pursuant to 6.8.i(2). The committee shall be informed by the Office of the Senior Vice President 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.

6.8.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.

6.9 Staff Affairs Committee:

6.9.a Membership: The committee shall consist of an appointed presiding officer; eight (8) staff members, with two (2) members from each of the elected staff categories; two (2) Category II contingent employees, with one exempt and one non-exempt to the extent of availability; one (1) faculty member; one (1) student; and one (1) representative each of the Senior Vice President and Provost, the Director of Human Resources, the Vice President for Administration & Finance and the Vice President for Student Affairs. The three (3) elected University representatives to the Council of University System Staff (CUSS) shall serve as voting ex officio members; the alternate University representatives to the Council of University System Staff (CUSS) shall be non-voting ex officio members.

6.9.b Quorum: A quorum of the Staff Affairs Committee shall be nine (9) voting members.

6.9.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.

6.9.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 4.5 of the *Plan*.

6.9.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.

6.9.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.

6.9.g Charge: The committee shall actively promote and provide orientation and opportunities for staff involvement in shared governance at every administrative level.

6.9.h Charge: The committee shall facilitate the annual nomination process for the Board of Regents' Staff Awards at the University of Maryland, College Park.

6.10 Student Affairs Committee:

6.10.a Membership: The committee shall consist of an appointed presiding officer; eight (8) undergraduate students, of whom four (4) must be Senators; four (4) graduate students, of whom two (2) must be Senators; two (2) faculty members; two (2) staff members with one exempt and one non-exempt to the extent of availability; the President or a representative of the Student Government Association; the President or a representative of the Graduate Student Government; two (2) representatives of the Office of the Vice President for Student Affairs; and one (1) representative each from the Graduate School, and the Department of Resident Life.

6.10.b Quorum: A quorum of the Student Affairs Committee shall be ten (10) voting members.

6.10.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.

6.10.d Charge: The committee shall support the work of other Senate committees by assessing and communicating the student perspective on a range of issues affecting students, including matters outside the purview described in 6.10.c.

6.10.e 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.

6.11 Student Conduct Committee:

6.11.a Membership: The committee shall consist of an appointed presiding officer; four (4) faculty members; one (1) staff member; 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 ex officio member.

6.11.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.

6.11.c Charge: The committee acts as an appellate body for infractions of the approved Code 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 Code of Student Conduct, except conference and ad hoc boards.

ARTICLE 7
SPECIAL COMMITTEE ON UNIVERSITY FINANCE

7.1 Membership and Selection:

7.1.a Composition: The special committee shall consist of a presiding officer appointed by the Senate Chair from among the tenured faculty; five (5) tenured or tenure-track faculty members; one (1) professional track faculty member; one (1) exempt staff member; one (1) non-exempt staff member; two (2) undergraduate students; one (1) graduate student; the immediate Past Chair of the Senate; the Associate Vice President for Finance and Chief Financial Officer; the Associate Vice President for Finance and Personnel, Academic Affairs; and the following persons or a representative of each: the President, and the Vice President for Student Affairs. The Senior Vice President and Provost shall also appoint a representative chosen from among current and former unit-level budget officers or former department chairs. All members of the special committee shall be voting members.

7.1.b Selection of Members: The regular membership of the special committee shall be selected by the elected members of the Senate Executive Committee. Following the May 7, 2019, Transition Meeting, current Senators may nominate any member of the campus community. Nominees shall provide a statement indicating their interest in and qualifications for the special committee. Members of the Senate Executive Committee may not be nominated. Elected members of the Senate Executive Committee will vote by constituencies for members of the special committee. In the event of a tie, the Senate Chair will cast the deciding vote.

7.1.c Membership—Vacancies: After each Transition Meeting of the Senate, current Senators may nominate members of the campus community for any vacant seats. In the event of a vacancy during the academic year, members of the Senate Executive Committee from the respective constituency will select a replacement from the most recent list of nominees. If there are no interested nominees, a new nomination period will be opened and members of the Senate may submit nominations following the procedures in 7.1.b.

7.1.d Membership—Terms: Terms shall be three (3) years for faculty and staff, and one (1) year for students. Student members who wish to continue may be renewed up to two times. Terms shall begin on July 1, 2019.

7.2 Charge: The special committee shall exercise the following functions:

7.2.a Develop a deep understanding of the University's budget and budgeting processes and use that knowledge to educate the campus community on these practices.

7.2.b Consult with and advise the President, the Senior Vice President and Provost, and other University administrators on short- and long-term institutional priorities, particularly as they relate to the University's mission and Strategic Plan.

7.2.c Advise Senate-related bodies—including committees, councils, and task forces—on the fiscal implications of any proposed recommendations under consideration.

7.2.d Report to the Senate two times each year on the budgetary and fiscal condition of the University and the administration's response to any special committee recommendations.

7.2.e Regularly report on its activities and the budgetary and fiscal condition of the University to the Senate Executive Committee.

7.3 Operations:

7.3.a Agenda Determination: The special committee shall have principal responsibility for identifying matters of present and potential concern to the campus community within its area of responsibility. The presiding officer shall place such matters on the agenda of the committee. Agendas shall be made publicly available prior to each meeting.

7.3.b Meetings: The special committee shall meet as frequently as is needed to accomplish its charge, but at least monthly throughout the academic year. Additional meetings may be required over the summer months to accommodate the University's budgeting processes. Given the sensitive nature of the special committee's work, meetings will be closed to all but members and invited guests.

7.3.c Minutes: Minutes of the special committee's proceedings shall be kept.

7.3.d Procedure: The version of *Robert's Rules of Order* that shall govern the special committee shall be *Robert's Rules of Order for Small Committees, Newly Revised*. The special committee shall determine how technology, such as phone and video conferencing and other electronic methods of participation, can be used for its purposes. The special committee may choose to conduct votes via email, and shall agree on any other mechanisms for conducting business outside of meetings, when necessary.

7.3.e Quorum: Quorum shall be a majority of the members of the special committee.

7.3.f Guests: The special committee may invite guests to participate in its meetings if it is deemed necessary.

7.4 Dissolution:

7.4.a The special committee shall be dissolved following the adjournment of the last regular Senate meeting of the 2021-2022 academic year, at which time the provisions in this article will become inoperative.

ARTICLE 8
UNIVERSITY COUNCILS

8.1 **Definition:** University Councils are established by Article 8.6 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 and the Office of the President or Provost (as appropriate). 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").

8.2 **Creation of University Councils:** Proposals to create a University Council shall be evaluated by a task force appointed jointly by the 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 (hereafter referred to as the "Task Force Report") to the Senate, the designated administrative officer, and the director of the unit whose activities are the focus of the Council. The Task Force Report shall indicate the specifications that define the working relationship among the Senate, the designated administrative officer, and the director. The Task Force 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 Task Force Report shall be reviewed by the Executive Committee, 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 council structure as defined in Article 8 of these *Bylaws*. The Task Force Report, as approved, shall be preserved with official Senate documents, serving as a record of the original agreements establishing the Council.

8.3 **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 this Article particular to the Council.

8.4 **Basic Charge:**

8.4.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 in accordance with Article 4.7.

(4) Provide an annual written report to the Senate on the Council's activities including the status of unresolved issues.

8.4.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.

8.4.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.

8.5 **Membership and Appointment to University Councils:**

8.5.a Membership: Councils shall have nine (9) to thirteen (13) members as specified in the appropriate subsection of Article 9 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 Article 5.5.d of these *Bylaws.* These ex officio members shall have voice but no vote.

8.5.b Appointment: Representatives of the designated administrative officer's office and the University Senate shall agree on nominees for vacancies on the Council. These nominations shall be submitted to the designated administrative officer for approval. In addition, these nominations shall be submitted to the University Senate for approval, or for election if specified in the Council's governing documents. 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.e of these *Bylaws.*

8.5.c Terms: Rules governing beginning date and length of terms, and restrictions on reappointment shall be specified in the governing documents of each Council. The presiding officer shall serve a three (3) year term and cannot be reappointed, unless otherwise specified in the governing documents of the Council.

8.5.d Appointment of Presiding Officer: The designated administrative officer and the Senate **Chair** ~~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.

8.6 **Operational Relationship of University Councils to Sponsors:**

8.6.a The Office of the University Senate shall provide basic support for the activities of University Councils.

8.6.b The office of the designated administrative officer, through its ex officio University Council member, shall provide **administrative support and serve as a** liaison to other administrative units as required.

8.6.c The unit director shall provide the University 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.

8.6.d Control of the University Council's agenda shall be the responsibility of the presiding officer of the University Council and the voting members of the University Council in accordance with procedures for standing committees provided in Article 5.3.a, subject to the charges provided in Article 8.4 of these *Bylaws,* the appropriate subsection of Article 9 of these *Bylaws,* and the approved Task Force Report governing the University Council.

8.6.e Each University Council shall develop its own bylaws, which must be approved by the designated administrative officer and by the Senate.

8.6.f In addition to the required annual report, the presiding officer shall keep the **Executive Secretary and Director and the** Chair of the Senate informed of the major issues before the University Council and shall indicate when action or information items are likely to be forwarded for Senate consideration. In submitting recommendations for Senate action, the University 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 standing committees of the Senate defined in these *Bylaws* (3.3.c, 4.4.b). 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.*

8.7 **Review of University Councils:**

8.7.a Five (5) years after a University Council is formed, a review of the University Council shall be undertaken jointly by the Senate and administration, and a written report issued. The review may recommend continuation of the University Council in its original form and mode of operation, modification of the University Council structure and/or operations, or discontinuance of the University Council.

8.7.b Following the initial review, the University Council and its operations shall be reviewed in conjunction with the periodic review of the *Plan.*

ARTICLE 9
UNIVERSITY COUNCIL SPECIFICATIONS

9.1 **University Library Council**

9.1.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 and Provost, and to the Dean of Libraries (see Appendix 1 for additional responsibilities and the Library Council’s Bylaws).

9.1.b Membership: The Library Council shall consist of thirteen (13) appointed members and four (4) ex officio members. The appointed members shall be: the Chair, ten (10) faculty members including at least one (1) member of the library faculty, one (1) graduate student, and one (1) undergraduate student. The four (4) ex officio members shall be a representative of the Office of the Senior Vice President and Provost, a representative of the Office of the Dean of Libraries, a representative of the Division of Information Technology, and the Chair-Elect of the Senate.

9.1.c The Chair shall be a tenured faculty member.

9.1.d Reporting Responsibilities: The University Library Council shall report to the University Senate and the Senior Vice President and Provost under the terms of responsibility defined in Article 8.4 of these *Bylaws*.

9.2 **University Research Council:**

9.2.a Charge: In addition to the charges specified in Articles 5.2 and 8.4 of these *Bylaws*, the Research Council shall be governed by the following: The Research 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 Research 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 Research 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 Research Council has the power to undertake investigative studies and recommend solutions.

9.2.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) faculty members; one (1) staff member; and three (3) students, including at least one (1) graduate and one (1) undergraduate student. Eight (8) voting ex officio members include 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 (RAAS); Intellectual Property and Economic Development Subcommittee (IPEDS); and Awards and Publicity Subcommittee (APS). A representative of the President and a representative of the Senior Vice President and Provost shall serve as non-voting ex-officio members.

9.2.c The Chair shall be a tenured faculty member.

9.2.d 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 8.4 of these *Bylaws* and the report establishing the University Research Council.

9.3 **University IT Council:**

9.3.a Charge: The IT Council shall advise and report on policy issues concerning the Division of Information Technology to the University Senate and the Vice President for Information Technology and CIO. In addition to such responsibilities as are enumerated in Article 8 of these *Bylaws*, and as articulated in the Bylaws of the University IT Council (see Appendix 3), the IT Council shall:

1) Respond to requests from the Division of Information Technology, extra-divisional advisory bodies (such as the Council of Deans or the Campus Student Technology Advisory Fee Committee), the University Senate, or other campus stakeholders for guidance on IT policy and implementation.

2) Advise on the Division of Information Technology’s budget, material resources, personnel, staffing and human resources, and administrative policies and practices.

3) Investigate matters concerning the Division of Information Technology and recommend solutions to the University Senate, the Vice President for Information Technology and CIO, or the general campus community.

4) Advise on IT planning, including strategic and other major planning for information technology operation and development.

5) Advise on policy recommendations related to campus technology facilities, equipment, software, and services.

9.3.b Membership: The IT Council shall consist of up to thirteen appointed members, and additional non-voting ex-officio members. The appointed members shall be: the chair, one staff member, one undergraduate student, one graduate student, one professional track faculty member, one tenured faculty member, and the chairs of the IT Council Working Groups. The non-voting ex-officio members shall include a representative from the University Libraries; a representative from the Office of the

Provost; a representative from the Information Technology Advisory Committee; and the Vice President for Information Technology and CIO. Additional non-voting ex-officio members may be appointed as needed, by agreement between the Vice President for Information Technology and CIO and the Senate Executive Committee.

