



1. Call to Order
2. Approval of the February 6, 2024 Minutes (Action)
3. Report of the Chair (Information)
4. Special Order
Darryll J. Pines
President, University of Maryland
State of the Campus Address
5. PCC Proposal: Establish a Master of Science in Climate Finance and Risk Management (Senate Document: 23-24-24)(Action)
6. PCC Proposal: Establish a Master of Public Administration (Senate Document: 23-24-25) (Action)
7. PCC Proposal: Rename the Bachelor of Science in “Community Health” to “Public Health Practice” (Senate Document: 23-24-26) (Action)
8. Special Order
Jack Blanchard
Associate Provost for Enterprise Resource Planning
Elevate Update
9. New Business
10. Adjournment



CALL TO ORDER

Chair Jarzynski called the meeting to order at 3:16 p.m.

APPROVAL OF THE MINUTES, DECEMBER 5, 2023 MEETING

Chair Jarzynski asked if there were any corrections to the minutes of the December 5, 2023, meeting; hearing none, Chair Jarzynski declared the minutes approved as distributed.

REPORT OF THE CHAIR

Prioritizing Representation and Senator Attendance

Chair Jarzynski announced that one of the priorities for the University Senate Office would be ensuring that all constituencies across campus maintain proper representation. Chair Jarzynski reminded Senators that, in accordance with [Article 2.3 of the Bylaws of the University Senate at University of Maryland](#); standing Senators should not be absent from two or more consecutive University Senate meetings, without submitting an excused absence notification to the University Senate Office.

Chair Jarzynski informed the Senate that if a senator is found to miss two consecutive senate meetings, the University Senate Office will reach out and inquire if that Senator is able to continue service. This was declared to be an on-going project during the Spring.

Chair Jarzynski also reminded all Senators that the excused absence form is available on [The University Senate Website](#) and included in the Materials email Senators receive each week leading up to, and on the day of, the Senate Meeting.

Chair Jarzynski encouraged members to submit the excused absence form if one does need to miss a Senate Meeting, and thanked all members for the time, commitment, and participation in the University's shared governance.

University Senate Office Staff Update

Chair Jarzynski announced the University Senate Administrative Coordinator position had been filled. Paola Zuñiga started as the University Senate Administrative Coordinator on January 29, 2024 after having already made significant contributions as the Marketing and Growth Lead at Azalio, and event support coordinator with the University of Maryland and American Kidney Fund.

Senator Elections

Chair Jarzynski reminded the Senate that candidacy period for the staff, student, and single-member constituency elections for the 2024-2025 Senate ended on February 2, 2024. Elections for these constituencies began on February 19, 2024, and Chair Jarzynski encouraged any constituency members to vote.

February 2, 2024 was also the deadline for the Deans to report the results of their faculty elections. Newly elected Faculty Senators will be eligible for the nomination for our elected committees and councils and leadership positions for the 2024-2025 academic year.

Nominations for Elected Committees & Councils

Chair Jarzynski explained that the Nominations Committee started its work in the first week of February, 2024. The Committee was tasked with identifying potential nominees for the Senate's elected committees and councils, including the Senate Executive Committee, Committee on Committees, Athletic Council, and Council of University System Faculty.

Senators received an email soliciting self-nomination and nominations of their colleagues. Chair Jarzynski encouraged Senators to consider running or nominating colleagues for these positions to continue fostering a strong nominations and elections process.

In Memoriam- William Montgomery, Past Senate Chair

Chair Jarzynski informed the Senate that [William \(Bill\) Montgomery](#), University Senate Chair (2007-2008) passed away on December 31, 2023. Chair Jarzynski described Chair Montgomery's contributions to campus, as well as the international community of conservatories and orchestras he was a part of during his time as esteemed professor and flautist.

PROPOSAL TO MODIFY THE STUDENT CONDUCT MODIFICATION REGARDING HOUSING TERMINATION (SENATE DOCUMENT #23-24-05)

Chair Jarzynski invited Gideon Mark, Chair of the Student Conduct Committee, to present the proposal.

Mark presented that on September 11, 2023, the SEC charged the Student Conduct Committee (SCC) to review the proposal entitled Code of Student Conduct Modification Regarding Housing Termination. The proposal stated that the revised version of the Code of Student Conduct approved by the SEC in May 2023 inadvertently included language regarding the Administrative Housing Termination process and this language is now in direct conflict with the Department of Resident Life's (DRL) long standing administrative process. If not corrected, it would result in a misalignment between the policy and a practice by DRL.

The amended changes as approved by the Office of General Counsel remove the Code of Student Conduct's authority over the housing termination process and allow the Director of Student Conduct to continue to impose a temporary or permanent revocation of housing rights in the rare instance where such revocation is deemed appropriate, but the underlying matter is not being adjudicated under Resident Life's code of conduct.

Chair Jarzynski thanked Mark and opened the floor to discussion of the proposal.

Senator Karlsson, TTK, ENGR, thanked the SCC Committee for their work, and made a motion to amend policy V-1.00(B) University of Maryland Code of Conduct section VII.F.4. The amendment would include a few words to make the individual portion analogous with the rest of the section, and make clear the violations are the offense.

Below, the language of the amendment is noted in **pink**. The proposed removed text from the original policy is noted in **red strikethrough**. The committee's proposed addition to the policy is noted in **blue**:

- c. **Violation of ~~R-r~~ules addressing conduct in the residence halls, whether**

or not such conduct is also subject to proceedings under such residence hall rules and procedures.

The motion was seconded.

Chair Jarzynski opened the floor for discussion on the amendment.

Mark responded that the amendment is supported by the original proposer, the current director of Student Conduct Committee and the Associate Director for Communities, Department of Resident Life.

Seeing no further discussion, Chair Jarzynski called for a vote on the Amendment to the Proposal to Modify the Student Conduct Modification Regarding Housing Termination.

The result was 103 in favor, 0 opposed, and 6 abstentions. **The amendment was adopted.**

Chair Jarzynski then opened the floor for discussion on Proposal to Modify the Student Conduct Modification Regarding Housing Termination as Amended (Senate Document #23-24-05).

Senator Stairs, TTK, ARHU, asked if there would be an incident in which the Director of Student Conduct would have to be involved in decisions after the proposal is adopted.

Mark introduced the James Bond, Director of Student Conduct to respond.

Bond responded that one of the only instances in which this may happen would be if a resident student violates the Code of Student Conduct but does so outside the resident halls. This would be rare but may be an incident where the student may not need to be dismissed but may want to be removed from the living community. Bond clarified that in these rare circumstances the Office of Resident Life is also consulted.

Seeing no further discussion, Chair Jarzynski called for a vote on the Proposal to Modify the Student Conduct Modification Regarding Housing Termination, as Amended.

The result was 113 in favor, 2 opposed, and 9 abstentions. **The amendment was adopted.**

REVISION TO THE COLLEGE OF AGRICULTURE & NATURAL RESOURCES PLAN OF ORGANIZATION (SENATE DOCUMENT #23-24-10)

Chair Jarzynski invited Gene Ferrick, Chair of the Elections, Representation, & Governance (ERG) Committee, to present this proposal.

Ferrick began by giving context and background on the proposal. The University Plan requires all Colleges and Schools be governed by a Plan of Organization. These Plans must conform to provisions and principles set forth in the University's Plan, the Bylaws of the University Senate, the Policy on Shared Governance in the University System of Maryland, and best practices in shared governance. Revisions to these Plans must be reviewed and approved by the Elections, Representation, & Governance (ERG) Committee, the Senate, and the President.

The College of Agriculture & Natural Resources (AGNR) submitted minor revisions to its Plan of Organization to the University Senate Office for review in May 2023.

Article 11 of the Plan of Organization for Shared Governance provides provisions for the review of College, School, and the Library Plans of Organization every ten years.

A provision in The Bylaws of the University Senate, Appendix 7, Section 3 allows a College, School, or the Library with a recently approved Plan of Organization to submit additional minimal or technical amendments to the Senate within one year of final approval by the University President.

Based on that Bylaws provision and the nature of the AGNR Plan revisions the ERG Committee conducted a focused review of only the proposed revisions. The AGNR Plan of Organization remains on its 10-year review cycle with a full comprehensive review to occur in 2032.

A change was made for a more inclusive tenure-track faculty membership composition by allowing tenure-track faculty to be included instead of just tenured faculty and revisions clarified the total faculty members on the DEIR Council and clarified that the Maryland Agricultural Experiment Station (MAES) DEIR member could be either a faculty or staff member.

The ERG Committee approved the minor revisions of the Plan by vote on October 13, 2023 and by an email vote that concluded on December 21, 2023.

The AGNR College Assembly approved the revised version of its Plan in a college vote concluding on November 27, 2023.

The ERG Committee moved that the College of Agriculture & Natural Resources Plan of Organization be approved by the University Senate.

Chair Jarzynski thanked Ferrick and opened the floor to discussion of the proposal.

Hearing none, Chair Jarzynski called for a vote on this proposal. The result was 103 in favor, 0 opposed, and 6 abstentions. **The proposals passed.**

PCC PROPOSAL: ESTABLISH A MASTER OF SCIENCE IN QUANTUM COMPUTING (SENATE DOCUMENT #23-24-19) (SENATE DOCUMENT #23-24-19)

Chair Jarzynski invited William Reed, Assistant Provost for Academic Planning in the Office of the Provost to present to present this proposal on behalf of Wendy Stickle, Chair of the Programs Curricula, & Courses (PCC) Committee who was unable to present at the meeting.

Reed provided background and information on the proposal.

Chair Jarzynski thanked Reed and opened the floor for discussion.

Hearing none, Chair Jarzynski called for a vote on the proposal. The result was 130 in favor, 1 opposed, and 5 abstentions. **The proposals passed.**

PCC PROPOSAL: ESTABLISH A BACHELOR'S PROGRAM IN INTERNATIONAL RELATIONS (SENATE DOCUMENT #23-24-22) (SENATE DOCUMENT #23-24-22)

Chair Jarzynski invited William Reed, Assistant Provost for Academic Planning in the Office of the Provost to present to present this proposal on behalf of Wendy Stickle, Chair of the Programs Curricula, & Courses (PCC) Committee who was unable to present at the meeting.

Reed provided background and information on the proposal.

Chair Jarzynski thanked Reed and opened the floor for discussion.

Senator Moaddel, TTK, BSOS, raised three issues with the proposal. First, Moaddel explained that identifying causes of systemic bias, discrimination or disadvantages should not be imposed as a part of the learning outcome. Second, Moaddel posed an issue with a C minus as the passing grade. Finally, Moaddel hoped for the incorporation of the World Value Survey into the program.

Chair Jarzynski thanked Moaddel for those comments, and asked if the Senator was making a motion for an amendment, which would need specific language, or a motion to send the proposal back to the committee, or if these comments were part of the discussion.

Dean Rivera, BSOS introduced David Cunningham, Director of Undergraduate Studies in the Department of Government and Politics at the University of Maryland to respond to these comments.

Cunningham responded to each point brought forward. First, the learning outcomes were developed with the Diversity, Equity and Inclusion (DEI) Committee, with additional conversations with the executive committee and faculty committee. All these groups agreed that the legacy of colonialism, the impact of race and identity were important aspects of the learning outcome.

Secondly, Cunningham explained that a C minus is the required passing grade for courses in the Government and Politics Major. While changing this requirement could be a suggestion brought up in the next undergraduate studies committee meeting, at this point it would not be feasible to change this program requirement without effects for the whole department.

Lastly, Cunningham responded to the final point, believing that human rights are already integral to all the international relations courses, and specific studies in human rights is required both at the lower level and upper level.

Senator Hajiaghayi, TTK, CMNS, asked how this program compares to other top universities?

Before answering Senator Hajiaghayi's question, Senator Moaddel gave additional context. As an academic who specialized in Middle Eastern politics, history, and religion, Senator Moaddel claimed that over-investing in identity politics hinders the grasp of genuine issues, and prioritizing objective analysis and empirical methods is essential for teaching international relations effectively.

Dean Rivera introduced Cunningham again to respond.

Cunningham answered that in researching this proposal, both Big10 universities and local peer universities were compared. Many Big10 universities have majors that are named, or involve, International Studies, Global Studies, or World Politics. Similarly, institutions in and around the D.C. Metropolitan area have similar majors. The understanding is that it is not uncommon for universities to have a program like this, but University of Maryland can be unique in its focus on methods and data analysis, particularly within the Bachelor of Science track.

Senator Moradi, PTK, CMNS, asked if there was a similar program here at the University of Maryland, and if this could affect student numbers in other, potentially competing, departments?

Dean Rivera introduced Antoine Banks, Chair of Government and Politics, to address the questions.

Banks began by explaining the choice to include the DEI learning outcomes stems from a hope for including different perspectives, and not restricting or limiting studies to just one framework. Additionally, Banks explained that the disciplinary focus on International Relations is not something that the Government and Politics has, so there would not be University-level competition, but it is something other Big10 universities have.

Senator Keshavarz-Karamustafa, TTK, ARHU, spoke in support of the proposal, specifically that it gives attention to the significance of language learning, which this Senator said is often overlooked.

Chair Jarzynski then clarified that due to a stipulation in the [University Senate Bylaws](#) that an amendment for any PCC Proposal must be submitted at least 48 hours prior to the Senate Meeting. Chair Jarzynski then explained for this proposal the following options remained; a motion to send the proposal back to the committee, a motion to postpone consideration until next Senate meeting, or continue discussion urging individuals to vote according to opinion.

Chair Jarzynski introduced Elizabeth Beise, Senior Associate Provost, to speak.

Beise clarified that this is not the last step in an academic program proposal, and this item will also be presented to the Board of Regents and to the Maryland Higher Education Commission (MHEC). All comments heard here can influence the proposal as it moves forward in the process. Beise reminded that if there were no structurally problematic issues with the proposal, that opportunities exist after this Senate meeting to affect changes.

Moaddel made a motion to send the proposal back to committee, with hopes to modify two aspects; the language in learning outcomes to highlight empirical aspects rather than diversity perspectives, and to incorporate the study of values.

The motion was seconded.

Chair Jarzynski opened the floor for discussion on the motion to send the proposal back to committee.

Chair Jarzynski introduced Beise to discuss.

Beise noted that unless there is a natural change to the curriculum, the language in this proposal does not necessarily go out to students. So, barring a change to the curriculum, it remains unclear what sending it back to the committee would do beyond small language changes that would not greatly influence the makeup of the program.

Hajiaghayi responded that during previous [September 6 Senate Meeting](#) a proposal was sent back to committee, and that it may be beneficial in this case to do the same.

Dean Konana echoed the previous comment, that with no structural change to the curriculum, it would be best to move forward and place the hope for amendments and comments into the next phase of approvals.

Moaddel asked, in an effort to make the workload more effective and efficient, if the original motion could be changed?

Chair Jarzynski clarified that because the motion was made and seconded, a vote would take place before any alternate motions can be put forward.

Senator Raugh, PTK, CMNS, asked for clarification about the description being language solely available to the Senate. Raugh highlighted that catalog information is available to students, and asked if that was correct?

Chair Jarzynski introduced Beise to respond.

Beise confirmed that this catalog information is what students see when choosing a course of study. However, catalog descriptions are not language that is typically reviewed and voted on by the Senate, outside of this proposal. Beise reminded the Senate that the specific language can be altered after approval at the Senate today.

Moaddel re-affirmed the desire to re-commit the proposal to committee.

Chair Jarzynski called for a vote to re-commit the PCC Proposal: Establish A Bachelor's Program in International Relations back to the Programs, Curricula, & Courses Committee. The result was 43 in favor, 63 opposed, 19 abstentions. **The motion did not pass.**

Chair Jarzynski opened the floor for general discussion on the PCC Proposal: Establish A Bachelor's Program in International Relations.

Hearing none, Chair Jarzynski called for a vote on the proposal. The result was 101 in favor, 20 opposed, and 12 abstentions. **The proposals passed.**

PCC PROPOSAL: ESTABLISH A DEPARTMENT OF GLOBAL, ENVIRONMENTAL, AND OCCUPATIONAL HEALTH (SENATE DOCUMENT #23-24-23) (SENATE DOCUMENT #23-24-23)

Chair Jarzynski invited William Reed, Assistant Provost for Academic Planning in the Office of the Provost to present to present this proposal on behalf of Wendy Stickle, Chair of the Programs Curricula, & Courses (PCC) Committee who was unable to present at the meeting. Reed provided background and information on the proposal.

Chair Jarzynski thanked Reed and opened the floor for discussion.

Hearing none, Chair Jarzynski called for a vote on the proposal. The result was 119 in favor, 3 opposed, and 4 abstentions. **The proposals passed.**

SPECIAL ORDER OF THE DAY

Elizabeth Beise
Senior Associate Provost
Considerations for a Possible Fall Break

Chair Jarzynski invited Elizabeth Beise, Senior Associate Provost, to present on the Considerations for a Possible Fall Break.

Beise began by explaining the history of this initiative, which began with the recommendation of the University Senate Academic Procedures and Standards Committee to “explore the benefits and complications of adding a fall break” in December of 2022. A work group was then convened, charged by Provost Rice in March of 2023 to explore this possibility.

Beise explained the issues considered by the work group, including calendar impacts, special challenges, length and timing of breaks, guiding regulations, Big10 and University System of Maryland peer practices, as well as the impact on students.

The working group identified concerns such as lab courses that meet once a week, concerns about “learning loss” if days are added to Thanksgiving week, adding breaks to 12-week graduate professional programs or 7-week “sub-term” calendars that are challenging and often contradictory, and adjustments needed in summer that may be necessary to accommodate.

Beise then expanded on the calendar process. The University of Maryland (The University) proposes two six-year calendar options to The University System of Maryland (USM) years in advance, for review and implementation. This was last completed in 2019 for the 2022-2028 academic years. Beise shared that calendars repeat every seven years, and state regulations require 75 class days along with regulations surrounding start days, end days, final exams, Reading Days, and various administrative preparation time between semesters.

In review of peer and regional campuses, the working group found that 12 have a fall break, 13 have no classes on the Wednesday before Thanksgiving, four use a full Thanksgiving week as a break, seven have a two-day break in October, eight have no Reading Days, 11 have both a summer and winter session, and all but one hold classes on Election Day. Beise also noted that half start more than a week before Labor Day.

Beise also described the work of potential implementations of new calendars, which would not be until the 2025-2027 academic years. Considerations were given to using Monday or Tuesday before Indigenous Peoples’ Day, ensuring recruiting is still available during specific Holiday Weekends. Other considerations were given to moving Fall semester to start earlier, prioritizing the length of Summer and time between Summer and Fall as well as Spring and Summer, as well as academic and administrative units’ ability to prepare for any change in schedule (particularly performance-based or laboratory courses).

Beise presented two potential Fall 2026 academic calendars, one with an October Fall Break and one with a November Fall Break, alongside the currently proposed academic calendar. Beise highlighted how the potential breaks compare in terms of days off, holidays, class days, and scheduled Reading and Exam Days.

Beise also shared anecdotal data on reactions to the possible Fall Break, collected by the working group. Beise summarized the reactions of polls distributed to academic unit administrators, administrative or other units, units with lab performance and units without lab performance.

