

*University of Maryland  
AAP Student Handbook*

**2008-09 EDITION**



*Conceive...Believe...Achieve*

## Table of Contents

<b>From the Executive Director's Desk</b>	4
<b>Part I: Structure of Academic Achievement Programs</b>	4
AAP History	6
AAP Philosophy	6-7
AAP Mission	7
AAP Motto	7
Introduction	7
Special Facilities for AAP Students	7
<b>Part II: Student Support Services/Intensive Educational Development Curriculum</b>	8
<b>SSS/IED Curriculum</b>	9
College Study Skills Component	9
Mathematics Component	11
English Component	12
Tutorial Component	15
Counseling Component	16
Phases of the SSS/IED Program	17
<b>Summer Transitional Program</b>	20
Purpose	21
IED/SSS Participation Agreement	21-23
Policy for Fall Admission	23-24
Mid-semester and Final Examinations	24
Parent Meetings	24
How to Calculate Your GPA	24
Academic Performance and Financial Aid	25
Sample Summer Schedule	25
<b>Section III: Policies and Procedures for AAP Students</b>	26
Resident Life	27
Campus Dining/Terrapin Express	28
Student Identification Cards	28
How to Access and Pay Your University Bill	28
Safety and Security	29-30
<b>UM Codes and Policies</b>	31
Code of Academic Integrity	31-37
Code of Student Conduct (excerpts)	38
UM Policy on Sexual Harassment (excerpts)	39
Academic Probation and Dismissal (policy)	40

Alcohol & Other Drug Abuse	40
UM Student Judiciary	40
Smoking Policy	40-41
Acceptable Use of Information Technology Resources	41-42
<b>Section IV: University of Maryland Resources and Programs of Interest</b>	<b>43</b>
Campus Parking	44
Commuter Information	44
Computer Resources	44-46
Eppley Recreation Center	46
Financial Aid	47
Library Services	47
Maryland Center for Undergraduate Research	48
Office of Multi-Ethnic Student Education (OMSE)	48
Religious Programs	48
Ronald E. McNair Post-Baccalaureate Achievement Program	48
Shuttle UM	49
Stamp Student Union and Campus Activities	49
Student Employment	49
Student Organizations	50
Study Abroad	50
University Honors Program	50
University Health Center	50
<b>Section V: AAP Staff Directory</b>	<b>51</b>
<b>Section VI: Appendix</b>	<b>52</b>

## **From the Executive Director's Desk**

I am happy to welcome you to the University of Maryland! This Academic Achievement Programs (AAP) Student Handbook should aid you in your matriculation through the University by providing you with information about AAP and the resources the University provides for you.

Jerry L. Lewis, Executive Director  
Academic Achievement Programs

# **Part I: Structure of Academic Achievement Programs**

## OVERVIEW

The Academic Achievement Programs is comprised of five academic programs, including Student Support Services (SSS) and Intensive Educational Development (IED). Together, these two programs provide: an admissions option for high school seniors who display the potential to be successful at the University of Maryland, College Park, even though their academic profile may be less competitive, and instruction in skills enhancement, academic tutoring and counseling support necessary to improve retention and graduation rates.

A benefit of the SSS/IED Programs is the provision of a one-credit college orientation course (EDCP 108E) during the **Summer Transitional Program (STP)**. In addition, two three-credit courses, Developmental Heuristics I (EDCI 288D) and Developmental Heuristics II (EDCI 288E), are offered to first year students during the fall and spring semesters, respectively. A one credit career development course, College and Career Advancement: Skills and Concepts (EDCP108D), is also provided to second year students during the fall or spring semester.

## HISTORY

The **Academic Achievement Programs (AAP)** office was established in 1990. It is an administrative branch which provides an organizational structure under which to maintain, coordinate, and provide leadership, development and supervision for five academic programs (Student Support Services, Intensive Educational Development, Ronald E. McNair Post-Baccalaureate Achievement, Summer Transitional Program and the Educational Opportunity Center).

The **Intensive Educational Development Program (IED)** was established as a pilot program in 1967 by Dr. Julia Davidson, Dr. George Marx, Dr. Thomas Magoon and Dr. Stanley Pavey. IED was designed to provide academic instruction, financial aid and counseling support services for high school seniors enrolled in the Upward Bound Program at the University of Maryland, College Park. Implementation of the program began during the summer of 1968 to the original 19 Upward Bound graduates.

The Federal Higher Education Amendment of 1965 and amended version of 1968 authorized the Student Support Services for Disadvantaged Students to provide special services for disadvantaged or at-risk students. In 1972, the University of Maryland, College Park, was awarded the **Student Support Services Program (SSS)**, which became affiliated with IED.

The federally funded SSS program allowed for greater counseling services and expanded academic services to participants. This, in turn, allowed the state funded IED program to concentrate its academic efforts on tutoring, mathematics, English, reading, and college study skills development. The two programs formed a creditable, collaborative and coordinated partnership to provide a comprehensive service that creates a balance between cognitive and affective development through an array of academic skill-enhancing components and counseling.

In 1990, as the program began to expand under the leadership of Dr. Jerry L. Lewis to include the Returning Athletes and McNair Programs, the Administrative office titled Academic Achievement Programs (AAP) was created. AAP now includes the Educational Opportunity Center, created in 1998.

## PHILOSOPHY

The philosophy of the **Student Support Services/Intensive Educational Development Programs** of the University of Maryland, College Park, is that grade point average and standardized test scores do not always provide a full or accurate assessment of a student's potential for success. SSS/IED believe that, because grade point average and Scholastic Aptitude Test scores are the most heavily weighted criteria in admissions

decisions at the University, many potentially successful students are denied the opportunity to pursue academic work here. Therefore, SSS/IED Programs offer an avenue for students with the potential to succeed in college to have access to the institution in which he/she did not meet the regular admission requirements.

## **MISSION**

The mission of the Academic Achievement Programs is to provide academic and counseling support to aid in the retention and graduation of at-risk students. Specifically, the mission is *to provide services that enhance the academic potential and personal growth of each student served*. Student Support Services (SSS) works in concert with Intensive Educational Development (IED); the federally funded SSS providing counseling and the state-funded IED Program providing academic support.

## **MOTTO**

*Whatever the mind can conceive and believe...can be achieved.*

## **INTRODUCTION**

The purpose of this Handbook is to provide Academic Achievement Program (AAP) students with an available reference to facilitate their transition to life at the University of Maryland, College Park. The contents of this Handbook were compiled over several years and represent the efforts of staff, both past and present, to fulfill a need for students to have ready access to the general information they need to successfully navigate the campus and academic services available to them.

This Handbook is not intended to supersede or to be a substitute for institutional publications; it merely isolates the information most needed and requested by AAP students at the start of their matriculation. While every attempt has been made to provide accurate information, students are advised to contact the relevant offices for updates as needed.

## **SPECIAL FACILITIES FOR AAP STUDENTS**

**STUDENT LOUNGE**—A lounge for the exclusive use of AAP students is located in 2106 Marie Mount Hall. This lounge includes a computer workstation, couches, TV, microwave and refrigerator and can be accessed by student ID card only.

**COMPUTER LAB**—AAP provides a computer lab for the exclusive use of its students. This lab, located in 2108 Marie Mount Hall, includes 10 computers with internet access and a printer.

**Part II: Student Support Services/  
Intensive Educational Development  
Curriculum**



## SSS/IED CURRICULUM

Students participating in SSS/IED will receive academic and counseling support during their two-year commitment to the program. As such, students are required to successfully complete five (5) program components each semester of their first year. During each semester of the academic year, each of the five components of the Program—College Study Skills, English, Mathematics, Tutoring, and Counseling-- reports a grade for the student on a 20-point scale. The grades of all components make up the course grades for EDCI 288D in the Fall Semester and EDCI 288E in the Spring Semester. The chart below shows how many points are equivalent to which letter grade. The five components are listed below.

- A = 91-100 points
- B = 81-90 points
- C = 71-80 points
- D = 61-70 points
- E = 0-60 points

- The **College Study Skills Component** offers students managed study time for certain designated core courses each semester through Supplemental Instruction (SI) classes. These sessions are led by a peer facilitator/tutor who also attends the core course lecture. SI sessions help students integrate review of course content with appropriate learning strategies for note taking, textbook reading, memorizing and retaining information, and optimizing test performance.
- The **Mathematics Component** assesses and improves the computational and problem-solving skills of students by providing support and preparatory learning experiences for mathematics courses that students will take at the University. Students are placed in sessions according to skill level and regularly attend lectures and labs that clarify subject matter. Students assess their understanding of subject matter by taking self-evaluation tests.
- The **English Component** prepares students for the thinking and writing skills required of all University students. This component emphasizes four areas: reading, arrangement, development, and style and leads students to apply analytical and writing skills in their university course work. While the work is demanding, the payoff for students is improvement in the ability to think and communicate.
- The **Tutoring Component** provides academic support in required core courses, and provides support to compensate for gaps or weaknesses in the student's academic development. Tutors provide supplementary academic reinforcement, clarification, interpretation, and review of key concepts presented in courses, and serve as models for future development.
- The **Counseling Component** includes group counseling and individual sessions for students to explore personal, academic, leadership and career goals. This component includes academic advisement and aids in the personal growth and development of students in the program. Counselors work collaboratively with the academic staff in the remaining four (4) components to ensure that the total need of the student is served.

## COLLEGE STUDY SKILLS COMPONENT

The goal of the College Study Skills (CSS) Component of the SSS/IED program is to empower students to take charge of their own learning, to become self-motivated and self-regulated learners at a large university. It aims to enhance students' academic performance and smooth their transition to higher education. Students will take a close look at factors that can promote or obstruct their success as learners. The CSS curriculum

allows students to explore scientifically proven methods in a variety of areas (including motivation), all aimed at improving their academic performance and their persistence as learners.

**Combining theoretical and applied:**

The CSS Component takes a two-pronged approach: it presents the theory behind all the methods to be introduced to the students, and then it provides a setting where students can immediately apply these strategies to a university course they are currently enrolled in. Understanding the theory behind the strategy enables the students to then transfer this knowledge to other courses they will take at the University. Only learning study skills as part of mastering a particular course does not ensure that the students are conscious of the skills to apply them to a new course. However, applying the strategies immediately to a current course is essential for students to really learn the strategies because they see their relevance and have an opportunity to practice the strategies. Research shows that study skills presented out of context are not effective. Therefore, one approach without the other will not give students the full experience that they need to truly empower themselves as self-motivated learners. The theoretical must be combined with the application for a study skills curriculum to be effective.

**Supplemental Instruction:**

This internationally recognized program, which began at the University of Missouri-Kansas City, has been adopted in the CSS Component in order to give students a relevant meaningful place to learn and apply study strategies. In keeping with this program, the CSS Coordinator selects historically difficult university courses, like Psychology 100 or Biology 105, to pair up with Supplemental Instruction classes. Under the guidance of a competent peer facilitator (tutor), hired and trained by the CSS Coordinator, AAP students taking those courses meet twice a week in collaborative study sessions to learn appropriate study strategies and to master the content of those courses. These sessions are one of the vehicles through which students receive a grade for the CSS Component of their learning support courses, EDCI 288D and EDCI 288E. The other vehicle through which the CSS Component assigns grades is through the Homework Tutorials: *Independent Study*, *Open Lab* and *Guided Lab*. These classes are essentially managed study halls or study times; they provide a venue for students to read, study, get help in study strategies from the CSS Coordinator, and work with other students collaboratively, though quietly.

**Ongoing learning of skills:**

Basic to the CSS curriculum is the fact that learning these skills and becoming a self-motivated and self-regulated learner is an ongoing process. Thus, the curriculum is spread over three semesters, Summer Session II, Fall, and Spring. Many of these skills will be introduced in the Summer Transition Program, reviewed in the fall EDCI 288D course, and then reinforced in the spring EDCI 288E course.

**Motivation:**

Developing a positive attitude and strong determination to sit down and actually DO the work is essential to a successful student. All the study strategies in the world will not help if the student does not sit down to actually do the work. It is estimated that motivation accounts for as much as 80% of a student's success academically and study skills only 20%. Therefore, motivation and attitude/mental set components are integral parts of the CSS curriculum. These concerns make the CSS Component a natural bridge between each academic and the counseling components.

*For additional information on CSS, consult the CSS Curriculum Handbook*

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## MATHEMATICS COMPONENT

The goal of the Mathematics Component of the SSS/IED program is to enhance and improve the mathematics skills of students in order that they will be able to succeed in an entry-level math course at the University. Through lectures, small group discussions, and lab settings efforts are made to provide effective developmental instruction as well as to help students become more independent learners as they shift from a product-oriented, rule-based approach to a process-oriented, concept-based approach to solving problems. To prepare students for the college-level mathematics required to enter their chosen major, the Math component provides opportunities to:

- establish a strong foundation in mathematics skills,
- improve math problem-solving capabilities,
- reduce math anxiety,
- analyze and self-assess their computational skills, and
- understand the thinking processes involved in problem-solving.

### Mathematics Component Attendance Policy

This is an explanation of the existing attendance policy expressed through your participation contract with the program. The specific language of the contract says, “The student agrees to attend the required skills development classes, counseling and tutoring sessions.”

