



1. Call to Order
2. Approval of the December 8, 2020 Senate Minutes (Action)
3. Report of the Chair
4. Amendment to the University of Maryland Grading Symbols and Notations Used on Academic Transcripts Policy (Senate Document #20-21-32) (Information)
5. Emergency Pass/Fail Guidelines for the University of Maryland (Senate Document #20-21-33) (Information)
6. Deactivation of the University of Maryland, College Park Policy Concerning Telecommunications Evaluations (Senate Document #20-21-27) (Information)
7. PCC Proposal to Establish a Post-Baccalaureate Certificate in Latin American and Caribbean Studies (Senate Document #20-21-28) (Action)
8. PCC Proposal to Rename the Ph.D. in "Survey Methodology" to "Survey and Data Science" (Senate Document #20-21-29) (Action)
9. Special Order
 - Darryll J. Pines
President, University of Maryland

 - Patty Perillo
Vice President for Student Affairs

 - Issues Related to COVID-19*
10. New Business
11. Adjournment



CALL TO ORDER

Senate Chair Laura Dugan called the meeting to order at 3:20 p.m.

Dugan asked if there were any objections to limiting speakers to two minutes each on each agenda item or motion for the entire meeting. She noted that speakers would not have the ability to speak again until all others have had an opportunity to do so. Dugan stated that there would be a timer on the screen to help speakers manage their time. Hearing no objections, she proceeded with the meeting.

APPROVAL OF THE OCTOBER 7, 2020 SENATE MINUTES

Dugan reminded Senators that the Senate approved a motion to postpone approval of the October 7, 2020 minutes until this Senate meeting so it could consider the proposed amendments to the *Bylaws* to align them with the current practice of taking more detailed minutes at the November meeting.

Dugan stated that Senator Lanford's amendment to the *Bylaws* was approved by the Senate and subsequently by the President, so the Senate can move forward with approving the October 7, 2020 Senate minutes, as the *Bylaws* are now in alignment with current practice related to the minutes. Dugan asked if there were any corrections to the October 7, 2020 minutes.

Hearing no objections, the minutes were approved as distributed.

APPROVAL OF THE NOVEMBER 10, 2020 SENATE MINUTES

The minutes were approved as distributed.

REPORT OF THE CHAIR

Meeting Logistics: Chair Dugan noted that the Senate Staff will be adding an asterisk in front of Senators' names in Zoom during the meeting to assist her with identifying Senators when calling on them to speak. She stated that Senators should still state their name, constituency, and College or Division for the record before they speak. Dugan reminded Senators that due to a change in Zoom features that prevents hosts from "force unmuting" participants, Senators should make sure to look for a "request to unmute" and unmute themselves when recognized to speak. She also reminded Senators that voting Senators can use the Coffee Mug feature in Zoom to make a motion when someone else is on the floor such as a point of information to get additional context, or a point of personal privilege to report a disruption or distraction such as Zoom bombing.

Spring 2021 Senate Meetings: Dugan reminded Senators that the first Senate meeting of the Spring semester will be on February 9, 2021. Based on ongoing restrictions on large group gatherings due

to the COVID-19 pandemic, the Senate Executive Committee (SEC) has decided to continue to hold spring semester Senate meetings via Zoom. A complete schedule of Senate meetings for the Spring semester can be found on the Senate website.

Dugan noted that the Senate expects to have a very busy Spring semester with much of the committee work coming to the floor for a vote, and noted that Senators are expected to be actively engaged in discussion of these important issues.

Senator Elections: Dugan stated that the candidacy period for the staff, student, and single member constituencies for the 2021-2022 Senate elections cycle will run from Tuesday, January 19, 2021 to Friday, February 5, 2021. Deans have been notified that they need to hold elections to replace any outgoing Tenured/Tenure-Track and Professional Track Faculty Senators, so elections for those seats should be underway. The deadline for Faculty Senator elections is February 5, 2021. Dugan asked Senators to encourage their colleagues to run to be Senators, and encouraged Senators to consider running for the Senate, if eligible. She directed Senators to the Senate website for more details.

SPECIAL ORDER: PRESIDENTIAL BRIEFING

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

President Pines thanked the Senate and presented a timeline of the University's response to the COVID-19 pandemic.