Impacts and concerns about laboratory and performance-based courses, instructional time, unit operations, and facilities or administrative units were compiled were discussed. These concerns

included details such as time-critical disruptions on bacteria or animal growth in labs, Monday-only classes that would be significantly impacted, student orientations and staff on-boarding timelines, as well as any break not being considered a holiday for faculty and staff.

In conclusion, Beise informed the Senate that this measure was a response to students and their needs, and in all discussion and responses the benefit to students is seen as outweighing inconveniences for faculty and staff. Beise confirms that a fall break is necessary as administration understands the time between summer and Indigenous People's Day is intellectually, emotionally, and physically long.

Chair Jarzynski thanked Beise for the presentation and opened the floor for questions on the special order.

Senator Marquez, TTK, ARHU, asked for clarification on the timing of a potential October break? The implications for the indigenous community are paramount if this day may center around a whole campus break.

Beise thanked Marquez for that comment and responded that this type of feedback is important moving forward as multiple considerations are balanced. The Office of Admissions and Enrollment Management, as well as recruiters for the University use that weekend as it's a national holiday as well as a University Holiday. But adding context, information, and discussions about the different groups will be vital as rationale continues to develop around the potential break schedule.

Senator Miller, TTK, SPHL, asked if there had been a response collected on student feedback, specifically on if students preferred an October break or a November break?

Beise responded that while no formal survey had been conducted, a member of both the Student Government Association and the Graduate Student Government were present on the working group for this project.

Provost Rice also commented that the two proposed Fall Breaks (in October and November) were shared with the Provost's student advisory groups, and that, while not an official survey, that group did have a preference for the October dates if implementing a Fall Break.

Senator Mayo-Brown, Exempt Staff, EDUC, spoke on behalf of staff. Mayo-Brown advised caution when communicating and justifying breaks that staff will not be able to utilize. Comments where academic calendar breaks can be used for staff to "make up work" as mentioned during the presentation could potentially demoralize staff who are already contracted during summer, winter, and reading day breaks. Mayo-Brown emphasized the need for staff to feel appreciated and take adequate mental health, family and personal breaks in addition to the opportunity afforded faculty and students.

Beise responded that University Human Resources would remain in consultation to ensure staff have a voice and representation in these conversations, but potential challenges in giving staff these holidays lie with Collective Bargaining Units, and the scope that an academic calendar can address. Adding holidays, which would incorporate staff, is different than simply delivering or not delivering classes on certain days.

Senator Lewis, PTK, ARHU, spoke about concerns of summer break potentially being shortened, and how that may affect the University of Maryland's leadership as an institution prioritizing international, Fulbright Scholar, study-abroad, and experiential learning.

Beise responded thanking Lewis for highlighting these concerns and clarified that none of the plans include a potential shortening of the summer term, just an adjustment of dates if that becomes required.

Chair Jarzynski asked if a feedback or response space existed for Senators with more feedback or questions on this topic.

Beise responded that any feedback or additional questions could be sent by email to beise@umd.edu.

Provost Rice noted that calendars are coordinated through the University System of Maryland, and the working group will continue to collect feedback on preferences, but the coordinated system calendar will be an ultimate factor in the implementation of any Fall Break.

NEW BUSINESS

There was no new business.

ADJOURNMENT

The meeting was adjourned at 4:59 p.m.



PCC Proposal to Establish a Master of Science in Climate Finance and Risk Management (Senate Document #23-24-24)

PRESENTED BY Wendy Stickle, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – February 21, 2024 | SENATE – March 6, 2024

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT**

**NECESSARY
APPROVALS** Senate, President, USM Board of Regents, and the Maryland Higher Education Commission

ISSUE

The Robert H. Smith School of Business proposes to establish a Master of Science in Climate Finance and Risk Management. This program will focus on the financial concepts, techniques, models and data critical to conducting financial analysis of climate change. Students will learn about the strengths and weaknesses of climate and various socioeconomic models used for portfolio allocation and investment, risk management and mitigation decisions, and financial disclosure. Emphasis will be on building students' applied skills that can readily be leveraged by companies, governmental agencies, and non-governmental organizations in tackling climate change.

The program will be 30 credits, with 12 credits of required courses and 18 credits of elective courses. Students will take core courses in the fundamentals of financial analysis, economic analysis of climate policy, climate and integrated assessment models and data, and valuation and financing of climate projects. Elective courses will further explore issues such as carbon accounting and financial disclosures, climate risk management techniques including scenario and stress test methodologies, and climate-related portfolio investment analysis.

The relationship between science and finance is an emerging area in climate change discourse that requires new tools, data, and approaches to enable the financial sector to drive climate change initiatives and strategies. An emphasis on core concepts and applications lies at the heart of the program. The educational objectives are as follows:

- Provide students with the financial, economic, risk, and business concepts required to assess climate change at a micro (company or agency) and macro (system and global-wide) level;
- Expose students to the latest scientific, socioeconomic, financial and risk models, methodologies, and data required to conduct climate-related financial and risk analysis; and
- Cultivate an interdisciplinary approach to financial and risk analysis of climate change.

No additional resources are requested for this program. The Smith School currently offers two finance master's programs, the Master of Finance and the Master of Quantitative Finance, and consequently has the existing administrative and faculty resources to offer this new program.

The proposal was approved by the Graduate School PCC committee on January 26, 2024, and the Senate Programs, Curricula, and Courses committee on February 2, 2024.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on February 2, 2024. Clifford Rossi and Mike Marcellino, from the Robert H. Smith School of Business, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate declines to approve this new program, the university will lose an opportunity to build on its current expertise and offerings in finance to expand into the growing field of climate change related finance and risk management.

FINANCIAL IMPLICATIONS

There are no significant financial implications with this proposal because the Smith School's current instructional and administrative resources can be used to operate the program.

904: CLIMATE FINANCE AND RISK MANAGEMENT

In Workflow

1. BMGT PCC Chair (bhorick@umd.edu; mmarcell@umd.edu)
2. BMGT Dean (welmaghr@umd.edu)
3. Academic Affairs Curriculum Manager (mcolson@umd.edu)
4. Graduate School Curriculum Manager (jfarman@umd.edu)
5. Graduate PCC Chair (jfarman@umd.edu)
6. Dean of the Graduate School (jfarman@umd.edu; sroth1@umd.edu)
7. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
8. University Senate Chair (mcolson@umd.edu)
9. President (mcolson@umd.edu)
10. Board of Regents (mcolson@umd.edu)
11. MHEC (mcolson@umd.edu)
12. Provost Office (mcolson@umd.edu)
13. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Wed, 15 Nov 2023 22:17:26 GMT
Michael Marcellino (mmarcell): Approved for BMGT PCC Chair
2. Wed, 15 Nov 2023 22:23:51 GMT
Wedad Elmaghraby (welmaghr): Approved for BMGT Dean
3. Fri, 12 Jan 2024 19:32:25 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
4. Wed, 31 Jan 2024 20:15:03 GMT
Jason Farman (jfarman): Approved for Graduate School Curriculum Manager
5. Wed, 31 Jan 2024 20:15:33 GMT
Jason Farman (jfarman): Approved for Graduate PCC Chair
6. Wed, 31 Jan 2024 21:28:30 GMT
Stephen Roth (sroth1): Approved for Dean of the Graduate School
7. Wed, 07 Feb 2024 16:49:08 GMT
Wendy Stickle (wstickle): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Fri, 10 Nov 2023 16:05:15 GMT

Viewing: 904 : Climate Finance and Risk Management

Last edit: Tue, 27 Feb 2024 15:43:40 GMT

Changes proposed by: Michael Marcellino (mmarcell)

Program Name

Climate Finance and Risk Management

Program Status

Proposed

Effective Term

Spring 2024

Catalog Year

2023-2024

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments**Department**

The Robert H. Smith School of Business

Colleges**College**

The Robert H. Smith School of Business

Degree(s) Awarded**Degree Awarded**

Master of Science

Proposal Contact

BMGT: Mike Marcellino

Proposal Summary

The Robert H. Smith School of Business (Smith) is proposing a new program to offer a Master of Science in Climate Finance and Risk Management (MSCF). Climate change is one of our generation's greatest challenges. Tackling climate change will require a range of skills; both technical and financial. At this time, there are few educational programs available in the US or abroad that can provide students and professionals with the training needed to understand, quantify, finance, and manage the risks associated with climate change. The approach taken with the program makes it unique in that it emphasizes the important linkages between the scientific and finance communities around climate change.

(PCC Log Number 23068)

Program and Catalog Information

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

The program focuses on financial concepts, techniques, models and data critical to conducting financial analysis of climate change. Students will learn about the strengths and weaknesses of climate and various socioeconomic models used for portfolio allocation and investment, risk management and mitigation decisions, and financial disclosure. Emphasis will be on building students' applied skills that can readily be leveraged by companies, governmental agencies and NGOs in tackling climate change. Coursework on the fundamentals of financial analysis, economic analysis of climate policy, climate and integrated assessment models and data, and valuation and financing of climate projects are highlighted in the program. Elective courses will further explore issues such as carbon accounting and financial disclosures, climate risk management techniques including scenario and stress test methodologies, and climate-related portfolio investment analysis.

Catalog Program Requirements. Please click on the help bubble for more specific information about formatting requirements.

Course	Title	Credits
Core Requirements		
BUFN610	Financial Management	2
BUFN620	Capital Markets	2
BUFN640	Financial Data Analytics	2
BUFN680	Course BUFN680 Not Found (Science of Climate Change for Finance Professionals)	2
BUFN682	Course BUFN682 Not Found (Climate Change Policy and Regulation)	2
BUFN684	Course BUFN684 Not Found (Valuing and Financing Climate Projects)	2
Electives		18
Total Credits		30

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

Fall Year 1 (16 cr):

Term A:

Financial Management (2 cr)

Capital Markets (2 cr)
 Science of Climate Change for Finance Professionals (2 cr)
 Financial Data Analytics (2 cr)

Term B:

Climate Change Policy and Regulation (2 cr)
 Valuing and Financing Climate Projects (2 cr)

Elective 1 (2 cr)

Elective 2 (2 cr)

Spring Year 1 (14 cr):

Term C:

Elective 3 (2 cr)

Elective 4 (2 cr)

Elective 5 (2 cr)

Elective 6 (2 cr)

Term D:

Elective 7 (2 cr)

Elective 8 (2 cr)

Elective 9 (2 cr)

Total: 30 credits

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

Learning Outcomes

Study the methodologies and data used to construct physical climate models and their outputs as well as integrated assessment models (IAMs) that leverage those outputs to generate socio-economic outputs for use in constructing financial and risk climate scenarios.

Learn how to adapt and integrate standard financial models and data for portfolio and risk analysis with physical climate data on greenhouse gas emissions, natural hazard characteristics (e.g., hurricane frequency and intensity), and related information to make financial decisions including the valuation of projects and portfolios.

Determine how to construct climate financial disclosures and evaluate a firm's physical and transition risk profile such as conducting a financed emissions analysis of a bank or evaluating the physical loss exposure to natural hazards in a loan portfolio.

Understand the economics and political economy of climate change policy and evaluate different potential regulatory policies such as the Paris Accords on Climate Change, feasibility and issues associated with carbon markets, prices and tariffs, as well as mitigation and adaptation strategies such as the prospect for geoengineering, issues associated with stranded assets as the global economy transitions to net zero carbon emissions strategies, among others.

Learn and practice what risk management strategies and actions can be useful in identifying, measuring and mitigating risk exposure to physical and transition climate risks. This will include the use of catastrophe models for determining a firm's climate value-at-risk (VaR), surveying the use of and prospect for climate and weather derivatives to mitigate climate risk, insurance and reinsurance structures including the use of catastrophe bonds to mitigate risk, among other topics.

New Program Information

Mission and Purpose

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

The MSCF program exemplifies core elements of University of Maryland's Strategic Plan. The program reimagines learning by adopting innovative teaching methods including an emphasis on experiential learning, combined with interdisciplinary learning to prepare our students for employment opportunities to tackle climate change, one of the university's Grand Challenges, by cultivating applied financial, economic, risk management and business skills. This program would elevate the University of Maryland's prominence in educating the next generation of analysts needed to address emerging and long-term climate-related problems.

Program Characteristics

What are the educational objectives of the program?

An emphasis on core concepts and applications lies at the heart of the program. The educational objectives are 1/ to provide students with the financial, economic, risk and business concepts required to assess climate change at a micro (company or agency) and macro (system and global-wide) level; 2/ expose students to the latest scientific, socioeconomic, financial and risk models, methodologies and data required to conduct climate-related financial and risk analysis and 3/ Cultivate an interdisciplinary approach to financial and risk analysis of climate change.

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

Applicants will apply to the University of Maryland Graduate School and must have completed all of the requirements for a baccalaureate degree prior to acceptance, with particular emphasis on a sufficient mathematical and/or technical background. All applicants must submit: a) transcripts from all undergraduate and graduate institutions that have been previously attended; b) a complete online application form that includes a written essay articulating qualifications and motivation for pursuing advanced education; c) a letter of recommendation from supervisors or from professors competent to judge the applicant's probability of success in graduate school; and d) a current professional resume. After initial screening, the Smith School Admissions Office may select candidates for interviews which may be done in person or by telephone. Proof of English language proficiency (TOEFL or IELTS official scores) is also required unless the applicant has received an undergraduate or graduate degree from a select list of countries. For international student requiring an F1 visa, a completed certification of finance form and supporting financial documentation are required.

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

In 2020, the Finance Department initiated an interdisciplinary joint effort between the College of Mathematics and Natural Science, the Robert H. Smith School of Business and the Earth Systems Science Interdisciplinary Center on Climate Finance. Faculty from the Atmospheric and Oceanic Science Department and Finance Department have collaborated on several research studies, articles, webinars, Congressional Testimony, corporate, NGO, federal and state agency discussions on climate finance and risk as well as executive education on climate finance and risk management. ELPs organized for institutions such as Freddie Mac and Fannie Mae for MFin and MQF students on climate risk-related projects have been highly successful. All of these efforts in addition to considerable review of other global MS-level programs on climate finance led to the decision that the University of Maryland should initiate the MSCF.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar). Please click on the help bubble for more specific information.

Other

Indicate whether relevant offices, such as the Registrar's Office and International Scholar and Student Services, have been notified and support the program. Non-standard terms need to fit within the University's scheduling system calendar, and non-standard terms need to work with international student visa requirements.

The proposed term schedule will match the current format of existing Master's programs at the Smith School. The new program will not alter current format, calendar, or academic terms which are already in use and vetted by Registrar and ISSS.

Term Structure. Describe 1) the proposed term structure for this program, and 2) rationale for this term structure.

This program will use the semester calendar but will offer courses in a non-standard time frame that splits the semester in half (1st and 2nd terms), similar to the current Smith Master's program structure.

For Master's degree programs, describe the thesis requirement and/or the non-thesis requirement.

This Master's degree does not provide a thesis option. Student will follow the non-thesis option which requires all students to complete 30 credits of which 12 credits are core and the remaining credits are electives. These electives may be bundled into different specializations as the market demands shift.

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

The Robert H. Smith School of Business community is multifaceted at every level – students, staff and faculty represent the spectrum of diversity. With a large population of international students and a diverse blend of backgrounds, nationalities, ethnicities and experiences, Smith students have an opportunity to make connections with those who share their interests, and to grow and learn by making new friends and sharing new experiences. The School engages in recruiting and outreach events across the globe to generate a diverse student body

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

All required and recommended courses will be offered within the Smith School. There will be some overlap of content with courses offered by Atmospheric and Oceanic Sciences on Climate Change modeling. However, the associated Smith courses will focus on applications of such models within Finance, and would not be expected to cannibalize any student demand for AOSC courses. In some cases, AOSC faculty may be invited to participate in teaching or co-teaching the relevant Smith courses on an adjunct basis.

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

The Smith School is annually accredited by AACSB - The Association to Advance Collegiate Schools of Business - the foremost accreditation body of business schools in the world. Maryland Smith's Dean often sits on committees and task forces within AACSB and faculty and staff contribute and participate in AACSB affinity groups and conferences. Maryland Smith is also regionally accredited through MHEC - the Maryland Higher Education Commission.

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

Not applicable. All aspects of the program from admissions to academic programming to career advising will be provided by the Smith School. While the program will reach out to local companies and institutions for guest speakers, internship opportunities, experiential learning projects, and job placement, no particular relationship is pivotal to the success of the program.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program. Please click on the help bubble for a template to use for adding faculty information.

A faculty member from Smith would be named as Academic Director of the MSCF program to provide oversight for all aspects of the program.

Indicate who will provide the administrative coordination for the program

The Academic Director in collaboration with the Masters Programs Office at Smith will provide administrative coordination.

Resource Needs and Sources

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

See Attached

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

The implementation of the new program will require some additional classroom usage in the Van Munching Hall. The program can be implemented within existing resources and equipment.

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

There will be some content overlap with the existing Master of Finance and Master of Quantitative Finance programs offered at Smith. Some courses will be entirely new, while others already exist or can be taught as specialized sections of existing courses. Overall, we expect on average an additional load of 16-20 credit hours per year to be generated by the new program. This will also bring an additional 16-20 credit hour grading assistance by GAs. These costs are expected to be supported by tuition revenue from the program.

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

Advising of the students will be done mainly by the program director with the help of a program advisor from the Smith Masters Programs Office. Administration of the program will be done by the program director together with administrative staff at the Smith Masters Program Office. These costs are expected to be supported by tuition revenue from the program.

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

See attachment.

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

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education. Please click on the help bubble for more specific information.

The linkages between science and finance are an emerging area in the climate change discourse that require new tools, data, and approaches to enable the financial sector to drive climate change initiatives and strategies. Today there are virtually no academic programs where those skills can be obtained. The proposed degree program would be unique in this regard within the state and region. An assessment was conducted of other similar graduate degree programs at academic institutions in the US and abroad. This survey identified about 20 programs offering some form of masters-level degree dealing with climate change issues. Only five were found in the U.S., and these are oriented largely toward climate or environmental science. The others were largely offered by UK or European academic institutions. Eight of these had some form of climate finance or risk orientation to them. The program closest in alignment to this proposed offering is the Imperial College Business School MSc in Climate Change, Management and Finance. It too is a 1-year interdisciplinary program on climate science, policy, finance, and risk management. From discussions with faculty and students in this program it has met with a high degree of interest that translated into a sizable first-year enrollment of approximately 150 students.

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook, or Maryland state Occupational and Industry Projections over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis webpage for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.) Please click on the help bubble for specific resources for finding this information.

It is expected that future demand for graduates with skills in Climate Finance and Risk Management will be robust. Companies, government agencies and nonprofits will need employees that have a blend of climate science and financial technical skills to develop data and scientific models for use in financial and risk modeling, and to comply with rapidly changing regulatory requirements for disclosure and mitigation. A 2021 article on the World Economic Forum website by the chief economist of LinkedIn, Karin Kimbrough, notes that green jobs are growing fast in many industries, including finance. The author notes that at least 24 million new green jobs are expected to be created worldwide by 2030. According to the LinkedIn data, the finance industry saw 6% growth in the share of employees with Green Skills or Jobs (among the highest in all industries tracked), but still had a small percentage of overall green jobs, leaving substantial room for accelerated growth. Another report by LinkedIn in 2022 notes that the growth in job postings requiring green skills is outstripping the growth in employees with such skills (8% annually versus 6% annually from 2016-2021), and lists Finance as one of the areas for which workers have a low average green intensity now but workers are transitioning into green/greening jobs quickly. In June of 2021, PriceWaterhouseCoopers announced that it would hire 100,000 people focused on Environmental, Social, and Governance issues. These needs are not currently being met by any degrees offered in the state or the region. To our knowledge there is no existing supply of graduates within the state trained in Climate Finance and Risk Management. We currently anticipate steady-state enrollment of approximately 40 students per year.