Therefore:

1. A student who arrives at an IED class 5 minutes late will be marked late
2. If late three times, it will be counted as an absence
3. Five absences in any class will lower your total points/grade based on:
  - a. For Pre-Math courses and BMC:  
5 absences => F Grade in IED math class *or*  
3 absences in Lab => F Grade in IED math class
  - b. For Support courses such as Math 110, 111, 113, 115, 140, 220 etc.:  
5 absences => F Grade in IED math class
4. Any student having more than a total of 15 absences will most likely not receive a passing grade in the EDCI 288 class, and
5. Any student who comes to class more than 15 minutes late will not be allowed in the class and that day will be counted as an absence
6. Students have to turn in more than 60% of the homework assignments and quizzes to get the points for the corresponding grade points

*This policy is in effect and must be adhered to without exception, by all instructors in the Academic Achievement Program.*

### Mathematics Preparation Courses: BMC, Pre-Math 110, Pre-Math 115

#### Grading Scheme

In the math preparation courses, quizzes and homework are given every week for a total of 12 each. Self evaluation tests (SET) are given every week in the lab in a small group setting with close supervision for a total of 12. (Minimum passing score is 80% for each SET) In addition, two mid-term exams and a comprehensive final exam are conducted during the semester.

#### Math Preparation Point System:

Quizzes (best of 10)	60
Homework (best of 10)	60
Self Evaluation Test (SET)	60
Mid-term Exam	60
Comprehensive Final	100
Attendance	60
	-----
Total Maximum Score	400 points

The score is converted to a scale of 0-20 points. These will be the student's points for the math component area. The maximum score will be 20 points. This score in math together with the score in other components will yield the final grade in EDCI 288D and EDCI 288E.

**Mathematics Support Courses: Math110, Math115, Math140, Math220**

**Grading Scheme**

In the support courses, quizzes and homework are given every week. Exams are given throughout the semester (a week in advance of the regular Math core class).

**Math Preparation Point System:**

Quizzes ( best of 10 )	60
Homeworks ( best of 10 )	60
First test	60
Second test	50
Third test	50
Final test	60
Attendance	60

-----  
Total maximum Score 400 points

The score is converted to a scale of 0-20 points. This is the math component area points. The maximum score will be 20 points. This score in math together with the score in other components will yield the final grade in EDCI 288D and EDCI 288E.

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## **ENGLISH COMPONENT**

The goal of the English Component of SSS/IED is to prepare students for the level of writing they are required to perform at the University of Maryland. The University is committed to giving its students at least two semesters of training in writing; the first being English 101. Therefore, the English Component implements a university-parallel writing course for students beginning in the Summer Transitional Program (STP). AAP students review the basics: grammar, spelling, mechanics, the five paragraph essay, etc. Students will also become familiar with proper classroom conduct, attendance requirements, meeting deadlines, academic integrity, and accountability. Upon successful completion of the Pre- English course, students will be able to:

- Write informative, analytical, and argumentative essays,
- Formulate restricted, unified, and precise thesis statements for essays,
- Organize essay content into introduction, body, and conclusion paragraph,
- Compose restricted, unified, and precise topic sentences for paragraphs,
  
- Write unified, coherent, and well-developed paragraphs,
- Apply grammar and usage rules correctly,
- Use appropriate diction,
- Write clear, concise sentences,
- Use library resources to locate and evaluate material relevant to specific topics;
- Quote, summarize, and paraphrase responsibly, and

- Document sources according to the Modern Language Association (MLA) format.

### **Teaching the Five-Paragraph Essay Model**

Getting started is the hardest part of writing an essay. This model teaches students how to begin and end the essay and what to include in each paragraph. Instead of being frustrated over how to structure or organize essays, the model permits students to focus their attention on developing ideas with vivid details and examples. Another advantage of the model is the requirement to have students work within a time limit, for example, when they must write essay exams. The model helps them to direct their thinking and build a context for constructing meaning.

Think of the five-paragraph essay model as a starting point. As students gain confidence as writers, they will want to venture beyond the model to try more challenging and creative ways to structure their essays so that they can vary their writing styles. To construct the five-paragraph essay model, students will perform the following tasks: (1) Introduce a three-part thesis in the first paragraph; (2) include points and support for each thesis in the three -body paragraphs; and (3) state a conclusion.

If we examine the structure of textbook chapters and essays, as well as articles by professional writers, we will find that authors develop their ideas within a structure that is usually greater in length and complexity than the five-paragraph model. For example, there may be several paragraphs of introduction before the writer's thesis. In a textbook, the writer's concluding points may be in a separate section, and the summary may also be several paragraphs long. Moreover, a writer may use more than one paragraph to develop a single point, or main idea, if the point is complex and needs a lot of explaining or breaking down into parts. Still, almost any informational chapter, essay, or article will have three identifiable parts: (1) introduction, (2) body, and (3) conclusion. Professional writers develop their ideas in a variety of ways by manipulating these three parts. The students' knowledge and application of the five-paragraph essay model will help them to successfully write the required six papers in English 101.

### **Early Placement in English 101 during the STP**

The English Component determines placement based on a diagnostic writing sample administered prior to entrance into the AAP. The diagnostic test consists of grammar and an argumentative essay. By the third week of the summer program, lecturers and lab interns recommend students for fall admission into the University's Freshman Writing Program. To be selected for this early admission, a student should make significant progress in his/her language skills, attend class regularly, and be motivated. Students are placed in the different sections of Freshman Writing Program: English 101A, English 101X, and English 101. (See the Freshman Writing Program Curriculum online for more details.) In addition, the AAP English Component offers high intermediate English as a Second Language (ESL) to accommodate students who are non-native speakers of English.

### **Regular Academic Year**

#### *Fall*

At the end of the STP, students who are not placed in the English 101 continue to Pre-English to strengthen their language skills. During the fall semester, the English Component provides lab tutorials for AAP students enrolled in English 101. By the end of the fall semester, all Pre-English students are placed in the different sections of English 101.

#### *Spring*

During the spring semester, the English Component continues to offers tutorials to all students. Students that have completed English 101 in fall are required to take an English editing course to strengthen their writing skills. At the same time, the English Component provides lab support for students placed in English 101 in spring.

### **Learning Outcome Assessment**

The English Component monitors and reports students' learning outcomes on a regular basis. The English Component has implemented a rigorous policy of systematic evaluation of its students. At the start of each

semester, the English Component gives a pretest and a posttest to evaluate students' progress. Students' growth is also evaluated through portfolio assessment at the end of each semester session. In addition, the English Component appraises its program's effectiveness by distributing a series of questionnaires/surveys to students to complete at the end of each semester session (as discussed further). These regular evaluations help this Component make appropriate refinements of the curriculum to improve the curriculum. Mastery of writing concepts is measured by how well students integrate them into their writing. Mastery of the following writing concepts is measured in the following ways:

- Reading: Comprehension of reading material and integration of research material into written work,
- Development: The writing of full and relevant discussion that supports an argument,
- Arrangement: The structure of writing into introductory, body, and concluding paragraphs, formation of a strong thesis, and arrangement of body paragraphs in the point-discussion format, and
- Style: Grammatical correctness and, more importantly, effective use of language forms and punctuation.

### **Attendance and Class Participation**

Attendance is required in each class, lab, and conference. Since students will discuss readings and respond to each other's work, being actively involved in class is essential. If a student is distracted, silent, or otherwise not engaged in the lesson, he or she is not participating.

### **Exercises**

Each week's writing exercises and lab work are due as scheduled. Instructors check for completeness and provide feedback necessary for revisions. Successful revision depends on incorporating instructors' comments into student's work. Therefore, missing an assignment means missing the feedback.

### **Papers**

Each paper due will be drafted and critiqued by the course instructor before submission for a grade (except in-class essays). Students will submit all their drafts with the final paper.

### **Grading Criteria**

As students develop their writing skills, they will also develop their writing styles. The grade for this component, based on a 100 point scale, involves three areas:

1.	Participation/Attendance	20 points
2.	Exercises	20 points
3.	Papers	<u>60 points</u>
		100 points

**The grade is then converted into 20 points (on a scale of 0 to 20 points) as listed below. This score is added to the score of the other AAP components to make the final student's grade in EDC 1 288 D (fall: 3 credit) and EDC 1 288 E (spring: 3 credits).**

### **Format for Assignments**

All out-of-class writing assignments must be double spaced and typed in 12 point, Times New Roman or Courier font. Left and right margins should be 1¼ inch; top and bottom margin should be 1' inch. The student's name should appear in the top right corner of all pages. All pages should be stapled together. Assignments not meeting this format are not accepted.

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## **TUTORIAL COMPONENT**

The goal of the Tutorial Component of SSS/IED is to provide supplemental assistance for students by reinforcing the main ideas presented in CORE class lectures and reading assignments. Additionally, tutorials provide students with an opportunity to enhance their preparation for and performance in course discussion, papers, quizzes and exams.

### **Procedures for Scheduling Tutor Support**

Come to Room 2100J in Marie Mount Hall and ask the tutorial coordinator for the form to request the services of a tutor. You are required to complete the form as accurately as possible. All information and data will be kept confidential. Give the form back to the coordinator and you will be given the name and phone number of the tutor for the course you have indicated. You can request tutoring for all lower (100-200) level courses. In some cases you can request a tutor for 300 and 400 level courses, subject to availability of tutors. Any SSS/IED student enrolled in the University can request tutoring from the Tutorial Programs. Please understand that in some cases it may take a week or two to find a tutor for the course you request.

Students can contact the tutor by phone or email as soon as you get his/her information. However, the best time to contact the tutor is during the evening hours. You do not need any special permission or authorization to apply for a tutor. All you need to be is a bonafide SSS/IED student of the University, needing help in that particular course in which you have enrolled. An appropriate time for tutoring, suitable to both the tutor and the student, is set by you and the tutor for the session.

However, the tutor can meet you for no more than one (1) hour/week/course. Tutoring sessions are normally held in the afternoons. A room is usually assigned to the tutor where he/she can meet the student regularly. However, if no classrooms are found vacant, we suggest that the tutor and the student find an empty classroom or a study space close to the AAP office.

We do not give the contact information of the tutor over the phone. The student must come to our office at Room 2100J in Marie Mount Hall and fill out the service request form to be eligible for tutoring. You may call 301-505-4745 to get more information about the Tutorial program or to get directions to the office. No fees or payments are due for requesting tutoring; the Tutorial Services are **FREE!!**

### **Serving as an AAP Tutor**

Any undergraduate or graduate student who has been a student on this campus for at least a semester and has a grade of "B" or better in the course(s) he/she wants to tutor may apply for a tutoring position. Come to Room 2100J in Marie Mount Hall and pick up an application form. The completed application should be accompanied by a copy of your transcript and two recommendation letters from faculty members or professors who taught or supervised you in that particular course.

The SSS/IED office is open from 9 a.m. to 5 p.m. You may come any time within that period and pick up the application form. You may also contact us at 301.405.4745 and ask for the tutorial coordinator.

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## COUNSELING COMPONENT

The goal of the Counseling Component of SSS/IED is to help students learn to maximize their academic, personal and career potential.

Using a holistic approach, the Counseling Component students make a smooth transition to college life. The objectives of the Counseling Component are:

- to help students with their transition to college life
- to develop students academically and socially
- to develop in students a sense of personal identity and confidence
- to develop the interpersonal skills necessary to function in a college setting
- to help students select an area of academic concentration and make appropriate career choices

The Counseling Component is responsible for providing academic advising among other areas pertaining to student development needs of all program participants. Academic advising with SSS consists of the following major areas: (1) informing students of the policies and procedures which govern the university (i.e., add/drop, repeat policy, etc.); (2) ensuring that students are knowledgeable about CORE Requirements, as well as, the basic requirements applicable to the particular major that they are interested in pursuing; (3) providing a registration workshop to prepare students for selecting an appropriate schedule for their stated academic plan; (4) helping students to clarify career interests; (5) serve as a referral agent by connecting students with various campus and community resources to aid in their academic endeavors; and (6) assist the Career Center with teaching EDCP 108D Career Planning and Decision-making.

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## **PHASES OF THE SSS/IED PROGRAM**

### **SUMMER TRANSITIONAL PROGRAM (STP)**

Please see the Summer Transitional section of the handbook for detailed information about this program.

### **STRUCTURED FRESHMAN YEAR**



The **Structured Freshman Year** is inclusive of the first fall and spring semesters and is a continuation of skills enhancement, academic tutoring and counseling. Each semester, students register for a maximum of 13 credits of freshman level courses, which are chosen in consultation with SSS/IED counselors based upon the student's academic strengths, preferences, potential majors, and university requirements.

In addition, the students continue to receive academic support services in the areas of English, Mathematics and College Study Skills to foster a systematic and comprehensive process that leads to academic success. Academic success depends in large part on operational schemata, so the students will be exposed to a variety of models that help them to make sense of and utilize information gained from their courses.

#### **Participation in a Structured First Year**

- Participation in the program's sponsored courses, EDCI 288D AND 288E (six credits) during the first year;
- Benefit from priority registration;
- Register for 13 credit hours of freshman level courses in the Fall - With summer credits, you earn a total of 17 credits by the Spring semester;
- Register for 15 credits the second semester- You will choose courses in consultation with your counselor to maintain your success;
- Attend student meetings/advisory boards;
- Attend Examination Review Sessions;
- Attend scheduled counseling and tutoring sessions; and
- Attend mandatory advising sessions.