Spring 2020

- On January 22, 2020, within one week of being notified of the pandemic, the University closed the Study Abroad Office in China.
 - The University closed the Study Abroad office in South Korea within a month of being notified.
 - The University brought all students back from study abroad programs worldwide by March 14, 2020.
- The Division of Information Technology procured a Zoom Enterprise license for the entire campus.
- The University implemented severe research restrictions across campus.
- After the gap week of faculty training after spring break, the University began online instruction and implemented pass/fail for the remainder of the Spring semester.
- On April 24, 2020, the University formed the COVID-19 Instructional Task Force.
- On May 22, 2020, the COVID-19 Instructional Task Force released its final report, and the campus held its first virtual Commencement ceremony.

Summer 2020

- On June 1, 2020, the University started COVID-19 testing in partnership with the University of Maryland, Baltimore.
 - Additional testing was conducted with student-athletes in early June under the leadership of Sacred Bodison, Director, University Health Center (UHC).

- On June 15, 2020, the University made a decision about allowing students in residence halls, and Laurie Locascio, Vice President for Research resumed Phase 1 of research activities on campus.
- On July 14, 2020, the campus conducted a large-scale testing experiment to determine if testing could be scaled up to prepare for fall 2020.
- In early August 2020, the 4 Maryland reopening plan was distributed.

Fall 2020

- COVID-19 testing procedures were implemented during the week of August 17th.
- Hybrid online and in-person instruction was conducted from the third week of the fall 2020 semester to the eleventh week of the semester.

President Pines thanked the leadership team in the President's Cabinet, the Deans, the Provost's Staff, Senior Staff, and the over 300 faculty, staff, and students on working groups who helped determine how the University could open the campus safely. President Pines also thanked Director Bodison and the UHC staff for keeping the campus safe, and expressed gratitude for Director Bodison's guidance throughout the year.

President Pines provided an update on COVID-19 in the University community.

- The current positivity rate is .06%;
- 96% of quarantine housing is available;
- The University has done 66,000 cumulative tests, and has had a total of 1,316 total positive cases;
 - 2.6% of the campus community has been infected; and
- The University is grouped at the bottom of Big 10 Universities in positive coronavirus cases.

President Pines shared a number of lessons learned from the COVID-19 pandemic.

- Having a plan for opening up the physical campus;
- Following guidance from public health officials;
- Partnering with the City of College Park, Prince George's County, and other stakeholders;
- Communication with the community;
- Properly managing research activities; and
- Adaptation by faculty, staff, and students.

Dugan thanked President Pines for his presentation and opened the floor to questions.

Senators expressed appreciation for the efforts that the University has taken to make face masks available, and asked questions about delivering more effective face coverings, the rollout of vaccines for COVID-19, if the University is planning to return to full-in person instruction in Fall 2021, and if so, when that information will be communicated.

President Pines stated that the University has a plan to restock with higher quality facial coverings which should hopefully be distributed in the spring semester. He stated that vaccine distribution will

be tiered per CDC guidance, which will be communicated to the University through the University System of Maryland (USM). President Pines noted that Director Bodison and incoming UHC Director, Spiro Marinopoulos are on a state task force for vaccine distribution and tiering. President Pines stated that the University will distribute guidance and develop a plan for distribution. He shared the perspective that it is unlikely that the University population will be vaccinated by the spring semester. President Pines shared that the University is currently planning for the spring semester, and stated that he is hopeful that the University will be able to return to more in-person education in fall 2021, if there is sufficient distribution of the vaccine.

A Senator inquired if the University has plans to handle COVID-19 outbreaks in off-campus apartment housing.

President Pines stated that the University has been working with the City of College Park, Prince George's County officials, and operators of the apartment complexes to ensure that complexes comply with County restrictions on gatherings. He stated that some property owners have received fines from the City. President Pines shared that the University met with the management of the Terrapin Row apartment complex to address a gathering that violated County restrictions.

Carlo Colella, Vice President for Administration and Finance, expressed agreement with President Pines, stating that the City has been very responsive in enforcing codes with property owners. Colella shared the perspective that the College Park community has done very well with the response to COVID-19.

Senators asked which options might be available for those who opt out of a vaccine, and if there are dates when decisions to return to campus must be made.