Identify similar programs in the state. Discuss any differences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program differences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state. Please click on the help bubble for specific information on finding similar programs within the state.

The closest related in-state or regional degree program is a Master in Sustainable Energy offered by Johns Hopkins School of Advanced International Studies, which is focused on sustainability in the Energy industry and has no Finance or Risk Management component. There would be little or no overlap between the MSCF and this program.

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

We are not aware of any programs at any HBIs in the state that would be affected by the proposed MSCF degree program. We do not believe the program would impact the uniqueness or identity of a Maryland HBI since there will be no direct competition for students or resources.

Supporting Documents

Attachments

Financial Plan.pdf
 Master of Science Climate Finance_Learning Outcomes_2023.docx
 Collection_Assessment_MS_Climate_Finance_2023.docx
 Appendix 4 Learning Outcomes and Electives Update.pdf

Reviewer Comments

Dawn Jourdan (djourdan) (Mon, 15 Jan 2024 19:40:53 GMT): Program does not embrace existing coursework in MAPP or SPP in the fields of climate and sustainability.

Michael Colson (mcolson) (Fri, 09 Feb 2024 16:19:18 GMT): The Smith School has requested the CIP code to be 27.0305.

Key: 904

TABLE 1: RESOURCES					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$ -	\$ -	\$ -	\$ -	\$ -
2. Tuition/Fee Revenue (c+g below)	\$ 1,222,980	\$ 1,511,603	\$ 2,075,935	\$ 2,138,213	\$ 2,202,360
a. #FT Students	25	30	40	40	40
b. Credit Hour Rate	\$ 1,631	\$ 1,680	\$ 1,730	\$ 1,782	\$ 1,835
c. Annual Credit Hours	\$ 30	\$ 30	\$ 30	\$ 30	\$ 30
d. Annual Fee Rate	\$ 48,919	\$ 50,387	\$ 51,898	\$ 53,455	\$ 55,059
3. Grants, Contracts, & Other External Sources	\$ -	\$ -	\$ -	\$ -	\$ -
4. Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL (Add 1 - 4)	\$1,222,980	\$1,511,603	\$2,075,935	\$2,138,213	\$2,202,360
Assumes 3% inflation in Credit Hour Rate. Credit Hour Rate is current In-State MFIN/MQF tuition rate.					

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$598,500	\$616,455	\$634,949	\$653,997	\$673,617
a. #FTE	2.0	2.0	2.0	2.0	2.0
b. Total Salary	\$450,000	\$463,500	\$477,405	\$491,727	\$506,479
c. Total Benefits	\$148,500	\$152,955	\$157,544	\$162,270	\$167,138
2. Admin. Staff (b+c below)	\$133,000	\$136,990	\$141,100	\$145,333	\$149,693
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551
c. Total Benefits	\$33,000	\$33,990	\$35,010	\$36,060	\$37,142
3. Total Support Staff (b+c below)	\$93,100	\$95,893	\$98,770	\$101,733	\$104,785
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$70,000	\$72,100	\$74,263	\$76,491	\$78,786
c. Total Benefits	\$23,100	\$23,793	\$24,507	\$25,242	\$25,999
4. Graduate Assistants (b+c)	\$0	\$0	\$0	\$0	\$0
a. #FTE					
b. Stipend					
c. Tuition Remission					
d. Benefits					
5. Program Director Supplement	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
6. Student Services	\$50,000	\$60,000	\$75,000	\$75,000	\$75,000
7. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
8. Marketing	\$100,000	\$75,000	\$75,000	\$75,000	\$75,000
9. Recruiting & Admissions	\$50,000	\$75,000	\$75,000	\$75,000	\$75,000
10. Career Services	\$50,000	\$75,000	\$100,000	\$100,000	\$100,000
11. Student Aid	\$50,000	\$100,000	\$100,000	\$100,000	\$100,000
12 Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 8)	\$1,139,600	\$1,249,788	\$1,315,732	\$1,342,454	\$1,369,977
resources - expenditures	\$83,380	\$261,815	\$760,204	\$795,760	\$832,382
			Benefits %	0.33	
			Inflation	1.03	

Master of Science Climate Finance

Learning Outcomes

Each course in the curriculum is intended to provide students with the necessary concepts and empirical tools to conduct climate-related financial and risk analysis. A combination of periodic examination, case studies and experiential learning will be used to assess student learning outcomes. Each student as part of the program will be expected to participate in a 2-credit Experiential Learning Program (ELP) that will provide a realistic team-based project that leverages each student's technical skills learned in their other coursework as well as cultivating their teamwork, communications and project management skills with senior leaders from sponsoring corporations or agencies on a specific climate-related problem.

DATE: August 23, 2023

TO: Caroline Lukich, Director Graduate Program
Mike Marcellino, Assistant Dean of MBA & MS Programs
Robert H. Smith School of Business (Smith)

FROM: On behalf of the University of Maryland Libraries:
Zaida M. Díaz, Business and Economics Librarian
Maggie Saponaro, Director of Collection Development Strategies
Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment for Master of Science in Climate Finance (MSCF)
(In-Person: BMGT 904 and Online: BMGT 875)

We are providing this assessment in response to a proposal by the Office of Graduate Program and MBA & MS Programs in The Robert H. Smith School of Business (Smith) to create a Master of Science in Climate Finance (MSCF) for in-person (BMGT 904) and/or online (BMGT 875) instruction. The MSCF Program Directors asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of these proposed programs.

This collection assessment does not intend to provide a comprehensive list of resources, but rather aims to highlight a wide-range of relevant resources that accommodate the specific educational objectives of the proposed MSCF program when exploring topics or concepts around: “financial and risk analysis of climate change at the micro/macro levels, latest scientific, socioeconomic, financial and risk models, methodologies and data required to conduct climate related financial and risk analysis”, among others. Furthermore, this collection assessment follows the interdisciplinary approach of the program, looking at the connection “between the scientific and finance communities around climate change”, and also considering the precedence of initiated joint efforts between the Smith School of Business (Finance Department) and the College of Mathematics and Natural Science, and the Earth Systems Science Interdisciplinary Center on Climate Finance.

Serials Publications

As noted, the program aims to address technical and financial skills as applied to climate change, targeting practical and applied research. To keep up to date with all the latest developments to support students, faculty and researchers, the UMD Libraries have compiled a list of the top academic journals in business and economics, including resources in the area of environmental sciences. Most likely course assignments will rely upon online journals containing the latest cutting-edge research in a wide range of areas relevant to the MSCF program.

The University of Maryland Libraries currently subscribe to a large number of scholarly journals, almost all in online format. Many of these are top ranked journals by the **Journal Citation Reports*, in terms of research impact and are widely recognized in the fields of information systems and business analytics, marketing analytics, finance, and/or financial market regulation or financial operations. In cases in which

the Libraries do not subscribe to highly ranked journals or any other articles in journals that we do not own, they likely will be available through our Interlibrary Loan/Document Delivery Services.

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

Top Academic Journals in Business and Economics

Below is a current (2023) listing of the field's top journals, most of which are also relevant to the MSCF Program. It includes most of the top titles from the *Financial Times* research ranking for business schools, as well as the source or database name where it can be located. **Note:** It is worth noting that journals that we do not own likely will be available through Interlibrary Loan/Document Delivery.

Academy of Management Journal (via Business Source Complete)
Academy of Management Review (via Business Source Complete)
Accounting, Organizations and Society (via ScienceDirect Journals)
Accounting Review (via Business Source Complete)
Administrative Science Quarterly (via Sage Journals)
American Economic Review (via American Economic Association and JSTOR)
Contemporary Accounting Research (via Wiley Journals)
Econometrica (via Wiley Journals)
Harvard Business Review (via Business Source Complete)
Journal of Accounting and Economics (via ScienceDirect Journals)
Journal of Accounting Research (via Wiley Journals)
Journal of Applied Psychology (via Business Source Complete)
Journal of Business Ethics (via Springer Online Journals)
Journal of Business Venturing (via ScienceDirect)
Journal of Consumer Psychology (via Wiley Journals)
Journal of Consumer Research (via Business Source Complete)
Journal of Finance (via Wiley Journals)
Journal of Financial Economics (via ScienceDirect)
Journal of International Business Studies (via Springer Link)
Journal of Management (via Sage Journals)
Journal of Management Studies (via Wiley Journals)
Journal of Marketing (via Business Source Complete)
Journal of Marketing Research (via Business Source Complete)
Journal of the Academy of Marketing Science (via SpringerLink)
Management Science (via INFORMS PubOnLine)
Marketing Science (via INFORMS PubOnLine)
MIS Quarterly (via Business Source Complete)
MIT Sloan Management Review (via Business Source Complete)
Review of Accounting Studies (via SpringerLink)
Review of Finance (Business Source Complete)
Review of Financial Studies (via Business Source Complete, Oxford Journals)

Databases by Subject Areas Relevant to the MSCF Program

Business and Economics

The Libraries' *Database Finder* (<https://lib.guides.umd.edu/az.php>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to the new Master of Science in Climate Finance (MSCF) program, below is a highlight of some of these resources. **Note: This is not a comprehensive list of resources.**

The *Virtual Business Information Center* (VBIC) <https://lib.guides.umd.edu/vbic>, is the business and economics resource guide developed and maintained by the business subject specialists to provide exclusive access to databases and/or datasets subscriptions available, both at the Libraries and also at the Smith School of Business. This guide can be easily accessible to faculty and students via their [vSmith Portal](#). It is intended as a main research and teaching tool for researchers.

- *Bloomberg* (Bloomberg) - Contains news, current, and historical financial data and analysis for individual companies, stock market indices, fixed-income securities, currencies, commodities, economics, and derivatives for both international and domestic markets. Note: Access available in Van Munching Hall Financial Markets and Computing Lab/Labs (1572 and 3505 Van Munching Hall), and Smith School DC, Baltimore, and Shady Grove campuses.
- *Business Source Complete* (EBSCO) – Comprehensive database of business sources, includes over 3600 peer reviewed journals, trade publications, magazines, books, case studies, company profiles, SWOT analysis, etc. It provides full-text access to the Harvard Business Review, and thousands of trade publications, and peer-reviewed journals covering topics such as: management, marketing, economics, finance, accounting and international business, as well as indexing and abstracts for business journals dating back to 1886.
- *EconLit* (American Economic Association) – Comprehensive database of citations and abstracts to economic research in over 400 books, journals, dissertations, and working papers. Topics include: accounting, capital markets, econometrics, economic forecasting, theory and history, government regulations, labor economics, monetary theory and financial institutions, international, regional and urban economics, etc. 1969 - present.
- *Factiva* (Dow Jones) – Provides access to a great deal of business news content covering industries, companies, and general business. Includes full text of the *Wall Street Journal*, *BusinessWeek*, *Dow Jones Newswires*, *Reuters Newswires*, and other major business news publications, as well as full text of many online sources, such as the WSJ online, business blogs, and company blogs. It provides international coverage, including most major world news publications. It is an excellent source for learning more about emerging Social Media companies through its full text searching. With the Factiva News Pages, you can glance at key stories from leading newspapers, including the *Wall Street Journal*, *New York Times*, *Washington Post*, etc.
- *IBISWorld* – The Industry Reports are the main focus of the database. Each report contains an “at a glance” overview (including SWOT analysis), performance data, outlook data, products &

markets analysis, competitive landscape analysis, lists of major companies, operating conditions, and key statistics. Statistics include financial ratios and industry averages from the Risk Management Association. It contains reports on industries in the following markets: China, Global, and U.S. The U.S. content is further subdivided into: Industry Reports classified by NAICS (North American Industry Classification System); Specialized Industry Reports for industries not adequately covered by NAICS; US Industry State Reports; US State Economic Profiles; US Industry iExpert Summaries; US Specialized Industry iExpert Summaries; US Business Environment Profiles; US Business Environment State Profiles.

- *Investext* (Mergent) – Contains over 18 million current and historical broker research reports on companies, products, markets, and over 125 industries. These reports have been sourced from more than 1700 brokerages, including Barclays, Credit Suisse, Deutsche Bank, J.P. Morgan, and UBS. Date coverage varies per brokerage.
- *Mergent Online* (Mergent) – Provides information on over 25,000 U.S. public companies, over 35,000 foreign public companies, and over 34,000 private companies. Information available for each public company includes a complete corporate history; lists of subsidiaries; property holdings, and key personnel; up to 25 years of annual and quarterly financial data; up to 10 years of scanned, full-image annual reports, including SEC filings; extensive information about the corporation's current long term debt; links to recent news reports, and Reports on insider and institutional owners. A variety of search options are available, including company name, ticker symbol, executive's name, auditor, country code, NAICS or SIC industry code, and selected financial characteristics and ratios. In addition to the main Mergent Online database, the Smith School of Business has access to one additional resource available as a tab on the Mergent Online platform, see: *Investext*.
- *Mintel Consumer Intelligence Reports* (Intel Group LTD) – Intel provides full-text reports on a wide range of market research studies, analyzing market sizes and trends, market segmentation, consumer attitudes and purchasing habits, opportunities, weaknesses and the future of the market. The reports cover the United States and feature such industries as: food service, food, drink, pursuits/hobbies, travel, clothing/fashion, health/medical, beauty/personal, household, services, publishing, automotive, and e-commerce. 1994-present.
- *Nexis Uni* (formerly: LexisNexis Academic) – Full-text access to over 15,000 sources of news, business, legal, and reference information, including hundreds of U.S. and foreign newspapers, legal and business publications, wire services, broadcast media transcripts, and trade/news magazines.
- *OECD iLibrary* (OECD) – The online library of the Organization for Economic Co-operation and Development. Comprises 20 book collections by theme, containing all OECD monographs and reports, most OECD periodicals, and the OECD statistical databases. Note: Even though current access to the database ended on August 31, 2018, since we have perpetual access rights to OECD, there will be content available, covering 1998-2018.
- *Passport* (Euromonitor Intl'.) – Provides comparable statistics for 205 countries on economic indicators, health, foreign trade, environment, lifestyle, industrial and agriculture output,

communications and more. Also includes market size data for over 300 consumer products and services. It covers demographic trends, economic indicators, finance, foreign trade, health, labor force, industrial and agricultural production, environmental data, consumer expenditure patterns, retail sales, advertising and media patterns, consumer prices, household patterns, literacy rates, telecommunications, automotive and transport figures, travel and tourism, income and earnings potential. It also includes market size data for over 300 consumer products and services.

- *Science Direct* (Elsevier) – It is an international leading source for scientific, technical, and medical research. It is a peer-reviewed, full text database containing e-books and online journal titles covering the fields of business, computing, economics, science, technology, health and life sciences.
- *World Development Indicators Online* (World Bank) – Provides direct access to more than 550 development indicators, with time series for 200 countries and 18 country groups from 1960, where data are available. Data export options in Excel or ASCII.

Environmental Sciences

- *ACSESS Digital Library* – The Alliance of Crop, Soil, and Environmental Science Societies (ACSESS) is composed of the American Society of Agronomy (ASA), the Crop Science Society of America (CSSA), and the Soil Science Society of America (SSSA). The ACSESS Digital Library is a complete collection of all content published by these societies. The Digital Library allows users to search and browse all the published literature of these societies simultaneously through a single platform.
- *AGRICOLA* – Citations to journal articles, book chapters, monographs, conference proceedings, serials, technical reports, and other materials on a range of agricultural topics.
- *BioOne* – Offers full text of high-impact research journals, focused in the biological, ecological, and environmental sciences and published mostly by small societies and non-commercial publishers.
- *ClimateWire* – Covers the debate over climate policy and its effects on business, the environment and society. It covers in-depth every day the key issues that surround the debate over climate change. It delivers news-breaking coverage to the people who make, influence or will be affected by climate policy. Federal agency programs, legislation, policies and funding; State program development and implementation; International agency activities; Corporate/multi-national response to climate concerns; Kyoto implementation and Post-Kyoto negotiations; and more. Time span: 2009 to the present. Updated daily at 8 am.
- *EnergyWire* – Provides coverage on the business and political issues surrounding the rapidly expanding unconventional energy industry in the United States and around the world.
- *Environment & Energy Daily* – Tracks environmental and energy action in Congress. Include access to E&E News PM and E&E TV News. 1996 - present.

- *Environmental Studies in Video* – At completion, Environmental Studies in Video will contain 500 hours of film covering all realms of environmental studies, particularly ethics, policy, economics, sociology, planning and environmental science. Films were produced from 1970 to the present, and address specific topics including alternative energy, pollution control, eco-design, sustainability, farming and agriculture, the food industry, LEED certification, waste issues and climate change. 2 free perpetual access titles per CIC, no charge to us. Selections should be emailed to Mary Siegel at siegel@alexanderstreet.com
- *Garden, Landscape & Horticulture Index* – Access to articles in the subject areas of Horticulture, Botany, Garden and Landscape Design, Ecology, Plant and Garden Conservation, Horticultural Therapy, and Sustainable Horticultural Design Practices.
- *GreenFile* – Collection of scholarly, government and general-interest titles includes content on the environmental effects of individuals, corporations and local/national governments, and what can be done at each level to minimize these effects. Topics covered include global climate change, green building, pollution, sustainable agriculture, renewable energy, recycling, and more.
- *Greenwire* – Comprehensive, daily coverage of environmental and energy politics and policy, includes summaries of important energy and environmental policy coverage from hundreds of print, broadcast and online sources, including editorials. Greenwire's archive of key documents provides direct links to reports, analyses, memos, court cases and over 30,000 Greenwire stories. Includes new video and transcripts. State, national, and international coverage of environmental and energy-related politics, news, policy, and markets. 1996 to the present.
- *Maryland Attorney General Opinions* – Online access to the text of Attorney General Opinions. 1993 to present.
- *Maryland General Assembly* – Information about the General Assembly's activity, including bills and proceedings (1996-2002 sessions) and budget information (2002 session).
- *NTRL (Alternate Name(s): National Technical Reports Library)* – Covers U.S. government-sponsored research and reports from federal agencies including technical research reports, journal articles, data files, computer programs and audio-visual products. 1964 - current.
- *Oxford Bibliographies Online: Ecology* – Online bibliographic guide to current scholarship, containing original commentary and annotations. Gathers together a large collection of articles addressing themes and topics within Ecology.
- *TRID (Alternate Name(s): Transportation Research Information Database)* – Integrated database that combines the records from TRB's Transportation Research Information Services (TRIS) Database and the OECD's Joint Transport Research Centre's International Transport Research Documentation (ITRD) Database. TRID provides access to more than one million records of transportation research worldwide. 1960-present (but there is some material from the 1950s included) The PATH Database, the largest bibliographic database on intelligent transportation systems (ITS), is now available as part of TRIS.