9.3.c The chair of the IT Council shall be appointed by the Vice President for Information Technology and CIO and the Senate, as described in 8.5 of these *Bylaws*. The chair will serve a three-year term.

9.3.d Working Groups: The IT Council may create up to seven Working Groups. These groups should carry out research and make recommendations on IT issues, and work with the appropriate Division of Information Technology staff member appointed by the Vice President for Information Technology and CIO. The specific responsibilities of each Working Group shall be described in the Bylaws of the University IT Council. The chair of each Working Group shall be appointed by the Vice President for Information Technology and CIO and the Senate and shall serve a two-year term.

9.3.e Reporting Responsibilities: The IT Council shall report to the Vice President for Information Technology and CIO and to the University Senate under the terms of responsibility defined in Article 8.4 of these *Bylaws*.

ARTICLE 10
THE ATHLETIC COUNCIL

10.1 The Athletic Council

10.1.a The Athletic Council exists to help the University develop and maintain the best possible intercollegiate athletic program consistent with the academic integrity of the institution and the academic and social development of student athletes. The Athletic Council shall operate in accordance with its charter (Appendix 4), which shall specify its role, scope, responsibilities, leadership, and membership. Changes to the charter shall be approved by the President of the University.

10.1.b Membership: The charter designates its membership. The membership of the Athletic Council elected by the Senate includes:

1) Seven faculty members elected by the Senate at the annual Transition Meeting. Elected faculty representatives shall serve for a three-year term, and faculty who have served a full term shall for a period of one year be ineligible for re-election. The Senate should make every effort to assure diversity among the candidates for election to the Council.

2) One staff member elected by the Senate at the annual Transition Meeting for a three-year term. A staff member who has served a full term shall for a period of one year be ineligible for re-election.

3) The Chair of the Senate Campus Affairs Committee, or a faculty member designated by the Committee, shall serve as an ex-officio member.

10.1.c Relationship between the Senate and the Athletic Council:

1) The Council in cooperation with the Athletic Director shall submit an annual report to the Senate on the status of intercollegiate athletics at the University. This report shall at least include an analysis of admissions, academic performance, class attendance, major selection, graduation rates, budget performance, and compliance with NCAA, Conference, and campus rules.

2) The Council shall inform the Senate for its review of any proposed amendments to the Council's charter.

ARTICLE 11
DUTIES OF THE EXECUTIVE SECRETARY AND DIRECTOR

11.1 The Executive Secretary and Director of the Senate shall be responsible for the minutes and audio recordings of all Senate meetings.

11.1.a The minutes shall include actions and business transacted, at a minimum. They shall be submitted to the Senate for approval. Copies of the approved minutes shall be made available to all chief administrative officers of Colleges, Schools, departments, and other units, and to the campus news media.

11.1.b A complete audio recording shall be made of each meeting and shall be maintained by the Office of the University Senate. In accordance with the University's Records Retention and Disposal Schedule, a 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.

11.2 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.

11.3 The Executive Secretary and Director shall store inactive records of the Senate in the University Archives.

11.4 The Executive Secretary and Director shall be responsible for the preparation of the Senate budget in accordance with Article 4.6.

11.5 The Executive Secretary and Director shall **ensure that** ~~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, **unit** ~~office or department~~, and email address~~. A copy of this directory shall be~~ **is made** available **on** ~~to all members of~~ the ~~new~~ Senate **website following the annual transition of the Senate**.

11.6 The Executive Secretary and Director shall **ensure that contact information for** ~~keep a list, with campus addresses and telephone numbers, of~~ all Senate officers and of all presiding officers of all Senate committees **is made**~~. This information shall be~~ **available on the Senate website for all** ~~upon request to any~~ member**s** of the campus community.

11.7 The Executive Secretary and Director **will normally provide** ~~shall make available to each Senator, by campus mail or electronic means,~~ a copy of the agenda and supporting material **one week in advance of** ~~for~~ each **Senate** 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).~~

11.8 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.

11.9 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(3-4), 3.4.b(3-4), and 3.7) and these *Bylaws* (Articles 2.2, 4.1, 5.5, and 5.6).

11.10 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.

11.11 The Executive Secretary and Director shall provide information or assistance as requested for revision of the undergraduate catalog.

ARTICLE 12
ANNUAL TRANSITION OF THE SENATE

12.1 **Preparation for Transition:**

12.1.a By no later than the scheduled December meeting of the Senate, the Committee on Committees shall present to the Senate 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 not be accepted from the floor of the Senate. The Senate, as a body, shall approve the slate of nominees to serve on 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 from within the membership of the committee.

12.1.b The Nominations Committee shall solicit nominations from the membership of the Senate and shall present to the Chair of the Senate by April 15:

(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, the Campus Transportation Advisory Committee (CTAC), the University Athletic Council, and the Council of University System Faculty (CUSF), and any 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 Nominations Committee shall secure the consent of all candidates in writing.

12.1.**c**~~b~~.A brief statement of each candidate's qualifications shall be sent to the voting membership of the incoming Senate ten (10) working days before the Transition 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 Transition Meeting. These additional nominations shall be sent to the voting membership of the incoming Senate ten (10) working days before the Transition Meeting.

12.2 **Transition Elections ~~Meeting~~:**

~~12.2.a The Transition Meeting will be the last regularly scheduled meeting of the Spring semester, and starts a new Senate session.~~

~~12.2.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 Transition Meeting by the outgoing Chair.~~

~~12.2.c Election of the Chair-Elect, as provided for in section 5.7.a of the *Plan,* shall be the first order of business of the Transition Meeting, after which the outgoing Chair will pass the gavel to the previous Chair-Elect, who will assume the Chair.~~

~~12.2.d The election of the Executive Committee, election of incoming members of the Committee on Committees, Campus Transportation Advisory Committee (CTAC), Athletic Council, Council of University System Faculty (CUSF), and such other persons elected by the members of the Senate, shall be scheduled special orders of the Transition Meeting~~.

12.2.a Election of the Chair-Elect shall occur as provided for in section 5.7.a of the *Plan.*

12.2.b The election of members of the Executive Committee, Committee on Committees, Campus Transportation Advisory Committee (CTAC), Athletic Council, Council of University System Faculty (CUSF), and such other persons elected by the members of the Senate, shall be held after the election of the Chair-Elect.

(1) Nominations **for each of these committees and councils** may be **submitted in accordance with** ~~received from the floor by the Chair, in addition to those provided for in~~ Article 12.1 **above**.

(2) Nominations may also be received from the floor by the Chair at the Transition Meeting. 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.

(3) 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 distributed to each Senator in the appropriate constituency. ~~Ballots are~~ **The election** to **break the tie should end** ~~be returned to the Office of the University Senate within~~ one (1) week from the **start** date ~~distributed~~.

~~12.2.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~~.

~~12.2.f After the conclusion of the Transition Meeting, any vacancies on standing committees will be filled 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.~~

12.3 Transition of the Senate:

12.3.a The new Senate session will begin at the Transition Meeting, which will be the last regularly scheduled meeting of the Spring semester.

12.3.b Newly elected Senators will be inducted at the Transition Meeting. Terms of office of newly elected Senators will begin, and the terms of the outgoing Senators will end, during the Transition Meeting.

12.3.c The outgoing Chair will pass the gavel to the previous Chair-Elect, who will assume the Chair role.

12.3.d The elected members of the outgoing Executive Committee and the Committee on Committees shall continue to serve until new members are elected.

12.3.e After the conclusion of the Transition Meeting, any vacancies on standing committees will be filled 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
BYLAWS OF THE UNIVERSITY LIBRARY COUNCIL

1. **Charge to the Library 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 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 standing committees. It is expected that the Library Council will also inform the Senior Vice President and Provost in advance of these legislative recommendations. In addition to the mandatory annual report, the Chair of the Library Council shall keep the Chair of the Senate informed of the major issues before the Library Council and shall indicate when action or information items are likely to be forwarded for Senate consideration.

   (2) Respond to charges sent to the Library Council by the Senate Executive Committee.

   (3) Provide an annual written report of the Library Council's activities, including the status of recommendations made by the Library Council each year, and of unresolved issues before the Library Council.

   B. **The Library Council's Responsibilities to the Senior Vice President and Provost:**

   (1) Advise on the Libraries' budget, space, personnel and staffing, and other resources. It is expected that the Senior Vice President and Provost will consult the Library 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 and Provost.

   (6) Meet at least annually with the Senior Vice President and Provost to review the major issues facing the Libraries and its activities on campus.

   (7) The Library Council is responsible for informing the Senior Vice President and Provost of pending reports and recommendations to the University Senate.

   C. **The Library 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 Library Council.

(7) It is expected that the Library Council will adopt a broad campus perspective and that the Dean of the Libraries will inform the Library 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 Library Council May:**

(1) Undertake investigative studies in matters concerning the University Libraries and recommend solutions to the University Senate, the Senior Vice President 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 Library Council:** The Library Council shall consist of thirteen (13) appointed members and four (4) ex officio members. The appointed members shall be: the Chair, ten (10) faculty members including at least one (1) member of the Library faculty, one (1) graduate student, and one (1) undergraduate student. The four (4) ex officio members shall be a representative of the Office of the Senior Vice President and Provost, a representative of the Dean of the Libraries Office, a representative of the Division of Information Technology, and the Chair-Elect of the Senate.

A. **Tenure in Office:**

(1) The Library 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 Library Council. If the Chair is serving as a regular member of the Library 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 and Provost and the Senate Executive Committee shall reach an agreement on the Library 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 and Provost will appoint a member of the Provost's staff as an ex officio member of the Library 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 Library Council who will have voice but no vote.

(6) The Vice President for Information Technology and Chief Information Officer (CIO) will appoint a member of the Division of Information Technology's staff as an ex officio member of the Library Council who will have voice but no vote.

(7) The Chair-Elect of the Senate shall serve as an ex officio member of the Library Council who will have voice but no vote.

B. **Qualifications of Library Council Members:** Successful operation of the Library Council requires that the members of the Library 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 Library 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. Library 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 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 and Provost and the Chair-Elect of the Senate shall draw up a slate of nominees who will agree to serve, and the slate will be submitted to the Senior Vice President and Provost and the Committee on Committees for approval. The list of nominees for Library 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 Library 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 Library Council:** Effective and efficient Library Council operation will require adequate support and full cooperation among the Senate, the Senior Vice President and Provost, the Dean, and their offices.

A. The Office of the University Senate or its designee will provide normal committee support to the Council, including maintaining mailing lists, reproducing Library Council documents, keeping a copy of Library Council minutes, maintaining files for the Library Council, and arranging meeting rooms.

B. The Office of the Senior Vice President and Provost, through its ex officio Library 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 University Senate will also provide website space for the Library Council.

C. The Dean of the Libraries will provide the Library Council with internal data, reports, studies, etc. as needed to support the Library Council's work. The Dean will also arrange for unit staff to present testimony concerning such reports as the Library Council finds useful in carrying out its responsibilities. The Dean's assistance to the committee shall also include providing the Library Council members with the opportunity to attend an appropriate orientation session dealing with the Libraries.

D. Control of the Library Council's agenda will be the responsibility of the Library Council Chair and the voting members of the Library Council.

E. While being responsive to the needs of the Senior Vice President 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 Library Council. In turn the Library Council must not attempt to micro manage the Libraries.

F. The Library 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 Library Council, the Chair shall call a meeting. A majority of the voting members of the Library Council shall constitute a quorum for the conducting of official business of the Library Council.

4. **Operational Relationship of the Library Council to its Sponsors:**

A. For purposes of University Senate action, a Library Council created through Senate action will appear in essentially the same role as a standing 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 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 Library Council's standing in the same fashion. For other purposes, such as APAC review of the Unit, the Library 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 Library Council and have a voice in its deliberations. Since one of the three main functions of the Library Council is to advise the Dean, the Dean shall not formally be a member of the Library Council. On formal reports and recommendations of the Library Council to the University Senate or to the Senior Vice President and Provost, the Dean of the Libraries may send a separate memorandum to the Senate or the Senior Vice President and Provost, as appropriate, supporting or opposing the report or the recommendations, and providing rationale for the Dean's position.

5. **Review of the Library Council:** The Library Council and its operations will be reviewed in conjunction with the periodic review of the Senate and the *Plan*.

APPENDIX 2
BYLAWS OF THE UNIVERSITY RESEARCH COUNCIL

{To be inserted once available}

APPENDIX 3
BYLAWS OF THE UNIVERSITY IT COUNCIL

1. **Charge to the University Information Technology (IT) Council**: The IT Council has the responsibility to facilitate alignment of vision, priorities, and pace of IT investments and to recommend IT policies to the University Senate and administration. The IT Council is supported by Working Groups, which facilitate campus-wide communication related to IT matters.