President Pines stated that he expects to receive guidance from public health officials and the State's Attorney General Office on whether a vaccine would be mandatory. He shared that dates depend on the needs of different areas on campus, such as Resident Life, and Dining Services. President Pines shared that the University is planning for the spring semester based on knowledge gained from the fall 2020 semester. He stated that there is no evidence that the virus has been transmitted in a classroom on campus, and expressed his hope that the University will be back to more in-person education safely in the fall.

APPORTIONMENT OF THE UNIVERSITY SENATE (SENATE DOCUMENT #19-20-37) (INFORMATION)

Dugan stated that the Senate has been reapportioned for 2021 based on the University of Maryland Plan of Organization for Shared Governance and the *Bylaws of the University Senate*, which require the Senate to determine the appropriate Senate representation for each constituency at the University every five years based on current population data. She noted that the Elections, Representation, & Governance (ERG) Committee is only charged with applying the ratios specified in the Plan to University population data, and does not have the authority to revise the ratios or principles prescribed in the Plan. Dugan shared the apportionment numbers calculated by the ERG Committee from Spring 2020 data.

- The number of Tenured/Tenure-Track (T/TT) Faculty Senators applied at a ratio of 1:15 for each college decreased slightly from 107 to 104.

- The number of full-time Professional Track (PTK) Faculty Senators applied at a ratio of 1:30 increased from 32 to 49.
 - This increase is partly a result of some PTK faculty who were formerly being represented in the Senate's single-member category becoming eligible for representation at the college level because of the Appointment, Evaluation, and Promotion (AEP) Guidelines for PTK Faculty that the Senate approved in 2015 to provide promotion pathways for PTK faculty.
 - This increase could also be a result of an increase in sponsored research at the University.
- The number of Exempt Staff in Divisions Senators applied at a ratio of 1:200 increased slightly from 8 to 9.
- All other constituency representation remained the same.
- As a result, the overall size of the Senate increased from 224 to 239 and the percentage of T/TT Faculty compared to all other elected constituencies of the Senate decreased from 51.69% to 46.19%.

Dugan stated that the Senate Office will implement the new apportionment in the upcoming election cycle. She emphasized that apportionment data is pulled based on the Senate's specific representation criteria and should not be interpreted to draw broader conclusions about faculty population trends at the University, as the data do not include context on associated factors that may affect increases or decreases in populations. Dugan stated the SEC agreed that a Plan of Organization Review Committee (PORC) review was warranted because of the significant shift in the number and composition of Senate seats, and voted to institute a review of the principles in the University's Plan of Organization for Shared Governance in Fall 2021.

Dugan noted there will be no discussion on this item, as the ERG Committee's report has been provided to the Senate as an information item. She stated that Senators can raise questions about apportionment as New Business.

APPROVAL OF THE 2020-2021 NOMINATIONS COMMITTEE SLATE (SENATE DOCUMENT #20-21-17) (ACTION)

Ellen Williams, Chair of the Committee on Committees, provided background information on the slate. Williams made a motion to approve the Nominations Committee slate as presented.

Dugan asked whether there was discussion on the slate; Seeing none, she called for a vote on the slate. The result was 114 in favor, 3 opposed, and 1 abstention. **The motion to approve the slate as presented was approved.**

UNIVERSITY SENATE PROVISIONS ON VIRTUAL MEETINGS (SENATE DOCUMENT #20-21-09) (ACTION)

Marcia Shofner, Chair of the Elections, Representation, & Governance (ERG) Committee, presented the proposed amendment to the *Bylaws* and provided background information.

Dugan thanked Shofner and opened the floor for discussion.

Senator Katz, graduate student, raised a concern that the provision of having a single TurningPoint Session ID for an entire year could allow Senators not in attendance to vote at a meeting. Senator Katz suggested setting a separate Session ID for each Senate meeting.

Dugan noted that such a high level of detail is not within the purview of this recommendation, but the Senate Office should consider the idea.

Hearing no further discussion, Dugan called for a vote on the amendment to the *Bylaws*, and stated that an amendment to the *Bylaws* requires a $\frac{2}{3}$ vote in favor to pass. The result was 123 in favor and 1 opposed. **The amendment passed.**

Senator Agarwal, interim Dean, Robert H. Smith School of Business inquired what implications the amendment has on unit Plans of Organization.