General and Multidisciplinary Databases

- *Academic Search Ultimate* (EBSCO) – Multi-disciplinary database providing information for nearly every area of academic study. Includes an enormous collection of the most valuable peer-reviewed full text journals, as well as additional journals, magazines, newspapers and books. Multidisciplinary subjects including: social sciences, humanities, education, computer sciences, engineering, physics, chemistry, language & linguistics, arts & literature, medicine, ethnic studies. 1965- present.
- *Docuseek2 Complete Collection* – A collection of issues-based documentary films from leading film producers and distributors including Bullfrog Films, Icarus Films, the BBC, the National Film Board of Canada, CBC, Television Trust for the Environment, MediaStorm, Terra Nova Films, KimStim, Scorpion TV and other independent filmmakers. Disciplines supported by this collection include environmental studies and sciences, sociology, anthropology, global studies and arts.
- *Films on Demand Master Academic Collection* – Streaming video service of almost 12,000 full length videos of high-quality educational titles. Subject sets featured are: business & economics, humanities & social sciences, science & mathematics, health & medicine. This collection also includes thousands of video clips and a collection of archival films & newsreels. Special features allow users the ability to organize and bookmark clips, create and share playlists; most videos available with closed-captioning and interactive transcripts; may be viewed through most mobile devices.
- *HathiTrust Digital Library* – NOTE: Download of full book PDF files may require login with University ID. A shared, growing digital repository of millions of books and periodical volumes scanned from major research libraries, including those digitized by institutional effort and by both Google and the Internet Archive. Offers full-text searching and advanced bibliographic search capabilities (such as author, title, publisher, language, etc.), and full PDF downloading of works in the public domain.
- JSTOR – Electronic archive of core journals in the humanities, social sciences, and sciences. Includes complete runs of journals with full-text of all articles published from volume 1, issue 1. Please note, most journals have a “moving wall” (time lag) of three to five years between the most current issue published and content available on JSTOR. Coverage spans the humanities, sciences, and social sciences.
- *MasterFILE Premier* – Provides abstracts and indexing for 2,650 general periodicals. Full text of articles for nearly 2,000 periodicals, and 5,000 full text Magill Book Reviews. Multidisciplinary subjects including general reference, business, education, health, general science, multicultural issues, biography, and travel. 1975- present.
- *ProjectMUSE* – Full text of recent issues of over 240 journals from 40 scholarly publishers. Covers the fields of literary studies, history, the visual & performing arts, cultural studies, education, political science, gender studies, economics, and many other arts and humanities and social science disciplines. Covers the fields of literature and criticism, history, the visual and performing arts, cultural studies, education, political science, gender studies, economics, and

many other arts and humanities and social science disciplines. Time span: Varies by journal. Some go back to 1993, the majority from 1997 to the present.

- *Web of Science Core Collection* – provides comprehensive coverage of the sciences, social sciences, arts, and humanities across journals, books and conference proceedings. It indexes more than 5,700 major journals across 164 scientific disciplines. The best database for finding what papers have cited other papers. Cited references can be traced forward in time. Web of Science Training Materials available here: http://wokinfo.com/training_support/training/web-of-science
- *World Scientific eBooks* – Titles in the collection span a wide variety of subjects: Mathematics, Physics/Nonlinear Science, Chemistry/Materials Science/Nanotechnology, Computer Science, Engineering, Environmental Science, Medicine and Healthcare, Life Sciences, Business and Economics, General and Popular Science, Social Sciences and Asian Studies.
- *Worldwide Political Science Abstracts* – Provides coverage of the international serials literature in political science and its complementary fields, including international relations, law, and public administration / policy. International coverage of political science, international relations, business & economics, law, and public administration and policy. 1975 to the present.

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

Data Mapping

- *PolicyMap* (PolicyMap) – It provides access to over 15,000 indicators related to housing, crime mortgages, health, jobs, demographics, and education from more than 150 authoritative public and proprietary sources. Data is cleaned and standardized and updated regularly. It uses basic GIS tools to create reports and maps.
- *Simply Analytics* (formerly: SimplyMap) – Simply Analytics is a web-based mapping application that creates thematic maps and reports using demographic, business, and marketing data. Data can be downloaded for use with other software such as Excel and GIS. It contains extensive data on demographic, historic census, business, health, real estate, housing, employment, consumer spending, and marketing (over 70,000 variables total). Users can create customized maps and reports; data is down to the census tract level. Data is available at the State, County, City, ZIP Code, Census Tract and Block Group level as well as custom trade areas and the entire United States.

Foundation/Grants Directory

- *Foundation Directory Online (FDO)* - is the leading resource in the world of philanthropy. It provides everything about U.S. foundations and their millions of grants around the world. Search up to nine databases at once: grantmakers, companies, grants, 990s, RFPs, philanthropy news, foundation-sponsored publications, nonprofit literature, and jobs. Includes descriptions of more than 100,000 Community Foundations; Corporate Giving Programs, Operating Foundations, Private Grantmaking Foundations (independent and company-sponsored foundations); and Grantmaking Public Charities.

Monographs and eBooks

The Libraries regularly acquire scholarly monographs in all areas of business, art and art history, and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

Even though most library research for this program likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as individual e-books or through online collection packages, among them:

- *EBSCO eBook Collection* – A collection of e-texts covering topics in computer science, business, international relations, education, environmental science, psychology, and civil rights law and history.
- *Gale Virtual Reference Library* – Offers more than 85 reference sources including encyclopedias, almanacs, series and more. Provides access to more than 300 encyclopedias and selected industry-standard reference series. Including content from SAGE Reference, John Wiley & Sons, Cambridge University Press, Berkshire Publishing Group, Cartographica, Linworth and Gale imprints.
- *Historical Encyclopedia of American Business* (through Gale) – Covers the full breadth of American business history. Includes overviews on different sectors of the economy, individual industries, significant economic events, and general topics such as business cycles, labor strikes and outsourcing. There are also overviews on broad legal topics such as antitrust legislation, bankruptcy laws and patent laws. Also offers brief biographies of individual persons who have played exceptional roles in American business as well as information about individual companies, corporations, labor unions, and government agencies.
- *Project Muse/UPCC Ebooks* – Full-text access to thousands of books published by major university presses.
- *ProQuest Ebook Central* – Ebrary is a collection of thousands of online full text books and other materials in a variety of subject areas. In order to view, copy, or print you will need to install the ebrary Reader software.
- *Sage Research Methods* (or Sage Research Methods Online or SRMO or SRM Research Methods Online) – SRM is a large collection of books, reference books, videos, and datasets on social

science research methods. It includes a methods map, project planning tool, and the notable "little green book" series (Quantitative Applications in the Social Sciences) and the "little blue book" series (Qualitative Research Methods) in full text. SRM also includes the Practical Skills & Academic Research video collection of 440 streaming videos specifically on social science research skills. This collection covers key areas such as writing a research proposal, planning and designing a research project, and securing ethical approval are explicitly covered. Practical skills such as project management, writing for publication, presenting work, and building networks are also presented.

- *Springer Complete eBook Collection* – Springer provides online full-text access to thousands of English, French, Italian, and Spanish books in the arts, sciences, law, mathematics, medicine, computing, and other disciplines. Most books are from 1996 to the present, and include Apress, Birkhauser, Copernicus Books, Humana Press, Physica – Verlag, Plenum US, Springer, Springer – Verlag, Steinkopff, and TELOS imprints.
- *World Scientific eBooks* – Titles in the collection span a wide variety of subjects: Mathematics, Physics/Nonlinear Science, Chemistry/Materials Science/Nanotechnology, Computer Science, Engineering, Environmental Science, Medicine and Healthcare, Life Sciences, Business and Economics, General and Popular Science, Social Sciences and Asian Studies.

Even in instances when the books are only available in print, students and faculty will be able to request specific chapters for online delivery through the Interlibrary Loan program (<https://www.lib.umd.edu/find/request-digital/ILL/how-article>).

WorldCat UMD Online Catalog

A search of the University of Maryland Libraries' [WorldCat UMD online catalog](#) was conducted, using a variety of relevant subject terms, limited to at least 5 years, for example:

carbon accounting (53,800 results in Libraries Worldwide)

- [Towards net zero carbon emissions in the building industry](#) (2023) eBook
- [The economics of carbon accounting and carbon offsets](#) (2022) eBook
- [Handbook of accounting and sustainability](#) (2022) eBook
- [Routledge handbook of environmental accounting](#) (2021) eBook

climate risk management techniques (26,900 results in Libraries Worldwide)

- [Climate change adaptation, risk management and sustainable practices in the Himalaya](#) (2023) eBook
- [Water risk modeling: developing risk-return management techniques in finance and beyond](#) (2023) eBook
- [Climate Uncertainty and Risk: Rethinking Our Response](#) (2023) eBook
- [Drought Risk Management in Reflect Changing of Meteorological Conditions](#) (2022) eBook

climate policy (61,200 results in Libraries Worldwide)

- [Explaining transformative change in ASEAN and EU climate policy: multilevel problems, policies, and politics](#) (2023) eBook
- [Global Bank Lending under Climate Policy](#) (2022) eBook
- [Climate policy curves: linking policy choices to climate outcomes](#) (2022) eBook
- [The carbon club: how a network of influential climate skeptics, politicians and business leaders fought to control Australia's climate policy](#) (2020) eBook

These samples of titles using the same research terms, revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) dramatically focuses these holdings and citations at about 6,900 results in Big Ten Academic Alliance. As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

Interlibrary Loan Services

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

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

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

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at McKeldin Library.

- GIS Datasets are available through the GIS Data Repository (<https://www.lib.umd.edu/research/services/gis>)
- Statistical Consulting and additional research support is available through the Research Commons (<https://www.lib.umd.edu/research>)
- Technology Support and Services are available through the Terrapin Learning Commons (<https://www.lib.umd.edu/visit/libraries/mckeldin/techdesk>).

- Open Educational Resources (OER) - educational materials and resources offered freely and openly for anyone to use, and the UMD Libraries strongly focus on creating Open-Source learning materials to support academic research, teaching, and learning.
<https://lib.guides.umd.edu/oer>
- Copyright and Author Rights - Provides a general overview of copyright issues for University of Maryland faculty and students. <https://lib.guides.umd.edu/copyright>

Subject Specialists Relevant to the MSCF Program

- **Business and Economics:**
 - Zaida Díaz zdiaz@umd.edu Business/Economics Librarian, 4227 McKeldin Library
 - Lily Griner griner@umd.edu Business/Economics Librarian, 4229 McKeldin Library
 - Charles (Chuck) LaHaie clahaie@umd.edu, Assistant Director, Financial Markets & Computing Lab/Labs, 4570J Van Munching Hall, RH Smith School of Business

Note: Zaida Díaz is a member of the Academic and Business Library Directors (ABLD, a professional business librarianship organization of top business school libraries in the U.S., and through it a member of the ABLD/AACSB Task Force. The Smith School is annually accredited by AACSB - The Association to Advance Collegiate Schools of Business - the foremost accreditation body of business schools in the world. Maryland Smith's Dean often sits on committees and task forces within AACSB and faculty and staff contribute and participate in AACSB affinity groups and conferences.

- **Environmental Sciences:** Isabella Baxter ibaxter@umd.edu Agriculture/AgEconomics, Environmental Sciences & Natural Resources Librarian, 2403M STEM Library
- **GIS and Geography Information Specialist:** Milan Budhathoki mb17@umd.edu 4120A McKeldin Library

Through departmental partnerships, subject specialists are an invaluable resource to programs such as the one proposed. They actively develop innovative services and materials that support the University's evolving academic programs and changing research interests, and provide one-on-one research consultation online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright, open access and preserving digital works.

Other Research Collections and Trade Organizations

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, the University of Maryland students and faculty have access to some of the finest libraries, archives, major trade associations and/or societies, government organizations, research centers, think tanks and watchdog organizations in the country that are vitally important for researchers in all areas of business, and other related disciplines. Among these are: Library of Congress, Bureau of Economic Analysis (BLS), U.S. Census Bureau (including the Business and Economic Census), Securities and Exchange Commission (SEC), World Bank/IMF, Federal Deposit Insurance Corporation (FDIC), Bureau of

Economic and Business Affairs (EB), Office of Commercial and Business Affairs (CBA), United States Chamber of Commerce (USCC), Securities Investor Protection Corp., Brookings Institution, National Science Foundation, Centers of Research Excellence in Science and Technology (CREST), International Finance Corporation, Center for International Policy, World Resources Institute, Environmental Protection Agency (EPA), Environmental Defense Fund (EDF), U.S. Green Building Council, Taxpayers for Common Sense (TCS), among many others.

Conclusion

With our journal holdings, monographs and databases, as well as additional support services and resources, at this point in time, our assessment is that the University of Maryland Libraries are able to currently meet the curricular and research needs of the proposed Master of Science in Climate Finance (MSCF) (In-Person: BMGT 904 and Online: BMGT 875).

However, it is important to note that every year we are faced with resource inflation costs and a finite budget allocation. The Libraries cannot guarantee that we will continue to have access to these resources in the near future. Although journal articles, books and book chapters can be requested and received via Interlibrary Loan (ILL), access to databases cannot be fulfilled this way.

Learning Outcomes

- Study the methodologies and data used to construct physical climate models and their outputs as well as integrated assessment models (IAMs) that leverage those outputs to generate socio-economic outputs for use in constructing financial and risk climate scenarios. The Climate Modeling and Analytic Tools and Science of Climate Change for Finance Professionals courses in the curriculum will provide students with the background to meet this learning outcome.
- Learn how to adapt and integrate standard financial models and data for portfolio and risk analysis with physical climate data on greenhouse gas emissions, natural hazard characteristics (e.g., hurricane frequency and intensity), and related information to make financial decisions including the valuation of projects and portfolios. Courses that support this learning objective include Valuing and Financing Climate Projects, Capital Markets, and Financial Management.
- Determine how to construct climate financial disclosures and evaluate a firm's physical and transition risk profile such as conducting a financed emissions analysis of a bank or evaluating the physical loss exposure to natural hazards in a loan portfolio. Courses that will facilitate this learning outcome include the Carbon Accounting and Financial Disclosures course and Climate Risk Management.
- Understand the economics and political economy of climate change policy and evaluate different potential regulatory policies such as the Paris Accords on Climate Change, feasibility and issues associated with carbon markets, prices and tariffs, as well as mitigation and adaptation strategies such as the prospect for geoengineering, issues associated with stranded assets as the global economy transitions to net zero carbon emissions strategies, among others. The Climate Change Policy and Regulation course will support this learning outcome.
- Learn and practice what risk management strategies and actions can be useful in identifying, measuring and mitigating risk exposure to physical and transition climate risks. This will include the use of catastrophe models for determining a firm's climate value-at-risk (VaR), surveying the use of and prospect for climate and weather derivatives to mitigate climate risk, insurance and reinsurance structures including the use of catastrophe bonds to mitigate risk, among other topics. The course, Climate Risk Management and the Climate ELP will support this learning objective.

Learning Assessment:

Each course in the curriculum is intended to provide students with the necessary concepts and empirical tools to conduct climate-related financial and risk analysis. A combination of periodic examination, case studies and experiential learning will be used

to assess student learning outcomes. Each student as part of the program will be expected to participate in a 2-credit Experiential Learning Program (ELP) that will provide a realistic team-based project that leverages each student's technical skills learned in their other coursework as well as cultivating their teamwork, communications and project management skills with senior leaders from sponsoring corporations or agencies on a specific climate-related problem.

Electives

BUFN 660 Derivative Securities

BUFN 650 Machine Learning in Finance

BUFN 732 Fixed Income Analysis

BUFN 781 Climate Risk Management

BUFN 782 Carbon Accounting and Financial Disclosures

BUFN 784 Climate Modeling and Analytic Tools

BUFN 785 Climate ALP

BUFN 787 Portfolio Analysis, Investment Strategies and Climate

One of the following:

BUFN 758L Fintech: Business Disruptions, Innovations and Opportunities

BUFN 758M Hedge Fund Management

BUFN 758X Market Microstructure



PCC Proposal to Establish a Master of Public Administration (Senate Document #23-24-25)

PRESENTED BY Wendy Stickle, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – February 21, 2024 | SENATE – March 6, 2024

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT

NECESSARY APPROVALS Senate, President, USM Board of Regents, and the Maryland Higher Education Commission

ISSUE

The School of Public Policy proposes to establish a Master of Public Administration (MPA). The program will introduce students to the financial, managerial, and ethical dimensions of leading government and public organizations. Students will learn various leadership and management approaches, in theory and in practice, and will develop analytic and critical thinking skills that will allow them to better serve the public while advancing their careers.

This program currently exists as an iteration of the Master of Professional Studies (MPS) program. The 36-credit MPS program in Public Administration was established in 2012. Master of Professional Studies programs were first approved in 2005, when the University System of Maryland Board of Regents and Maryland Higher Education Commission approved an expedited review process for master’s and graduate certificate programs that respond quickly to the changing market needs for working professionals. Once a new iteration of the MPS is approved through campus PCC review, it only needs approval by the USM Chancellor to become official. Since the inception of the Master of Professional Studies in Public Administration (MPSPA) program, 160 students have earned the MPSPA degree. The reason for converting the MPSPA to an MPA program is that the MPA is recognized as the core professional degree for a management career in public service.

The proposed MPA program will continue to require 36 credits, with 24 credits of required courses and 12 credits of electives. The curriculum will aid students in developing the skills and techniques used by leaders and managers to implement policies, projects, and programs that resolve important societal problems. Students will understand the concepts of managerial ethics and administrative law in managing public organizations, and they will be able to use the tools and concepts related to finance, budgeting, economics, and statistical analysis to address issues related to the administration of public organizations and the delivery of services to the public.

The proposal was approved by the Graduate School PCC committee on January 26, 2024, and the Senate Programs, Curricula, and Courses committee on February 2, 2024.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on February 2, 2024. Luke Spreen, Phil Joyce, and Tom Kennedy, from the School of Public Policy, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate declines to approve this new degree program, the university will lose an opportunity to apply a more specific and marketable degree award to an existing program.

FINANCIAL IMPLICATIONS

There are no significant financial implications with this proposal as the program already exists as a Master of Professional Studies program.