A. **The Council's Responsibilities to the University Senate:**

1) Advise on strategic issues involving the University's use of IT, information security, access, retrieval and content stewardship, and telecommunication and knowledge dissemination.

2) Bring IT initiatives and proposals to the Senate for consideration and review.

3) Keep the Senate informed of strategic IT matters through periodic updates.

4) Respond to charges sent to the IT Council by the Senate Executive Committee.

5) Provide an annual written report of the IT Council's activities.

B. **The IT Council's Responsibilities to the Vice President for Information Technology and Chief Information Officer (CIO):**

1) Advise on policy recommendations related to campus technology facilities, equipment, software, and services - particularly in the areas of computing (both academic and administrative), networking, and telecommunications.

2) Advise on IT planning, including strategic and other major planning for information technology operation and development.

3) Advise on the Division of Information Technology's budget, space, and other material resources, in addition to personnel, staffing and other human resources.

4) Advise on the Division of Information Technology's administrative policies and practices.

5) Respond to requests for review, analysis, and advice made by the Vice President for Information Technology and CIO.

C. **The IT Council's Responsibilities to the Deans, the Campus Student Technology Advisory Fee Committee, and the Campus Community:**

1) Ensure the distribution of information concerning available campus technology services and how they might be best used to serve the campus community.

2) Seek input from current and prospective users concerning types of technology services the campus can provide.

3) Respond to input from current users concerning the quality of campus technology services.

D. **To Fulfill Its Responsibilities, the IT Council May**:

1) Investigate matters concerning the Division of Information Technology and recommend solutions to the University Senate, the Vice President for Information Technology and CIO, or the general campus community.

2) Conduct open hearings on major issues concerning the Division of Information Technology and its activities.

3) Communicate directly with the campus community on concerns related to the Division of Information Technology's services and policies.

2. **Organizational Structure of the IT Council:** The IT Council shall include five standing Working Groups, each of which will have a chair.

3. **Composition of the IT Council:** The IT Council shall consist of eleven appointed members and additional non-voting ex-officio members. The appointed members shall be: the chair, one staff member, one undergraduate student, one graduate student, one professional track faculty member, one tenured faculty member, and the chairs of the five IT Council Working Groups. The non-voting ex-officio members shall be a representative from the University Libraries; a representative from the Office of the Provost; a representative from the Information Technology Advisory Committee (ITAC); and the Vice President for Information Technology and CIO. Additional non-voting ex-officio members may be appointed as needed, by agreement between the Vice President for Information Technology and CIO and the Senate Executive Committee.

A. **Tenure in Office:**

1) The IT Council chair should be a tenured faculty member, and is appointed for a single, three-year term. Normally, the chair shall have served as a member of the IT Council. If the chair is serving as a regular member of the IT Council at the time of appointment, a new member shall be appointed to serve the remainder of the term the chair has vacated. The Vice President for Information Technology and CIO and the Senate Chair shall reach an agreement on the IT Council chair, and the joint choice shall be submitted to the University Senate for its approval.

2) The five Working Group chairs shall be appointed for staggered two-year terms. No working group chair shall serve more than two 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 faculty members (professional track and tenured) shall be appointed for two-year terms. No faculty member shall serve more than two terms consecutively. For this purpose, members who have served more than a year should be considered to have served a full term.

4) The staff member shall be appointed for a two-year term. No staff member shall serve more than two terms consecutively. For this purpose, members who have served more than a year should be considered to have served a full term.

5) The two student members shall be appointed for one-year terms. No student member should serve more than two terms consecutively. For this purpose, student members who have served more than half their term should be considered to have served a full term.

6) The Dean of the Libraries will appoint a representative from the University Libraries as a non-voting ex officio member of the IT Council.

7) The Provost will appoint a representative from the Office of the Provost as a non-voting ex-officio member of the IT Council.

8) The Information Technology Advisory Committee (ITAC) will appoint a representative from the committee as a non-voting ex-officio member of the IT Council.

9) The Vice President for Information Technology and CIO, or a designee, shall serve as a non-voting ex-officio member of the IT Council.

B. **Qualifications of IT Council Members:** Successful operation of the IT Council requires that its members understand the nature of the Division of Information Technology and represent the best interests of the campus as well as the particular interests of their specific constituencies.

1) IT Council members should be chosen from people who can bring a campus-wide perspective to their deliberations on IT matters and who have shown interest and willingness to foster a good working relationship between the Division of Information Technology and its users.

2) IT Council members should be selected to represent as broad a range of campus disciplines and interests as possible. Faculty members should include representatives from the various disciplines on campus ranging from the arts and humanities and social sciences to the physical and biological sciences and engineering.

C. **The Appointment Process:** In the spring of each year, the Senate Office shall notify the Vice President for Information Technology and CIO and the Chair of the Senate of the appointments required for the following academic year. The Vice President for Information Technology and CIO and the Chair of the Senate shall draw up a slate of nominees who will agree to serve, and the slate will be submitted to the Committee on Committees for approval. The final slate of nominees for IT 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 IT Council members will take place through the same consultative process as the initial appointment, with the submission of names to the Senate occurring as needed.

4. **Operation of the IT Council**

A. The Division of Information Technology or its designee will provide normal committee support to the Council, including maintaining mailing lists, reproducing IT Council documents, keeping IT Council minutes and agendas on an IT governance website, and arranging meeting rooms.

B. Control of the IT Council's agenda will be the responsibility of the IT Council chair and the voting members of the IT Council.

C. While being responsive to the needs of the Vice President for Information Technology and CIO and the Senate in a timely manner is necessary, the Working Groups and the sponsoring parties - as well as the Deans, the Campus Student Technology Fee Advisory Committee, and the campus community - must not attempt to micro-manage the ongoing operation of the IT Council. In turn, the IT Council must not attempt to micro-manage the Division of Information Technology.

D. The IT Council should typically meet once every month and shall meet at least once per semester. Meetings will be scheduled by Division of Information Technology staff, in consultation with the IT Council chair and the Vice President for Information Technology and CIO.

5. **Working Groups of the IT Council:** The Working Groups will serve in an advisory capacity to the IT Council. These groups should carry out research and make recommendations on IT issues, and shall each work with the appropriate Division of Information Technology staff member, as appointed by the Vice President for Information Technology and CIO.

A. **The five Working Groups shall be:**

1) **IT Infrastructure Working Group,** which focuses on building and maintaining a sound, advanced, secure, and productive physical information technology infrastructure (including but not limited to facilities, hardware, networks, and software) capable of supporting broad and effective use by students, faculty, and staff throughout the institution, including remote University members such as agricultural extension offices.

2) **Learning Technologies Working Group**, which provides the vision, priorities, and pace for enterprise learning technology solutions and services to be undertaken on campus. Its work focuses on endorsing the adoption of new learning technology solutions, as well as making recommendations for upgrading or decommissioning existing services. Working group members are nominated by the Deans.

3) **Research Technologies Working Group,** which provides the vision, priorities, and pace for enterprise research technology solutions and services to be undertaken on campus. Its work focuses on endorsing the adoption of new research technology solutions, as well as making recommendations for upgrading or decommissioning existing services. Working group members are nominated by the Deans.

4) **Administrative Systems Working Group,** which advises the Vice President for Information Technology and CIO in matters of enterprise-wide administrative system technology decisions and priorities.

5) **IT Security Working Group,** which advises the Vice President for Information Technology and CIO on IT security matters. The focus is on securing the integrity of information technology resources, safeguarding institutional information, protecting the privacy of University community members in their use of IT, and ensuring the continuity of the institution's IT resources and information repositories in the face of possible disaster scenarios.

B. **Composition of the Working Groups:** Each Working Group will have a chair appointed by the Vice President for Information Technology and CIO and the Senate Chair for a two-year term. The membership of each Working Group will be appointed by the Vice President for Information Technology and CIO unless otherwise specified above (5.A.2 and 3), but will be flexible so that additional members can be engaged in the decision-making and review process as appropriate. The membership of each Working Group shall include a combination of faculty, staff, and students.

C. Terms on Working Groups shall be two (2) years for faculty and staff. 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 July 1 of the appropriate year.

D. **Meetings of the Working Groups:** The Working Groups usually meet three to four times a semester.

E. **Working Group Responsibilities:**

1) Provide knowledge in a particular area and serve as an advisory board, by which the IT Council can route items for review and comment.

2) Submit proposals and issues to the IT Council for consideration and/or funding.

3) Assist in the annual review and update of the Information Technology Strategic Plan.

6. **Operational Relationship of the IT Council to its Sponsors:**

A. For purposes of University Senate action, the IT Council will appear in essentially the same role as a standing committee of the University Senate.

B. The IT Council 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. The Vice President for Information Technology and CIO is an ex-officio member of the IT Council and has a voice in its deliberations.

7. **Review of the IT Council:** The IT Council and its operations will be reviewed in conjunction with the periodic review of the Senate and the Plan.

8. Amendments: Amendments to these Bylaws shall be provided to the IT Council members a minimum of seven calendar days in advance of any regular meeting. Approval shall require a two-thirds vote of the present and voting regular membership of the Council. Upon approval, a revised copy of the Bylaws shall be sent to the Senate Office.

APPENDIX 4
CHARTER OF THE UNIVERSITY ATHLETIC COUNCIL

The University of Maryland at College Park is dedicated to higher learning, research, and public service. An intercollegiate athletic program can significantly contribute to the learning and the public service components of the Campus Mission. The operation of a successful athletic program fosters spirit, identity and a sense of pride within the campus community and provides talented student-athletes with the opportunity to enrich their collegiate experience through participation in a challenging and competitive athletic program. Excellence of the athletic program at College Park stems not only from successful competition, but more importantly, from the general involvement in the Campus milieu of student-athletes who will earn degrees and who in other respects, embody qualities with which the institution can identify. Most importantly, both athletic success and academic integrity are the crucial elements in judging the excellence of the athletic program at the University of Maryland at College Park.

The importance of faculty involvement and influence in the institutional control and operation of an excellent athletic program cannot be overestimated. Faculty advice and participation will enhance the integrity of the athletic program in terms of academic performance, rules compliance, and compatibility of athletic programs with the mission of the campus.

PURPOSE OF THE ATHLETIC COUNCIL

First and foremost, the Athletic Council exists to help the University develop and maintain the best possible intercollegiate athletic program consistent with the academic integrity of the institution and the academic and social development of student athletes. The Athletic Council is the primary body, which advises the President on all matters relating to intercollegiate athletics. It is responsible for formulation and recommendation of policy matters affecting intercollegiate athletics and for monitoring the implementation of such policy by the intercollegiate athletics program. The Council, on behalf of the President, provides the necessary faculty input and participation in intercollegiate athletics as required by the Big Ten Conference, National Collegiate Athletic Association and the University of

Maryland at College Park. The Council does not execute policy but serves to influence policy development and administration.

This document delineates the responsibilities, processes, and membership of the Athletic Council at the University of Maryland at College Park. It is expected that the Council will be proactive in its task of preparing policy recommendations and monitoring their implementation by the intercollegiate athletics program. The Council expects to have the full support of the Campus in the responsible performance of its duties.

FUNCTION/DUTIES OF THE ATHLETIC COUNCIL

The major function of the Athletic Council is to assist the President and the Director of Intercollegiate Athletics in the exercise of "institutional responsibility and control of intercollegiate athletics" as required by the constitution of the Big Ten Conference, the National Collegiate Athletic Association and the University of Maryland at College Park. The Council functions in advisory, compliance, liaison, and representative capacities. The Athletic Council shall meet at least four times each year, twice in each semester, and at such other times as needed to carry out the duties of the Council. Specific duties of the Council shall include but not be limited to the following:

1. Promote an understanding of intercollegiate athletics among faculty, students, staff, alumni and other members of the University of Maryland at College Park community.

2. Promote the adoption and implementation of appropriate policies for the admission and continuing eligibility of student athletes at the University of Maryland at College Park.

3. Monitor the preparation of the athletic budget by the Athletic Director during the regular budgetary process and make recommendations to the Athletic Director and the President concerning sources (i.e. student athletic fees) and allocations of funds.

4. Participation in the selection process for the Director of Intercollegiate Athletics and the head coaches in all sports including, if possible, informal meetings of the final candidates with the Executive Committee in the interview process. A faculty member from the Athletic Council should be included on all search committees for head coaches.

5. Establish criteria and make recommendations, with the advice of the Athletic Director, regarding which sports shall be certified as intercollegiate sports.

6. Recommend policies concerning athletic schedules, practice, the number of contests to be played each year in each sport and the NCAA category of schools with which it is desirable to compete.