Director Montfort explained that no College-level changes are required because an amendment to the *Bylaws* does not change the Plan of Organization for Shared Governance. She stated that the Senate Office can share the Guidelines for Virtual Meetings instituted for the Senate with any Colleges and units interested in implementing similar practices and procedures.

PCC PROPOSAL TO ESTABLISH A BACHELOR OF SCIENCE IN MECHATRONICS (SENATE DOCUMENT #20-21-18) (ACTION)

Betsy Beise, member of the Programs, Curricula, and Courses (PCC) Committee, presented the proposal and provided background information.

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

Senator Moradi, faculty, College of Computer, Mathematical, and Natural Sciences, expressed support for the proposal and inquired why the proposed program would be hosted at the Universities at Shady Grove if the departments in the program are located on the College Park campus.

Biese explained that the University has been asked to provide more instruction in Montgomery County to serve the workforce needs of the County, and the proposed program is suited for students coming from a community college who intend to go directly into the workforce. She explained that a new building at Shady Grove will support the infrastructure of the proposed program and other two programs planned at that location.

The result was 121 in favor, 0 opposed, and 4 abstentions. **The proposal passed.**

PCC PROPOSAL TO ESTABLISH A MASTER OF EXTENSION EDUCATION (SENATE DOCUMENT #20-21-19) (ACTION)

Betsy Beise, member of the Programs, Curricula, and Courses (PCC) Committee, presented the proposal and provided background information.

Dugan thanked Biese and opened the floor to discussion of the proposal; hearing none, she called for a vote. The result was 121 in favor, 1 opposed, and 5 abstentions. **The proposal passed.**

PCC PROPOSAL TO MODIFY THE MASTER OF PUBLIC HEALTH - ADD HEALTH CARE MANAGEMENT CONCENTRATION (SENATE DOCUMENT #20-21-20) (ACTION)

Betsy Beise, member of the Programs, Curricula, and Courses (PCC) Committee, presented the proposal and provided background information.

Dugan thanked Beise and opened the floor to discussion of the proposal; hearing none, she called for a vote. The result was 120 in favor, 1 opposed, and 3 abstentions. **The proposal passed.**

PROPOSAL TO REVIEW POLICY AND PRACTICE SURROUNDING PTK NON-RENEWALS (SENATE DOCUMENT #18-19-33) (ACTION)

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

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

Senator Wolfe, emeritus faculty, inquired what the letter “K” represents in the acronym PTK, and asked for an example of the PTK position.

Dugan clarified that the “K” represents the last “K” in Professional Track Faculty, which is a promotional track within the University.

Senator Lloyd, faculty, College of Arts and Humanities, asked how this proposal would affect the broader review of policy affecting Professional Track Faculty which is recommended in the proposal.

Reed stated that this proposal is a placeholder for a broader review of the policy which the committee is requesting being charged with.

Senator Dalglish, Dean, Philip Merrill College of Journalism, clarified that PTK are contract faculty usually called Lecturers, Senior Lecturers, and Principal Lecturers. She asked if this proposal affects only faculty who are 50% time and greater, or also applies to adjunct faculty.

Reed clarified that the proposed policy applies only to PTK faculty. He stated that adjunct faculty may be hired with the expectation of teaching a few courses, and PTK faculty have a more permanent commitment to the institution.

Senator Trudell, faculty, College of Arts and Humanities, inquired how accessibility issues, including access to disability and equity grievances, will be covered in the broader review.

Reed stated that the committee is hoping to discuss that issue further in the broader review.

Reed introduced John Bertot, Associate Provost for Faculty Affairs.

Bertot clarified that PTK faculty have access to the grievance process, and asked for clarification regarding Senator Trudell’s question about disability services.

Senator Trudell clarified that his question is about how PTK faculty members could seek equity in accommodation.

Bertot explained that this policy is specifically related to non-renewal. He clarified that PTK faculty members are eligible for accommodation, and provided an overview of the disability accommodation process.

Senator Callaghan, faculty, College of Arts and Humanities, expressed support for the proposal in the spirit of fairness so all PTK faculty may have the same experience if their contracts are not renewed or changed.