#### **Why are students limited to a selection of core classes?**

The program limits the number of courses so that all these courses have tutoring coverage. Your advisor and you will carefully look at your intended major and strengths/weaknesses and select courses that will interest you and meet core requirements.

#### **Why must we take EDCI 288D and EDCI 288E?**

All students admitted to the University through Academic Achievement Programs (SSS/IED) are required to successfully complete the requirements of EDCI 288D (Developmental Heuristics I) and EDCI 288E (Developmental Heuristics II). These courses are designed to provide the chance for student-staff interaction, to intensively develop student skills and, at the same time, earn three-credit hours each semester (Fall and Spring) for a total of six credits toward fulfilling degree requirements not usually provided in a university setting.

#### **What happens if we have to repeat either EDCI 288D or EDCI 288E?**

These courses provide academic and personal support services through a systematic, holistic and comprehensive approach that attempts to ingrain processes that lead to academic success and are made up of the SSS/IED's five components. Therefore, if a student repeats either of these courses, they must repeat each component of the course, regardless of previous performance in individual components.

*For information regarding academic concerns, contact Dr. Tilahun Beyene, Associate Director (x5-4751).*

## SAMPLE FALL SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30	THEATER 110	ENGLISH	THEATER 110	ENGLISH	
9:30 - 10:00	SECTION 0105	LAB ↓ EDCI	SECTION 0105	LAB ↓ EDCI	
10:00 - 10:30			INDIV COUNSEL		PRE-MATH
10:30 - 11:00					115 LAB - EDCI
11:00 - 11:30	HISTORY 157	ENGL 101	HISTORY 157	ENGL 101	HISTORY 157
12:00 - 12:30	SECTION 0101	SECTION 0301	SECTION 0101	SECTION 0301	SECTION 0101
12:30 - 1:00					
1:00 - 1:30		EDCI COLLEGE		EDCI COLLEGE	
1:30 - 2:00		STUDY SKILLS		STUDY SKILLS	
2:00 - 2:30	HISTORY 157				
2:30 - 3:00	TUTORING				
3:00 - 3:30	PRE-MATH 115		PRE-MATH 115	LEADERSHIP	
3:30 - 4:00	LAB - EDCI		LAB - EDCI	SKILLS	
4:00 - 4:30					
4:30 - 5:00				THEATER 110	
5:00 - 5:30				TUTORING	

## ADVISED SOPHOMORE YEAR



During the **Advised Sophomore Year**, students are required to: (1) take EDCP 108D (Career/Decision Making) (2) attend a minimum of four counseling sessions, and (3) participate in the transitional process for declaring majors. Students are recommended to tutoring if the core subject grades are C or below at mid-term. All program services are available to students for the remainder of their undergraduate years.

### Participation in a Structured Second Year:

- Register for two (one) credit courses EDCP 108D and 108N (careers and mentoring) for the purpose of personal and community service development;
- Benefit from priority registration;
- Attend scheduled tutoring and counseling sessions;
- Attend student meetings for your continued success;
- Participate in Examination review Sessions (mid and end of semester);
- Attend mandatory advising sessions

## **THIRD THROUGH FIFTH RESOURCE SUPPORT YEARS**

### **Third through Fifth Resource Support Years Participation:**

- Continue to attend Counseling Sessions
- Continue to seek assistance with Academic Advising
- Continue to attend educational programs
- Receive assistance with career decisions and/or graduate school admissions

# Summer Transitional Program



## PURPOSE

The **Summer Transitional Program (STP)** is designed to assist students in both their academic and personal adjustment to the University. It is required of all students admitted to the University through SSS/IED. Over the six weeks, STP students will be: (1) enrolled in a three credit university CORE course, (2) enrolled in a one credit orientation course (EDCP 108E), (3) attending workshops in college study skills, English, and math, (4) attending tutoring sessions, and (5) attending weekly individual and/or group counseling sessions

Before the STP program begins, all incoming AAP students sign a Participation Agreement which outlines their responsibilities as a participant in both the STP and SSS programs. All students are required to sign a copy of this agreement, and the signed copy becomes a part of the student's permanent AAP file.

Below you will find a copy of the current Participation Agreement.

\*\*\*\*\*

### UNIVERSITY OF MARYLAND COLLEGE PARK ACADEMIC ACHIEVEMENT PROGRAMS IED/SSS PARTICIPATION AGREEMENT 2008-2009

This is a *Student Memorandum of Understanding and Commitment* (hereafter referred to as "Agreement") for participation in AAP-STP and admission to the University of Maryland through Academic Achievement Programs. This agreement outlines the conditions of my enrollment and participation in Summer Transitional Program (STP) and subsequent admission to the University through AAP. It also outlines the requirements that must be met by me in order to be *assured favorable consideration for admission and my opportunity to continue my registration at the University of Maryland during ALL semesters prior to declaring my College Major*. I understand that the terms and conditions set forth in this contract as stated below are binding and will be enforced by AAP and the University of Maryland in determining whether I have met the conditions of my admissions to be admitted in the university and continue my registration each semester prior to declaring my major.

I will complete the prerequisites to declare my major by 60 credits or by the end of the fourth semester which ever comes first. Declaration my major is part of my mandatory advising of AAP and MUST be approved by AAP and my prospective major college advisor.

**Therefore, I \_\_\_\_\_,** I agree to comply with the terms of this agreement in pursuing the goals of enrollment at, retention in, and graduation from the University of Maryland, College Park (UM). As a participant in AAP, I have read, understood, and accepts the responsibilities and duties as outlined in this agreement. I also understand that for the first two years of my enrollment, or until I declare a major, I must comply with the Mandatory Advising Policy of the University as administered by AAP, and satisfy the requirements of the "conditions of my admission" to the University of Maryland/AAP which is to successfully complete the Summer Transitional Program (STP), complete EDCP 108E, EDCI 288D and 288E and comply with of the enhancement classes, counseling/advising and tutoring schedules and the program's required activities the first two years at the University.

#### REQUIREMENTS FOR THE SUMMER TRANSITIONAL PROGRAM

I will:

Attend every class (on time), counseling/advising session and scheduled activity, except when excused by medical documentation or official program staff.

Complete every assignment neatly, appropriately, on time and in compliance with instructions provided.

Adhere to the honor code of the University especially as it relates to plagiarism and respect for university personnel and property.

Draft a four semester plan under the supervision of the AAP counselor/adviser. This plan will be updated and changed as needed.

Prepare for every class on a daily basis and strive to be fully engaged in the learning process in every class.

Conduct myself in a respectful and responsive manner, whether in the classroom, AAP office, on campus, in study hall, at all program activities and/or other environments that may reflect adversely on self, family, AAP or the University.

Fully utilize the AAP and university faculty and staff to facilitate my transition to the University, my learning in each course taken and in becoming an engaged student and good campus citizen.

Earn at least 85 points in the five-part AAP skill enhancement areas (English, math, reading, and study skills, tutoring (study hall) and counseling and a B in EDCP 108E to be favorably considered for admission to the university.

### **REQUIREMENTS FOR THE FIRST YEAR**

I will:

Attend all assigned skill enhancement classes (English, math, and reading and study skills), counseling/advising, and tutoring sessions.

Attend all scheduled Director's meetings (2 per semester 5:30-7:00 p.m.).

Adhere to any University Student Retention contract and/or AAP academic recovery plan should I receive a below 2.0 cumulative grade point average any of the first four semesters.

Follow the University's drop/add policy under the direct supervisor and authority of AAP which requires that I consult with and secure the approval of an AAP Counselor/Advisor prior to attempting to drop/add or adjust my class schedule.

Strive to declare major no later than 60 credits.

Follow the program's policies not to pledge or associate with any fraternity, sorority or Greek organization during my first year, or participate in any organized University athletic team sport during my first year without written approval of AAP Executive Director.

Attend all scheduled advising meetings to ensure and maintain priority registration.

Seek the assistance/advise of AAP and appropriated university staff when clarification or questions are needed to ensure adherence to university and program policies and procedures.

Successfully complete the EDCI 288D and E classes with a minimum of C or better during the first year to ensure registration privileges are maintained.

Register to repeat the AAP EDCI 288D or 288E course the second year should I fail the course with the immediate following semester or academic year

Register to repeat appropriate courses failed during the first year as advised by an AAP Counselor/Advisor.

Attend an end of semester meeting with my Counselor/Advisor to be held no later than the first week of May of each year.

Participate in the career exploration and AAP Academic societies/professional mentoring meetings to further my understanding of and networking in my career interest areas.

### **STUDENT REQUIREMENTS DURING THE SECOND YEAR OF AAP**

Continue any and all classes necessary to complete EDCI 288D or E if I have not completed the class at the end first year.

Register to complete EDCI 288D or E if I have failed either class at the end of the semester in which the class was failed.

Attend all scheduled activities designed and planned for second year students.

Attend a minimum of two advising sessions each semester, including my four year plan assessment meetings.

Attend the pre-registration session to ensure my priority registration privileges.

Attend a second year exit interview with my Counselor/Adviser to be held not later than the first week of May.

Seek the assistance of AAP staff when clarification or questions are needed to ensure adherence to program policies and procedures.

Adhere to any University Student Retention contract and/or AAP academic recovery plan should I receive below a 2.0 cumulative grade point average any of the first four semesters.

Follow the AAP drop/add policy which requires that I consult with and secure the approval of an AAP Counselor/Advisor prior to attempting to drop/add or adjust my class schedule.

Strive to declare my major no later than 60 credits and attend a required Declaration of Major meeting scheduled by AAP with various college representatives during the third semester..

Strive to earn a minimum of a 3.0 grade point average each semester during my second year.

Attend specific skills' review and semester summary workshops and or seminars prepared and scheduled specifically of AAP second year students if my GPA is below 2.5

Utilize the AAP math, English and or Reading and Study Skill professionals when I experience difficulty with any courses throughout my undergraduate career.

Participate in career exploration and the AAP Academic Societies/professional mentoring meetings to further my understanding and networking in my career interest areas.

Utilize the tutorial services of AAP to support my academic success in difficult courses.

I further understand that the academic support services of tutoring, counseling, and skills development will be available to me throughout the first two years and that I may seek and obtain the services and support of any and all components of AAP throughout my entire undergraduate education at the University of Maryland.

By my signature below, I agree that I have read, understood, and agreed to comply with the terms and conditions of this AAP Student Participation Agreement, as witnessed by my AAP Counselor.

\_\_\_\_\_  
Participants Name & UID

\_\_\_\_\_  
Date

\_\_\_\_\_  
IED/SSS Counselor/Advisor

\_\_\_\_\_  
Date

\*\*\*\*\*

## **POLICY FOR FALL ADMISSION**

Students enrolled in the STP are admitted to the University on a conditional basis. Their admission into the University for the Fall semester is contingent upon their performance during the STP. Similar to the academic year, STP students may earn a maximum of 100 points - 20 points each from CSS, English, Math, Tutoring

and Counseling- which are used solely for admissions decisions and will not be reported as a grade. We expect that our students will exceed these requirements. At the discretion of the Executive Director, a student may be recommended for delayed admission for the Spring semester.

## MID-SEMESTER & FINAL EXAMINATIONS AND PARENT MEETINGS

During the STP, and each semester of the Academic Year, each academic component provides the Counseling Component with a mid-semester and final evaluation of students' performance and progress. In addition to individual meetings with students at the mid point of the STP program to discuss overall performance and progress, counselors also meet with STP students' parents to provide updates on students' overall progress.

## HOW TO CALCULATE YOUR GRADE POINT AVERAGE (GPA)

To compute your GPA, divide the total number of quality points accumulated in courses for which a grade of A, B, C, D, or F has been assigned by the total number for credits attempted in those course. Courses for which a grade of "P", "S", "I", or "NGR" has been assigned are NOT included in computing the GPA.

Quality points are calculated by multiplying the numerical value of the letter grade by the number of quality points earned for that course. Each letter grade has a numerical value: A+, A, A- = 4; B+, B, B- = 3; C+, C, C- = 2; D+, D, D- = 1; F = 0.

For example:

COURSE	CREDITS ATTEMPTED	GRADE	QUALITY POINTS
ENG 101	3	C	6
MATH 101	3	B+	9
ZOOL 101	4	A	16
PSYC 100	3	D-	3
HIST 156	3	F	0

Current Semester:      Total Credits Attempted = 16      Total Quality Points = 34

Previous Semester:      Total Credits Attempted = 27      Total Quality Points = 74

Semester GPA =  $\frac{\text{semester quality points}}{\text{semester credits attempted}} = \frac{34}{16} = 2.125$

Cumulative GPA =  $\frac{\text{total quality points}}{\text{credits attempted}} = \frac{43}{108} = 2.511$

## Academic Performance and Financial Aid

Students who receive financial aid must comply with all satisfactory academic progress (SAP) requirements. Every student is responsible for understanding all components of the University of Maryland's SAP Policy and how this policy affects the student's financial aid. The UM Satisfactory Academic Progress Policy can be found at [www.financialaid.umd.edu](http://www.financialaid.umd.edu). Once at the site, select "Satisfactory Academic Progress (SAP) Info."