7. Establish guidelines for and make recommendations regarding the acceptance of invitations to post-season events, special holiday games, or other events outside the regular season schedule.

8. Review and formulate policies concerned with substance abuse that will provide protection to the health of student-athletes and ensure that such policies have a strong educational emphasis.

9. Review and endorse policy on physical facilities necessary for the conduct of a competitive Division I-A program.

10. Review and formulate policies on recruitment and the awarding of athletic grants and scholarships to student-athletes who meet eligibility standards.

11. Review and approve the criteria for departmental awards in recognition of athletic and academic achievement.

12. Review athletic event price schedules, seating priorities and allocation of tickets to various groups.

13. Monitor the advisement, academic support and counseling services available to student-athletes.

14. Review and formulate policy concerning the conduct of home athletic contests, particularly with respect to the protection and safety of participants and spectators.

15. Review and formulate policy regarding the expectations of and behavior of coaches and student-athletes.

16. Review and formulate policy regarding the expectations of and behavior of cheerleaders and their advisors.

17. Assist with the development of official reports to be submitted by the President for filing with the conference or appropriate associations.

18. Review with appropriate authorities the financial audits of the Department of Intercollegiate Athletics.

19. Monitor the activities of the Department of Intercollegiate Athletics to make sure that they are in compliance with Conference (Big Ten) and Association (NCAA) bylaws, regulations and legislation.

In fulfilling its functions/duties, the Athletic Council

- must maintain confidentiality;
- shall have available to it complete information on all items which appear for its consideration and shall have full opportunity for discussion of each item before action is taken;
- shall have available full and current information on the financial, academic and related activities of the intercollegiate athletics program; and
- is authorized to recommend to the President the employment of experts from outside the Campus when their advice is needed.

RESPONSIBILITIES OF THE CHAIR OF THE ATHLETIC COUNCIL

The Athletic Council has a Chair who is selected by the President from the faculty. The duties of the Chair shall include:

1. Serve as a spokesperson for the Council in all contacts with the media.

2. Serve as the Faculty Representative to the Big Ten Conference and the National Collegiate Athletic Association (NCAA).

3. Chair meetings of the Athletic Council and the Executive Committee of the Council.

4. Call regular meetings of the Athletic Council and such special meetings as may be necessary.

5. Prepare the agenda for meetings of the Athletic Council and of the Executive Committee of the Council.

6. Represent the campus, as authorized by the President, at meetings of the NCAA, Big Ten, United States Intercollegiate Lacrosse Association, United States Olympic Committee, Intercollegiate Athletic Association of America, College Football Association and other groups which establish international, national and regional policies for intercollegiate athletics.

7. Advise the President and serve as spokesperson to the faculty on behalf of the President on appropriate matters.

8. Report to the President on all actions taken by the Athletic Council.

9. Work with the Director of Intercollegiate Athletics in coordinating and carrying out the functions of the Athletic Council.

10. Monitor activities of the Department of Intercollegiate Athletics and confer regularly with the President on matters which should come to the President's attention.

11. Ensure that required reports and recommendations from the Athletic Council are provided to the President.

12. Report to the President and the Athletic Director on the concerns of the Athletic Council relative to athletics and to interpret to the faculty and other groups the University's athletic policies and activities.

13. Ensure that all actions of the Chair and the Executive Committee made on behalf of the Council are properly recorded and reported to the full membership of the Council in a timely manner.

14. Coordinate with the President's Office all financial support necessary to carry out the duties of Chair, including the development of an annual budget for this support; and the approval of all requests for expenditures and expense reimbursements made for this purpose. The President's Office is the administrative unit responsible for providing appropriate financial support to the Chair of the Athletic Council/Faculty Athletic Representative, and for approving both the annual budget request for this support as well as all expenditures, and expense reimbursements made for this purpose.

15. Know, recognize, and comply with the laws, policies, rules and regulations governing the University and its employees, and the rules of the National Collegiate Athletic Association (the "NCAA") and the Big Ten. Inform the Athletic Department Compliance Officer immediately of any suspected violation. Assist, as requested, in the investigation and reporting of those violations.

RESPONSIBILITIES OF THE VICE CHAIR OF THE ATHLETIC COUNCIL

The Athletic Council has a Vice-Chair who is selected by the President from the faculty. The duties of the Vice-Chair shall include:

1. Assist the Chair of the Council with conducting the business and meeting of the Council.

2. Conduct meetings of the Council in the absence of the Chair.

3. Write periodic articles for University publications about the actions of the Council.

4. Serve on the Executive Committee of the Council.

5. Coordinate the activities of and serve as an ex officio member to standing committees of the Council.

6. Know, recognize, and comply with the laws, policies, rules and regulations governing the University and its employees, and the rules of the National Collegiate Athletic Association (the "NCAA") and the Big Ten Inform the Athletic Department Compliance Officer immediately of any suspected violation. Assist, as requested, in the investigation and reporting of those violations.

ATHLETIC COUNCIL MEMBERSHIP

Intercollegiate Athletics plays an important role in fostering pride and spirit in the University community. The Athletic Council membership is designed to be representative of this community and shall consist of faculty, administration, staff, students and alumni. The membership shall include minorities, women and men, and thorough consideration will be given to ensure a balanced representation on the Council. The Athletic Council shall consist of twenty voting and five non-voting members appointed by the President or elected by the Senate as follows:

Voting Members of the Athletic Council

- The Athletic Council has a Chair who is selected by the President from the faculty. The duration of the Chair's membership on the Council is determined by the President. The initial appointment is for a five year term which may be renewed by the President.

- The Athletic Council has a Vice-Chair who is selected by the President from the faculty. The duration of the Vice-Chair's membership on the Council is determined by the President. The initial appointment is for a three year term which may be renewed by the President.

- Seven faculty members of the Athletic Council will be elected by the Senate. These elected faculty members will serve for a three year period and are not eligible to serve a second consecutive three year period. The Senate should make every effort to assure diversity among the elected members.

- The Faculty member who is Chair of the Campus Affairs Committee of the Senate or a designee from the Committee who must be a faculty member is a member of the Athletic Council.

- One Academic Dean appointed by the Provost. The appointment is for a one year term which may be renewed by the Provost.

- Two staff members, one who is appointed by the President for a three year period and one who is elected for a three year period by the Senate. These staff members will serve on a staggered basis and are not eligible to serve a second consecutive three year period.

- The Vice President for Student Affairs.

- One representative from the “M” Club. The appointment is for one year.

- One representative from the Terrapin Club. The appointment is for one year.

- One student representative from the Student Government Association. The appointment is for one year.

- One undergraduate female athlete. The appointment is for two years and the student should maintain eligibility in her sport.

- One undergraduate male athlete. The appointment is for two years and the student should maintain eligibility in his sport.

- One graduate student. The appointment is for two years and the student should maintain good standing in the Graduate School.

Non-Voting Members of the Athletic Council

- The Director of Intercollegiate Athletics.

- A Representative from the President’s Office.

- A Representative of the Office of General Counsel.

- The Director of the Student Health Services.

- The Director of the Office of Alumni Programs for the University of Maryland at College Park.

- A current head coach selected by the coaches as their representative. This appointment will be a one-year appointment with a three year limit.

In making all non-elected appointments to the Athletic Council, the President should solicit recommendations from the following advisory groups or persons: Executive Committee of the Athletic Council, President of the Student Government Association, President of the Graduate Student Government, Dean of the Graduate School, and Director of Intercollegiate Athletics. The term of office of all members of the Council shall begin with the first meeting of the new academic year.

Vacancies occurring on the Council due to resignation or other cause will be filled as they occur. If the vacancy is one of the members of the Council elected by the Senate, the Senate will be asked to elect a replacement to fill the vacancy. For all other vacancies, the President will solicit nominations from the appropriate groups and appoint a replacement to fill the remainder of the unexpired term. Persons appointed to fill a partial term on the Council will be eligible for election or appointment to a full term as appropriate for their membership category.

COMMITTEES OF THE ATHLETIC COUNCIL

Committees of the Athletic Council shall include an Executive Committee, Standing Committees of the Council, and Ad-Hoc Committees as needed. The major responsibilities and membership of these Committees of the Athletic Council follow.

1. **Executive Committee.** The membership of the Committee is as follows: The Chair of the Athletic Council who will

serve as chair, the Vice-Chair of the Athletic Council, chairs of the five standing committees of the Athletic Council, the representative from the President's office, and a staff or student member of the Athletic Council. If one or more of the Chairs of the standing committees are not faculty, the membership of the Executive Committee will be adjusted to include four faculty in addition to the Chair. Total membership of the Executive Committee will not exceed eight at any time. The responsibilities of the Executive Committee shall include the following:

- Meet on matters calling for immediate action and at times when meetings of the full Athletic Council are not possible.
- Identify and assign problems to standing subcommittees and ad-hoc committees for study and receive reports from these committees.
- Serve as the personnel committee of the Council upon request of the President.
- Review compliance reports submitted by the Department of Intercollegiate Athletics and ensure that the Department is in compliance with all Conference and Association policies.
- Advise the President on an emergency basis.
- Recommend faculty and staff for membership on the Athletic Council.

2. **Standing Committees of the Athletic Council.** The Chair of the Athletic Council will select the Chairs of the Standing Committees and will appoint each committee and, with the exception of the Academic Committee, will appoint each committee after soliciting volunteers from the Council membership.

    a. **Academic Committee.** All faculty members of the Council are members of the committee. The general role of the Academic Committee is to ensure that appropriate academic standards are established and maintained for all student-athletes and that all participants recognize the priority of successful academic performance by all student-athletes. In fulfilling this function, the Committee shall make appropriate recommendations to the Athletic Council. In particular, the Committee shall have the following duties:

    - Recommend policies and procedures regarding standards and criteria for admission of student-athletes.
    - Recommend academic policies and procedures regarding standards and criteria for continuing eligibility of student-athletes to participate in intercollegiate sports.
    - Consider and decide academic appeals of student-athletes concerned with eligibility.
    - Review every semester the academic program and progress of student-athletes.
    - Recommend policies for and monitor the activities of the academic support services provided to the student-athletes.
    - Recommend policies regarding post-season and tournament participation by athletic teams.
    - Recommend policies regarding scheduling and practice time.

    b. **Budget and Facilities Committee.** The general purpose of this Committee is to monitor but not manage those activities of the Athletic Department pertaining to budget and facilities. In fulfilling this function, the Committee shall make appropriate recommendations to the Athletic Council. More specifically, responsibilities of the Committee shall include the following:

    - Monitor the preparation of the athletic budget(s) by the Director of Intercollegiate Athletics.
    - Review and analyze for the Council the final budget(s) submitted by the Director of Intercollegiate Athletics to the President.
    - Establish criteria and make recommendations, with the advice of the Director of Intercollegiate Athletics, regarding which sports shall be certified as intercollegiate sports.

- Review policies regarding the number and distribution of athletic scholarships to be awarded annually.

- Review and recommend policies for athletic event price schedules, seating priorities and allocation of tickets to various groups.

- Review and recommend policies regarding utilization and development of intercollegiate athletic facilities.

- Monitor the financial accountability of the Department of Intercollegiate Athletics.

c. **Student Life Committee.** This Committee is concerned with all non-academic aspects of the student-athlete's involvement with the University. In fulfilling this function, the Committee shall make appropriate recommendations to the Athletic Council. More specifically, the responsibilities of the Committee shall include the following:

- Review and recommend policies concerning the nature and type of health screening and drug testing.

- Review and recommend policies regarding practice schedules.

- Review and recommend policies for determining when health and other non-academic factors will be used to restrict a student's involvement in intercollegiate athletics.

- Review and recommend policies for and monitor activities of non-academic support programs and placement services.

- Review and recommend policies regarding scholarship awards and retention of these awards.

- Review and recommend policies for housing assignments.

- Assist the Athletic Council in assuring the personal and social development of all student-athletes and their full integration into campus life.

d. **External Affairs Committee.** This Committee is concerned with external activities of the Department of Intercollegiate Athletics. In fulfilling this function, the Committee shall make appropriate recommendations to the Athletic Council. More specifically, the responsibilities of the Committee shall include the following:

- Review and endorse fundraising activities.

- Review and recommend policies for complementary distribution of tickets to athletic events.

- Review and recommend guidelines and/or policies for all sports marketing activities (i.e. sports camps, special events, endorsements, etc.)

- Review and recommend guidelines and/or policies for interactions with alumni and friends of the Athletic Department including the Terrapin Club, the "M" Club, and the Maryland Education Foundation.

- Review and recommend policies and/or guidelines for all media interactions.

e. **Professional Sports Counseling Panel (PSCP).** The PSCP is a committee of the Athletic Council authorized under NCAA by-law 12.3.4 to advise and assist student athletes in preparation for professional athletic careers. Consonant with its charge, the University of Maryland, College Park PSCP provides:

- Education and advice to student athletes about NCAA amateurism rules and professional sports careers.