846: MASTER OF PUBLIC ADMINISTRATION

In Workflow

1. PLCY Curriculum Manager (mmcalvin@umd.edu; jnlittle@umd.edu)
2. PLCY PCC Chair (nharris@umd.edu; apat@umd.edu)
3. PLCY Dean (rorr1@umd.edu; nharris@umd.edu)
4. Academic Affairs Curriculum Manager (mcolson@umd.edu)
5. Graduate School Curriculum Manager (jfarman@umd.edu)
6. Graduate PCC Chair (jfarman@umd.edu)
7. Dean of the Graduate School (jfarman@umd.edu; sroth1@umd.edu)
8. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
9. University Senate Chair (mcolson@umd.edu)
10. President (mcolson@umd.edu)
11. Board of Regents (mcolson@umd.edu)
12. MHEC (mcolson@umd.edu)
13. Provost Office (mcolson@umd.edu)
14. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Tue, 28 Nov 2023 15:04:39 GMT
Malissa Calvin (mmcalvin): Approved for PLCY Curriculum Manager
2. Thu, 30 Nov 2023 14:18:51 GMT
Anand Patwardhan (apat): Approved for PLCY PCC Chair
3. Thu, 30 Nov 2023 14:58:55 GMT
Robert Orr (rorr1): Approved for PLCY Dean
4. Fri, 12 Jan 2024 19:33:17 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
5. Wed, 31 Jan 2024 20:15:00 GMT
Jason Farman (jfarman): Approved for Graduate School Curriculum Manager
6. Wed, 31 Jan 2024 20:15:32 GMT
Jason Farman (jfarman): Approved for Graduate PCC Chair
7. Wed, 31 Jan 2024 21:01:42 GMT
Stephen Roth (sroth1): Approved for Dean of the Graduate School
8. Wed, 07 Feb 2024 16:49:04 GMT
Wendy Stickle (wstickle): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Tue, 28 Nov 2023 14:49:01 GMT

Viewing: 846 : Master of Public Administration

Last edit: Wed, 31 Jan 2024 15:48:57 GMT

Changes proposed by: Thomas Kennedy (tkennedy)

Program Name

Master of Public Administration

Program Status

Proposed

Effective Term

Fall 2024

Catalog Year

2024-2025

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments**Department**

Public Policy

Colleges**College**

Public Policy

Degree(s) Awarded**Degree Awarded**

Other

If other, new degree award:

Master of Public Administration

Proposal Contact

Anand Patwardhan (PCC Chair), Nina Harris (Associate Dean), Tom Kennedy (OEP Director)

Proposal Summary

The School of Public Policy proposes to create a new Master of Public Administration degree. It will be a 12-course (36-credit) program that provides education for students pursuing and seeking a career in public service. The program will introduce students to the financial, managerial, and ethical dimensions of leading and managing government organizations. Students will learn various leadership and management approaches, in theory and in practice, and will develop analytic and critical thinking skills that will allow them to better serve the public while advancing their careers.

(PCC Log Number 23079)

Program and Catalog Information

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

The Master of Public Administration is a 12-course (36-credit) program that provides education for students pursuing and seeking a career in public service. The program will introduce students to the financial, managerial, and ethical dimensions of leading government and public organizations. Students will learn various leadership and management approaches, in theory and in practice, and will develop analytic and critical thinking skills that will allow them to better serve the public while advancing their careers.

Catalog Program Requirements. Please click on the help bubble for more specific information about formatting requirements.

The MPA program requires 36 credits to complete, offering eight (8) prescribed core courses and four (4) elective courses from the broader menu of School of Public Policy course offerings.

Course	Title	Credits
Required Courses		
PLCY610	Quantitative Aspects of Public Policy	3
	or PLCY6XX QUALITATIVE METHO	Course PLCY6XX QUALITATIVE METHODS Not Found
PLCY630	Normative and Political Dimensions of Public Policy	3
PLCY631	Governance: Leadership, Management and Accountability	3
PLCY640	Microeconomic and Policy Analysis	3
PLCY670	Public Budgeting & Financial Management	3
PLCY680	Examining Social Identity and Pluralism in Public Policy	3
PLCYXXX	Course PLCYXXX Not Found (Organizational and Human Resource Management)	3
PLCYXXX	Course PLCYXXX Not Found (Capstone Project)	3
Elective Courses (Choose 12 credits from the following):		12

PLCY692	Leadership Principles and Practices
PLCY689	Public Policy Topics (PLCY689A Federal Acquisition: Concepts and Management)
PLCY689	Public Policy Topics (PLCY689X Performance Management)
PLCY698	Selected Topics in Public Affairs (PLCY698T Networks: Managing Across Sectors)
PLCY699	Selected Topics Public Policy (PLCY699E Program Evaluation)
PLCY783	Development and Foreign Aid
PLCY798	Readings in Public Policy (PLCY798X Nonprofit Management and Leadership)
Other Public Management Courses	

Total Credits**36**

The material below will not appear in the catalog and will be relocated to a different part of the proposal before final approval

The proposed MPA program requires 36 credits to complete, offering eight (8) prescribed core courses and four (4) elective courses from the broader menu of SPP course offerings. Course catalog information is included in Appendix A.

CORE (EIGHT REQUIRED) All Courses are Three (3) Credits

PLCY 610 Quantitative Analysis or PLCY XXX Qualitative Methods

PLCY 640 Microeconomic and Policy Analysis

PLCY 630 Governance: Normative & Political Dimensions

PLCY 631 Governance: Leadership, Management & Accountability

PLCY 670 Public Finance and Budgeting

PLCY XXX Organizational and Human Resource Management

PLCY 680 Examining Social Identity and Pluralism in Public Policy

PLCY XXX Capstone Project

ELECTIVE (CHOOSE FOUR) All Courses are Three (3) Credits

PLCY 692 Leadership Principles and Practices

PLCY 689X Performance Management

PLCY 698T Networks: Managing Across Sectors PLCY 699E Program Evaluation PLCY

PLCY 689A Federal Acquisition: Concepts and Management

PLCY 798X Nonprofit Management and Leadership

PLCY 783 Development and Foreign Aid

PLCY XXX Other Public Management Courses to be Developed or as may be added from existing courses

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

The MPA will be offered in a traditional semester format. Students will have the option to study full-time or part-time. Full-time students will mostly take four courses per Fall, Spring, and Summer terms and part-time students will mostly take two courses per Fall, Spring, and Summer term.

Full-Time Track

Fall

PLCY 610 – Quantitative Analysis or PLCYXXX–Qualitative Methods

PLCY 630 - Governance: Normative & Political Dimensions

PLCY 698T – Networks: Managing Across Sectors

PLCY 670 – Public Finance and Budgeting

Spring

PLCY 640 –Microeconomic and Policy Analysis

PLCY 699E – Program Evaluation and Cost-Benefit Analysis

PLCY 692 – Leadership Principles and Practices

PLCY 680 - Examining Social Identity and Pluralism in Public Policy

Summer

PLCY 689X – Performance Management

PLCY 631 - Governance: Leadership, Management & Accountability

PLCY XXX - Organizational and Human Resource Management

PLCY XXX – Capstone Project

Part-Time Track

Fall Year 1

PLCY 610 – Quantitative Analysis

PLCY 630 - Governance: Normative & Political Dimensions

Spring Year 1

PLCY 640 –Microeconomic and Policy Analysis

PLCY 698T – Networks: Managing Across Sectors

Summer Year 1

PLCY 670 – Public Finance and Budgeting

PLCY XXX – Organizational and Human Resource Management

Fall Year 2

PLCY 631 - Governance: Leadership, Management & Accountability

PLCY 699E – Program Evaluation and Cost-Benefit Analysis

Spring Year 2

PLCY 692 – Leadership Principles and Practices

PLCY 680 - Examining Social Identity and Pluralism in Public Policy

Summer Year 2

PLCY 689X – Performance Management

PLCY XXX – Capstone Project

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

Learning Outcomes

The learning outcomes of the program include:

Students will be able to demonstrate competence in understanding and applying the principles and practices of public administration.

Students will understand the concepts of managerial ethics and administrative law in managing public organizations.

Students will be able to use the tools and concepts related to finance, budgeting, economics, and statistical analysis to address issues related to the administration of public organizations and delivering services to the public.

Students will demonstrate how public administration concepts will complement their post-graduate studies and professional work.

The plan for assessing these learning outcomes is presented in Appendix B.

New Program Information

Mission and Purpose

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

The mission of the University of Maryland, College Park is to provide excellent teaching, research, and service. The University educates students and advances knowledge in areas of importance to the State, the nation, and the world. The School of Public Policy (SPP) proposes to establish a Master of Public Administration (MPA) to provide advanced education and training to students who will go on to work in Maryland and local, State and Federal governments, international agencies and organizations, and governments from around the world.

The MPA would be a distinct program from the School’s other Masters degree, the Master of Public Policy (MPP) and would, we believe, mostly attract students with different career goals and learning expectations. We understand, however, that our graduates might compete for the same jobs whether they carry the MPP or MPA degree so we want to ensure that both degrees give our degree holders strong competitive advantages. In contrast to the 48-credit MPP, the proposed MPA would require 36 credits. While the MPA core curriculum would have some courses in common with the MPP, there would be distinct differences in the course of study. Those who chose the MPA would focus on administrative expertise while the MPP students would continue to immerse themselves in substantive policy areas.

A Master of Professional Studies in Public Administration (MPSPA) program was established by the Graduate School and the School of Public Policy in 2012. In the past eleven (11) years, it has been offered to a mix of domestic and international students, both in open enrollment and cohort formats. Since the inception of the MPSPA, 160 students have earned the MPSPA degree. The proposed MPA program will replace the current MPSPA program.

The MPA degree, more so than the MPSPA degree, is recognized as the core professional degree for a management career in public service. The curriculum is designed to aid students in developing the skills and techniques used by leaders and managers to implement policies, projects, and programs that resolve important societal problems. The MPA will build on the experience of the MPSPA by being a more widely recognized degree that will attract a larger and more diverse student body while at the same time providing the important curriculum and learning already field tested by the MPSPA

Program Characteristics

What are the educational objectives of the program?

The educational goal of the program is to help students become better leaders and managers of public-oriented and public-serving organizations -- primarily in government but also in the private and nonprofit sectors. Through the degree program, students will:

- Be able to demonstrate competence in understanding and applying the principles and practices of public administration;
- Understand the concepts of managerial ethics and administrative law in managing public organizations;
- Be able to use the tools and concepts related to finance, budgeting, economics, and statistical analysis to address issues related to the administration of public organizations and delivery of public services and
- Demonstrate how public administration concepts will complement their post-graduate studies and professional work

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

The Master of Public Administration admission policies will be those of the Graduate School of the University of Maryland. There will be no special criteria for students interested in the MPA program. The admission criteria of the Graduate School include:

Applicants should have earned a four-year baccalaureate degree or equivalent from an accredited institution.

Applicants should have a minimum cumulative 3.0 GPA (on a 4.0 scale). Official transcripts of a post-secondary degree and a resume are required along with the application.

International applicants must meet all requirements for international admission, which have specific standards for academic credentials, language proficiency, financial support, visa requirements, etc. Refer to <http://gradschool.umd.edu/admissions/international-admissions> for process and requirements.

As required by the Graduate School, all application materials are to be submitted electronically.

- Graduate Application
- College or University Transcripts
- Statement of Purpose
- Letters of Recommendation
- Program Supporting Documents
- Non-refundable Application Fee

Completed applications will be reviewed by a School admissions committee. A two- to three-year work experience will be desirable, but not required. The recommendations of the committee will be submitted to the Dean of the Graduate School who will make the final admission decision.

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

The existing MPSPA program has been operating successfully since 2012. The new MPA program will replace the current MPSPA program, with a similar curriculum. The curriculum for both degrees has been created by the School's faculty which is a unique combination of tenured and tenure-track faculty who have stellar research credentials combined with practical experience at the highest leadership levels in government such that the School is consistently ranked among the best nationally.

In the derivation of the curriculum, the faculty has consulted with advisory groups that represent government agencies, nonprofit organizations, companies and other employers to ensure the curriculum meets the needs of the job market. The School overall has an over 90% placement rate for its graduates; the MPSPA placement rate has been the same.

In addition, Dean Robert Orr has served as Vice President of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and Dr. Phil Joyce has served on the Executive Council of NASPAA. (NASPAA is the membership association of graduate programs in public administration, public policy, and public affairs and is the specialized accreditor of these Masters degree programs). In these capacities, they are able to ensure that the MPA incorporates the best of all similar MPA curricula nationally.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar). Please click on the help bubble for more specific information.

Traditional Semester

For Master's degree programs, describe the thesis requirement and/or the non-thesis requirement.

The proposed MPA program will not require a thesis. There will be a Capstone Project course that will require students to research a problem of interest that is specifically relevant to the public administration curriculum and the MPA program. The Capstone Project will place an emphasis on problem definition, organizing information, and both oral and written presentation of results.

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

The MPA will use the model established by the University of Maryland's commitment to diversity by marketing and recruiting applicants from various professional organizations with demonstrated respect for individuals regardless of differences in age, race, ethnicity, sex, religion, disability, sexual orientation, class, political affiliation, and national origin. Course content will also demonstrate opportunities for instruction on tolerance and inclusion. The School's current MPSPA program has been very successful in recruiting and retaining a diverse student body since 2012.

Relationship to Other Units or Institutions

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

No courses offered by another department will be required or recommended and there should be no impact on any other departments.

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

The program is not subject to accreditation. The MPA program will, however, meet the same standards and adhere to the same principles as the School's core Masters degree, the Master of Public Policy, which is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). (A new degree such as the proposed MPA is actually not eligible for accreditation by NASPAA until it has been in existence for five years). Students will not be expected to be licensed or certified in order to engage in or be successful in the program's targeted occupations.

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

Cooperative agreements with other institutions or organizations will not be necessary for the success of this program. Such agreements, however, may be struck in order to grow the size of the program over time. For example, the MPSPA program currently has one agreement with a university in China (Guangdong University of Foreign Studies) that recruits students into that program. The agreement for the MPSPA will be transferred to an agreement to the new MPA. Similar agreements with other universities to recruit students may be pursued; these will be recruitment partnerships, not academic.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program. Please click on the help bubble for a template to use for adding faculty information.

The MPA will be housed in the School of Public Policy. The program will be led by an MPA Program Director - a current or to-be-hired faculty member in the School of Public Policy. The program will be administered and managed by the Office of Executive Programs (OEP) at the School of Public Policy. The program will also form an MPA Advisory Committee that will provide guidance on the running of the program as well as strategic advice regarding future opportunities for the program. The MPA Advisory Committee will include select SPP faculty and the OEP Director and Associate Director.

The list of potential program faculty are listed in Appendix C. Individual faculty listed may, but are not guaranteed to, teach in the program. Those faculty who do not teach will provide guidance to the program.

Indicate who will provide the administrative coordination for the program

The MPA Program Director, along with the leadership of the School's OEP, will play the major administrative coordination roles for the program. The School's OEP has many years of experience supporting the MPSPA as well as the School's Executive Master of Public Management, Graduate Certificate programs, and noncredit training. Advising will be supervised by the MPA Program Director.

Resource Needs and Sources

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

See Attachment 3.

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

The proposed new MPA program will replace the MPSPA program. The use of physical facilities, infrastructure and instructional equipment for the MPA will be the same as had the MPSPA continued; no new space or equipment will be needed.

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

The current MPSPA program utilizes a cadre of full-time MSPP faculty and lecturers who teach most of the classes offered in the curriculum. Part-time and adjunct lecturers are used for some classes. The proposed MPA program will continue to have these teaching resources. In addition, the MPA will have two Teaching Assistants (TA), as the MPSPA now has. Tuition revenue will be used to cover all instructional needs and all other program expenses (including salaries, benefits, program materials). All students will pay all associated mandatory fees and graduate application fees. This self-support program will have no impact on the School's traditional programs.

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

The MPA Program Director, along with the leadership of the School's OEP, will play the major administrative coordination roles for the program. The School's OEP has many years of experience supporting the MPSPA as well as the School's Executive Master of Public Management, Graduate Certificate programs, and noncredit training. Advising will be supervised by the MPA Program Director. Tuition revenue will cover the cost of these resources.

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

The program's five-year financial plan is provided in Appendix F.

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

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education. Please click on the help bubble for more specific information.

The primary vehicle for understanding the need for the MPA is the School's experience with the MPSPA. The success of our current MPSPA program has demonstrated that the demand for public-sector professionals is strong. Graduates from this program have been able to find job placements in a variety of local, state, national government agencies as well as nongovernmental and nonprofit organizations and the private sector. Data from the accrediting body for the School's core Master of Public Policy, NASPAA, indicates that the demand for MPA degrees is now stronger than that of MPP degrees

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook, or Maryland state Occupational and Industry Projections over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis webpage for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.) Please click on the help bubble for specific resources for finding this information.

There are over 2 million federal government employees and over 20 million state and local government employees nationwide, according to the Bureau of Labor Statistics. As above, data from NASPAA shows that in the public sector job market there is more demand for graduates of MPA programs than MPP programs such as the School's core Masters degree.

Identify similar programs in the state. Discuss any differences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program differences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state. Please click on the help bubble for specific information on finding similar programs within the state.

Currently, there are four MPA programs in Maryland – Bowie State University, McDaniel College, University of Baltimore, and Washington Adventist University. The current MPSPA has co-existed with these programs since 2013. It has drawn students who are interested primarily in study in the Washington DC area, with the federal government and global NGO connections that the location brings. The School expects the MPA to be similar. The program is likely to draw students who might otherwise go to George Washington University, American University and Georgetown. The MPA will not likely take from the above Maryland-based programs, but indeed may retain or draw Maryland students who would otherwise go to DC-based schools.

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

Bowie State University offers a Master of Public Administration. The School does not consider that converting the MPSPA to an MPA will impact the Bowie State University program which draws from around Maryland. The geographical reach will be distinct, as the MPSPA to MPA conversion will only marginally increase enrollment and will do so mainly via international applicants who wish a Washington, DC area experience.

Supporting Documents

Attachments

MPA Appendices A-E.docx

MPA Budget 111523.pdf

Attachment 3 Collection_Assessment_SPP_Master_Public_Administration.pdf

Attachment 4 MPA Proposal Appendix - Other Public Management Courses.pdf

Reviewer Comments

Dawn Jourdan (djourdan) (Mon, 15 Jan 2024 19:42:46 GMT): Creators should consider ways to maximize existing coursework in urban studies and planning, particularly in methods. I'd also like to express some concern related to overlap with programs in Baltimore City.

Key: 846

Appendix A

Course Catalog Information

PLCY610 Quantitative Methods (3 Credits)

Introduces statistical methods needed for evaluating and choosing among policy options. Topics include probability; decision-making under uncertainty; the organization, interpretation, and visual display of complex data; prediction and inferences about causality; hypothesis testing; and linear and multiple regression. Develops analytical skills and the ability to apply theory to complex, real-world problems. Restriction: Must be in a major in PLCY-School of Public Policy; or permission of PLCY-School of Public Policy.

PLCY640 Microeconomic and Policy Analysis (3 Credits)

Applies intermediate microeconomic theory to public policy issues: resource allocation by firms and consumers; the response of economic agents to changes in incentives; market allocations in competitive and non-competitive environments; and market failures and government remedies. Uses extended case studies of particular issues in such areas as the environment (acid rain), international trade (tariffs), industry regulation (cable TV), and the provision of public goods (highways). Restriction: Must be in a major in PLCY-School of Public Policy; or permission of PLCY-School of Public Policy.

PLCY670 Public Finance and Budgeting (3 Credits)

Covers how governments raise, spend, borrow, and manage public funds. Reviews federal, state, and local budget processes and introduces analytical techniques including basic spreadsheet skills, evaluating alternative revenue sources, revenue and expenditure forecasting, cost allocation, capital budgeting, cost-benefit analysis, discounting and present value, bond analysis, cash management and intergovernmental finance. Restriction: Must be in a major in PLCY-School of Public Policy; or permission of PLCY-School of Public Policy.