# SAMPLE SUMMER SCHEDULE

Here is an example of what a student's schedule might look like during the summer:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:30	ENGLISH CLASS		ENGLISH CLASS		
8:30 - 9:00	↓	COLLEGE	↓	COLLEGE	
9:00 - 9:30		STUDY SKILLS		STUDY SKILLS	
9:30 - 10:00		CLASS		LAB	
10:00 - 10:30	GROUP		COLLEGE		
10:30 - 11:00	COUNSELING	ENGLISH LAB	STUDY SKILLS		ENGLISH LAB
11:00 - 11:30		↓	CLASS	INDIV COUNSEL	↓
12:00 - 12:30					
12:30 - 1:00	SOCIOLOGY 105	SOCIOLOGY 105	SOCIOLOGY 105	SOCIOLOGY 105	SOCIOLOGY 105
1:00 - 1:30	↓	↓	↓	↓	↓
1:30 - 2:00					
2:00 - 2:30	PRE-MATH 110	EDCP 108-E	PRE-MATH 110	EDCP 108-E	PRE-MATH 110
2:30 - 3:00	↓	↓	↓	↓	↓
3:00 - 3:30					
3:30 - 4:00	TUTORING		TUTORING		
4:00 - 4:30	↓		↓		
4:30 - 5:00					
5:00- 6:30	COMMUTER STUDY HALL	COMMUTER STUDY HALL	COMMUTER STUDY HALL	COMMUTER STUDY HALL	
6:30-8:00	RESIDENT STUDY HALL	RESIDENT STUDY HALL	RESIDENT STUDY HALL	RESIDENT STUDY HALL	

## **Section III: Policies and Procedures for AAP Students**

*This section of the AAP Student Handbook includes references to specific policies and procedures pertinent to the student's daily life in AAP and on the University of Maryland campus. Students are expected to adhere to all University Policies and Procedures as detailed in the Undergraduate Catalog ([www.umd.edu/catalog](http://www.umd.edu/catalog)) and in the Code of Student Conduct ([www.jpo.umd.edu](http://www.jpo.umd.edu)).*

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## **RESIDENT LIFE**

General Information 314.2100

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

## **RESIDENTIAL POLICIES**

All University policies regarding resident life are detailed on the University's website at [www.resnet.umd.edu](http://www.resnet.umd.edu).

### **HOUSING DURING STP**

#### **ANNE ARUNDEL HALL**

Community Office 301.314.7484

Service Desk 301.314.HILL

#### **Overview**

Anne Arundel Hall was originally built in 1937. Named for Anne Arundel County, Maryland, Anne Arundel Hall is the home of the Honors Living-Learning Program, which houses academically gifted students interested in the seminars taught by respected professors on campus. It is a co-educational residence hall, which is part of the area of campus known as the North Hill Community.

#### **Community Living**

Anne Arundel Hall is considered a traditional residence hall, which means that single and double student rooms are located in a common hallway, and share common areas such as lounges and bathroom facilities. The students are part of a large community, and take part in activities such as community service projects and other programs designed to bring residents together for positive interaction with each other and Resident Staff.

#### **Resident Staff**

The idea of community is reinforced by the Resident Staff that live in the building. There are two Resident Assistants in Anne Arundel Hall in addition to a Resident Director who lives in the North Hill Community. The Resident Staff are responsible for management of the residence hall, as well as programming efforts that include social, cultural, educational, and recreational programs. Resident Staff can also help students get involved with North Hill Area Council or the Residence Halls Association. During the summer, the Resident Assistants will be the AAP students' "first point of contact" for concerns/questions/etc.

#### **Safety and Security**

To ensure the safety of its residents, there is a card access system in place that allows only students who live in Anne Arundel Hall access to the building. In addition, Resident Staff members make rounds in Anne Arundel Hall during the evening and nighttime hours check the safety of the building and its residents.

### **STP RESIDENT POLICIES—**

While participating in STP, you will be staying in residence halls where the University students live throughout the academic year. During the summer, a staff of students serve as hospitality assistants to assist you while living on campus and provide a variety of services to help make your visit comfortable and enjoyable.

Any issues/questions/problems that STP students may encounter in the residence halls should be reported to the STP student's resident assistant (RA). The resident assistant will provide a written report of any incidents/issues to the AAP Counseling Coordinator who will follow up if necessary. All reports of issues/incidents that occur in the residence halls are shared with the Associate Director and Executive Director of AAP.

## **CAMPUS DINING**

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

The campus dining website provides a map of all dining services offered on campus, in addition to menus, prices, a breakdown of all meal plans offered, and detailed instructions for obtaining and maintaining meal cards.

## **TERRAPIN EXPRESS**

Terrapin Express/ Contract Office  
1109 South Campus Dining Hall  
College Park, MD 20742-8411  
301.314.8069 TEL 301.314.8064 TEL (Lost Cards)  
Meal Plan Info: 301.314.8068  
<http://dining.umd.edu/terrapin>

A full description of the Terrapin Express meal plan, which is available to STP students during the summer, and detailed instructions for obtaining, activating, adding money, checking balances and replacing lost cards can be found on the University's website.

## **STUDENT IDENTIFICATION CARDS**

Students will be issued a temporary University Student Identification Card (not a picture ID) by his/her STP Counselor. This will serve as the student's University identification card for the summer. This card can be used in the library to check out books, as well as for campus social and cultural events.

Once a student has successfully gained admission for the Fall semester, a photo student identification card will be issued.

## **HOW TO ACCESS AND PAY YOUR UNIVERSITY BILL**

Office of the Bursar  
1135 Lee Building  
301.314.9000  
[www.testudo.umd.edu](http://www.testudo.umd.edu)

Student accounts can all be accessed through [www.testudo.umd.edu](http://www.testudo.umd.edu). Select "*Student Account Inquiry and Bill Payment*" for specific details regarding your individual bill.

Bill payment options are described in detail on the Office of the Bursar's website at [www.umd.edu/bursar/](http://www.umd.edu/bursar/).

## **SAFETY & SECURITY—**

### **University Police**

Route 1, across from Visitor Center

[www.umpd.umd.edu](http://www.umpd.umd.edu)

### **Safety and security resources at the University include:**

Medical Emergency	<b>911</b>	Medical Emergency (from off-campus)	<b>301.405.3333</b>
Police Emergency	<b>911</b>	Security Lighting	<b>301.405.2222</b>
TTY/TTD	<b>301.405-7900</b>	Security Repairs	<b>301.314.WORK</b>
Call-A-Ride	<b>301.314.CALL</b>	Sexual Assault	<b>301.314.2222</b>
Crime Reporting	<b>301.405.3555</b>	Shuttle-UM Service	<b>301.314.2255</b>
Escorts, Security	<b>301.405.3555</b>	Police (non emergency)	<b>301.405.3555</b>
Lock Problems	<b>301.314.WORK</b>	Investigation Unit	<b>301.405.5770</b>

### **WHO ARE THE UNIVERSITY POLICE?**

The University of Maryland Police Department is a full-service legislated police agency that serves the myriad needs of the students, faculty, staff, and visitors within its jurisdiction. The University Police Officers are empowered by state law to make arrests, investigate crimes, and carry firearms. The Auxiliary Division of the department employs a number of Student Police Aides who work at special events and contract security.

### **WHAT CAN THEY DO FOR ME?**

The mission of the University Police is to serve and protect the community and enforce laws and university policies, 24 hours a day, seven days a week. In this effort, police work with the community in a cooperative community policing effort to prevent crime from occurring and provide assistance to victims once crime has occurred.

### **Specific services include:**

- Emergency response to crimes in progress and to life threatening incidents (dial 911 or **405-3333** from a campus phone, **TTY/TTD 314-7900**).
- Campus patrol: foot patrol, patrol with marked and unmarked police cars, motorcycles and bicycles.
- Crime and incident reporting, which provides data to other campus organizations, the State of Maryland, and the FBI.
- Escorts by Student Police Aides and uniformed police officers.
- Blue Light Emergency phones, providing a direct link to the University Police, are located throughout the campus both inside and outside many academic buildings and residence halls. These phones are yellow and are marked "Emergency;" frequently they have blue lights overhead making their locations easier to find.

Individuals may contact police directly and without charge by simply activating the phone that notifies an emergency dispatcher, via computer at Police Headquarters, of the caller's exact location.

### **HOW CAN I INCREASE MY PERSONAL SAFETY?**

You can learn more about personal safety by participating in such programs as:

- Alcohol and other Drug Education
- Building and Office Security Surveys
- Personal Security Presentations
- Public Information
- Rape Aggression Defense (RAD)
- Self-Defense Workshops
- Sexual Assault Awareness

Additionally, crime prevention programs, emphasizing security and what residents can do to help themselves, are provided on request to students who live off campus.

### **HOW ELSE CAN I CONTACT THE UNIVERSITY POLICE IN AN EMERGENCY?**

#### **General Information: 301.314.7218**

Callers wishing to contact the University Police from a campus pay phone must dial 911, without charge, and advise the operator that they are at the University of Maryland, and wish to be connected with the University Police. The operator will then forward the call directly to University Police Headquarters.

# University of Maryland Codes & Policies—

Links and further references for all codes listed below can be found on the Office of Judicial Programs website at [www.jpo.umd.edu](http://www.jpo.umd.edu).

## CODE OF ACADEMIC INTEGRITY

[www.jpo.umd.edu](http://www.jpo.umd.edu)

### Introduction

The University is an academic community. Its fundamental purpose is the pursuit of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. Accordingly, The Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University share this responsibility, The Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with the students.

### Definitions

1. **ACADEMIC DISHONESTY:** any of the following acts, when committed by a student, shall constitute academic dishonesty:
  - a. **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
  - b. **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
  - c. **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
  - d. **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

### Responsibility to Report Academic Dishonesty

2. Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. It is, without reservation, a responsibility of all members of the campus community to actively deter it. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. Histories of institutions demonstrate that a laissez-faire response will reinforce, perpetuate, and enlarge the scope of such misconduct. Institutional reputations for academic dishonesty are regrettable aspects of modern education. These reputations become self-fulfilling and grow, unless vigorously challenged by students and faculty alike.

All members of the University community, students, faculty, and staff share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.

### Honor Statement

3. Letters informing both graduate and undergraduate students of their acceptance at the University, as well as appointment letters for members of the faculty, shall contain a short statement concerning the role of the Student Honor Council, as well as the obligation of all members of the University of Maryland, College Park community to promote the highest standards of academic integrity.

### Honor Pledge

4. On every examination, paper or other academic exercise not specifically exempted by the instructor, the student shall 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.*

Failure to sign the pledge is not an honors offense, but neither is it a defense in case of violation of this Code. Students who do not sign the pledge will be given the opportunity to do so. Refusal to sign must be explained to the instructor. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge; submission implies signing the pledge.

5. On examinations, no assistance is authorized unless given by or expressly allowed by the instructor. On other assignments, the pledge means that the assignment has been done without academic dishonesty, as defined above.
6. The pledge is a reminder that at the University of Maryland students carry primary responsibility for academic integrity because the meaningfulness of their degrees depends on it. Faculty is urged to emphasize the importance of academic honesty and of the pledge as its symbol. Reference on syllabuses to the pledge and to this Code, including where it can be found on the Internet and in the Undergraduate Catalog, is encouraged.

#### **Self-Referral**

7. Students who commit acts of academic dishonesty may demonstrate their renewed commitment to academic integrity by reporting themselves in writing to the Chair of the Honor Council. Students may not exercise the self-referral option more than once during their enrollment at the University.
8. If an investigation by the Honor Council Executive Committee or designee reveals that no member of the University had a suspicion of a self-referring student's act of academic dishonesty, then the student will not be charged with academic dishonesty, or left with a disciplinary record. Instead, the Student Honor Council will notify the Dean or a designee and the faculty member where the incident occurred. The Dean or designee shall then convene a conference between the student and the faculty member. The purpose of this conference will be to ensure that the self-referral provisions of this Code are followed, not to levy a sanction, or to create a disciplinary record. The Dean will notify the Student Honor Council in writing of the outcome of the conference. {1 }
9. In all cases where a student self-referral is accepted, the student will be required to successfully complete the non-credit integrity seminar offered by the Student Honor Council. Also, the student will have any grade for the academic exercise in question reduced one letter grade, or to an "F" or a zero, in the discretion of the faculty member involved.
10. If the Honor Council Executive Committee or designee determines that a suspicion of academic dishonesty existed at the time the student admitted the act, then the matter will be resolved in accordance with the procedures specified in this code for resolving academic dishonesty allegations. The student's admission may be considered a mitigating circumstance for purposes of sanctioning.