Senator Moradi, faculty, College of Computer, Mathematical, and Natural Sciences, stated that he would like to see the broader review of the policy address the issue of having one-year contracts regardless of the long-term availability of funding. He stated that these short-term contracts can create issues for faculty members on visas or seeking green cards.

Bertot clarified that University policy allows for long-term contracts, and contract terms may be unit-level decisions.

Senator Seybert, faculty, Robert H. Smith School of Business, inquired if there is a higher burden being put forth for PTK faculty than TTK faculty. He stated that the Faculty Handbook for Tenure Track Faculty states that “general things” can be considered when denying tenure, whereas this proposal states that “the reason” must be given for PTK non-renewal.

Bertot explained that the employment structures for the two tracks are somewhat parallel, and the guidelines for the tenure review process require a rationale for decisions relating to tenure. Bertot explained that the proposal arose from PTK faculty members requesting that they be provided with the rationale for a notice of non-renewal.

Reed provided additional background information on the proposal. Reed stated that the proposal arose from information provided by the Faculty Ombuds Office about grievances filed by PTK faculty members that were not given appropriate notice or rationale when their contracts were not renewed. He stated that PTK faculty members came forward with a proposal to address the issue.

Senator Jorge, faculty, College of Computer, Mathematical, and Natural Sciences, expressed support for the proposal.

Hearing no further discussion, Dugan called for a vote on the proposal. The result was 104 in favor, 3 opposed, and 12 abstentions. **The proposal passed.**

PCC PROPOSAL TO RENAME THE UPPER DIVISION CERTIFICATE IN LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES TO LGBTQ STUDIES (SENATE DOCUMENT #20-21-21) (ACTION)

Betsy Beise, member of the Programs, Curricula, and Courses (PCC) Committee, presented the proposal and provided background information.

Dugan thanked Beise and opened the floor to discussion of the proposal; hearing none, she called for a vote. The result was 108 in favor, 2 opposed, and 4 abstentions. **The proposal passed.**

PCC PROPOSAL TO RENAME THE BACHELOR OF ARTS IN “GERMANIC STUDIES” TO “GERMAN STUDIES” (SENATE DOCUMENT #20-21-22) (ACTION)

PCC PROPOSAL TO RENAME THE MASTER OF ARTS IN “GERMAN LANGUAGE AND LITERATURE” TO “GERMAN STUDIES” (SENATE DOCUMENT #20-21-23) (ACTION)

PCC PROPOSAL TO RENAME THE PH.D. IN “GERMAN LANGUAGE AND LITERATURE” TO “GERMAN STUDIES” (SENATE DOCUMENT #20-21-24) (ACTION)

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

Betsy Beise, member of the Programs, Curricula, and Courses (PCC) Committee, presented the proposals and provided background information.

Dugan thanked Beise and opened the floor to discussion of the proposals.

Senator Rozenblit, faculty, College of Arts and Humanities, expressed support for the proposal because the sound of the proposed name is preferable. She expressed appreciation for the faculty member who taught Scandinavian literature who has now retired.

Senator Lalwani, faculty, College of Arts and Humanities, expressed support for the proposal because the proposed name more accurately reflects the University's current course offerings.

Hearing no further discussion, Dugan called for a vote on the Proposal to Rename the Bachelor of Arts in “Germanic Studies” to “German Studies.” The result was 117 in favor, 1 opposed, and 1 abstention. **The proposal passed.**

Dugan called for a vote on the Proposal to Rename the Master of Arts in “German Language and Literature” to “German Studies.” The result was 115 in favor, 1 opposed, and 0 abstentions. **The proposal passed.**

Dugan called for a vote on the Proposal to Rename the Ph.D. in “German Language and Literature” to “German Studies.” The result was 111 in favor, 2 opposed, and 1 abstention. **The proposal passed.**

NEW BUSINESS

Senator Rozenblit, faculty, College of Arts and Humanities expressed support for PTK faculty gaining more seats in the Senate as a result of the new apportionment because of the rise in their numbers, and expressed support for the upcoming PORC review. She expressed concern that the new apportionment reduces the percentage of T/TT faculty in the Senate from the mandated 50% to 46%. She shared the perspective that a reduction in T/TT faculty at the University is a negative development, and T/TT faculty have a greater investment in the University due to their longevity and institutional memory. Senator Rozenblit respectfully requested that the representation of T/TT faculty on the Senate be 50% as is required.

