



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 |