#### **Procedures: Reporting and Informal Resolution**

11. Any member of the University community who has witnessed an apparent act of academic dishonesty, or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, has the responsibility to inform the Honor Council promptly in writing.
12. If the Honor Council determines that a report of academic dishonesty is supported by reasonable cause {2}, the case shall be referred to the Dean of the College where the incident occurred. {3} The Dean or designee, (who must not be the referring faculty member), will inform the accused student in writing of the charges, and shall offer him/her an opportunity for an informal meeting to review the case. {4} The faculty of the course may be included in the meeting. The Dean or designee shall also provide the accused student with a copy of this Code, and a statement of procedural rights approved by the Honor Council {5}, which shall include the right of the student to request the presence of a member of the Honor Council at the informal meeting.
13. If the accused student has no prior record of academic dishonesty or serious disciplinary misconduct {6}, the Dean or designee and the student may reach an agreement concerning how the case should be resolved. The standard "XF" grade penalty will normally be imposed if it is agreed by the student that he/she committed an act of academic dishonesty. Any other sanction agreed upon by the student and the Dean or designee will constitute a recommendation to the Honor Council, and must be supported by a written statement signed by the student and the dean or designee. The written statement will be reviewed by the Honor Council {7}, which shall inform both the student and the Dean or designee of the sanction imposed.

#### **Procedures: Resolution by an Honor Review**

14. Cases not resolved in accordance with Part 10 of this Code shall result in an Honor Review. {8} An Honor Review is conducted by an Honor Board. The Board is convened by the Student Honor Council. It will normally consist of six persons, five of whom will be voting members. Determinations of the Honor Board will be by a majority vote (three votes or more). Honor Boards are selected as follows:
  - o a. Three students selected by the Student Honor Council from among its members. In the event the student accused of academic dishonesty is a graduate student, then at least two of the student members shall be graduate students.



- b. Two faculty members selected in accordance with procedures established by the Vice President for Academic Affairs. In the event the student accused of academic dishonesty is a graduate student, then at least one of the persons selected shall be a regular member of the Graduate Faculty.
  - c. The Honor Board shall have one non-voting member, who shall serve as the Presiding Officer. The Presiding Officer may be a student, faculty, or staff member of the University. The Presiding Officer will be selected by the Director of Student Conduct.
15. If the Vice President for Academic Affairs determines that the Student Honor Council or an Honor Board cannot be convened within a reasonable period of time after an accusation is made, the Vice President or a designee may review the case. If there is reasonable cause to believe that an act of academic dishonesty has occurred or has been attempted, the Vice President or designee will convene an ad hoc Honor Board by selecting and appointing two students and one faculty/staff member. Whenever possible, student members of ad hoc Honor Boards shall be members of the Student Honor Council. A non-voting presiding officer shall be appointed by the Director of Student Conduct.
16. The Campus Advocate or a designee shall serve as the Complainant at an Honor Review. The principal responsibilities of the Complainant are:
- a. to prepare a formal Charge of Academic Dishonesty, and deliver it to the student and the Honor Board. The student will be deemed to have received such notice on the date of personal delivery, or if certified mail is used, on the date of delivery at the most recent address provided to the University by the student;
  - b. to present the evidence and analysis upon which the Charge is based to the Honor Board during the Honor Review;
  - c. to perform such other duties as may be requested by the Student Honor Council or the Honor Board.
17. The Charge of Academic Dishonesty serves to give a student a reasonable understanding of the act and circumstances to be considered by the Honor Board, thereby placing the student in a position to contribute in a meaningful way to the inquiry. It also serves to provide initial focus to that inquiry. It is not, however, a technical or legal document, and is not analogous to an indictment or other form of process. The charge may be modified as the discussion proceeds, as long as the accused student is accorded a reasonable opportunity to prepare a response.
18. The purpose of an Honor Review is to explore and investigate the incident giving rise to the appearance of academic dishonesty, and to reach an informed conclusion as to whether or not academic dishonesty occurred. In keeping with the ultimate premise and justification of academic life, the duty of all persons at an Honor Review is to assist in a thorough and honest exposition of all related facts. The basic tenets of scholarship, full and willing disclosure, accuracy of statement, and intellectual integrity in hypothesis, in argument and in conclusion must always take precedence over the temptation to gain a particular resolution of the case. An Honor Review is not in the character of a criminal or civil legal proceeding. It is not modeled on these adversarial systems; nor does it serve the same social functions. It is not a court or tribunal. Rather, it is an academic process unique to the community of scholars that comprise a university.
19. The role of the Presiding Officer is to exercise impartial control over the Honor Review in order to achieve an equitable, orderly, timely and efficient process. The Presiding Officer is authorized to make all decisions and rulings as are necessary and proper to achieve that end, including such decisions and rulings as pertain to scheduling and to the admissibility of evidence. If in the judgment of the Presiding Officer there is reasonable cause to question the impartiality of a board member, the Presiding Officer will so inform the Honor Council, which will reconstitute the board.
20. The Presiding Officer or designee will select the date, time and place for the Honor Review, and notify the student in writing a minimum of ten (10) days prior to the review.
21. The sequence of an Honor Review is necessarily controlled by the nature of the incident to be investigated and the character of the information to be examined. It thus lies within the judgment of the Presiding Officer to fashion the most reasonable approach. The following steps, however, have been found to be efficient, and are generally recommended:
- a. The Complainant, and then the student or the student's advocate, summarize the matter before the Honor Board, including any relevant information or arguments.
  - b. The Complainant, and then the student, present and question persons having knowledge of the incident, and offer documents or other materials bearing on the case. The Complainant, the student and all members of the Honor Board may question any person giving testimony.

- c. The members of the Honor Board may ask the Complainant or the student any relevant questions. The members may also request any additional material or the appearance of other persons they deem appropriate.
- d. The Complainant, and then the student or the student's advocate, may make brief closing statements.
- e. The Honor Board meets privately to discuss the case, and reaches a finding by a majority vote.
- f. The Honor Board will not conclude that a student has attempted or engaged in an act of academic dishonesty unless, after considering all the information before it, a majority of members believe that such a conclusion is supported by clear and convincing evidence. If this is not the case, the Honor Board will dismiss the charge of academic dishonesty.
- g. If the Honor Board finds the student has engaged in an act of academic dishonesty, both the Complainant and the student or the student's advocate, may recommend an appropriate sanction. Pertinent documents and other material may be offered. The Honor Board then meets privately to reach a decision, which must be by a majority vote of its members.
- h. The Presiding Officer will provide the Complainant and the student with a written report of the Honor Board's determination.

## 22. Roles of Advocate and Advisor:

- a. The accused student may be assisted by an advocate, who must be a registered, degree-seeking student at the University. The role of the advocate will be limited to:
  - I. Making brief opening and closing statements, as well as comments on appropriate sanction.
  - II. Suggesting relevant questions which the Presiding Officer may direct to a witness.
  - III. Providing confidential advice to the student.
- The accused student may also be accompanied by an adviser, who may be an attorney. The role of the adviser during an Honor Review will be limited to providing confidential advice only to the accused student, not the advocate, provided such advice is given without interfering with or disrupting the Honor Review.

Even if accompanied by an advocate and/or an adviser, the student must take an active and constructive role in the Honor Review. In particular, the student must fully cooperate with the Honor Board and respond to its inquiries without undue intrusion by an advocate or adviser.

In consideration of the limited role of advocates and advisers, and of the compelling interest of the University to expeditiously conclude the matter, the work of an Honor Board will not, as a general practice, be delayed due to the unavailability of an advocate or an adviser.

- c. Honor Reviews may be tape recorded or transcribed. If a recording or transcription is not made, the decision of the Honor Board must include a summary of the testimony and shall be sufficiently detailed to permit review on appeal.
- d. Presence at an Honor Review
- lies within the judgment of the Presiding Officer. An Honor Review is a confidential investigation. It requires a deliberative and candid atmosphere, free from distraction. Accordingly, it is not open to the public or other "interested" persons. However, at the student's request, the Presiding Officer will permit a student's parents or spouse to observe and may permit a limited number of additional observers. The Presiding Officer may cause to be removed from the Honor Review any person who disrupts or impedes the investigation, or who fails to adhere to the rulings of the Presiding Officer. The Presiding Officer may direct that persons, other than the accused student or the Complainant, who are to be called upon to provide information, be excluded from the Honor Review except for that purpose. The members of the Honor Board may conduct private deliberations at such times and places as they deem proper.
- e. It is the responsibility of the person desiring the presence of a witness before an Honor Board to ensure that the witness appears. If necessary, a subpoena may be requested, in accordance with Part 32 (b) of the Code of Student Conduct [\[9\]](#). Because experience has demonstrated that the actual appearance of an individual is of greater value than a written statement, the latter is discouraged and should not be used unless the individual cannot or reasonably should not be expected to appear. Any written statement must be dated, signed by the person making it, and witnessed by a University employee or by a person approved by the Director of Student Conduct (e.g., a notary). The work of an Honor Board will not, as a general practice, be delayed due to the unavailability of a witness.
- f. An Honor Review is not a trial. Formal rules of evidence commonly associated with a civil or criminal trial may be counterproductive in an academic investigatory proceeding, and shall not be applied. The Presiding Officer will accept for consideration all matters which reasonable persons

would accept as having probative value in the conduct of their affairs. Unduly repetitious, irrelevant, or personally abusive material should be excluded.

23. If the Honor Board finds that an attempt or act of academic dishonesty did occur, it shall impose an appropriate sanction. The normal sanction for an undergraduate student shall be a grade of "XF" in the course. The normal sanction for a graduate student shall be dismissal (suspension or expulsion) from the University. The Honor Board may impose a lesser or more severe sanction. generally acts involving advance planning, falsification of papers, conspiring with others, or some actual or potential harm to other students will merit a severe sanction, i.e. suspension or expulsion, even for a first offense. An attempt to commit an act shall be punished to the same extent as the consummated act.

#### **Appeals**

24. In cases where an Honor Board has determined the appropriate sanction to be less than suspension or expulsion, both the finding of responsibility and the sanction(s) of an Honor Board will be final, unless, within 15 business days after the Board's written decision is sent to the student, and the Dean of the college where the incident occurred, the student or the Dean or designee notifies the Honor Council in writing of the intention of filing an appeal. The student may appeal both the findings and the penalty. The Dean or designee may appeal the penalty only.

A written brief supporting any appeal must be submitted in writing to the Student Honor Council Executive Committee within an additional ten business days. The Executive Committee or designee will provide the opposing party a reasonable opportunity to make a written response.

25. Any member of the Executive Committee who has taken part in an Honor Review that is the subject of an appeal is not eligible to hear the appeal. Substitute Executive Committee members may be selected from experienced Honor Council members, appointed in accordance with Honor Council bylaws.
26. Decisions of the Executive Committee will be by majority vote, based upon the record of the original proceeding and upon written briefs. De novo hearings shall not be conducted.
27. Deference shall be given by the Executive Committee to the determinations of Honor Boards.
- a. sanctions may only be reduced if found to be grossly disproportionate to the offense. Likewise, upon an appeal by a Dean or designee, sanctions may be increased only if the original sanction is deemed to be grossly disproportionate to the offense.
  - b. cases may be remanded to a new Honor Board if specified procedural errors or errors in interpretation of this Code were so substantial as to effectively deny the accused student a fair hearing, or if new and significant evidence became available that could not have been discovered by a diligent respondent before or during the original Honor Board hearing. On remand, no indication or record of the previous hearing will be introduced or provided to the members of the new Honor Board, except to impeach contradictory testimony, at the discretion of the presiding officer.
  - c. cases may be dismissed only if the finding is held to be arbitrary and capricious.
28. If an Honor Board determines to suspend or expel a student, then the student may submit a written appeal to the Campus Senate Adjunct Committee on Student Conduct, in accordance with procedures set forth in Parts 42-47 of the Code of Student Conduct.

29. Regardless of whether an appeal is filed, suspension requires approval by the Vice President for Student Affairs, and may be altered, deferred, or withheld. Expulsion requires approval by the President, and may be altered, deferred, or withheld.

#### **The Grade of "XF"**

30. The grade of "XF" is intended to denote a failure to accept and exhibit the fundamental value of academic honesty. The grade "XF" shall be recorded on the student's transcript with the notation "failure due to academic dishonesty". The grade "XF" shall be treated in the same way as an "F" for the purposes of Grade Point Average, course repeatability, and determination of academic standing.
31. No student with an "XF" on the student's transcript shall be permitted to represent the University in any extracurricular activity, or run for or hold office in any student organization which is allowed to use University facilities, or which receives University funds.
32. The student may file a written petition to the Student Honor Council to have the grade of "XF" removed and permanently replaced with the grade of "F". The decision to remove the grade of "XF" and replace it with an "F" shall rest in the discretion and judgment of a majority of a quorum of the Council; provided that:
- a. at the time the petition is received, at least twelve months shall have elapsed since the grade of "XF" was imposed; and,

- b. at the time the petition is received, the student shall have successfully completed a non-credit seminar on academic integrity, as administered by the Office of Student Conduct; or, for the person no longer enrolled at the University, an equivalent activity as determined by the Office of Student Conduct; and,
  - c. the Office of Student Conduct certifies that to the best of its knowledge the student has not been found responsible for any other act of academic dishonesty or similar disciplinary offense at the University of Maryland or another institution.
33. Prior to deciding a petition, the Honor Council will review the record of the case and consult with the Director of Student Conduct. Generally, the grade of "XF" ought not to be removed if awarded for an act of academic dishonesty requiring significant premeditation. If the "XF" grade is removed, records of the incident may be voided in accordance with Parts 47 and 48 of the Code of Student Conduct. The decision of the Honor Council shall not be subject to subsequent Honor Council review for four years, unless the Honor Council specifies an earlier date on which the petition may be reconsidered. Honor Council determinations pertaining to the removal of the "XF" grade penalty may be appealed to the Vice President for Academic Affairs. If the Vice President removes the grade of "XF" from the student's transcript, the Vice President shall provide written reasons to the Honor Council.