- Oversight to the Athletic Department's implementation of University and NCAA regulations regarding contacts between student athletes and agents.

- Advice to the Athletic Council on matters related to its charge.

3. **Ad-Hoc Committees.** The Chair of the Athletic Council, upon advice of the Council, will appoint Ad-Hoc

Committees as needed. Membership on these committees will be on a volunteer basis or by appointment by the Chair of the Council after seeking advice from the Executive Committee.

MEETINGS OF THE ATHLETIC COUNCIL

The Chair of the Council serves as the spokesperson for the Council. Meetings of the Council are open only to Council members and invited guests. Individuals who are not members of the Council, but who wish to attend a specific meeting should seek the prior approval of the Chair. Information provided to Council members concerning specific personnel or compliance matters will not be divulged by individual members without permission of the Chair.

APPENDIX 5
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 Office of the University Senate will identify a replacement alternate subject to confirmation by the Senate Executive Committee.

The University Senate will elect representatives to CUSF each spring. The Senate Nominations Committee will solicit candidates and will present a slate to the Chair of the Senate with at least one (1) candidate for each vacant position to be filled. At the Transitional Meeting of the Senate, faculty Senators will vote to elect representatives to CUSF. Each faculty Senator shall have 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.

APPENDIX 6
PROCEDURES FOR ELECTIONS OF UMCP REPRESENTATIVES TO THE COUNCIL OF UNIVERSITY SYSTEM STAFF (CUSS)

The mission of the Council of University System Staff (CUSS) is to provide a voice for Staff employee concerns in reference to basic decisions that affect the welfare of the University System of Maryland (USM) and its employees. CUSS speaks for all non-exempt and exempt staff employees on Regular and Contingent II Status, who are not represented by a union under collective bargaining.

CUSS is comprised of Staff employees representing each USM institution and the USM Office (USMO). Institution membership is proportionate to the number of Staff employees at the individual institutions, with a minimum of two (2) primary members and two (2) alternate members per institution. Representation on CUSS from each constituent institution is apportioned according to the following formula: 1 to 999 eligible employees, 2 representatives; over 1000 eligible employees, 3 representatives. Staff at each constituent institution shall also select an alternate who shall substitute for a regular member of CUSS when needed. Alternates should be selected at the same time and in the same manner as regular members. A delegation may include more than one (1) alternate who is eligible to cast a vote for an absent member provided the member has given prior notification to the Chair of CUSS. The University of Maryland, College Park is entitled to three (3) representatives, and up to three (3) alternates.

As defined in 6.10.f of the Senate *Bylaws*, the Senate Staff Affairs Committee is responsible for administering the CUSS nomination and election process. Definitions of eligible staff shall be determined by the Board of Regents and CUSS. The CUSS elections will be administered in the spring semester every other year, as the terms of the current CUSS representatives are expiring. The Staff Affairs Committee will solicit candidates from the eligible staff population and will present ballots to the same population with at least one (1) candidate for each vacant position to be filled.

Eligible staff employees will vote to elect representatives to CUSS. If there are more candidates than positions, the person(s) receiving the most votes, in order, are declared representatives. The person(s) receiving the next most votes are declared alternate(s). A record of the outcome of the election will be retained by the Executive Secretary and Director of the University Senate.

New members shall begin their terms August 1. The normal term for CUSS representatives and alternates is two (2) years. 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.

APPENDIX 7
PROCEDURES FOR REVIEW OF COLLEGE AND SCHOOL PLANS OF ORGANIZATION

1. In accordance with Article 11 of the Plan, each College, School, Department and other Academic Program, and the Library, shall have a Plan of Organization.

    a. The Plan of Organization of each College, School, and the Library shall be reviewed by the University Senate according to the procedures detailed in section 2 of this appendix. All revisions to such Plans of Organization must be approved by the University Senate and the President prior to taking effect.

    b. The Plan of Organization of a Department or other Academic Program shall be reviewed and revised by the Faculty Advisory Committee of the College to which it belongs. In the review and revision of such Plans, the University Senate may act in an advisory capacity if asked to do so by the College.

2. Each College, School, and the Library shall review and revise its Plan of Organization in accordance with Article 11.3 of the Plan and shall submit it to the University Senate for review.

    a. Revised Plans of Organization shall be reviewed by the Senate Elections, Representation, and Governance (ERG) Committee for compliance with the University's Plan of Organization, University policy, and best practices of shared governance.

    b. The Senate Faculty Affairs Committee shall review the Appointment, Promotion, and Tenure or Permanent Status section of each Plan and any related documentation for compliance with the University's APT Policy. The Senate Faculty Affairs Committee shall also review the Appointment, Evaluation, and Promotion Policy and any related documentation for compliance with University policies on professional track faculty and the University's Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty.

    c. The ERG and Faculty Affairs Committees shall communicate any concerns or requested revisions to the respective College, School, or Library.

    d. Once all necessary revisions have been made, the ERG and Faculty Affairs Committees shall certify that they find the Plan to be in compliance and the revised Plan of Organization shall be submitted to the College Assembly or equivalent for approval.

    e. Upon approval of the College Assembly or equivalent, the ERG Committee shall submit the revised Plan and its accompanying report to the Senate Executive Committee for review and placement on the Senate Agenda.

    f. The revised Plan of Organization shall require final approval by the University Senate and the President.

3. During the initial implementation of a recently approved Plan of Organization, a College, School, or the Library may submit additional minimal or technical amendments to the Senate within one year of final approval by the University President. These revisions will undergo an expedited review process by the Senate ERG Committee, and by the Faculty Affairs Committee if appropriate. The committee(s) shall review only those amendments submitted by the College, School, or the Library, and shall not conduct a full review of the Plan. Upon approval by the ERG Committee (and the Faculty Affairs Committee, if necessary), the amendments shall be submitted to the College Assembly, the Senate Executive Committee, the Senate, and the President according to the procedures outlined above in section 2 d-f.

4. Until a revised Plan of Organization is approved by the University Senate and President, the version of the Plan of Organization of each College, School, and the Library that was most recently approved by the University Senate and President remains in effect, and provides the rules under which the College, School, or the Library must review and approve future revisions to its Plan. The University Plan of Organization supersedes any provisions in the Plan of any College, School, the Library, Department, or Academic Program that are in conflict with the purpose, applicability, or intent of the University Plan.

Dates of Approval, Updates and Amendments to the Senate Bylaws

Approved, Campus Senate, October 9, 1986
Approved, Board of Regents, February 6, 1987
Updated, July 11, 1988
Amended, February 13, 1986
Amended, December 7, 1986
Amended, May 7, 1990
Amended, September 13, 1990
Amended, November 15, 1990
Amended, October 14, 1993
Amended, December 6, 1993
Amended, March 31, 1994
Amended, April 18, 1994
Amended, May 5, 1994
Amended, November 10, 1994
Amended, August 28, 1996
Amended, May 15, 1997
Amended, March 5, 1998
Amended, April 2, 1998
Amended, April 6, 2000
Amended, February 12, 2001
Amended, September 19, 2002
Amended, February 3, 2003
Amended, October 16, 2003
Amended, April 19, 2004
Amended, April 4, 2005
Amended, May 15, 2007
Amended, May 8, 2008
Amended, October 16, 2008
Amended, February 9, 2009
Amended, May 4, 2009
Amended, November 12, 2009
Amended, March 3, 2010
Amended, February 9, 2011
Amended, May 4, 2011
Amended, March 8, 2012
Amended, April 19, 2012
Amended, May 2, 2013
Amended September 18, 2013
Amended, April 15, 2015
Approved after 2015 Plan of Org Review, May 4, 2015
Amended, November 20, 2015
Amended, December 14, 2015
Amended, February 18, 2016
Amended, March 18, 2016
Amended March 24, 2017
Amended November 8, 2017
Amended May 3, 2019
Amended February 7, 2020
Amended March 30, 2020
Amended November 12, 2020
Amended December 10, 2020

Appendix 1 - Charge from the Senate Executive Committee

UNIVERSITY SENATE

CHARGE

Charged: November 24, 2020| Deadline: March 6, 2021

Review of the Senate Bylaws to Ensure Alignment with Current Senate Practices (Senate Document #20-21-16)

Elections, Representation & Governance (ERG) Committee | Chair: Marcia Shofner

The Senate Executive Committee (SEC) and Senate Chair Dugan request that the Elections, Representation, & Governance (ERG) Committee review the Bylaws of the University Senate to ensure alignment with current Senate practices.

Specifically, the ERG Committee should:

1. Review provisions on the Senate Bylaws in the University of Maryland Plan of Organization on Shared Governance.
2. Review the Bylaws of the University Senate.
3. Review Amendments to Provisions on Minutes within the Senate Bylaws (Senate Document# 20-21-25).
4. Review feedback from current Senators on concerns related to alignment of the Senate Bylaws with current practices.
5. Consult with the Senate Parliamentarian.
6. Consult with the Executive Secretary & Director of the University Senate.
7. Consider whether current Senate practices are appropriately reflected throughout the Senate Bylaws.
8. If appropriate based on the committee's consideration of the above items, recommend whether the Senate Bylaws should be revised.

We ask that you submit a report to the Senate Office no later than **March 6, 2021**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Review of the Interim University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces and the Guidelines for Expressive Activity

PRESENTED BY	**Norma Andrews, Chair**
REVIEW DATES	**SEC – March 30, 2021 | SENATE – April 6, 2021**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**VI-4.10(A) - University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces**
NECESSARY APPROVALS	**Senate, President**

ISSUE

In September 2020, the Office of the President informed the University Senate that revisions were needed to the University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces (VI-4.10[A]) and the associated Guidelines for Expressive Activity (formerly the Guidelines on Demonstrations & Leafletting, and the Chalking Guidelines) to clarify where Expressive Activity and outdoor Public Speaking by both Internal and External Users could occur. The necessary revisions were time-sensitive, as clarity was needed before the beginning of the Fall 2020 semester. On September 18, 2020, the President approved the revisions on an interim basis, pending Senate review.

On September 25, 2020, the Senate Executive Committee (SEC) charged the Campus Affairs Committee with reviewing the interim Policy and Procedures and Guidelines for Expressive Activity, consulting with stakeholders, and considering whether the revisions made in the interim Policy and Guidelines were appropriate (Appendix A).

RECOMMENDATIONS

The Campus Affairs Committee recommends that the University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces and the Guidelines for Expressive Activity (VI-4.10[A]) should be revised as shown immediately following this report.

COMMITTEE WORK

The Campus Affairs Committee (CAC) began its consideration of the charge in October 2020. The committee reviewed the interim Policy and Procedures ("the Policy") and the Guidelines for Expressive Activity ("the Guidelines"); reviewed past Senate action on the policy; consulted with key stakeholders; and reviewed policies, procedures, and guidelines for Expressive Activity at peer institutions.

The CAC's review focused on the new proposed revisions to the Policy and Guidelines made by a Division of Student Affairs Working Group which was convened by the administration to develop a proposal for the committee's consideration. The CAC agreed to make minor revisions to the Policy to clarify the roles and responsibilities of Internal Users, External Users, and Hosts. The committee agreed to include language added to the Policy by the Working Group regarding criteria for which the University may relocate, reschedule, or cancel a Program in order to have an explanation for why the University may reject a request to reserve a space. In order to ensure that unit heads are made aware of Programs without creating an administrative burden, the CAC agreed to revise the Policy to state that Internal Users in administrative or academic units should report Programs to their unit head when they serve as Hosts to External Users for Programs that are open to a general audience. The committee also agreed that Registered Student Organizations should also report all Programs in advance to the appropriate facility manager and/or the Student Organization Resource Center (SORC). The CAC agreed with revisions made to the interim Policy by the Working Group that External Users should not be allowed to reserve the Nyumburu Amphitheatre for Expressive Activity as its location presents security concerns. The committee agreed to revise the Policy and Guidelines to set parameters regarding the use of amplified sound at outdoor events, and to make structural changes to the Policy so users can easily reference the appropriate provisions.

After considering the Guidelines, the CAC agreed that the Guidelines align with the principles established by the committee during their previous review of the Policy, and revised the Guidelines to include a direct reference to the Statement of Free Speech Values. In order to align with standard policy formatting, the committee agreed to revise the Guidelines from an Attachment to an Appendix, and to make minor revisions to formatting and terminology to ensure consistency.

After due consideration, the Campus Affairs Committee approved its proposed revisions to the interim Policy and Guidelines for Expressive Activity in an email vote concluding on March 22, 2021.

ALTERNATIVES

The Senate could choose to reject the recommendation. However, the University would also lose the opportunity to provide more clarity for users regarding policies and procedures for Expressive Activity. The University would also lose the opportunity to ensure that academic or administrative unit heads are appropriately made aware of Programs when their units act as Host for Programs by External Users, as well as lose the opportunity to codify parameters around the use of amplified sound at outdoor events.