PLCY 630 Governance: Normative and Political Dimensions (3 Credits)

This course explores the normative and political dimensions of governance - otherwise known as policymaking—at the domestic and global levels. Making policy involves myriad actors across public and private domains at the local, national, transnational, and global levels that often have competing aims and different underlying values. Their interaction produces formal and informal policies that affect the international order, relations between states, the rules that govern society within states, and ultimately, people's everyday lives. The course draws on theory from multiple disciplines and case examples to examine governance at these interrelated levels. In the course, students will gain familiarity with core concepts, debates, and actors involved in policy making, develop tools for identifying the causes and consequences of different policies, and build skills essential not only for understanding, but also for influencing and improving public governance. Restriction: Must be in a major in PLCY-School of Public Policy; or permission of PLCY-School of Public Policy.

PLCY631 Governance: Leadership, Management and Accountability (3 Credits)

This course emphasizes the reality that most public policy practitioners, regardless of technical specialization, will be required to lead people, manage resources and be held accountable for their actions. Accordingly, the purpose of this course is to equip students with knowledge, insights, skills and abilities to pursue the public interest successfully and responsibly. Students will later lead and manage organizations in a technology-driven global environment riven by prosperity gaps and subsequent inequalities where issues of justice, equity, procedural fairness and due process will be challenged by the

need for efficiency, effectiveness and speed. Restriction: Must be in a major in PLCY-School of Public Policy; or permission of PLCY-School of Public Policy.

PLCY692 Leadership Principles and Practices (3 Credits)

This course will introduce leadership principles and practices to students by focusing on the theory of leadership, different leadership themes and skills, and discussions with practitioners. Restriction: Must be in a major in PLCY-School of Public Policy; or permission of PLCY-School of Public Policy.

PLCY752 Managing Differences: Resolving Conflict and Negotiating Agreements (3 Credits)

Enhances the student's negotiation and leadership skills for managing differences between individuals and groups. Students study the nature of conflict, learn how to handle two and multiparty conflicts, exerting leadership where there are no hierarchy leaders, and explore the impact of facilitators and mediators on the negotiating process. Blends skill building exercises and theory discussions about the behavior of groups and individuals in groups to understand negotiation dynamics. Restriction: Must be in a major in PLCY-School of Public Policy; or permission of PLCY-School of Public Policy.

PLCY680 Examining Social Identity and Pluralism in Public Policy (3 Credit(s))

Understanding how groups and individuals develop and coexist in society is an essential part of public policy. Using the classroom as a laboratory, students will explore identity development and how the intersections of race, class, gender, sexual orientation, and other identities shape perceptions that inform decision-making and policy development. From historical scholars to current day movement leaders, this course equips students with tools necessary to critically analyze pluralism, power, and identity; and the skills needed to shape meaningful and equitable public policy and working and civic environments for all.

PLCY XXX Organizational and Human Resource Management (3 Credits)

This course will introduce students to theories of organizational theory and behavior, and focus explicitly on the management of an organization's most important assets—its people. While many organizational theories cross sectoral lines, particular attention will be paid to organizational and human resource management in public and nonprofit settings. This course will build on some concepts learned in PLCY 631, and it is generally assumed that students taking this course will already have completed that course, or will be taking it simultaneously.

PLCY XXX Qualitative Methods (3 credits)

This course is designed to introduce students to the many ways of conducting research that involve qualitative methodologies. It will review these various qualitative methods, and will go into depth concerning several of them. At the conclusion of the course, students will have been introduced to these methods, will have gained some practice using several of them, and will understand where to go to gain more in-depth knowledge on methods that may be appropriate to the kinds of research questions they will be asking in their careers. They will also hone their skills in specific areas through classroom exercises and at least some limited field research.

PLCYXXX Capstone Project (3 Credits)

In this course, students will integrate the knowledge gained in the curriculum to focus on actual management problems. Students will produce a report under faculty supervision. Emphasis will be on problem definition, organizing information, and both oral and written presentation of results. Restriction: Must be in a major in PLCY-School of Public Policy; or permission of PLCY-School of Public Policy.

Appendix B

Learning Assessment Plan

The learning outcomes of the program include:

- Students will be able to demonstrate intellectual competence in understanding and applying the principles and practices of public administration.
- Students will understand the concepts of managerial ethics and administrative law in managing public organizations.
- Students will be able to use the tools and concepts related to finance, budgeting, economics, and statistical analysis to address issues related to the administration of public organizations.
- Students will demonstrate how public administration concepts will complement their post-graduate studies and professional work.

To assess the MPA program learning outcomes, the School will use the following mechanisms:

1. **Capstone Project:** This will be a culminating course experience that will draw together most of the student learning throughout the program. Faculty overseeing the project courses will convene to share their interpretation of the degree to which students have been able to utilize the knowledge and skills of the program.
2. **Course Evaluations:** All course evaluations will be reviewed against the learning objectives enumerated herein. The evaluations will indicate students' satisfaction with instructor effectiveness and the value of the course.
3. **Exit Interview and One-Year Survey:** Graduates will be asked to participate in an exit interview to assess the program for its value and relevance, and for the effectiveness of its instructors. A follow-up survey will be conducted one year after graduation in light of graduates' current professional activities.

Appendix C

List of potential faculty who may teach in the MPA

Faculty
Dr. Alec Worsnop Assistant Professor
Seth Weisman Adjunct Lecturer
Dr. Lucy Qiu Assistant Professor
Michael Busse Adjunct Lecturer
Dr. Catherine Worsnop Assistant Professor
Rafiq Anderson Adjunct Lecturer
Dr. Elizabeth Duke Clinical Professor; Former Administrator, HRSA, US DHHS
Dr. Juan Pablo Martinez Guzman Assistant Research Professor
Jerry Bridges Adjunct Lecturer
Dr. Phil Joyce Professor
Dr. Meg Brindle Former Associate Professor George Mason/Carnegie Mellon
Mark Hubbard Adjunct Lecturer
Kenneth Apfel Former Commissioner, US Social Security Administration
Mark Graham Adjunct Lecturer
Bagar Fardanesh Adjunct Lecturer
Douglas Besharov Professor
Dr. Cullen Merritt Associate Professor and Research Director, IPL

Dr. Toby Egan Associate Professor
Dr. Angela Bies Endowed Associate Professor
Patricia Bory Associate Clinical Professor

Appendix D

Course Description: PLCY XXXX—Organizations and Human Resource Management

This course will introduce students to theories of organizational theory and behavior, and focus explicitly on the management of an organization's most important assets—its people. While many organizational theories cross sectoral lines, particular attention will be paid to organizational and human resource management in public and nonprofit settings. This course will build on some concepts learned in PLCY 631, and it is generally assumed that students taking this course will already have completed that course, or will be taking it simultaneously.

Among the specific topics covered in this course will be:

- Theories of organizational theory and behavior, particularly as they relate to the interactions between people in an organization
- Connections between strategic planning and human resource management
- Human resource law
- Recruiting and selecting the right people for a given task or job
- Performance management and appraisal
- Negotiation—supervisory and employee perspectives
- The role of compensation
- Employee motivation and engagement
- Employee training and development
- Leadership strategies
- Promoting equal opportunity in an organization

Class assignments are designed to help students to articulate a management philosophy, develop effective position descriptions, outline performance improvement plans, and build a diverse workforce. As human resource and organizational management at its core involves interactions between human beings, some of these assignments and other activities in the class will be done in teams (for example, through role playing or case discussions).

At the conclusion of the course students should be familiar with all aspects of the human resource process, and feel better prepared to perform effectively as employees, supervisors, or both.

Appendix E

Course Description: Qualitative Methods for Public Policy

This course is designed to introduce students to the many ways of conducting research that involve qualitative methodologies. It will review these various qualitative methods, and will go into depth concerning several of them. At the conclusion of the course, students will have been introduced to these methods, will have gained some practice using several of them, and will understand where to go to gain more in-depth knowledge on methods that may be appropriate to the kinds of research questions they will be asking in their careers. This is particularly important for students who will go onto careers in management, as management and organizational analysis frequently uses tools of qualitative research. Students will explore research articles that apply each of these techniques to public management and/or public policy problems. They will also hone their skills in specific areas through classroom exercises and at least some limited field research.

Among the specific topics covered in the course will include:

- Qualitative research design
- Matching qualitative techniques to the research question
- Sampling strategies
- Case studies
- Survey design and implementation
- Interview research
- Legal research
- Archival research
- Data collection and analysis
- Textual analysis
- IRB, human subjects, and ethical issues.

As part of the “hand on” experience in the course, students may be required to develop a research design and data collection strategy for a particular qualitative research study, but will not be required to conduct the research.

Budget Analysis: Master of Public Administration					
Total Estimated Program Revenue	AY 2025/26	AY 2026/27	AY 2027/28	AY 2028/29	AY 2029/30
I. Total Tuition Revenue	\$ 2,223,360	\$ 2,267,827	\$ 2,313,184	\$ 2,359,447	\$ 2,406,636
A. Total Students (Annually)	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40
B. Total Credits	\$ 36	\$ 36	\$ 36	\$ 36	\$ 36
C. Per Credit Rate (2% Annual Increase)	\$ 1,544	\$ 1,575	\$ 1,606	\$ 1,639	\$ 1,671
Total Estimated Expenses	AY 2025/26	AY 2026/27	AY 2027/28	AY 2028/29	AY 2029/30
I. Total Instructional and Administration					
A. Instructional Totals	\$ 1,175,460	\$ 1,210,724	\$ 1,247,046	\$ 1,284,457	\$ 1,322,991
1. Total Faculty Salaries (a x b)	\$ 300,000	\$ 309,000	\$ 318,270	\$ 327,818	\$ 337,653
a. Total Paid Instructors per Year	\$ 3	\$ 3	\$ 3	\$ 3	\$ 3
b. Instructor Salary (3% Annual Increase)	\$ 100,000	\$ 103,000	\$ 106,090	\$ 109,273	\$ 112,551
2. Fringe Benefits (30.7%)	\$ 30,700	\$ 31,621	\$ 32,570	\$ 33,547	\$ 34,553
3. Scholarships	\$ 783,360	\$ 806,861	\$ 831,067	\$ 855,999	\$ 881,679
B. Academic Administration Totals	\$ 249,647	\$ 256,934	\$ 264,021	\$ 271,321	\$ 278,841
1. Academic Director (1/3 FTE)	\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709	\$ 45,020
2. Fringe Benefits (35.6%)	\$ 14,240	\$ 14,667	\$ 15,107	\$ 15,560	\$ 16,027
3. Program Director (1/3 FTE)	\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709	\$ 45,020
4. Fringe Benefits (35.6%)	\$ 14,240	\$ 14,667	\$ 15,107	\$ 15,560	\$ 16,027
5. Program Coordinator (1/2 FTE)	\$ 35,000	\$ 36,050	\$ 37,132	\$ 38,245	\$ 39,393
6. Fringe Benefits (35.6%)	\$ 12,460	\$ 12,834	\$ 13,219	\$ 13,615	\$ 14,024
7. Administrative Assistant (1/2 FTE)	\$ 27,500	\$ 28,325	\$ 29,175	\$ 30,050	\$ 30,951
8. Fringe Benefits (35.6%)	\$ 9,790	\$ 10,084	\$ 10,386	\$ 10,698	\$ 11,019
9. Teaching Assistants	\$ 28,795	\$ 29,658	\$ 30,548	\$ 31,465	\$ 32,409
10. Fringe Benefits (25.5%)	\$ 7,343	\$ 7,563	\$ 7,790	\$ 8,023	\$ 8,264
11. Tuition Remission	\$ 20,280	\$ 20,686	\$ 20,686	\$ 20,686	\$ 20,686
C. Equipment, Materials and Supplies Totals	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
1. Estimated Equipment	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
2. Materials and Supplies	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
II. Marketing	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
III. Campus Administrative Fee (10% Revenue)	\$ 222,336	\$ 226,783	\$ 231,318	\$ 235,945	\$ 240,664
Total Estimated Revenue	\$ 2,223,360	\$ 2,267,827	\$ 2,313,184	\$ 2,359,447	\$ 2,406,636
Total Estimated Expenses	\$ 1,684,443	\$ 1,731,441	\$ 1,779,385	\$ 1,828,722	\$ 1,879,495
Net Revenue	\$ 538,917	\$ 536,387	\$ 533,799	\$ 530,725	\$ 527,142

Assumptions:

Tuition increase	2%
Salary increase	3%

Rev.

11/15/2023

DATE: December 14, 2023

TO: Anand Patwardhan, Professor; Senior Fellow, CGS
Nina Harris, Associate Dean, Academic and Student Affairs
Tom Kennedy, Director, Executive & Cohort Programs

FROM: On behalf of the University of Maryland Libraries:

Judy Markowitz, Librarian for Government and Politics; Public Policy; Women, Gender and Sexuality Studies

Kapil Vasudev, Collection Development Strategies Librarian

Daniel Mack, Associate Dean of Libraries, Collection Strategies & Services

RE: Library Collection Assessment for Master of Public Administration

We are providing this assessment in response to a proposal by the School of Public Policy to create a Master of Public Administration. The School of Public Policy asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The Libraries subscribe to 8 of the top 10 ranked journals that are listed in the Public Administration, (Social Sciences, General) and Management (Economics and Business) categories in the Social Sciences Edition/Science Edition of *Journal Citation Reports*. * These journals include the following, all of which are available online, with various coverage noted:

Public Administration:

- Policy & Society: journal of public, foreign and global policy.
- Public Administration Review
- Climate Policy – we do not own – use Interlibrary Loan
- Policy Sciences
- American Review of Public Administration
- Public Management Review – 15-month embargo – use Interlibrary Loan for current issues
- Policy and Politics
- Journal of Public Administration Research and Theory – 12-month embargo – use Interlibrary Loan for current issues
- Journal of European Public Policy – we do not own – use Interlibrary Loan
- Review of Public Personnel Administration

Management:

- The Academy of Management Annals – we do not own – use Interlibrary Loan
- Journal of Innovation and Knowledge

- Academy of Management Review
- Harvard Business Review
- Annual Review of Organizational Psychology and Organizational Behavior
- Journal of Management
- Business Strategy and the Environment
- Tourism Management
- Technovation
- Journal of Hospitality Marketing and Management – we do not own – use Interlibrary Loan

Some Additional Core Journal Subscriptions Covering Public Administration:

- Administrative Science Quarterly
- American Economic Review
- Journal of Accounting and Public Policy
- Journal of Comparative Policy Analysis
- Journal of Economic Literature
- Journal of Financial Economics
- Journal of Finance
- Journal of Management Studies
- Journal of Policy Analysis and Management
- Leadership
- Leadership Quarterly
- Nonprofit and Voluntary Sector Quarterly
- Nonprofit Management and Leadership
- Nonprofit Policy Forum
- Policy Studies Journal
- Public Administration
- Public Performance and Management Review
- Public Policy and Administration
- Review of Financial Studies
- Social Policy and Administration

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

Databases

The Libraries' *Database Finder* (<http://www.lib.umd.edu/dbfinder>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases would be useful for Public Administration.

- APA PsycArticles
- APA PsycInfo
- Business Source Complete
- Communication and Mass Media Complete
- Congressional Publications
- Dissertations and Theses
- EconLit
- Education Source
- ERIC
- International Political Science Abstracts
- Military and Government Collection
- PAIS
- Psychology and Behavioral Sciences Collection
- Regional Business News
- SocINDEX
- Web of Science Core Collection
- Worldwide Political Science Abstracts
- Factiva – Newspapers
- National Newspapers Core – Newspapers
- Nexis Uni – Newspapers and Law

The following general/multidisciplinary databases are also good sources of articles relevant to this topic: *Academic Search Ultimate*, *MasterFILE Premier*, *JSTOR*, and *ProjectMUSE*.

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

Monographs

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

Fortunately, more and more monographs are available as e-books. Even in instances when the books are only available in print, students will be able to request specific chapters for online delivery through the Interlibrary Loan program (<https://www.lib.umd.edu/access/ill-article-request>). (Note: see below).

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject terms and keywords. This investigation yielded sizable lists of citations of books that we own in print and ebook and published in the last 10 years.

In alphabetical order:

Corporate Governance = 366 (subject) (can add: business & economics; international; finance...)

Economic Policy = 4,900 (subject) (can add: United States; specific countries; decision making...)

Finance, Public = 2,200 (subject)

Leadership = 3400 (subject)

Leadership Governance = 2,400 (keywords)

Management = 23,400 (subject) (can add: business & economics; industrial; educational; organizational behavior...)

Nonprofit Organizations = 283 (subject) (can add management; finance; marketing; case studies...)

Nonprofit Organizations Management = 94 (subject)

Organizational Behavior = 3400 (subject)

Policy Analysis = 466 (keywords)

Political Science – Public Affairs and Administration = 369 (subject)

Political Science Public Policy Economic Policy = 600 (subject)

Public Administration = 2,200 (subject)

A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) dramatically increases these holdings and citations. As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

Interlibrary Loan Services

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

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

Diversity, Equity, and Inclusion

The Libraries work to build, preserve, and provide access to collections of materials that reflect and support the intellectual and cultural interests of the communities we serve. As we recognize the rich diversity of these communities and the importance of developing collections that are inclusive of the identities and contributions of all community members, the Libraries are committed to working closely

with our users to fully understand and be responsive to their needs. We are also highly engaged with critical conversations in the field of collection development that help us identify and address gaps in our collections and anticipate emerging educational and research needs.

In addition to engaging proactively with our users and our peer institutions and colleagues, the Libraries also encourages our patrons to submit requests for new materials to be added to the collection. The subject specialist librarian for the discipline is Judy Markowitz, judym@umd.edu, the primary collection manager for materials in this discipline and works collaboratively with users to find solutions to gaps in our collections.

Library users can also submit suggested titles for purchase directly to the Libraries through two methods. The first allows members of the UMD community to suggest resources for purchase and addition to the general collection (<https://www.lib.umd.edu/find/purchase>). The second method - the UMD Libraries Diversity Fund (<https://www.lib.umd.edu/about/idea/diversity-fund>) - is a program to improve access to resources related to accessibility, diversity, equity, and inclusion and welcomes suggestions from members of the UMD community for purchasing materials to diversify our collections.

Open Access

The Libraries aim to maximize access to resources while minimizing costs. The Libraries does this by working to maintain financially sustainable agreements for paywalled content; ensuring access and usability of collections and UMD-generated research through discovery, delivery, and preservation programs; promoting the open dissemination of research created and used by UMD scholars; and reviewing and incorporating appropriate open educational resources.

The Libraries participate in a number of open-access publisher agreements and journal discounts that are available to UMD scholars. Scholars can visit the Open Access Publishing Agreements guide (<https://lib.guides.umd.edu/c.php?g=1223899&p=8953107>) or contact Alex Dodd, Continuing Resources Librarian (libr-contresc@umd.edu) for information on participating in these open-access publisher agreements.

The Libraries provide access to a journal search tool via *SciFree* to check if you can publish open access in your chosen journal without paying an Article Processing Charge (APC) under one of our open-access publisher agreements (<https://app.scifree.se/umd>).

The Libraries is committed to the University of Maryland's Equitable Access Policy, which advances equitable, open access to the University's research and scholarship (<https://equitableaccess.umd.edu/>). Open Scholarship Services (OSS) in the Libraries promote knowledge equity through programs and infrastructure that facilitate open sharing of research outputs in all forms (<https://www.lib.umd.edu/research/oss>). OSS helps researchers in the UMD community to understand the scholarly communications process. This includes providing guidance on topics such as:

- Choosing among open access publication options.
- Navigating copyright and authors' rights.
- Building or improving a scholar's online presence.