#### **The Student Honor Council**

34. There shall be a Student Honor Council. The Honor Council is composed of qualified graduate and undergraduate students in good academic standing, normally appointed in the Spring for the following academic year, and who may each be reappointed for additional one-year terms. [10](#)
35. The members of the Honor Council are appointed by a committee consisting of the Vice President for Academic Affairs, the Vice President for Student Affairs, the Chair of the Graduate Student Association, the President of the Student Government Association, and the Chair of the Honor Council.
36. All council members are subject to the training and conduct requirements of Parts 24 and 25 of the Code of Student Conduct.
37. The Student Honor Council has the following responsibilities and authority:
- a. To increase awareness throughout the campus of the importance of academic integrity.
  - b. To develop bylaws subject to approval by the University for legal sufficiency and consistency with the requirements of this Code of Academic Integrity, and the Code of Student Conduct.
  - c. To designate from its members students to serve as members of Honor Boards as specified in this Code.
  - d. To consider petitions for the removal of the grade of "XF" from University records in accordance with Part 29 of this Code.
  - e. To receive complaints or reports of academic dishonesty from any source.
  - f. To assist in the design and teaching of the non-credit seminar on academic integrity and moral development, as determined by the Director of Student Conduct.
  - g. To advise and consult with faculty and administrative officers on matters pertaining to academic integrity at the University.
  - h. To issue an annual report to the Campus Senate on academic integrity standards, policies, and procedures, including recommendations for appropriate changes.
38. The campus administration shall provide an appropriate facility, reserved for the primary use of the Honor Council, and suitable for the conduct of hearings. Clerical and secretarial assistance will also be provided.

#### **Future Self-Governance**

39. Insofar as academic dishonesty is most immediately injurious to the student body, and because the student body is in a unique position to challenge and deter it, it is the intent of the University that ultimately this Code will evolve into one where the provisions are marked by complete student administration. In the Spring 1996 semester, the Campus Senate Adjunct Committee on Student Conduct shall conduct an open hearing to review the Code and its administration. Recommendations for change, as needed, shall be proposed in accordance with the rules of the Senate.

#### **Glossary of Terms**

AD HOC HONOR BOARD - board consisting of two students and one faculty member appointed by the Vice President for Academic Affairs, and a Presiding Officer appointed by the Director of Judicial Programs.

ACADEMIC DISHONESTY - see Part 1 of this Code.

CHARGE OF ACADEMIC DISHONESTY - a formal description of the case being considered by the Honor Board.

CLEAR AND CONVINCING EVIDENCE - that evidence which results in reasonable certainty of the truth of the ultimate fact in controversy. It requires more than a preponderance of the evidence but less than proof beyond a reasonable doubt. Clear and convincing evidence will be shown where the truth of the facts asserted is highly probable.

EXECUTIVE COMMITTEE - a committee of Honor Council officers, selected in accordance with Honor Council bylaws.

HONOR BOARD - body appointed by the Student Honor Council to hear and resolve a case of academic dishonesty. The board consists of five voting members (three student members of the Honor Council and two faculty members).

HONOR REVIEW - the process leading to resolution of an academic dishonesty case.

COMPLAINANT - officer responsible for preparing the charge of academic dishonesty and presenting the case before the Honor Board. The Complainant must be a registered, degree-seeking student.

PRESIDING OFFICER - individual on the Honor Board responsible for directing proceedings during the Honor Review. The presiding officer is a non-voting member of the Honor Board selected by the Director of Student Conduct.

STUDENT HONOR COUNCIL - students appointed by the Vice Presidents for Academic and Student Affairs, as well as by the President of the Student Government Association, the Chair of the Graduate Student Association, and the Chair of the Honor Council.

#### **Footnotes**

- {1} The Dean's notice shall be maintained in a file of self-referrals, but shall not be considered a disciplinary record.
- {2} Pertinent procedures for determining reasonable cause shall be set forth in the Honor Council bylaws.
- {3} Cases involving graduate students should be reported to the Dean of the Graduate School.
- {4} It is recommended that the meeting be held within ten business days after receipt of the Honor Council report by the Dean.
- {5} The statement shall include a reference to the right to be represented by an advocate, as specified in Part 18(a) of this code.
- {6} In every case the Dean or designee shall check with the Office of Student Conduct to determine if a prior record exists.
- {7} The term "Honor Council," used throughout the Code, permits reliance upon Honor Council committees, appointed in accordance with Council bylaws.
- {8} Statements made by the parties in informal settlement discussions shall not be considered by the Honor Council. However, a student who provides false information to the Dean or designee or the Honor Council may be charged with a violation of the University Code of Student Conduct.
- {9} Before issuing a subpoena, the Director of Student Conduct may require that a party requesting the subpoena make a reasonable effort to secure voluntary compliance by a potential witness.
- {10} The screening committee shall try to create a broadly based Honor Council that reflects the diversity of the campus, and is of sufficient size to resolve cases as promptly as possible.

The determination whether an Honor Council applicant is "qualified" rests within the discretion of the selection committee, provided that no uniform grade point "cutoff" is applied. A history of disciplinary or felonious misconduct may be sufficient grounds to disqualify any candidate.

*Updated: December 23, 2005*

## CODE OF STUDENT CONDUCT

*The complete Code of Student Conduct can be found in the undergraduate catalog ([www.umd.edu/catalog/](http://www.umd.edu/catalog/)) or online at [www.studentconduct.umd.edu](http://www.studentconduct.umd.edu). For further information regarding the Code of Student Conduct, contact the Office of Judicial Programs.*

### **Selected sections of the Code of Student Conduct :**

#### *Rationale (section 1)*

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

#### **Prohibited Conduct (section 9)**

The following misconduct is subject to disciplinary action:

- (a) Intentionally or recklessly causing physical harm to any person on University premises or at University sponsored activities, or intentionally or recklessly causing reasonable apprehension of such harm.
- (b) Unauthorized use, possession or storage of any weapon on University premises or at University sponsored activities.
- (c) Intentionally initiating or causing to be initiated any false report, warning or threat of fire, explosion, or other emergency on University premises or at University sponsored activities.
- (d) Off campus misconduct which:
  - i. is a criminal offense off campus, resulting in conviction, if such an offense would constitute a violation of this *Code* had it occurred on University premises. No student convicted of a misdemeanor under this section shall be subject to expulsion or full suspension unless the offense constitutes an “aggravated violation” as defined in Part 2(a) of this *Code*. The University shall not pursue disciplinary action when a non-aggravated misdemeanor does not pose a threat to the stability of the campus or campus community; provided, however,
  - ii. rioting, assault, theft, vandalism, fire setting, or other serious misconduct related to a University-sponsored event, occurring on-or off-campus, that results in harm to persons or property or otherwise poses a threat to the stability of the campus or campus community may result in disciplinary action regardless of the existence, status or outcome of any criminal charges in a court of law related to misconduct associated with a University-sponsored event.
- (e) Knowingly violating the terms of any disciplinary sanction imposed in accordance with this *Code*.
- (f) Intentionally or recklessly misusing or damaging fire safety equipment.
- (g) Unauthorized distribution or possession for purposes of distribution of any controlled substance or illegal drug on University premises or at University sponsored activities.
- (h) Intentionally furnishing false information to the University.
- (i) Making, possessing, or using any forged, altered, or falsified instrument of identification on University premises, or at University-sponsored activities; making, possessing, or using any forged, altered, or falsified University document, on or off-campus.
- (j) Intentionally and substantially interfering with the freedom of expression of others on University premises or at University sponsored activities.
- (k) Theft of property or of services on University premises or at University sponsored activities; knowing possession of stolen property on University premises or at University sponsored activities.
- (l) Intentionally or recklessly destroying or damaging the property of others on University premises or at University sponsored activities.
- (m) Engaging in disorderly or disruptive conduct on University premises or at University-sponsored activities which interferes with the activities of others, including studying, teaching, research, and University administration.
- (n) Failure to comply with the directions of University officials, including campus police officers, acting in performance of their duties.
- (o) Violation of published University regulations or policies, as approved and complied by the Vice President for Student Affairs. Such regulations or policies may include the residence hall contract, as well as those regulations relating to entry and use of University facilities, sales or consumption of alcoholic beverages, use of vehicles and amplifying equipment, campus demonstrations, and misuse of identification cards.
- (p) Use or possession of any illegal drug on University premises or at University sponsored activities.
- (q) Unauthorized use or possession of fireworks on University premises.

# UNIVERSITY OF MARYLAND POLICY AND PROCEDURES ON SEXUAL HARASSMENT

The detailed University policy and procedures regarding sexual harassment can be found under Appendix B in the Undergraduate Catalog at [www.umd.edu/catalog](http://www.umd.edu/catalog). The specific policy as excerpted from the Catalog is listed below:

*UM is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally and socially. Such an environment must be free of intimidation, fear, coercion and reprisal. Accordingly, the Campus prohibits sexual harassment. Sexual harassment may cause others unjustifiable offense, anxiety, and injury. Sexual harassment threatens the legitimate expectation of all members of the Campus community that academic or employment progress is determined by the publicly stated requirements of job and classroom performance and that the Campus environment will not unreasonably impede work or study.*

*Sexual harassment by University faculty, staff and students is prohibited. This constitutes Campus policy. Sexual harassment may also constitute violations of criminal and civil laws of the State of Maryland and the United States. For the purpose of this Campus policy, sexual harassment is defined as: (1) unwelcome sexual advances; or (2) unwelcome requests for sexual favors; or (3) other behavior of a sexual or gender-based nature where:*

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in a University sponsored educational program or activity; or*
- b. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or*
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or working environment.*

*In assessing whether a particular act constitutes sexual harassment forbidden under this policy, the standard shall be the perspective of a reasonable person within the College Park Campus community. The rules of common sense and reason shall prevail. Nothing in this policy limits expression protected under the First Amendment, campus freedom of expression, or similar policies. Allegations of sexual harassment shall be judged with attention to the facts particular to the case and the context in which the alleged incident(s) occurred.*

*Conduct prohibited under this policy may manifest itself in many different ways. Sexual harassment may, for example, be as undisguised as a direct solicitation of sexual favors, or solicitation accompanied by overt threats. Harassment may also arise from behavior that has the effect of creating an intimidating, hostile or offensive educational or working environment. In this regard, the following types of acts, if pervasive and continuous, are most likely to result in allegations of sexual harassment: unwelcome physical contact; sexual remarks about a person's clothing, body or sexual relations; conversation of a sexual nature or similar jokes and stories; and the display of sexually explicit materials in the workplace or used, without defensible educational purpose, in the classroom.*

*Sexual harassment may occur within a variety of relationships. It may occur among peers. It may occur where no relationship exists between the parties other than being coemployees or co-students. Especially injurious is harassment in relationships characterized by inequality of power, where one party has institutional authority over the other, inherent in these relationships is the power and fear of reprisal. Typically, such relationships are found between employer and employee; senior faculty and junior faculty; graduate teaching assistant and undergraduate; and faculty and student, when the student is enrolled in a faculty member's class or when the student is in a continuing position to require evaluation of work or letters of recommendation from the faculty. Such relationships can be immediate or based upon future expectations, for example, the need for future evaluations and references. Sexual harassment may occur between persons of the same or different sex.*

*Education and awareness are the best tools for the elimination of sexual harassment. The Campus is committed to taking appropriate action against those who violate the provisions of the policy. The Campus is committed to protecting targets of harassment from retaliation.*

## UNDERGRADUATE POLICY ON ACADEMIC PROBATION AND DISMISSAL

University policies related to academic probation and dismissal can be found under “Registration, Academic Requirements and Regulations” in the Undergraduate Catalog at [www.umd.edu/catalog](http://www.umd.edu/catalog).

## STUDENT ALCOHOL & OTHER DRUG ABUSE POLICY

The student alcohol and other Drug Policy and Resource Guide can be found at [www.health.umd.edu](http://www.health.umd.edu) and is also included in this handbook’s Appendix. The Code of Student Conduct ([www.jpo.umd.edu](http://www.jpo.umd.edu)) details specific university disciplinary actions that may result as a violation of this policy.

## UNIVERSITY STUDENT JUDICIARY

### Office of Student Conduct

2118 Mitchell Building  
301.314.8204

Undergraduate and graduate students are selected annually to serve as members of the University student judiciary. The primary function of the student judiciary is to resolve disciplinary and academic dishonesty referrals involving students at the University of Maryland. This program includes 6 areas of involvement: Student Honor Council; Central Judicial Board; Community Advocates; University Appellate Board; Resident Judicial Board; and the Education Team. For more information about the University Student Judiciary, the specific functions of each of these programs and the referral and appeal process, go to [www.studentconduct.umd.edu](http://www.studentconduct.umd.edu) and select “University Student Judiciary.”