RISKS

There are no associated risks to the University

FINANCIAL IMPLICATIONS

There are no known financial implications.

UNIVERSITY SENATE | REPORT | #20-21-11

Senate Campus Affairs Committee

Review of the Interim University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces and the Guidelines for Expressive Activity

2020-2021 Committee Members

Norma Andrews (Chair, October 2020 – May 2021)
Fulvio Cativo (Chair, August 2020 – September 2020)
Dan Alpert (Ex-Officio – SGA Rep)
Maria Barra (Staff)
Gerald Brust (Faculty)
Yanne Chembo (Faculty)
David Cronrath (Ex-Officio – Provost's Rep)
Leigh Ann DePope (Faculty)
Andrew Fellows (Faculty)
Vanessa Greer (Staff)
Jitendra Sai Gutha (Graduate Student)
Luke Jensen (Ex-Officio – Vice President for Diversity & Inclusion Rep)
Dan Laffin (Ex-Officio – GSG Rep)
Katie Lawson (Ex-Officio – VP University Relations Rep)
Rejanne Le Bivic (Faculty)
Anne Martens (Ex-Officio – VP Administration and Finance Rep)
Andrew Mazer (Graduate Student)
Rebecca Mollet (Undergraduate Student)
Madhulika Nallani (Undergraduate Student)
Allynn Powell (Ex-Officio – VP Student Affairs Rep)
Mark Sherburne (Ex-Officio – Chair of Coaches Council Rep)
Elizabeth Warner (Faculty)

Date of Submission

March 2021

BACKGROUND

In September 2020, the Office of the President informed the University Senate that revisions were needed to the University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces (VI-4.10[A]) and the associated Guidelines for Expressive Activity (formerly the Guidelines on Demonstrations & Leafletting, and the Chalking Guidelines) to clarify where Expressive Activity and outdoor Public Speaking by both Internal and External Users could occur. The necessary revisions were time-sensitive, as clarity was needed before the beginning of the Fall 2020 semester. On September 18, 2020, the President approved the revisions on an interim basis, pending Senate review.

On September 25, 2020, the Senate Executive Committee (SEC) charged the Campus Affairs Committee with reviewing the interim Policy and Procedures and Guidelines for Expressive Activity, consulting with stakeholders, and considering whether the revisions made in the interim Policy and Guidelines were appropriate (Appendix A).

COMMITTEE WORK

The Campus Affairs Committee (CAC) began its consideration of the charge in October 2020. The committee reviewed the interim Policy and Procedures ("the Policy") and the Guidelines for Expressive Activity ("the Guidelines"), the recommendations of the Inclusion and Respect Task Force which underly the Policy and Guidelines (Senate Document #17-18-03), and the CAC's past work on the Review of the University of Maryland, College Park Procedures for the Use of Physical Facilities (Senate Document #18-19-10). Throughout its review of the charge, the committee consulted with key stakeholders represented by a Division of Student Affairs Working Group on the interim Policy and Guidelines, and with the Office of General Counsel. The CAC also reviewed policies, procedures, and guidelines for Expressive Activity at peer institutions and a history of Expressive Activity at the University for contextual information.

The CAC's review was guided in large part by its recommendations related to the Policy in 2019 and actions taken since then to implement the Policy. During its prior review of the Procedures for the Use of Physical Facilities, the CAC recommended that it should be charged with reviewing the Guidelines for Expressive Activity after the revised Policy had been approved, since the Guidelines were to be based on principles established in the Policy. Since the development of the Guidelines would require a deep understanding of practices and processes, a Working Group composed of key stakeholders was convened by the administration to develop a proposal for the CAC's consideration. The Working Group was chaired by the Director of the Adele H. Stamp Student Union and included representatives from the Student Government Association (SGA); the University of Maryland Police Department (UMPD); the Department of Environmental Safety, Sustainability, and Risk; the Office of Strategic Communications; the Division of Administration and Finance; Facilities Management; the Office of General Counsel; and the Office of Diversity and Inclusion (ODI). It met a number of times beginning in November 2019 to review and develop the Guidelines.

Upon receiving its charge, the CAC consulted with representatives from the Working Group and the Office of General Counsel to learn more about the development of the interim Policy and Guidelines and the legal framework associated with its development. During the development of the Guidelines, the Working Group identified a need to develop a philosophy of free expression at the University. In doing so, the Working Group reviewed existing University policies, reached out to Big 10 and other peer institutions on their policies and procedures related to Expressive Activity, and reviewed case law and American Civil Liberties Union (ACLU) findings. The Working Group developed a preamble to the Guidelines to articulate this philosophy. In developing the revisions to the Guidelines on practices and processes, the Working Group also determined that associated changes to the Policy were needed to distinguish between Internal Users and External Users so each group can safely exercise their First Amendment rights in appropriate spaces on campus, and to align the Policy with practices operationalized by the Stamp Student Union staff and UMPD in working with users to plan Expressive Activity events.

Since the Policy and Procedures for the Use of Facilities and Outdoor Spaces was reviewed by the CAC and approved by the Senate in 2019, the committee's charge focused on the new proposed revisions to the Guidelines and on the changes in the Policy the Working Group recommended as a result of its work on the Guidelines. The CAC reviewed the principles decided upon by the CAC and the Senate in its prior review, and worked to ensure that the revised Policy and Guidelines upheld those principles.

The CAC considered the revisions made to the Policy related to Internal and External Users and their roles as Hosts. The committee acknowledged that Internal Users and External Users of University facilities and outdoor spaces have different rights and responsibilities. The vast majority of Expressive Activity events on campus are held by students, who are Internal Users and subject to both this Policy and the *Code of Student Conduct*. The University has little to no jurisdiction over External Users, who may simply be renting a space to hold an event. After consideration, the committee agreed that an Internal User or External User may act as a Host who plans or delivers a Program to which others are invited. A Program may include Expressive Activity. After consulting with the Working Group and Office of General Counsel, the CAC agreed to make minor changes in Sections V.A and V.C of the Policy to clarify these roles. The committee also agreed that the Host should assume fiscal responsibility and liability for Programs. During their discussion, the committee felt that the use of the term "fronting" in the Policy was unclear, and agreed to add a definition to the

Policy to clarify that Fronting is a prohibited practice and differs from an Internal User serving as a Host for an External User's program.

The CAC reviewed language added by the Working Group to Article VII.A of the Policy regarding criteria for which the University may relocate, reschedule, or cancel a Program, and considered whether the new language could potentially interfere with the First Amendment rights of users. After consulting with the Office of General Counsel, the committee learned that the added specificity is preferred, as First Amendment issues can arise when Universities lack clear guidelines for which Programs can be canceled. After discussion, the committee agreed to include this criteria in the Policy in order to have an explanation for why the University may reject a particular request to reserve a space, rather than appearing that the decision was arbitrary.

The proposed changes to the Policy by the Working Group included a modification of which Programs need to be reported to unit heads. In the committee's prior work, it recommended that only Programs open to the public should be reported to unit heads, in order to balance awareness of departmental activities while avoiding putting an undue administrative burden on the administrative or academic unit. The Working Group broadened this requirement in the interim Policy to require that all Programs be reported to unit heads, in order to ensure awareness of all events involving External Users. The Working Group also indicated that reporting all Programs would also ensure awareness of support provided by the University for safely facilitating events. In its discussion of the proposed change, the committee acknowledged the importance of ensuring that unit heads are made aware of Programs, but agreed with its prior assessment that reporting all Programs would be unduly burdensome, as it would include reporting activities that have a role in daily academic life, such as speakers visiting classes and colloquia. In order to balance the principles previously established by the committee and the concerns identified by the Working Group, the CAC agreed that Internal Users in administrative or academic units should report Programs to their unit head when they serve as Hosts to External Users for Programs that are open to a general audience. After consulting with the Director of the Adele H. Stamp Student Union, the committee agreed that Registered Student Organizations should also report all Programs in advance to the appropriate facility manager and/or the Student Organization Resource Center (SORC), which has jurisdiction over all Registered Student Organizations.

The interim Policy included revisions from the Working Group to the spaces where Expressive Activity is permitted; the revisions prohibit External Users from reserving the Nyumburu Amphitheatre for Expressive Activity. After consulting with representatives from the Department of Public Safety, the committee learned that safety and security concerns have been identified with Nyumburu Amphitheatre as a location for Expressive Activity for External Users. The Amphitheatre is located in a sunken pit, which creates issues with ingress and egress and potentially limits opportunities for UMPD to prevent physical confrontations, such as throwing bricks and other items at speakers. The Working Group also identified concerns with allowing External Users, who may include contentious users such as hate groups, to gather outside of the Nyumburu Cultural Center, which is dedicated to advancing the multicultural missions of the University. After consideration, the committee agreed that External Users should not be allowed to reserve the Nyumburu Amphitheatre for Expressive Activity. In the interim Policy and Guidelines, External Users are still able to reserve designated sidewalk space outside of the Stamp Student Union and designated space in Hornbake Plaza for Expressive Activity.

In considering the relationship between the Policy and the Guidelines, the CAC considered whether any modifications or structural changes were needed. In keeping with the principle of including broad language in policy and procedural information in guidelines, the committee agreed to revise

Article VI of the Policy to separate provisions related to Programs and Expressive Activity for External Users into different sections. This proposed restructuring allows the Policy to refer External Users directly to the Guidelines for information regarding Expressive Activity. It also makes procedural information on Expressive Activity easier for users to locate, as the same information is not duplicated both in the Policy and the Guidelines.

During its consideration of the Guidelines for Expressive Activity, the CAC acknowledged the challenges of balancing free speech rights with campus safety. The Working Group revised the Guidelines to include a ten-person limit for University students, staff, or faculty to hold Unscheduled Expressive Activity at any location on campus without a reservation. The CAC learned from the Office of General Counsel that the ten-person limit was agreed to as part of a settlement with the ACLU, because ten was thought to be a reasonable number. The Working Group also felt that limiting the number to ten people allows for University staff to quickly deploy to the group's location to ensure the group's safety. The CAC acknowledged that the ten-person limit refers to the location of Unscheduled Expressive Activity and does not limit the content of speech. After discussion, the committee agreed that the Guidelines allow campus community members to engage in Expressive Activity while also providing appropriate spaces for users to reserve to exercise their First Amendment rights. The committee also agreed that the Guidelines align with the principles established by the committee during their previous review of the Policy.

As it reviewed the Guidelines, the CAC expressed great appreciation for the principles outlined in the Statement on University Values and Statement of Free Speech Values, which were approved by the Senate and the President as part of the recommendations of the Inclusion and Respect Task Force in 2018 (Senate Document #17-18-03). To ensure that the Guidelines align with these principles, the committee developed revisions to include a direct reference to the Statement of Free Speech Values. After reviewing the Statements and the language within the Guidelines, the CAC felt that the language was similar but did not conflict, and so it retained the language added by the Working Group for additional context.

The CAC revised the Guidelines for Expressive Activity to align with standard policy formatting. The committee agreed that the Guidelines should be changed from an Attachment to an Appendix; Appendices typically include substantive information that require Senate review before any revisions can be made. This change ensures that the Senate is made aware of any potential future changes to the Guidelines. The committee also agreed to revise the Guidelines into a standard outline format to enhance clarity and ensure that users can easily reference specific provisions. After consulting with the Office of General Counsel, the committee agreed to make a few minor revisions in the Guidelines to keep terminology consistent, such as changing the term "persons" to "individuals" throughout the Guidelines.

In March 2021, the CAC was informed by the Director of the Stamp Student Union of ongoing concerns related to the use of amplified sound at outdoor events. After consulting with the Director and the Office of General Counsel, the committee agreed to add permissions and parameters regarding the use of amplified sound to Article IV.J of the Policy and Section III.A of the Guidelines.

After due consideration, the Campus Affairs Committee approved its proposed revisions to the interim Policy and Guidelines for Expressive Activity in an email vote concluding on March 22, 2021.

RECOMMENDATIONS

The Campus Affairs Committee recommends that the University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces and the Guidelines for Expressive Activity (VI-4.10[A]) should be revised as shown immediately following this report.

APPENDICES

Appendix 1 - Charge from the Senate Executive Committee

New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~), Moved Text in Green/Bold (**example**/~~example~~)

VI-4.10(A) UNIVERSITY OF MARYLAND POLICY AND PROCEDURES FOR THE USE OF FACILITIES AND OUTDOOR SPACES

(Approved by the President August 1, 1991; Amended January 18, 2001; Technical amendment April 24, 2003; Amended and approved September 24, 2019; Amended and approved on an interim basis by the President September 18, 2020)

I. Policy

It is the policy of the University of Maryland, College Park ("University") that its physical facilities and outdoor spaces be used to support the University's central mission as a land grant institution and its goals of achieving excellence in teaching, research, and public service within a supportive, respectful, and inclusive environment that honors freedom of expression and complies with the First Amendment.