Dugan clarified that the ratios for representation in the Senate were written into the Plan of Organization, not the principle of 50% representation for T/TT faculty members. She explained that this principle triggered the PORC review, so the committee could consider building those types of principles into the Plan. Dugan explained that the PORC review may also consider limiting the size of the Senate as the University population grows.

Senator Lanford, faculty, Division of Research, stated that many PTK faculty members are on campus for long periods of time. She stated that it would be interesting to know how many TTK faculty leave the institution when compared to PTK faculty. She agreed with Senator Rozenblit that losing tenured faculty is a bad thing, but disagreed with the characterization that PTK faculty have less of an investment in the University.

Senator Rozenblit agreed with Senator Lanford that many PTK are at the University for long periods of time and have great allegiance to the University. She expressed appreciation that the University Senate includes students, staff, and faculty.

ADJOURNMENT

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



Amendment to the University of Maryland Grading Symbols and Notations Used on Academic Transcripts Policy (Senate Document #20-21-32)

TO Darryll J. Pines | President

FROM Laura Dugan | Chair, University Senate

I am pleased to forward the University of Maryland Grading Symbols and Notations Used on Academic Transcripts Policy (Senate Document #20-21-32) for your consideration and approval. This proposal amends the University of Maryland Grading Symbols and Notations Used on Academic Transcripts Policy III-6.20(A) to set the Pass grade equivalent minimum to a "C-" instead of the current "D-." The Senate Executive Committee (SEC) approved this amendment at its meeting on January 21, 2021 on behalf of the University Senate, under its authority in 4.3.a of the *Bylaws of the University Senate*. Please inform the Senate of your decision and any administrative action related to your conclusion.

Approved:

Date:

01-22-2021

**Darryll J. Pines
President**

Copies of this approval and the accompanying legislation will be forwarded to:

- Mary Ann Rankin**, Senior Vice President and Provost
- Reka Montfort**, Executive Secretary and Director, University Senate
- Michael Poterala**, Vice President and General Counsel
- Cynthia Hale**, Associate Vice President for Finance and Personnel
- John Bertot**, Associate Provost for Faculty Affairs
- Elizabeth Beise**, Associate Provost for Academic Planning & Programs
- Rhonda Smith**, Acting Director, Division of Academic Affairs
- Adrian Cornelius**, University Registrar
- William Cohen**, Associate Provost & Dean for Undergraduate Studies
- Barbara Gill**, Associate Vice President, Enrollment Management
- Jeffrey K. Hollingsworth**, Vice President for Information Technology & Chief Information Officer



Amendment to the University of Maryland Grading Symbols and Notations Used on Academic Transcripts Policy

PRESENTED BY Laura Dugan, Chair

REVIEW DATES SEC – January 21, 2021 | SENATE – February 9, 2021

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [III-6.20\(A\) – University of Maryland Grading Symbols and Notations Used on Academic Transcripts](#)

NECESSARY APPROVALS President

ISSUE

The University of Maryland Grading Symbols and Notations Used on Academic Transcripts Policy III-6.20(A) sets the Pass grade equivalent minimum at a D-. As stated in the policy, a grade of D+, D, or D- denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree. Use of the current pass/fail system is limited because of concerns related to adversely affecting students' progress towards mastery of their chosen major or doing real harm to a student's academic progress.

On March 10, 2020, President Loh issued a directive for UMD to implement policies to mitigate the risk of COVID-19 transmission on the campus by moving University operations to the online environment on March 18, 2020 and by moving all instruction online on March 30, 2020. Due to the significant impact of the ongoing COVID-19 pandemic and to address student needs, the University made a major shift from normal practice by moving to an all pass/fail grading model as the default while allowing students to choose to receive letter grades in specific courses, and by removing all pass/fail restrictions for major & general education requirements. The measures that the University put in place in Spring 2020 were intended to be a one-time emergency response to the immediate issues related to the COVID-19 pandemic. The extended duration of the pandemic is something that could not have been foreseen.

In Fall 2020, in response to feedback from the University community about the extended pressures and difficulties caused by the pandemic, Provost Rankin met with the Senate leadership to discuss these concerns and potential options associated with the pass/fail grading option. In January 2021, the Senate leadership and Provost Rankin asked the SEC to consider whether changes to University policy or practice are needed to better serve the University community, both in times of emergency and in normal circumstances.