## SMOKING POLICY AND GUIDELINES

The University’s smoking policy can be found in Appendix E of the Undergraduate Catalog ([www.umd.edu/catalog](http://www.umd.edu/catalog)). The policy as found in the catalog is detailed below:

### **A. Policy**

*UMCP has found that a significant percentage of faculty, staff, and students do not smoke, smoke is offensive to many nonsmokers, it is harmful and even debilitating to some individuals due to their physical condition, and there is evidence suggesting that passive smoke inhalation is harmful to nonsmokers. In response to the above considerations, it is hereby established as the policy of UMCP to achieve a public facility environment as close to smoke-free as practicably possible. Obtaining and maintaining this result will require the willingness understanding, and patience of all members of the Campus community.*

*It is the policy of UMCP to follow all federal, state or local laws regarding smoking. This Smoking Policy is in addition to any such policies which may be in effect.*

### **B. Guideline**

- 1. Smoking is prohibited in indoor locations.*
- 2. Smoking is prohibited outside of buildings within 15 feet of any building entrance, air intake duct or window.*

### **C. Implementation**

*Unit heads, or their designees, are responsible for:*

- 1. Assuming that this policy is communicated to everyone within their jurisdiction and to all new members of the Campus community.*
- 2. Implementing the policy and guideline and assuring that appropriate notice is provided.*
- 3. Developing guidelines to embrace all special circumstances in the Campus is impossible. If unit heads find circumstances in their areas that they believe warrant exception from particular provisions in this Smoking Policy and Guidelines, they may address requests for specific local exceptions to the President or his or her designee.*



#### **D. Compliance**

*This policy relies on the thoughtfulness, consideration, and cooperation of smokers and nonsmokers for its success. It is the responsibility of all members of the Campus community to observe this Smoking Policy and Guideline. Complaints or concerns regarding this policy or disputes regarding its implementation should be referred to the immediate supervisor for resolution. If a resolution cannot be reached, the matter will be referred by the supervisor to the appropriate department head or vice president for mediation.*

#### **E. Review**

*The provisions and guidelines attached to this Smoking Policy shall be subject to future review and revision to ensure that the objective is obtained. Especial attention shall be given to determining if voluntary compliance without disciplinary sanctions has proven satisfactory.*

## **POLICY ON THE ACCEPTABLE USE OF INFORMATION TECHNOLOGY RESOURCES**

*(Approved as amended by the university Senate on April 3, 2006. Signed by President Mote on April 5, 2006)*

The Policy on the Acceptable Use of Information Technology Resources can be found at [www.umd.edu/aup](http://www.umd.edu/aup). A copy of this policy is listed below:

#### **Primary Principles: Freedom of Expression and Personal Responsibility**

*Freedom of expression and an open environment to pursue scholarly inquiry and for sharing of information are encouraged, supported, and protected at the University of Maryland. These values lie at the core of our academic community. Censorship is not compatible with the tradition and goals of the university. While some computing resources are dedicated to specific research, teaching, or administrative tasks that would limit their use, freedom of expression must, in general, be protected. The university does not limit access to information because of its content when it meets the standard of legality. The university's policy of freedom of expression applies to computing resources.*

*Concomitant with free expression are personal obligations of each member of our community to use computing resources responsibly, ethically, and in a manner which accords both with the law and the rights of others. The university depends first upon a spirit of mutual respect and cooperation to create and maintain an open community of responsible users.*

#### **General**

*This policy sets forth standards for responsible and acceptable use of university information technology (IT) resources. These resources include computer systems, computer labs, applications, networks, software, and files.*

*IT resources are provided to support the academic, research, instructional, and administrative objectives of the university. These resources are extended for the sole use of university faculty, staff, students, and all other authorized guests to accomplish tasks related to the status of that individual at the university, and consistent with the university's mission.*

*Those using university IT resources, whether at the university or elsewhere, are responsible for complying with security standards set forth by the Vice President and Chief Information Officer (VP/CIO), safeguarding identification codes and passwords, and for using them solely for their intended purposes. Individuals are solely responsible for their personal use of IT resources and are prohibited from representing or implying that statements related to such use constitute the views or policies of the university.*

*The maintenance, operation, and security of IT resources require responsible university personnel to monitor and access systems and networks. To the extent possible in the electronic environment and in a public setting, a user's privacy will be preserved. Nevertheless, that privacy is subject to applicable federal and state law, including the Maryland Public Information Act, and the needs of the university to meet its administrative, business, and legal obligations.*

#### **Prohibited Conduct**

*The following provisions describe conduct prohibited under this policy:*

- *Altering system software or hardware configurations without authorization; disrupting or interfering with the delivery or administration of IT resources.*
- *Attempting to access or accessing another's accounts, private files, e-mail messages, or intercepting network communication without the owner's permission except as appropriate to your job duties and in accordance with legitimate university purposes.*
- *Misrepresenting oneself as another individual in electronic communication.*
- *Installing, copying, distributing, or using digital content (including software, music, text, images, and video) in violation of copyright and/or software agreements or applicable federal and state law.*
- *Engaging in conduct that interferes with others' use of shared IT resources.*
- *Using university IT resources for commercial or profit-making purposes or to represent the interests of groups unaffiliated with the university or unassociated with the normal professional activities of faculty, staff or students without written authorization from the university.*
- *Ignoring individual departmental or unit lab and system policies, procedures, and protocols.*
- *Facilitating access to university IT resources by unauthorized users.*
- *Exposing sensitive or confidential information or disclosing any electronic information that one does not have the authority to disclose.*
- *Knowingly using IT resources for illegal activities. Criminal or illegal use may include obscenity, child pornography, threats, harassment, copyright infringement, university trademark infringement, defamation, theft, identity theft, and unauthorized access.*

### ***Enforcement***

*Violation of the provisions of this policy constitutes unacceptable use of IT resources, and may violate other university policies and/or state and federal law. Known or suspected violations should be reported to the appropriate university computing unit. Reports may also be sent to the security unit within the Office of Information Technology (abuse@umd.edu). If possible, reports should include a copy of any non-sensitive information relevant to the putative violation.*

*Violations will be acted upon by the appropriate university authorities and/or law enforcement agencies. Violations may result in the restriction or revocation of access to IT resources; faculty, staff, or student disciplinary action; academic dishonesty proceedings through the Student Honor Council; or legal action.*

*The VP/CIO or designee may suspend, block, relocate to a secure location, or restrict access to information and network resources when necessary to protect the integrity, security, or functionality of university IT resources or to protect the university from liability. Notice of such action will be provided to the designated security contact for the affected unit.*

### ***Administration***

*Individual areas within the university (including divisions, colleges, schools, and departments) may elaborate upon this policy with unit-specific policies as long as they do not violate the spirit and intent expressed elsewhere in this policy.*

*Consistent with university System of Maryland requirements, this policy will be reviewed and updated annually or as needed based on the recommendations of the VP/CIO.*

***Approved as amended by the university Senate on April 3, 2006. Signed by President Mote on April 5, 2006.***

## **Section IV: UMD Resources & Programs of Interest**

*The list of resources and programs of interest found below is by no means exhaustive, but is meant to be an introduction to the many resources and opportunities you will find within AAP and on the University of Maryland campus. All resources/programs in this section are listed alphabetically.*

\*\*\*\*\*

## **CAMPUS PARKING**

Department of Campus Parking  
Regents Drive Garage Building—Level 1  
Phone: 301.314.PARK  
Automotive Assistance: 314.4CAR  
[www.transportation.umd.edu](http://www.transportation.umd.edu)

During STP, parking is available only for commuter students. To find out how to purchase a parking permit visit [www.transportation.umd.edu](http://www.transportation.umd.edu) and select “Parking Permits” for further information. Additionally, this site provides a detailed campus parking map and information about alternative transportation.

## **COMMUTER INFORMATION**

Office of Off-Campus Student Involvement  
0110 Stamp Student Union  
301.314.7250  
[www.union.umd.edu/csi/](http://www.union.umd.edu/csi/)

The Office of Off-Campus Student Involvement provides updated information for students regarding off-campus housing and transportation, information for transfer students and leadership opportunities for off-campus students, among other valuable links to resources and information.

## **COMPUTER RESOURCES**

Office of Information Technology  
Tel: (301)405-1400  
[www.oit.umd.edu](http://www.oit.umd.edu)

The Office of Information Technology (OIT) provides various computer resources for students at University of Maryland. Some of the most important resources include computer labs, and procedures for establishing a directory ID, email account and personal homepage.

### ❖ **Computer Lab:**

**WAM** - The WAM (for **W**orkstations **A**t **M**aryland) system provides a UNIX shell account with full Internet access for any faculty, staff or student who wishes one. It provides a UNIX command shell environment, e-mail, programming, various software packages, and dialup authentication on all OIT-supported dialup services.

**GLUE** - The GLUE system provides a UNIX shell account with full Internet access for any faculty, staff or student who wishes one. It provides a UNIX command shell environment, e-mail, programming, various software packages and dialup authentication (in addition to WAM) for the OIT premium dialup service. Some software licensed by individual departments and available on the GLUE system is only available in certain workstation labs, on certain servers, or to users in specific groups. See your instructor or advisor to get any special permission you may need.

In order to use WAM/GLUE computer lab, you need to first obtain a valid directory id, and this id will allow you to access all public computer systems on campus (not limited to WAM and GLUE). The following section describes how to obtain such an id.

### **How do I apply for a directory id?**

You can either use OIT’s online system to apply for a new directory id, or you can visit OIT’s help desk in person. To use OIT’s online system, please:

- 1) go to the following website: <http://www.oit.umd.edu/new/>
- 2) click “New Incoming Student” on the page and following the instructions on the screen.

If you choose to visit OIT's help desk in person, please be sure to bring your student ID card. Here is the contact information:

Office of Information Technology  
 Room 1400, Computer and Space Sciences Bldg  
 Tel: (301)405-1400

Office Hours: Monday through Friday, 8:00 a.m. through 6:00 p.m

Once you obtain your directory id, you can go to any WAM/GLUE labs on campus and login the system with your new id.

### AAP Student Computer Lab

AAP has its own computer lab for the exclusive use of AAP students. This lab is located in 2108 Marie Mount Hall. The lab includes 10 student computers and a printer.

### Where are WAM/GLUE labs located?

Computer labs are located in: (As of May, 2007)

Lab ID	Location
<a href="#">Lab no.1</a>	Nyumburu Building Rm 0101
<a href="#">Lab no.2</a>	Nyumburu Building Rm 1111
<a href="#">Lab no.3</a>	<b>Marie Mount Hall Rm 1314</b>
<a href="#">Lab no.7</a>	Le Frak Hall Rm 0225
<a href="#">Lab no.8</a>	LeFrak Hall Rm 0227
<a href="#">Lab no.9</a>	LeFrak Hall Rm 0229
<a href="#">Lab no.10</a>	LeFrak Hall Rm 0231
<a href="#">Lab no.11</a>	Le Frak Hall Graphics Lab Rm 0227
<a href="#">Lab no.12</a>	Le Frak Hall Rm 1138
<a href="#">Lab no.16</a>	Mathematics Building Rm 0203
<a href="#">Lab no.19</a>	Benjamin Building Rm 0230
<a href="#">Lab no.20</a>	Benjamin Building Rm 0230C
<a href="#">Lab no.21</a>	Benjamin Building Rm 0304
<a href="#">Lab no.22</a>	A.V. Williams Building Rm 1442
<a href="#">Lab no.23</a>	Glenn L. Martin Hall Rm 0309
<a href="#">Lab no.24</a>	Glenn L. Martin Hall Rm 0310
<a href="#">Lab no.25</a>	Glenn L. Martin Hall Rm 0312
<a href="#">Lab no.26</a>	HLHP Building/North Gym Rm 1304
<a href="#">Lab no.29</a>	Chemistry Building Rm 3222
<a href="#">Lab no.30</a>	Symons Hall Rm 1321
<a href="#">Lab no.31</a>	A.V. Williams Building Rm 1120
<a href="#">Lab no.32</a>	Computer and Space Sciences Building Rm 3330
<a href="#">Lab no.33</a>	Computer Space Science Building Rm 3332
<a href="#">Lab no.35</a>	McKeldin Library Rm 1137
<a href="#">Lab no.36</a>	Mathematics Building Rm 2403F
<a href="#">Lab no.37</a>	Parking Garage II Rm 0504
<a href="#">Lab no.38</a>	Worcester Hall Rm 0111
<a href="#">Lab no.39</a>	Hornbake Classroom Wing Rm 1101A
<a href="#">Lab no.40</a>	Anne Arundel Hall Rm 0111

Please also check <http://www.oit.umd.edu/wheretogo/seeTable.cfm> for the latest update.

### ❖ **Email**

Once you obtain your directory id (See the previous page for how to apply one), you are given an email account at Mail@umd system. Your email address will be:

<your directory id>@mail.umd.edu

You can access your email by the following 2 ways:

- **Use the Mail@umd online system**

If you try to access your email from public computers, the Mail@umd online system is the best choice. In order to use this system, please just go to <http://mail.umd.edu>, and login with your directory id and password.

- **Use the email client software on your computer**

If you try to access your email from your laptop or your home computer, it is more convenient to set up email client software on your computer. Depending on the software you are using, the way to connect to your email account is different. Please refer to the following webpage for detailed instruction

<http://www.helpdesk.umd.edu/documents/4/4092/>

### ❖ **Printing**

Most of computer labs have one or more printers available to students with the cost of 10 cents per page.