II. Applicability

This policy applies to members of the University community (students, faculty, and staff) and other individuals or parties who utilize University facilities and outdoor spaces. The licensed use of University facilities for research-related activities by external users is addressed in the University of Maryland Policy on the Use of University Facilities by External Users for Research-Related Activities [VIII-14.00(A)].

III. Definitions

A. **"Expressive Activity" means verbal or non-verbal expression and assembly protected by the First Amendment, including but not limited to Public Speaking, Leafletting, demonstrations, rallies, picketing, vigils, parades, and marches.** ~~"Host" means an Internal User or External User who plans and/or delivers a Program to which others are invited.~~

B. "External User" means a group or individual that is not a University academic or administrative unit, a Registered Student Organization, a University employee or employees acting within the scope of their employment, or a registered University student.

C. **"Fronting" means an Internal User acting as an agent for an External User to (1) receive access to University facilities and outdoors spaces only intended for use by Internal Users; or (2) receive discounted rates for the use of University facilities or**

outdoor spaces where the Internal User attempts to vacate responsibility for the event, program, or activities that occur after receiving discounted rates. ~~"Internal User" means a University academic or administrative unit, a Registered Student Organization, a University employee or employees acting within the scope of their employment, or an individual or group of registered University students.~~

D. **"Host" means an Internal User or External User who plans and/or delivers a Program to which others are invited.** ~~"Program" is an activity or event that is intended to take place in a University facility or outdoor space, which may include Expressive Activity.~~

E. **"Internal User" means a University academic or administrative unit, a Registered Student Organization, a University employee or employees acting within the scope of their employment, or an individual or group of registered University students.** ~~"Public Speaking" means orally and audibly expressing a message, idea, opinion, concept, principle, or belief directed to a general audience and in a manner other than through a private conversation.~~

F. "Leafletting" means the distribution of non-commercial announcements, statements, handbills, leaflets, pamphlets, magazines, or other materials to individuals, who may accept or decline to accept the materials.

G. **"Program" is an activity or event that is intended to take place in a University facility or outdoor space, which may include Expressive Activity.** ~~"Expressive Activity" means verbal or non-verbal expression and assembly protected by the First Amendment, including but not limited to Public Speaking, Leafletting, demonstrations, rallies, picketing, vigils, parades, and marches.~~

H. **"Public Speaking" means orally and audibly expressing a message, idea, opinion, concept, principle, or belief directed to a general audience and in a manner other than through a private conversation.** ~~"Registered Student Organization" is a student group that is registered with the Student Organization Resource Center within the Division of Student Affairs as defined by the University of Maryland, College Park Procedures for Student Organizations [V-1.00(F)].~~

I. "Registered Student Organization" is a student group that is registered with the Student Organization Resource Center within the Division of Student Affairs as defined by the University of Maryland, College Park Procedures for Student Organizations [V-1.00(F)].

IV. General Guidelines for the Use of University Facilities and Outdoor Spaces

A. University facilities and outdoor spaces are available primarily for Programs offered by and intended for Internal Users as members of the University community.

B.~~A~~ Except as noted in Section VI, all Programs must be hosted by an Internal User.

C.~~B.~~ Internal Users are encouraged to reserve University facilities and outdoor spaces for Programs in advance.

D.~~C.~~ Hosts are responsible for all activities associated with the Program, including all financial and legal liabilities.

E.~~D.~~ Use of University facilities and outdoor spaces is limited to the declared purpose of the reservation and must comply with all relevant University policies and procedures and local, state, and federal laws and regulations.

F.~~E.~~ Fees may be charged for the use of University facilities and outdoor spaces to cover the cost of reservations, personnel, technology, and security. These costs are the responsibility of the Internal User or External User reserving the facility or space.

G.~~F.~~ Insurance may be required, when appropriate.

~~G. Internal Users may not front or act as agents for External Users to receive discounted rates for the use of University facilities or outdoor spaces.~~

H. Fronting by Internal Users is prohibited.

I.~~H~~. **Expressive Activity must comply with the ~~University's~~ Guidelines for Expressive Activity. See (Appendix A)** ~~Attachment B~~**.**

J.~~I.~~ The following activities are prohibited unless specifically authorized **by the relevant space manager**:

1. The sale or promotion of commercial goods or services;
2. The use of amplified sound;
3. The blocking of pedestrian or vehicular traffic; and
4. Conduct which the University reasonably deems to cause disruption to campus activities.

K~~J~~. Failure to adhere to this Policy may result in revocation of an approved reservation and/or other appropriate administrative action.

L~~K~~. Subject to the restrictions in **(Appendix A)** ~~Attachment B~~, nothing in this Policy ~~and Procedures~~ shall be construed to prohibit any person or group who is engaged in a permitted use of University facilities or outdoor spaces from engaging in free expression activities such as private conversation, gesturing, standing, wearing expressive clothing, accessories, buttons, or stickers, or from participating in free expression activities germane to a specific activity or event.

V. Internal Users: Use of University Facilities and Outdoor Spaces

A. Internal Users may **serve as Hosts for** ~~host~~ Programs proposed by External Users, but **F**~~f~~ronting by Internal Users is prohibited.

B. **Internal Users in** University academic or administrative units **who serve as Hosts to External Users for Programs that are open to a general audience** must report **the** ~~all~~ Programs in advance to **their** ~~the Host's~~ unit head. Registered Student Organizations must report all Programs in advance to **the appropriate facility manager and/or** Stamp **Student Organization Resource Center ("SORC")** ~~Event & Guest Services~~.

C. Except as provided in **s**~~S~~ection VI**. of this Policy** and **Appendix A** ~~Attachment B~~, only University academic or administrative units, and Registered Student Organizations, may **serve as a Host for** ~~host~~ a Program where External Users are invited to participate in Expressive Activity.

D. General Purpose Classroom Space

   1. Course and Classroom Scheduling Services in the Office of the Registrar has first priority to schedule general purpose classrooms for classes.

   2. Subject to **section** ~~paragraph~~ V.D.1**. above**, Internal Users may reserve available general purpose classroom space as set forth below:

      a. Academic or administrative units, faculty, and staff may reserve general purpose classroom space through Course and Classroom Scheduling Services in accordance with internal procedures.

      b. Registered Student Organizations may reserve general purpose classroom space through Stamp Event & Guest Services in accordance with internal procedures.

E. Outdoor Space

   1. Reservations for the use of outdoor space controlled by Stamp Event & Guest Services are made through Stamp Event & Guest Services in accordance with internal procedures **and Appendix A**.

F. Other University Facilities and Outdoor Space**s**

   1. University Facilities and outdoor spaces controlled by academic or administrative units other than those included in **s**~~S~~ections V.D**.** and V.E**.** are managed by the units to which the space is allocated and may be reserved in accordance with internal procedures or through Conferences & Visitor Services.

VI. External Users: **Reservations for Programs & Expressive Activity** ~~Use of University Facilities and Outdoor Spaces~~

A. External Users not otherwise hosted by a University academic or administrative unit or **a** Registered Student Organization may reserve University facilities and **limited** outdoor spaces ~~for Programs~~ in accordance with this ~~S~~**s**ection VI. **and Appendix A**.

B. Reservations for Programs ~~University Facilities~~

1. External Users may directly reserve University facilities **and limited outdoor spaces** for Programs.

   a. External Users may directly reserve the designated University facilities **and outdoor spaces** set forth in **the List of Facilities and Outdoor Spaces Available for Direct Reservations by External Users (**Attachment A**),** through the appropriate reservations office.

   b. External Users may directly reserve University facilities **and outdoor spaces** not listed in Attachment A through Conferences & Visitor Services**.**

   c. Each reservable facility **and outdoor space** will have an approved pricing structure and internal procedures for serving the general public.

C. Reservations for Expressive Activity ~~Outdoor Space~~

1. ~~Specific o~~**O**utdoor spaces **that** are available to External Users who wish to engage in Expressive Activity, including Leafletting, **and procedures for reserving those spaces are defined in Appendix A** as~~ set forth below~~.

2. External Users are required to reserve space in advance by requesting a reservation with Stamp Event & Guest Services. **Priority will be given to Internal Users**.

   ~~a. Procedures for Reserving Space~~

      ~~i. Reservation requests are approved on a space-available basis and based on the stated expected use of the space without regard to the content or viewpoint of the Expressive Activity.~~
      ~~ii. Priority will be given to Internal Users~~. ~~If vacancies are available after giving priority to Internal Users, External User requests will be considered on a first-come, first-serve basis.~~
      ~~iii. Reservation requests may be made five (5) business days or less in advance of the date of anticipated use.~~
      ~~iv. Reservations are valid only for the date and time authorized by Stamp Event & Guest Services.~~
      ~~v. A copy of the Speaker Registration Form must be available for inspection upon request by University officials.~~

   ~~b. Outdoor Spaces Available for Expressive Activity~~
      ~~i. Designated sidewalk space outside of the Stamp Student Union.~~
      ~~ii. Designated Space in Hornbake Plaza.~~

2. ~~Reservations for the use of designated outdoor space for purposes other than Expressive Activity must be through the appropriate reservations offices for the spaces listed in Attachment A, or through Conference & Visitors Services for other spaces, and in accordance with internal procedures.~~

VII. Facility/Space Use Review

A. The University reserves the right to review any request for the use of its facilities or outdoor spaces in order to ensure compliance with ~~this~~ **the** Policy ~~and Procedures~~ and to prevent substantial disruption of the advancement of the University's teaching, research, and service mission; prevent substantial disruption of normal or scheduled users of University property; facilitate traffic on University property; preserve residential tranquility for students; preserve an atmosphere conducive to learning; preserve University property; and protect the health, safety, and welfare of the University community and **individuals** ~~persons~~ using University property. Based on that review, the University may relocate a Program to a more suitable location, reschedule a Program, or cancel a Program.

B. Reviews will be conducted by an Event Coordination Team (ECT) subject to criteria set forth in **the** ECT ~~g~~**G**uidelines.

Attachment A

List of FfFacilities and OoOutdoor SsSpaces Available for Direct Reservation ~~that may be directly reserved~~ by External Users

Adele H. Stamp Student Union
Clarice Smith Performing Arts Center facilities
Intercollegiate Athletics facilities and spaces (e.g., Xfinity Center, Maryland Stadium)
Memorial Chapel
Samuel Riggs IV Alumni Center facilities
School of Music facilities
School of Theatre, Dance, & Performance Studies facilities
University Recreation and Wellness facilities (Eppley Recreation Center, Ritchie Coliseum, Armory, Golf Course Clubhouse)

Appendix A
~~**Attachment B**~~
Guidelines for Expressive Activity

I. Rationale

~~It is the policy of the University that its physical facilities and outdoor spaces be used to support the University's central mission as a land grant institution and its goals of achieving excellence in teaching, research, and public service within a supportive, respectful, and inclusive environment that honors freedom of expression.~~

The **University of Maryland recognizes that the** exchange of ideas and information is central to higher education's foremost obligation of fostering both intellectual development and the discovery and dissemination of knowledge. The University supports the rights of individual students, faculty, staff, and student organizations to engage in the expression of ideas, demonstrate, and leaflet, provided such activities are lawful and consistent with University policies.

The University's Statement on Free Speech Values (https://policies.umd.edu/statement-free-speech-values/) articulates the role of a university in discovering and disseminating knowledge as one that requires a free exchange of ideas within its walls and with the world beyond. Freedom of thought and expression are the lifeblood of our academic community. As a community of scholars and learners, the University is committed to fostering vigorous debate among faculty, staff, students and student organizations. The University also recognizes that a healthy and thriving academic community depends on mutual respect and civility. It is the University's goal to encourage civility and mutual respect and to educate its community about how to communicate effectively and respectfully regarding contentious and disagreeable issues. Exposure to all perspectives, including those that may be deemed disagreeable or offensive, can and should be an essential part of the educational experience and academic life on ~~this~~ campus.

The ideas of different members of the University community may often and quite naturally conflict. Individuals may find some ideas and opinions unwelcome, disagreeable, or even deeply offensive. With certain exceptions, such as threats of physical violence and unlawful harassment, the expression of ideas through speech in University facilities and outdoor spaces is protected by the First Amendment of the United States Constitution, subject to reasonable time, place and manner restrictions the University imposes.

The University also recognizes its obligation to protect the physical safety of its community members, and to address unlawful conduct including unlawful harassment based on race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information or any other legally protected status.