- Developing plans for data management and publication.
- Selecting an appropriate academic repository to archive research and make it accessible.

OSS also manages the University of Maryland's institutional repository, DRUM, which collects, preserves, and provides public access to the scholarly output of the university (<https://drum.lib.umd.edu/home>).

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at McKeldin Library.

GIS Datasets are available through the GIS Data Repository (<https://www.lib.umd.edu/research/services/gis>) while statistical consulting and additional research support is available through Research Services (<https://www.lib.umd.edu/research/services>) and technology support and services are available through the Terrapin Learning Commons (<https://www.lib.umd.edu/visit/libraries/mckeldin/techdesk>).

The subject specialist librarian for Public Policy, Judy Markowitz, judym@umd.edu also serves as an important resource to programs such as the one proposed. Subject librarians for Business, Economics and Psychology can be called upon to help as needed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

Other Research Collections

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

Conclusion

With our journals holdings, monographs and databases, as well as additional support services and resources, at this point in time, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Master of Public Administration.

Every year we are faced with resource inflation costs and a finite budget allocation. The Libraries cannot guarantee that we will continue to have access to these resources in the near future. Although journal

articles, books and book chapters can be requested and received via Interlibrary Loan (ILL), access to databases cannot be fulfilled this way.

Appendix F

Other Public Management Courses

The following public management courses may also count as in elective in fulfillment of the course requirements of the MPA degree. All courses are three (3) credits.

Course #	Course Title
PLCY611	Quantitative Analysis of Policy Issues
PLCY688F	State, Local & Non-Profit Financial Management
PLCY689Y	Nonprofit Fundraising
PLCY689Z	Strategic Management for Non-Profit and Public Organizations
PLCY699G	Leadership in Groups & Organizations
PLCY717	Federal Budgeting: Policy and Process
PLCY752	Managing Differences: Resolving Conflict and Negotiating Agreements
PLCY798P	Data Analysis for Policymakers



PCC Proposal to Rename the Bachelor of Science in "Community Health" to "Public Health Practice" (Senate Document #23-24-26)

PRESENTED BY Wendy Stickle, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – February 21, 2024 | SENATE – March 6, 2024

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT**

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

ISSUE

The School of Public Health's Department of Behavioral and Community Health proposes to rename the Bachelor of Science in "Community Health" to "Public Health Practice". This major is a public health degree program rooted in social and behavioral science and theory and focused on making meaningful contributions to impact health and quality of life at all levels of society. The program is designed to serve as a gateway to graduate studies or as a transition directly to the field as an engaged, prepared, and well-informed public health practitioner.

The new title, "Public Health Practice," better reflects the nomenclature that is current in today's public health landscape and best identifies the program's differences and similarities with Public Health Science, a separate major in the School of Public Health. The name "Community Health" is not as recognizable as the term "Public Health." Prospective students interested in practicing public health tend to overlook the Community Health major and choose instead the Public Health Science major, even though the Public Health Science major is geared toward students who are interested in pursuing a degree in medicine, dentistry, pharmacy, and other allied health professions given its heavy focus on the life sciences, such as human anatomy and physiology, general/organic chemistry, and genetics. Through conversations with students and from student survey results, the department has learned that many students were unaware of the content of the Community Health program earlier in their college careers and wished that the public health nature of the program had been clearer. Changing the program title would lead students to enter the program sooner, which should lead to better student performance and shorter time to degree.

There are otherwise no changes to the program's curriculum or educational objectives. The program will continue to train students to design research and practice activities at all levels of the socio-ecological model to improve the health of all populations. The School of Public Health and the Public Health Science program in particular support this name change as it will better differentiate between the two majors and help students understand there are two options for engaging in and obtaining a public health degree.

The proposal was approved by the Senate Programs, Curricula, and Courses committee on February 2, 2024.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this name change.

COMMITTEE WORK

The committee considered this proposal at its meeting on February 2, 2024. Tracy Zeeger, from the Department of Behavioral and Community Health, and Nicole Cousin-Gossett, from the School of Public Health, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new program title.

RISKS

If the Senate declines to approve this program title change, the current program title will continue to be confusing for students, leading to unnecessary delays in choosing the right major.

FINANCIAL IMPLICATIONS

There are no significant financial implications for program title changes.

548: PUBLIC HEALTH PRACTICE MAJOR

In Workflow

1. D-HLTH PCC Chair (tzeeger@umd.edu)
2. D-HLTH Chair (csfryer@umd.edu)
3. SPHL Curriculum Manager (cgossett@umd.edu)
4. SPHL PCC Chair (cgossett@umd.edu)
5. SPHL Dean (lushniak@umd.edu)
6. Academic Affairs Curriculum Manager (mcolson@umd.edu)
7. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
8. University Senate Chair (mcolson@umd.edu)
9. President (mcolson@umd.edu)
10. Chancellor (mcolson@umd.edu)
11. MHEC (mcolson@umd.edu)
12. Provost Office (mcolson@umd.edu)
13. Undergraduate Catalog Manager (lyokoi@umd.edu; acruz130@umd.edu)

Approval Path

1. Tue, 05 Dec 2023 15:44:32 GMT
Tracy Zeeger (tzeeger): Approved for D-HLTH PCC Chair
2. Tue, 05 Dec 2023 16:00:37 GMT
Craig Fryer (csfryer): Approved for D-HLTH Chair
3. Wed, 06 Dec 2023 15:45:30 GMT
Nicole Cousin-Gossett (cgossett): Approved for SPHL Curriculum Manager
4. Thu, 14 Dec 2023 18:23:56 GMT
Nicole Cousin-Gossett (cgossett): Approved for SPHL PCC Chair
5. Thu, 14 Dec 2023 18:24:19 GMT
Nicole Cousin-Gossett (cgossett): Approved for SPHL Dean
6. Fri, 26 Jan 2024 21:34:30 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
7. Wed, 07 Feb 2024 16:48:52 GMT
Wendy Stickle (wstickle): Approved for Senate PCC Chair

History

1. Aug 5, 2019 by clmig-jwehrheim
2. Oct 15, 2019 by William Bryan (wbryan)
3. May 14, 2020 by Tracy Zeeger (tzeeger)
4. Mar 9, 2021 by Tracy Zeeger (tzeeger)

Date Submitted: Tue, 05 Dec 2023 15:43:30 GMT

Viewing: 548 : Public Health Practice Major

Last approved: Tue, 09 Mar 2021 21:28:32 GMT

Last edit: Wed, 20 Dec 2023 18:45:36 GMT

Changes proposed by: Tracy Zeeger (tzeeger)

Proposed Action

Rename Program

Program Name

Public Health Practice Major

Program Status

Active

Effective Term

Summer I 2024

Catalog Year

2024-2025

Program Level

Undergraduate Program

Program Type

Undergraduate Major

Delivery Method

On Campus

Departments

Department

Behavioral & Community Health

Colleges

College

School of Public Health

Program/Major Code

08370

MHEC Inventory Program

Community Health

CIP Code

512208 - Community Health and Preventive Medicine.

HEGIS

083700

Degree(s) Awarded

Degree Awarded

Bachelor of Science

Proposal Contact

Dr. Tracy Zeeger

Proposal Summary

The Department of Behavioral and Community Health wishes to change its program name to Public Health Practice to reflect nomenclature that is current in today's public health landscape and to best identify its differences and similarities with Public Health Science, a complementary major in the School of Public Health.

(PCC Log Number 23083)

Program and Catalog Information

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

The Bachelor of Science in Community Health is an interdisciplinary public health degree program rooted in social and behavioral science and theory and focused on making meaningful contributions to impact health and quality of life at all levels of society. Students learn to address the complex individual, community, and societal factors impacting health through a highly-structured, professionally-focused program that culminates in a full-time, mentored internship during the final semester.

The program is designed to serve as a gateway to graduate studies or as a transition directly to the field as an engaged, prepared, and well-informed public health practitioner. During the program, students have opportunities to learn outside of the classroom through volunteer work, study abroad opportunities, collaboration with departmental faculty through independent study, work at the University Health Center for credit, and public health-related student groups.

Graduates of the Community Health major pursue careers in research, advocacy, policy, health education, social work, community outreach, and other public health related areas. They work locally, nationally, and internationally primarily through foundations, non-profit organizations, and government services.

Catalog Program Requirements. Please click on the help bubble for more specific information about formatting requirements.

The total number of credits required to graduate with a Bachelor of Science degree in Community Health is 120, and the number of Community Health major-required course credits is 69. Students must earn a grade of C- or higher in all Community Health major-required coursework. HLTH491, Community Health Internship, is completed during the final semester in the Community Health major, after all other coursework has been successfully completed. Students can elect to complete an area of specialization in selected areas (Special Populations, Health Communication, Health Risk Behavior).

Course	Title	Credits
Public and Community Health Core		13
SPHL100	Foundations of Public Health	
HLTH124	Introduction to Behavioral and Community Health	
EPIB301	Epidemiology for Public Health Practice	
EPIB315	Biostatistics for Public Health Practice	
HLTH306	Macro Level Influences on Community Health	
Public and Community Health Foundational Science		8
BSCI170 & BSCI171	Principles of Molecular & Cellular Biology and Principles of Molecular & Cellular Biology Laboratory	
BSCI201	Human Anatomy and Physiology I	
Social and Behavioral Public Health		9
HLTH200	Introduction to Research in Community Health	
HLTH230	Introduction to Health Behavior	
HLTH364	Social Media & Digital Tools for Community & Public Health	
Community Public Health		9
HLTH140	Personal and Community Health	
HLTH302	Methods of Community Health Assessment	
HLTH391	Making a Difference: Applying Community Health	
Health Electives		12
Students can select from a pre-approved list of 3-credit health elective offerings		
Professional Preparation		18
HLTH420	Effective Strategies for Public Health Practice	
HLTH490	Professional Preparation in Community Health	
HLTH491	Community Health Internship	
Total Credits		69

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

Learning Outcomes

Discuss the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.

Use basic public health concepts, methods, and tools for data collection and analysis.

Identify the major health-related needs and concerns of populations and formulate basic processes, approaches, and interventions as possible solutions.

Describe the underlying science of human health and disease including opportunities for promoting and protecting health across the lifespan.

Examine the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.

Demonstrate the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.

Compare and contrast the fundamental characteristics and organizational structures of the health systems of the United States and other countries.

Characterize the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public policy.

Illustrate the basic concepts of public health-specific writing and communication.

Assess and communicate individual and community-level needs for health promotion and disease prevention.

Create and apply strategies that effectively incorporate cultural competences with health promotion and community health initiatives.

Synthesize and apply principles and theories of community health that are needed for the development of effective and evidence based health promotion and disease prevention strategies.

Promote and advocate for effective community health initiatives at the local, state, and federal levels.

Collaborate with community organizations to apply public health principles in a real-world setting.

Demonstrate requisite competencies in professional etiquette and career readiness to allow for a successful transition into the workplace (adapted from NACE).

Critically analyze the impact racism has on population health and reflect on what it means to be anti-racist.

Program Modification Information

Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

There is no impact on current students as degree requirements will not change.

Linked Programs

Renaming Program

Provide a rationale for renaming the program.

The Department of Behavioral and Community Health is requesting a change in the current degree name, Bachelor of Science in Community Health, to a Bachelor of Science in Public Health Practice. This request comes in response to the significant reduction in HLTH majors, which is attributed to the addition of the Public Health Science degree program that is also offered in the School of Public Health. In Spring 2013, the HLTH student population totaled 575 students. To date, we currently have 155 students, a 73% decline that has been rapid since the PHSC program began accepting students into its College Park-based program.

Significant thought and assessment have gone into deciding to embark on a name change. Data from the HLTH end of program survey indicate that students “wished” they had known about the HLTH major sooner. We recently surveyed students enrolled in three of our courses: 1) HLTH 124: Intro to Behavioral and Community Health, 2) HLTH 302: Methods of Community Health Assessment, and 3) HLTH 420: Effective Strategies for Public Health Practice. Results from the survey indicate 82% of these students reported they did not know about HLTH as a major when they first made their selection. There is a misnomer of the PHSC major. In conversations with students, they often say they are a “public health major.” This applies to both PHSC and HLTH students. Additionally, during the change of major advising appointments, students express their confusion when they signed up for PHSC. Their thought was they were entering a program more like HLTH. Public health is a powerful term, resulting in students being confused as to what their major is and its intent. Many believe that PHSC is the only public health major offered in the SPH. Not fully understanding the program requirements is a disservice to the students, which results in lower GPAs, increased stress, and it greatly impacts receiving opportune post-graduation opportunities. This lack of understanding significantly effects a student’s time to graduation. Of the 34 HLTH students surveyed, 33% indicated having 5 or more semesters left until graduation. This challenge is important to understand given most students come into HLTH with at least 60 credits completed at that time.

Nomenclature related to the field of public health is important to understand from a prospective student’s perspective. Much of the population, as a result of the pandemic is highly responsive to the term “public health” while community health is lesser known. Students often choose to major in Public Health Science when in hindsight they wanted to major in Community Health. The degree in Public Health Science is for students who are interested in pursuing a degree in medicine, dentistry, pharmacy, and other allied health professions given its heavy focus on the life sciences – e.g., Human Anatomy and Physiology, General/Organic Chemistry, Genetics, etc. Most of all, students who will major in Public Health Practice (nee Community Health) will be well prepared for immediate entry into the workforce. Where they can effectively apply social and behavioral theory to plan, develop, implement, and evaluate evidence-based public health programs and interventions, and conduct transformational research that radically changes our world by understanding and addressing complex health problems and eliminating health disparities to achieve health equity – i.e., the attainment of the highest level of health for all people. Changing the Community Health major to Public Health Practice does not change the essence or learning outcomes of the degree. Rather, it brings the name to the 21st century definitions of the work we train our students to do. Namely, designing research and practice activities at all levels of the socio-ecological model to improve the health of all populations. As a School of Public Health, this will allow us to better differentiate between the two majors and help students understand there are two options for engaging in and obtaining a public health degree.

Important to this proposal is the impact on currently enrolled students. Given that the changes proposed are simply in name alone, these students will not be impacted. Course numbering and sequence will remain the same making the transition as seamless as possible.

Supporting Documents

Attachments

SPH Dean's Office LOS.pdf

Public Health Practice Four Year Plan effective 2024.pdf

EPIB_Support_Letter-BCH-111623.pdf

PHSC BCH Degree Public Health Practice SIGNED.pdf

Key: 548

Program Change Request

Date Submitted: 12/05/23 10:43 am

Viewing: **548 : Public ~~Community Health~~ Practice**

Major

Last approved: 03/09/21 4:28 pm

Last edit: 12/20/23 1:45 pm

Changes proposed by: Tracy Zeeger (tzeeger)

Catalog Pages Using this Program

[Community Health Major](#)

Proposed Action [Rename Program](#) ~~Curriculum Change~~

Program Name

In Workflow

1. D-HLTH PCC Chair
2. D-HLTH Chair
3. SPHL Curriculum Manager
4. SPHL PCC Chair
5. SPHL Dean
6. Academic Affairs Curriculum Manager
7. Senate PCC Chair
8. University Senate Chair
9. President
10. Chancellor
11. MHEC
12. Provost Office
13. Undergraduate Catalog Manager

Approval Path

1. 12/05/23 10:44 am
Tracy Zeeger (tzeeger): Approved for D-HLTH PCC Chair
2. 12/05/23 11:00 am
Craig Fryer (csfryer): Approved for D-HLTH Chair
3. 12/06/23 10:45 am
Nicole Cousin-Gossett (cgossett): Approved for SPHL Curriculum Manager

4. 12/14/23 1:23 pm
Nicole Cousin-Gossett (cgossett):
Approved for SPHL
PCC Chair
5. 12/14/23 1:24 pm
Nicole Cousin-Gossett (cgossett):
Approved for SPHL
Dean
6. 01/26/24 4:34 pm
Michael Colson (mcolson):
Approved for
Academic Affairs
Curriculum
Manager
7. 02/07/24 11:48 am
Wendy Stickle (wstickle): Approved
for Senate PCC Chair

History

1. Aug 5, 2019 by
clmig-jwehrheim
2. Oct 15, 2019 by
William Bryan
(wbryan)
3. May 14, 2020 by
Tracy Zeeger
(tzeeger)
4. Mar 9, 2021 by
Tracy Zeeger
(tzeeger)

Public ~~Community~~ Health Practice Major

Program Status Active

Effective Term Summer I 2024

Catalog Year 2024-2025 ~~2021-2022~~

Program Level Undergraduate Program

Program Type Undergraduate Major

Delivery Method On Campus

Departments

Department
Behavioral & Community Health

Colleges

College
School of Public Health

Program/Major Code 08370

MHEC Inventory Program Community Health

CIP Code 512208 - Community Health and Preventive Medicine.

HEGIS 083700

MHEC Recognized Area(s) of Concentration

Degree(s) Awarded

Degree Awarded
Bachelor of Science

If other, new degree award:

Proposal Contact

Dr. Tracy Zeeger

Proposal Summary

[The Department of Behavioral and Community Health wishes to change its program name to Public Health Practice to reflect nomenclature that is current in today's public health landscape and to best identify its differences and similarities with Public Health Science, a complementary major in the School of Public Health.](#)

[\(PCC Log Number 23083\)](#) ~~This proposal adds two new program competencies as a result of our curriculum mapping process.~~

Program and Catalog Information

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

The Bachelor of Science in Community Health is an interdisciplinary public health degree program rooted in social and behavioral science and theory and focused on making meaningful contributions to impact health and quality of life at all levels of society. Students learn to address the complex individual, community, and societal factors impacting health through a highly-structured, professionally-focused program that culminates in a full-time, mentored internship during the final semester.

The program is designed to serve as a gateway to graduate studies or as a transition directly to the field as an engaged, prepared, and well-informed public health practitioner. During the program, students have opportunities to learn outside of the classroom through volunteer work, study abroad opportunities, collaboration with departmental faculty through independent study, work at the University Health Center for credit, and public health-related student groups.

Graduates of the Community Health major pursue careers in research, advocacy, policy, health education, social work, community outreach, and other public health related areas. They work locally, nationally, and internationally primarily through foundations, non-profit organizations, and government services.

Catalog Program Requirements. Please click on the help bubble for more specific information about formatting requirements.

The total number of credits required to graduate with a Bachelor of Science degree in Community Health is 120, and the number of Community Health major-required course credits is 69. Students must earn a grade of C- or higher in all Community Health major-required coursework. [HLTH491](#), Community Health Internship, is completed during the final semester in the Community Health major, after all other coursework has been successfully completed. Students can elect to complete an area of specialization in selected areas (Special Populations, Health Communication, Health Risk Behavior).