In order to use the printers, you need to have the following 2 accounts:

- **Terrapin Express debit account**

You can get a Terrapin Express account one of two ways: online or walk-in to the office. If you wish to open an account online, please go to <http://www.testudo.umd.edu/apps/terpexp/> and pay using a credit card.

If you wish to pay with cash or check you can walk into the Terrapin Express office in room 1109 of the [South Campus Dining Hall](#).

Please be sure to bring your university ID card with you.

- **Print account**

Print accounts must be obtained in person at the OIT Help Desk in room 1400 of the Computer & Space Sciences Building

Once you have your print account setup, you can print in any computer lab by following the printing instruction in the lab.

### ❖ **Personal Homepage**

Your WAM/GLUE account provides space to host your personal homepage. All you need to do is create your homepage, and upload it to your WAM/GLUE account. Please refer to the following webpage for the detailed instruction:

<http://www.helpdesk.umd.edu/systems/glue/connectivity/web/1364/>

## **EPPLEY RECREATION CENTER**

[www.crs.umd.edu](http://www.crs.umd.edu)

ERC Information

**x5-PLAY**

Recreational facilities and programming can be found at the Eppley Recreation Center. Outdoor climbing walls, a natatorium, weight rooms, racquetball courts, basketball courts, aerobics, an indoor track are just a few of the facilities that you'll find at ERS. The website, [www.crs.umd.edu](http://www.crs.umd.edu) provides a comprehensive list of all recreational facilities and programming that can be found across campus. Operational hours and credit and non-credit course listings can also be found on this site.

## **FINANCIAL AID**

Office of Student Financial Aid  
0102 Lee Building  
Main Telephone: **301.405.9000**  
Website: [www.financialaid.umd.edu](http://www.financialaid.umd.edu)

AAP Financial Aid Counselor: Malina Heng  
Phone: x49859  
Email: [mheng@umd.edu](mailto:mheng@umd.edu)

Applying for financial aid, receiving financial aid, and keeping financial aid do not happen automatically...  
**STUDENTS HAVE TO MAKE IT HAPPEN!**

The **Office of Student Financial Aid** (OSFA) administers all types of federal, state, and institutional financial assistance programs, and, in cooperation with other University offices, participates in the awarding of scholarships to eligible students. The primary responsibility for financing attendance at the University of Maryland College Park lies with students and their families.

Scholarships, grants, loans, and work/study positions are awarded on the basis of academic ability and/or financial need as determined by a federal needs analysis system. It is OFSA's intent to provide assistance to students who might not otherwise be able to pursue college studies due to lack of finances.

**AAP students who have any questions or concerns regarding their financial aid eligibility and packages should first seek advising from their assigned SSS Counselor.**

### ***NATIONAL SCHOLARSHIP OFFICE***

0104 Armory  
301.314.1289  
[www.scholarships.umd.edu](http://www.scholarships.umd.edu)

This office provides information and support for all UM students interested in applying for national scholarships.

### **LIBRARY SERVICES-**

**General Information:** 405.7171  
**Help Desk:** 405.1500  
[www.lib.umd.edu](http://www.lib.umd.edu)

The entire library catalog, extensive electronic resources and search and hold capabilities are all available electronically through the McKeldin library website at [www.lib.umd.edu](http://www.lib.umd.edu).

## MARYLAND CENTER FOR UNDERGRADUATE RESEARCH

301.314.6786

[www.ugresearch.umd.edu](http://www.ugresearch.umd.edu)

Through specific programs and resources, the Maryland Center for Undergraduate Research provides students from all majors opportunities to participate in undergraduate research with faculty in their disciplines.

**NOTE:** See *Ronald E. McNair Postbaccalaureate Achievement Programs* section for specific undergraduate research opportunities within AAP.

## OFFICE OF MULTI-ETHNIC STUDENT EDUCATION (OMSE)

1101 Hornbake Library

301.405.5616

[www.omse.umd.edu](http://www.omse.umd.edu)

The Office of Multi-ethnic Student Education (OMSE) is a unit of the Academic Affairs Division of the University of Maryland. The mission of OMSE is to offer:

*a variety of services and programs to enhance the learning experience and promote the academic success of undergraduate students. We collaborate with several other campus offices and college programs to provide unique collegial opportunities for our diverse population. We recognize the value of the multiple histories, beliefs, and ethnic backgrounds of our students, and works with students, faculty, and staff to support the ethnic diversity of our campus.*

*Our Office is an academic support unit that offers a variety of services and programs to enhance the academic experience of undergraduate students of various underrepresented ethnic backgrounds at the University of Maryland. We strive to identify and meet changing needs that affect the success of undergraduate students and work towards building a positive and sensitive community of learners.*

More detailed information about the services and resources OMSE offers can be found on their website: [www.omse.umd.edu](http://www.omse.umd.edu).

## RELIGIOUS PROGRAMS

A list of religious programs can be found at [www.chapel.umd.edu/chaplains](http://www.chapel.umd.edu/chaplains). As the website indicates, this list is not exhaustive, and students are invited to contact the webmaster listed on the site to add programs that may not be found on the list.

## RONALD E. MCNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

2211 Marie Mount Hall

301.405.4749

[www.aap.umd.edu](http://www.aap.umd.edu)

The mission of the University of Maryland **Ronald E. McNair Post-Baccalaureate Achievement Program** is to increase the number of undergraduates enrolling in graduate school to pursue doctoral degrees. There are approximately 90 McNair Programs in the United States. McNair scholars are a unique group of students who receive advising, academic skill enhancement, research experiences, counseling, tutoring, mentoring, and other assistance in preparing for enrollment in graduate school and/or doctoral programs.

**When to apply:** Applications are considered on an on-going basis. However, for best consideration, students should apply during the fall semester of their sophomore year. While everyone is encouraged to apply, graduating seniors are least likely to be considered.



**Benefits:** McNair scholars participate in a six-week intensive summer research program consisting of workshops, lectures, graduate school seminars and at least 20 hours of weekly research experiences designed to increase competitiveness for admission to graduate and doctoral programs. Students also receive academic advising and preparation for graduate school admission examinations. The summer program provides opportunities for students to interact with academic scholars and researchers who have advanced degrees, are researching in their fields of study, and are positive role models.

During the summer research program, students may receive: academic credit for their research; a stipend for completing research and participating in activities, meals, and campus housing; and exposure to cultural-enrichment experiences. During the academic year, McNair program staff provides academic support through continued academic advising and mentoring to help ensure academic success toward graduation. Research activities on topics selected in the summer may be continued under the supervision of a mentor for independent college credit during the academic year as well.

## **SHUTTLE-UM—**

301.314.2255 or 301.314.7269

[www.umd.edu/shuttle](http://www.umd.edu/shuttle)

Shuttle-UM is a student-run transit system supported by student fees. You need only to show your student ID card to ride the shuttle. The mission of Shuttle UM is to provide safe and dependable transportation to University students, faculty, and staff, and to function as a learning environment for students.

## **STAMP STUDENT UNION and CAMPUS ACTIVITIES**

[www.union.umd.edu](http://www.union.umd.edu)

**OFFICE OF CAMPUS PROGRAMS**

**314.7174**

The Stamp Student Union houses a number of campus programs, restaurants, a bookstore, a coffee shop and bank amidst other student services. Various entertainment venues, including a bowling alley, movie theater, arts and learning center and billiards, can also be found at the Union. The Stamp Student Union website offers a plethora of information regarding campus activities for residential and commuter students, entertainment and student organizations.

## **STUDENT EMPLOYMENT**

### **Federal Work Study (FWS)**

[www.financialaid.umd.edu](http://www.financialaid.umd.edu)

Federal Work Study is a federally funded need-based employment program. Students are eligible for these programs through financial aid. If you are not sure whether you have received or are eligible for FWS funds, contact your financial aid counselor. If you have received FWS funds and are looking for on or off campus job opportunities, see [www.financialaid.umd.edu](http://www.financialaid.umd.edu) and select “Work Study.”

### **Career Center**

Non federal work study on and off campus job opportunities can be found on the Career Center’s website at [www.careercenter.umd.edu](http://www.careercenter.umd.edu).

## STUDENT ORGANIZATIONS

**AAP 1<sup>st</sup> Year students are prohibited from participating in these activities their freshman year at UM.**

For an alphabetical listing of all student organizations: [www.stars.umd.edu](http://www.stars.umd.edu).

For Greek life information: [http://www.union.umd.edu/greek life/](http://www.union.umd.edu/greek_life/)

## STUDY ABROAD

1101 Holzapfel Hall

301.314.7746

[www.international.umd.edu/studyabroad](http://www.international.umd.edu/studyabroad)

After AAP students have successfully completed their first year, they are encouraged to explore study abroad opportunities as a means of broadening their education and their understanding of the world. Detailed information on eligibility for study abroad, specific program offerings and the cost of participation can be found at [www.international.umd.edu/studyabroad](http://www.international.umd.edu/studyabroad).

## UNIVERSITY HONORS PROGRAM

Anne Arundel Hall

[www.honors.umd.edu](http://www.honors.umd.edu)

The University Honors Program is a living/learning community for exceptionally talented students from all majors. AAP students who meet the admissions criteria for the Honors Program are encouraged to speak with their SSS Counselor/Advisor and to apply.

## UNIVERSITY HEALTH CENTER—

Campus Drive (across from Stamp Student Union)

General Information **314.8180**

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

During STP, as a campus guest, students may utilize the services provided by our University Health Center (UHC) staff. All office visits and lab services are billed to you. For special medical needs (e.g. allergy injections, insulin storage), arrangements can be made by calling **301.314.8184**.

A signed medical release form is required for anyone age 17 or younger. Services include: medical services; mental health services; substance abuse program; health education; and Center for Health and Wellbeing.

## SECTION V: AAP STAFF DIRECTORY

<b>Name</b>	<b>Title</b>	<b>Office</b>	<b>Phone</b>	<b>Email</b>
Dr. Jerry Lewis	Executive Director, AAP	2110 Marie Mount	5-4736	
Dr. Tilahun Beyene	Associate Director, AAP	2100 Marie Mount	5-4739	<a href="mailto:tbeyene@umd.edu">tbeyene@umd.edu</a>
Christine Mahan	Assistant Director for Admin., AAP	2110 Marie Mount	5-4738	<a href="mailto:cmahan@umd.edu">cmahan@umd.edu</a>
Marsha Turner Botts	Academic Specialist	2110 Marie Mount	5-4736	<a href="mailto:mtbotts@umd.edu">mtbotts@umd.edu</a>
<b>SSS/IED Counseling Unit</b>				
Tiffany Cox	SSS Counseling Coordinator	2100 Marie Mount	5-4744	<a href="mailto:TiffanyA@umd.edu">TiffanyA@umd.edu</a>
Dario Middleton	SSS Counselor/Advisor	2100 Marie Mount	5-4743	<a href="mailto:dario@umd.edu">dario@umd.edu</a>
Danielle Foreman	SSS Counselor/Advisor	2100 Marie Mount	5-1516	<a href="mailto:dmitche1@mail.umd.edu">dmitche1@mail.umd.edu</a>
Jennifer Rossignol	SSS Counselor/Advisor	2100 Marie Mount	5-4741	<a href="mailto:jrossign@umd.edu">jrossign@umd.edu</a>
<b>SSS/IED Academic Unit</b>				
Tony Acevedo-Ortiz	Math Coordinator	2211A Marie Mount	5-4746	<a href="mailto:aacevedo@umd.edu">aacevedo@umd.edu</a>
Kursat Aygan	Math Instructor	2200A Marie Mount	5-2975	
Sharon VanWright	Study Skills Coordinator	2204 Marie Mount	5-7464	<a href="mailto:svanwig@umd.edu">svanwig@umd.edu</a>
Pathe Sow	English Coordinator	2203 Marie Mount	5-4750	<a href="mailto:psow@wam.umd.edu">psow@wam.umd.edu</a>
Yukako Tatsumi	Tutoring Coordinator-Graduate Assistant	2100 Marie Mount	5-4745	<a href="mailto:yukako@deans.umd.edu">yukako@deans.umd.edu</a>
<b>EOC</b>				
Andre Nottingham	Associate Director	EOC	405.5933	<a href="mailto:an@umd.edu">an@umd.edu</a>
Muni Amusat	Administrative Assistant	EOC	429.5933	<a href="mailto:muni@umd.edu">muni@umd.edu</a>
Edna Gonzalez-Velazquez	Counselor	EOC	429.5937	<a href="mailto:eig@wam.umd.edu">eig@wam.umd.edu</a>
Q.T. Jackson	Counselor	EOC	429.5939	<a href="mailto:qtj@umd.edu">qtj@umd.edu</a>
<b>McNair</b>				
Dr. Wallace Southerland	Associate Director, McNair	2211B Marie Mount	5-4748	<a href="mailto:wsouther@umd.edu">wsouther@umd.edu</a>
CeeCee Dixon-Famous	Administrative Assistant, McNair/IED	2211B Marie Mount	5-4749	<a href="mailto:cedifa@umd.edu">cedifa@umd.edu</a>
Erik Hines	McNair Graduate Assistant	2106A Marie Mount	5-6907	<a href="mailto:Ehines3@umd.edu">Ehines3@umd.edu</a>