II. Principles on Expressive Activity

A. **The** ~~These~~ Guidelines for Expressive Activity **("these Guidelines")** are intended to guide and apply to those who wish to reserve University facilities and outdoor spaces for Expressive Activity, including both Internal Users and External Users.

B.~~1.~~The University supports the right of **individuals** ~~persons~~ to engage in Expressive Activity, provided such activities are consistent with the University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces ~~[~~**(**VI-4.10~~(~~**[**A~~)~~**])** ("**the** Policy") and the reasonable time, place**,** and manner restrictions outlined below.

C. Violations of these regulations by students, staff, or faculty may be grounds for disciplinary action under other University policies and procedures, including but not limited to the **University of Maryland** **Code of** Student ~~Code of~~ Conduct **(V-1.00[B]) "*Code of Student Conduct*"**.

III. Rules for Expressive Activity

A~~a.~~**Individuals** ~~Persons~~ may not block or otherwise interfere with the free flow of pedestrian or vehicular traffic or other transportation modes ~~used by persons on campus,~~ including but not limited to public transit, bicycle, moped, golf cart, scooter, skateboard, rollerblades, etc. The right of way on streets and sidewalks must be maintained.

B~~b~~.**Individuals** ~~Persons~~ may not block or otherwise interfere with ingress and egress into and out of campus buildings.

C~~c~~.**Individuals** ~~Persons~~ shall not obstruct, disrupt, interrupt**,** or attempt to force the cancellation of any Program hosted by the University or by any users authorized to use University facilities or outdoor spaces.

D~~d~~.**Individuals** ~~Persons~~ shall not engage in unlawful**ly** harassing, physically abusive, threatening or intimidating, or lewd or obscene conduct toward any person.

E~~e~~.**Individuals** ~~Persons~~ shall comply with the directions of any University official acting in the performance of their duty.

F~~f~~.Classes or other scheduled activities shall not be disrupted.

G~~g~~.Use of public address systems and amplified sound will not be permitted without prior approval from the University**, through the relevant space manager. Those approved to use amplified sound are generally only permitted to use it at the following days/times: Fridays (5pm – 10pm), Saturdays (10am – 10pm), and Sundays (12pm – 8pm)**.

H~~h~~.Where an invited speaker is the object of protest, **individuals** ~~persons~~ may engage in Expressive Activity outside the building where the speech is taking place. **Individuals** ~~Persons~~ who wish to enter the building must do so as members of the audience and must give the speaker a respectful hearing. Failure to grant the speaker a respectful hearing may result in the offending **individual(s)** ~~persons~~ being asked to leave. Any signs, banners, or similar items carried ~~by individuals~~ into the building must be constructed **of materials that do not present a safety hazard** ~~entirely of soft material such as~~

~~cardboard, foam board, or cloth,~~ and may not be attached to rigid materials such as sticks or poles. The use of such items may not deprive others of their rights or otherwise violate these Guidelines. The University reserves the right to prohibit or restrict the carrying of such items into a building when there is a reasonable expectation that it will compromise safety, interfere with ingress or egress, or deprive others of their rights such as by interfering with others' ability to see, hear, or participate in the event.

I~~i~~. University property must be protected at all times.

J~~j~~. In accordance with Maryland Code Ann., Educ.§ 26-102, as amended, **individuals** ~~persons~~ on University property may be required to provide identification and evidence of qualification to a University official upon request. Evidence of qualification means evidence that the **individual** ~~person~~ is a bona fide, currently registered student, staff**,** or faculty member at the institution**,** or has lawful activity to pursue at the University.

K~~k~~.**Individuals** ~~Persons~~ engaging in activities on University property are subject to and expected to comply with all applicable University policies and procedures, laws, regulations, and ordinances.

L~~l~~. **Registered** Student **O**~~o~~rganizations who host Expressive Activity will be held responsible for compliance with **the** ~~this~~ Policy. However, this in no way relieves participating individuals of responsibility for their conduct. Each individual participating in Expressive Activity, whether hosted by a **Registered S**~~s~~tudent **O**~~o~~rganization or not, is accountable for compliance with the provisions of **the** ~~this~~ Policy and ~~Procedures VI-4.10(A) and~~ all other applicable **University** policies and procedures, including the *Code of Student Conduct*.

M. Violation of **the** ~~this~~ Policy may be grounds for disciplinary action against both individuals and/or the sponsoring or participating **Registered S**~~s~~tudent **O**~~o~~rganizations and their officers.

IV. Additional Rules for Leafletting and Chalking

A~~m~~.**Individuals** ~~Persons~~ may engage in Leafletting in accordance with **the** ~~this~~ Policy and ~~Procedures VI-4.10(A) and~~ subject to the following:

1~~i~~. **Individuals** ~~Persons~~ may set up their own tables for Leafletting and are responsible for disassembly of the tables and general clean-up.

2~~ii~~. Leafletting does not include littering. All **individuals** ~~persons~~ are expected to refrain from littering and may be held responsible for costs incurred as a result of littering. Leaving materials unattended on a surface to be picked up is considered littering.

3~~iii~~.Internal Users may engage in Leafletting without registration or advance approval in any University outdoor space, the use of which is not otherwise restricted or reserved.

4. External Users may engage in Leafletting in designated areas for Expressive Activity, in accordance with section V.

B~~n~~. Internal Users may use chalk to create messages on approved surfaces subject to the following:

1~~i~~. Messages may be written only on flat horizontal surfaces of sidewalks.

2~~ii~~. No messages may be written on vertical surfaces, including but not limited to walls, buildings, pillars, posts, benches, fencing, doors, trash receptacles, or kiosks.

3~~iii~~.No messages may be written on roads, paths, **building porches, outdoor athletic facilities**, or walkways other than pedestrian sidewalks. Such prohibited ~~areas~~ **walkways** include but are not limited to stairs, ~~building porches~~ ~~and~~ entryways, ~~outdoor athletic facilities,~~ or memorial garden walkways.

4~~iv~~.Chalked messages may not deface decorative symbols or sculptures, including but not limited to the ODK fountain, the University seal, the sundial, **Testudo statues,** or engraved text in concrete.

5~~v~~. Messages must be written in chalk that is water-soluble. Approved chalk includes commercially sold "sidewalk chalk" but does not include spray chalk or artist pastels.

6~~vi~~.Internal Users who chalk in violation of these rules may be held responsible for costs incurred by the University for removal.

~~o. Expressive Activity by ten (10) or fewer University students, faculty or staff may occur at any outdoor area without advance reservation.~~

V~~p~~. Rules ~~Guidelines~~ for Scheduled Expressive Activity by External Users ~~Registered University Students~~

A~~i~~. **All External Users** ~~Registered University students~~ who wish to schedule Expressive Activity ~~such as a demonstration, rally or equivalent activity,~~ may request outdoor space as set forth below.

1. Scheduled Expressive Activity will be permitted at the following locations:

a. Designated sidewalk space outside of the southeast entry to Stamp Student Union; and

b. Designated space in Hornbake Plaza.

2~~ii~~. Any such request ~~must~~ **may** be made to Stamp Event & Guest Services **five (5) business days in advance but** no less than one **(1)** business day in advance of the **date of anticipated use or** activity.

3~~iii.~~Stamp Event & Guest Services will respond promptly to any reservation request.

~~iv. In the event a request is denied, an appeal may be made to the Vice President for Student Affairs who shall respond promptly to any such appeal.~~

~~v. Scheduled Expressive Activity will be permitted at the following locations:~~

- ~~McKeldin Mall~~
- ~~Hornbake Plaza~~
- ~~Stamp Student Union (South East Plaza)~~
- ~~Nyumburu Amphitheatre~~

4. **External User requests will be considered on a first-come, first-served basis after giving priority to Internal Users.**

5. **Reservation requests are approved based on the stated expected use of the space without regard to the content or viewpoint of the Expressive Activity.**

6. **Reservations are valid only for the date and time authorized by Stamp Event & Guest Services.**

7. **A copy of a Confirmation Summary for the Speaker Registration Form must be made available for inspection upon request by University officials.**

VI. Rules for Scheduled Expressive Activity by Registered University Students

A. Individual or groups of registered University students are subject to the provisions below.

1. **Scheduled Expressive Activity will be permitted at the following locations:**

   a. McKeldin Mall;

   b. Hornbake Plaza;

   c. Stamp Student Union (South East Plaza); and

   d. Nyumburu Amphitheatre.

2. **Any reservation request must be made to Stamp Event & Guest Services no less than one (1) business day in advance of the activity.**

3. **Reservation requests are approved based on the stated expected use of the space without regard to the content or viewpoint of the Expressive Activity.**

4. **In the event a reservation request is denied, an appeal may be made to the Vice President for Student Affairs who shall respond promptly to any such appeal.**

5. Scheduled Expressive Activity may be held at other locations on campus with the approval of the Vice President for Student Affairs on a first-come, first-served basis after an assessment that such activity will not otherwise interfere with scheduled University use or fail to comply with **the** ~~this~~ Policy ~~and Procedures VI-4.10(A)~~.

VII~~q~~. Rules ~~Guidelines~~ for Unscheduled ~~Spontaneous~~ Expressive Activity by University Students, Staff, or Faculty

A. Expressive Activity by ten (10) or fewer University students, faculty, or staff may occur at any outdoor area without advance reservation.

B~~i~~. Occasionally, events may occur that result in sudden and immediate public outcry, and it is not the intent of this Policy to limit University students, staff, or faculty members' rights to protest such events.

1~~ii~~. Unscheduled spontaneous Expressive Activity may be held by University students, staff, and faculty in the areas defined in **section VI.A.1. of these Guidelines** ~~paragraph 1.p.v~~ provided that the activity does not interfere with any functions for which that space has been reserved in advance.

2~~iii~~.University students, staff, and faculty may not circumvent the usual reservation requirements by claiming to be spontaneous.

3. In deciding whether Expressive Activity is spontaneous or planned, the University may consider any relevant evidence, including**:**

~~(~~a**.**~~)~~ Whether signs or placards used at the activity were commercially produced~~.~~**;**

~~(~~b**.**~~)~~ Whether participants used amplification equipment~~,~~**;**

~~(~~c**.**~~)~~ Whether security was alerted, or media contacted, substantially in advance of the activity~~,~~; or

~~(~~d**.**~~)~~ Whether other circumstances demonstrate advance planning.

Appendix 1 - Charge from the Senate Executive Committee

UNIVERSITY SENATE | CHARGE

Charged: September 12, 2020 | Deadline: March 30, 2021

Review of the Interim University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces and the Guidelines for Expressive Activity (Senate Document #20-21-11)

Campus Affairs Committee | Chair: Norma Andrews

The Senate Executive Committee (SEC) and Senate Chair Dugan request that the Campus Affairs Committee review the interim University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces and the associated Guidelines for Expressive Activity.

The Campus Affairs Committee should:

1. Review the interim University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces and the associated Guidelines for Expressive Activity (VI-4.10[A]).
2. Review the recommendations in Inclusion and Respect at the University of Maryland (Senate Document #17-18-03).
3. Review the report and recommendations on Review of the University of Maryland, College Park Procedures for the Use of Physical Facilities (Senate Document #18-19-10).
4. Review similar policies, procedures, and guidelines at Big 10 and other peer institutions.
5. Consult with a representative from the Division of Student Affairs Working Group responsible for overseeing the development of the interim policy and guidelines.
6. Consult with a representative of the Office of General Counsel to understand the legal framework associated with the interim policy and guidelines.
7. Consult with a representative of the Department of Public Safety to better understand the security concerns that led to revisions within the interim policy and guidelines.
8. Consider whether the roles of internal users, external users, and hosts defined in the interim policy are appropriate.
9. Consider which of the defined roles should assume fiscal responsibility and liability for events under the policy.
10. Consider whether the language in the policy related to the facility/space use review process should include language on criteria associated with the review.
11. Consider whether it is necessary for administrative and academic units to report all programs to their Unit Head in advance.
12. Consider whether the spaces where Expressive Activity is permitted by internal and external users are appropriate and whether they are consistent between the policy and the guidelines.

13. Consider whether Registered Student Organizations should report all programs in advance to Stamp Event & Guest Services, or whether reporting those held within the Stamp Student Union is sufficient.

14. Consider whether the Guidelines on Expressive Activity align with the interim policy, the Statement on University Values, the University's Statement of Free Speech Values, and the principles established in Senate Document #18-19-10.

15. Consider whether the roles and responsibilities of internal and external users should be clearly identified in the Guidelines on Expressive Activity.

16. Consider whether the Guidelines on Expressive Activity should be an appendix to the policy instead of an attachment.

17. Consult with a representative of the Office of General Counsel on any proposed changes to the University's policy or associated guidelines.

18. If appropriate, recommend whether the interim policy and procedures and/or the associated guidelines should be revised.

We ask that you submit a report to the Senate Office no later than **March 30, 2021**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.