Course	Title	Credits
Public and Community Health Core		13
SPHL100	Foundations of Public Health	
HLTH124	Introduction to Behavioral and Community Health	
EPIB301	Epidemiology for Public Health Practice	
EPIB315	Biostatistics for Public Health Practice	
HLTH306	Macro Level Influences on Community Health	
Public and Community Health Foundational Science		8
BSCI170	Principles of Molecular & Cellular Biology	
& BSCI171	and Principles of Molecular & Cellular Biology Laboratory	
BSCI201	Human Anatomy and Physiology I	

Course	Title	Credits
Social and Behavioral Public Health		9
HLTH200	Introduction to Research in Community Health	
HLTH230	Introduction to Health Behavior	
HLTH364	Social Media & Digital Tools for Community & Public Health	
Community Public Health		9
HLTH140	Personal and Community Health	
HLTH302	Methods of Community Health Assessment	
HLTH391	Making a Difference: Applying Community Health	
Health Electives		12
Students can select from a pre-approved list of 3-credit health elective offerings		
Professional Preparation		18
HLTH420	Effective Strategies for Public Health Practice	
HLTH490	Professional Preparation in Community Health	
HLTH491	Community Health Internship	
Total Credits		69

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

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

Learning Outcomes

Discuss the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.

Use basic public health concepts, methods, and tools for data collection and analysis.

Identify the major health-related needs and concerns of populations and formulate basic processes, approaches, and interventions as possible solutions.

Describe the underlying science of human health and disease including opportunities for promoting and protecting health across the lifespan.

Examine the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.

Demonstrate the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.

Learning Outcomes

Compare and contrast the fundamental characteristics and organizational structures of the health systems of the United States and other countries.

Characterize the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public policy.

Illustrate the basic concepts of public health-specific writing and communication.

Assess and communicate individual and community-level needs for health promotion and disease prevention.

Create and apply strategies that effectively incorporate cultural competences with health promotion and community health initiatives.

Synthesize and apply principles and theories of community health that are needed for the development of effective and evidence based health promotion and disease prevention strategies.

Promote and advocate for effective community health initiatives at the local, state, and federal levels.

Collaborate with community organizations to apply public health principles in a real-world setting.

Demonstrate requisite competencies in professional etiquette and career readiness to allow for a successful transition into the workplace (adapted from NACE).

Critically analyze the impact racism has on population health and reflect on what it means to be anti-racist.

Program Modification Information

Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

There is no impact on current students as degree requirements will not change. ~~students.~~

Linked Programs

Indicate in the space below all programs to which this program is formally linked (e.g., approved combined bachelor's/master's programs, dual master's programs, or joint-programs with other universities). If the proposed modification will affect the linked program, provide as an attachment the new curriculum for each arrangement and provide supporting correspondence from the director of the linked program.

Renaming Program

Provide a rationale for renaming the program.

The Department of Behavioral and Community Health is requesting a change in the current degree name, Bachelor of Science in Community Health, to a Bachelor of Science in Public Health Practice. This request comes in response to the significant reduction in HLTH majors, which is attributed to the addition of the Public Health Science degree program that is also offered in the School of Public Health. In Spring 2013, the HLTH student population totaled 575 students. To date, we currently have 155 students, a 73% decline that has been rapid since the PHSC program began accepting students into its College Park-based program.

Significant thought and assessment have gone into deciding to embark on a name change. Data from the HLTH end of program survey indicate that students “wished” they had known about the HLTH major sooner. We recently surveyed students enrolled in three of our courses: 1) HLTH 124: Intro to Behavioral and Community Health, 2) HLTH 302: Methods of Community Health Assessment, and 3) HLTH 420: Effective Strategies for Public Health Practice. Results from the survey indicate 82% of these students reported they did not know about HLTH as a major when they first made their selection. There is a misnomer of the PHSC major. In conversations with students, they often say they are a “public health major.” This applies to both PHSC and HLTH students. Additionally, during the change of major advising appointments, students express their confusion when they signed up for PHSC. Their thought was they were entering a program more like HLTH. Public health is a powerful term, resulting in students being confused as to what their major is and its intent. Many believe that PHSC is the only public health major offered in the SPH. Not fully understanding the program requirements is a disservice to the students, which results in lower GPAs, increased stress, and it greatly impacts receiving opportune post-graduation opportunities. This lack of understanding significantly effects a student’s time to graduation. Of the 34 HLTH students surveyed, 33% indicated having 5 or more semesters left until graduation. This challenge is important to understand given most students come into HLTH with at least 60 credits completed at that time.

Nomenclature related to the field of public health is important to understand from a prospective student’s perspective. Much of the population, as a result of the pandemic is highly responsive to the term “public health” while community health is lesser known. Students often choose to major in Public Health Science when in hindsight they wanted to major in Community Health. The degree in Public Health Science is for students who are interested in pursuing a degree in medicine, dentistry, pharmacy, and other allied health professions given its heavy focus on the life sciences – e.g., Human Anatomy and Physiology, General/Organic Chemistry, Genetics, etc. Most of all, students who will major in Public Health Practice (nee Community Health) will be well prepared for immediate entry into the workforce. Where they can effectively apply social and behavioral theory to plan, develop, implement, and evaluate evidence-based public health programs and interventions, and conduct transformational research that radically changes our world by understanding and addressing complex health

problems and eliminating health disparities to achieve health equity – i.e., the attainment of the highest level of health for all people. Changing the Community Health major to Public Health Practice does not change the essence or learning outcomes of the degree. Rather, it brings the name to the 21st century definitions of the work we train our students to do. Namely, designing research and practice activities at all levels of the socio-ecological model to improve the health of all populations. As a School of Public Health, this will allow us to better differentiate between the two majors and help students understand there are two options for engaging in and obtaining a public health degree.

Important to this proposal is the impact on currently enrolled students. Given that the changes proposed are simply in name alone, these students will not be impacted. Course numbering and sequence will remain the same making the transition as seamless as possible.

Supporting Documents

Attachments

[SPH Dean's Office LOS.pdf](#)

[Public Health Practice Four Year Plan effective 2024.pdf](#)

[EPIB Support Letter-BCH-111623.pdf](#)

[PHSC BCH Degree Public Health Practice SIGNED.pdf](#)

Administrative Documents

Reviewer

Comments



SCHOOL OF
PUBLIC HEALTH

December 1, 2023

Dear Academic Affairs Representative:

The Office of the Dean in the School of Public Health is writing to express strong support for the proposed degree name change from a B.S., Community Health to a B.S., Public Health Practice. The proposed change to Public Health Practice is a testament to the university's commitment to staying relevant and ensuring that its graduates are well-prepared to face the challenges of a rapidly evolving global community. This new name better aligns with the skills and competencies that are highly sought after by employers and reflects the modern educational landscape. We believe that this change will not only benefit current and future students, but also enhance the reputation and standing of the University of Maryland. A more fitting degree name will make it easier for incoming students to identify their desired field of study congruent with modern language used in the field.

The Dean's Office wholeheartedly supports the proposed degree name change to Public Health Practice in the Department of Behavioral and Community Health. This adjustment will help the university maintain its status as a leader in education and provide its students with a competitive edge in their careers.

Thank you for considering this important change.

Sincerely,

A handwritten signature in black ink, appearing to read 'Boris D. Lushniak'.

Boris D. Lushniak, MD, MPH
Professor and Dean, School of Public Health

Public Health Practice Academic Plan – General Education

Be sure to consult the [HLTH website](#) for specific requirements.

REQUIREMENTS		Year 1: Fall	Credit	Year 1: Spring	Credit	
<p>Benchmark 1 Requirements BSCI170/171, SPHL100 and HLTH124 must be completed grades of “C-” or higher by the end of <u>two semesters</u> into the major.</p> <p>Benchmark 2 Requirements HLTH140 and HLTH200 must be completed with grades of “C-” or higher by the end of <u>three semesters</u> into the major.</p> <p>Benchmark 3 Requirements EPIB301 and BSCI201 must be completed with grades of “C-” or higher by the end of <u>four semesters</u> into the major.</p> <p>University Requirements AW and MA must be attempted by 30 credits earned and completed by 60 credits earned.</p> <p>* I-Series should double count with Distributive Studies (HS, HU, SP outside of major)</p> <p>Major Requirements Pre-Reqs for HLTH391, HLTH420, HLTH490: SPHL100, HLTH140, EPIB315, HLTH302 Co- or Pre-Reqs for HLTH391, HLTH420, HLTH490: HLTH306, HLTH364</p> <p>All Community Health major requirements must be passed with grades of C- or higher.</p> <p>BSCI170/171& BSCI201 should be completed as pre-requisites for and HLTH391, HLTH420 and HLTH490</p> <p>HLTH391 & HLTH420 & HLTH490 must be taken together in the semester immediately preceding HLTH491.</p> <p>All programmatic requirements must be completed before HLTH491.</p>		MATH (MA)	3	ENGL101 (AW)	3	
		HLTH140	3	BSCI170/171 (NL)	4	
		SPHL100	3	Elective	3	
		HLTH124	1	HLTH230 (HS)	3	
		Elective	3	Elective	3	
		Elective	3			
		<i>Total</i>	<i>16</i>		<i>Total</i>	<i>16</i>
			Year 2: Fall	Credit	Year 2: Spring	Credit
			BSCI201 (NL)	4	HLTH364	3
			Humanities (HU)*	3	Health elective #1	3
		HLTH200	3	EPIB301	3	
		Elective	3	Elective	3	
		Elective	3	Elective	3	
		<i>Total</i>	<i>16</i>	<i>Total</i>	<i>15</i>	
		Year 3: Fall	Credit	Year 3: Spring	Credit	
		HLTH302	3	Elective	3	
		EPIB315 (AR)	3	Humanities (HU)*	3	
		Professional Writing (PW)	3	History and Social Science (HS)*	3	
		Health elective #2	3	HLTH306	3	
		Scholarship in Practice (SP) outside of HLTH major*	3	Health Elective #3	3	
		<i>Total</i>	<i>15</i>	<i>Total</i>	<i>15</i>	
		Year 4: Fall	Credit	Year 4: Spring	Credit	
		HLTH420 (OC)	3	HLTH491	12	
		HLTH490	3			
		Health elective #4	3			
		HLTH391 (SP)	3			
		Elective	3			
		<i>Total</i>	<i>15</i>	<i>Total</i>	<i>12</i>	
TOTAL Credits = 120						

BS, Public Health Practice - Degree Requirements

Grade/ Status Key: IP= In progress
Rpt= must repeat for credit
Sp23= Registered Spring 2023

Consult the [HLTH Curriculum page](#) for details and specific course offerings.

GENERAL EDUCATION REQUIREMENTS

AA verified?

GenEd: FUNDAMENTAL STUDIES

Category	Credits	Course	Grade/ Status	Complete
[FSAW] Academic Writing	3			<input type="checkbox"/>
[FSPW] Professional Writing (Pre-Req: 60+ credits)	3			<input type="checkbox"/>
[FSMA] Fundamental Math	3-4			<input type="checkbox"/>

[FSOC] Oral Communication and [FSAR] Analytic Reasoning are fulfilled by HLTH major required courses

GenEd: DISTRIBUTIVE STUDIES

Category	Credits	Course	Grade/ Status	Complete
[DSHU] Humanities	3			<input type="checkbox"/>
[DSHU] Humanities	3			<input type="checkbox"/>
[DSHS] History & Social Sciences	3			<input type="checkbox"/>
[DSSP] Scholarship in Practice (must be outside of HLTH major requirements)	3			<input type="checkbox"/>

[DSSP] Scholarship in Practice (in major), One (1) [DSHS] History & Social Sciences and both [DSNL]/[DSNS] Natural Sciences are fulfilled by HLTH major required courses

GenEd: i-SERIES and DIVERSITY

Category	Credits	Course	Grade/ Status	Complete
[SCIS] I-Series (can also fulfill a Distributive Studies category)	0-3			<input type="checkbox"/>
[SCIS] I-Series (can also fulfill a Distributive Studies category)	0-3			<input type="checkbox"/>
[DVUP] Understanding Plural Societies (can also fulfill Distributive Studies)	0-3			<input type="checkbox"/>
[DVUP] Understanding Plural Societies or [DVCC] Cultural Competence (can also fulfill Distributive Studies)	0-3			<input type="checkbox"/>

1st semester in major

Notes on your checklist

* Benchmark 1 *

Complete **BSCI170/171, SPHL100 and HLTH124** with grades of "C-" or higher by the end of **two semesters** into the major.

** Benchmark 2 **

Complete **HLTH140 and HLTH200** with grades of "C-" or higher by the end of **three semesters** into the major.

*** Benchmark 3 ***

Complete **EPIB301 and BSCI201** with "C-" or higher by the end of **four semesters** into the major.

(for advisor use only)

FSMA/FSAW:

Created by

Updated by

HLTH MAJOR REQUIREMENTS

PUBLIC & COMMUNITY HEALTH CORE

Course Number [Gen Ed]	Course Titles (Prerequisites)	Credits	Alt Course	Grade/ Status	Complete
*SPHL100	Foundations of Public Health	3			<input type="checkbox"/>
* HLTH124	Introduction to the Field of Public Health Practice	1			<input type="checkbox"/>
*** EPIB301	Epidemiology for Public Health Practice	3			<input type="checkbox"/>
EPIB315 [FSAR]	Biostatistics for Public Health Practice (co or pre-requisite : HLTH200)	3			<input type="checkbox"/>
HLTH306	Macro Level Influences on Community Health (pre-req: HLTH124, co/prerequisite for HLTH391, HLTH420, HLTH490)	3			<input type="checkbox"/>

PUBLIC & COMMUNITY HEALTH FOUNDATIONAL SCIENCE

Course Number [Gen Ed]	Course Titles	Credits	Alt Course	Grade/ Status	Complete
* BSCI170	Principles of Molecular & Cellular Biology (Pre-Req: MATH 120 eligibility)	3			<input type="checkbox"/>
* BSCI171 [DSNL]	Principles of Molecular & Cellular Biology Lab (Pre-Req: MATH 120 eligibility)	1			<input type="checkbox"/>
*** BSCI201 [DSNS]	Human Anatomy and Physiology I (Pre-Req: BSCI170 and BSCI171)	4			<input type="checkbox"/>

SOCIAL & BEHAVIORAL PUBLIC HEALTH

Course Number [Gen Ed]	Course Titles	Credits	Alt Course	Grade/ Status	Complete
** HLTH200	Introduction to Research in Public Health	3			<input type="checkbox"/>
HLTH230 [DSHS]	Introduction to Health Behavior	3			<input type="checkbox"/>
HLTH364	Social Media & Digital Tools for Community & Public Health (pre-req: HLTH230, co/prerequisite for HLTH391, HLTH420, HLTH490)	3			<input type="checkbox"/>

COMMUNITY PUBLIC HEALTH

Course Number [Gen Ed]	Course Titles	Credits	Alt Course	Grade/ Status	Complete
** HLTH140	Contemporary Health Issues: A Personal and Population Perspective	3			<input type="checkbox"/>
HLTH302	Methods of Community Health Assessment (Pre-Req: HLTH200 and EPIB301)	3			<input type="checkbox"/>
HLTH391	Making a Difference: Applying Community Health (pre-req: SPHL100, HLTH140, EPIB315, HLTH302, co/prerequisite: HLTH306, HLTH364, co-requisite: HLTH420, HLTH490)	3			<input type="checkbox"/>

PUBLIC HEALTH ELECTIVES (12 credits)

	Credits	Course	Grade/ Status	Complete
HLTH ELECTIVE #1	3			<input type="checkbox"/>
HLTH ELECTIVE #2	3			<input type="checkbox"/>
HLTH ELECTIVE #3	3			<input type="checkbox"/>
HLTH ELECTIVE #4	3			<input type="checkbox"/>

[Approved HLTH Electives](#)

PROFESSIONAL PREPARATION

Course Number [Gen Ed]	Course Titles	Credits	Alt Course	Grade/ Status	Complete
HLTH420 [FSOC]	Effective Strategies for Public Health Practice (pre-req: SPHL100, HLTH140, EPIB315, HLTH302) (co/prerequisite: HLTH306, HLTH364) (co-requisite: HLTH391, HLTH490)	3			<input type="checkbox"/>
HLTH490	Professional Preparation in Public Health Practice (pre-req: SPHL100, HLTH140, EPIB315, HLTH302) (co/prerequisite: HLTH306, HLTH364) (co-requisite: HLTH391, HLTH420)	3			<input type="checkbox"/>
HLTH491	Public Health Practice Internship (pre-req: all other degree requirements)	12			<input type="checkbox"/>



SCHOOL OF
PUBLIC HEALTH

Department of Epidemiology and Biostatistics
Atlantic Bldg. #224, Suite 1340
College Park, Maryland 20742-2611

November 16th, 2023

RE: Proposed degree name change from a B.S., Community Health to a B.S., Public Health Practice.

Dear Academic Affairs Representatives:

The Department of Epidemiology and Biostatistics (EPIB) is writing to express its most enthusiastic support for the Behavior and Community Health (BCH) Department's proposed degree name change from a B.S., Community Health to a B.S., Public Health Practice. The proposed change to Public Health Practice is a testament to the university's commitment to staying relevant and ensuring that its graduates are well-prepared to face the challenges of a rapidly evolving global community. This new name better aligns with the skills and competencies that are highly sought after by employers and reflects the modern educational landscape. We believe that this change will not only benefit current and future students, but also enhance the reputation and standing of the University of Maryland School of Public Health (UMD-SPH). A more fitting degree name will make it easier for incoming students to identify their desired field of study congruent with modern language used in the field.

As part of the degree program, EPIB will continue to offer 40 seats/semester in both EPIB 301: Epidemiology for Public Health Practice and EPIB 315: Biostatistics for Public Health Practice. The exact number of seats will be based on annual demand, the detail of which are currently being worked out by the Chairs of EPIB and BCH.

In conclusion, EPIB is highly supportive of the BCH's proposed degree name change from a B.S., Community Health to a B.S., Public Health Practice. This adjustment will help UMD-SPH maintain its status as a leader in education and provide its students with a competitive edge in their careers.

Should you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Amir Sapkota", with a long horizontal flourish extending to the right.

Amir Sapkota, PhD
Professor & Chair, EPIB



SCHOOL OF PUBLIC HEALTH

October 23, 2023

Dear Academic Affairs Representatives:

On behalf of the Public Health Science program, I am writing to express strong support for the proposed degree name change within the Department of Behavioral and Community Health from a B.S., Community Health to a B.S., Public Health Practice.

The proposed change to a degree name of Public Health Practice will benefit students, the School of Public Health and the University of Maryland. A more fitting degree name will make it easier for incoming students to identify their desired field of study congruent with modern language used in the field. This new name better aligns with the skills and competencies that are highly sought after by employers and reflects the modern educational landscape. Moreover, the synergy around undergraduate degrees with “Public Health” in their title more clearly situates the School of Public Health as the leader that it is in exceptional public health education. Finally, as the University remains committed to moving Fearlessly Forward, support for this change is a testament to the university's commitment to staying relevant and ensuring that its graduates are well-prepared to face the challenges of a rapidly evolving global community.

With a strong belief in the outstanding undergraduate majors offered by the School of Public Health, we strongly support this proposed degree name change. With an undergraduate degree of Public Health Practice in the Department of Behavioral and Community Health, the benefits across multiple stakeholders will be numerous. I look forward to this adjustment strengthening the educational offerings of the University, the School of Public Health, and most importantly readying more students to do great work in the field of Public Health.

Thank you,

A handwritten signature in cursive script that reads "Kristin Cipriani".

Kristin Cipriani, M.A., M.B.A
Director
Public Health Science Program
School of Public Health