RECOMMENDATION(S)

The Senate Executive Committee recommends that the University of Maryland Grading Symbols and Notations Used on Academic Transcripts Policy III-6.20(A) be amended to change the Pass

minimum grade equivalent from a D- to a C- as follows and as shown in the document immediately following this transmittal:

The mark of "P" is a student option mark, equivalent to a grade of ~~C- D-~~ or better. The student must inform the registrar's office of the selection of this option by the end of the schedule adjustment period.

COMMITTEE WORK

Provost Rankin met with the SEC on January 12, 2021 to request its feedback on amending the "Pass" minimum grade equivalent to a C- and developing emergency pass/fail guidelines. She provided background information on the emergency policies that were developed and implemented in Spring 2020 in response to the COVID-19 pandemic and noted that they were intended to be one-time measures. However, she also noted that at the time, the administration did not anticipate that the pandemic would still be affecting the country so significantly in Fall 2020. Provost Rankin noted that there are multiple concerns with the pass/fail grading system, including that it may adversely affect students' progress towards mastery of their chosen major or do real harm to a student's academic progress, and that accreditation boards, graduate programs or employers may not be willing to accept multiple semesters of P grades. Provost Rankin suggested that raising the Pass minimum grade equivalent from a D- to a C- would mitigate those concerns, provide more opportunities for using the Pass/Fail grading system for LEP and hierarchical course series, and align the University with the majority of Big10 and other peer institutions. Provost Rankin also suggested that new guidelines on how the Pass/Fail grading system could be used during emergency conditions could go further in providing support to students, and she shared major principles, constraints, decision points, and recommendations from the deans related to emergency pass/fail guidelines.

The SEC discussed the recommended emergency guidelines as well as the constraints with Provost Rankin and other key administrators to better understand the complexity of the issue and the need to have any revisions to policy or guidelines in place prior to the start of the Spring 2021 semester. SEC Members agreed that changing Pass minimum grade equivalent to a C- would more appropriately reflect a student's academic program and align the University with the majority of the Big10 and other peer institutions. The SEC also learned that it was critical that any changes to the grading system be made prior to the start of the semester so as not to adversely affect students who may choose the option either because of associated academic or financial deadlines. Provost Rankin shared the slides from her presentation and a spreadsheet of Big10 data with the SEC in order to help facilitate their engagement with their constituents. SEC members were tasked with soliciting feedback from their constituents prior to the next SEC meeting.

At the January 21, 2021 SEC Meeting, the SEC discussed the amendment to the University of Maryland Grading Symbols and Notations Used on Academic Transcripts Policy III-6.20(A) and any feedback received from the campus community. Following discussion on the merits of the change, the SEC voted unanimously to exercise its authority under 4.3.a. of the *Bylaws of the University Senate* to act on behalf of the Senate to approve the amendment to the policy, which changes the "Pass" minimum equivalent from a D- to a C- as follows:

The mark of "P" is a student option mark, equivalent to a grade of ~~C- D-~~ or better. The student must inform the registrar's office of the selection of this option by the end of the schedule adjustment period.

The SEC's recommendation will be forwarded to the President for his approval on an interim basis, pending formal Senate review so that the revisions to the policy can be approved in time to take effect by the Spring 2021 semester.

The SEC also voted to place the report on the amendment to the policy on the agenda for the February 9, 2020 Senate Meeting as an information item. In addition, the SEC voted to charge the Academic, Planning & Standards (APAS) Committee with a review of the revision to the policy and any unintended consequences that may result from the policy revision before it is formally codified.

ALTERNATIVES

The President or a group of ten Senators could reject the proposed amendment to the policy. If rejected, the minimum for a Pass equivalent would remain a D-.

RISKS

There are no risks to the University in adopting these recommendations.

FINANCIAL IMPLICATIONS

There are no known financial implications in adopting these recommendations.



III-6.20(A) UNIVERSITY OF MARYLAND GRADING SYMBOLS AND NOTATIONS USED ON ACADEMIC TRANSCRIPTS

(Approved by the President August 1, 1991; Updated June 8, 2001; Amended effective fall 2012; Technical Amendments approved by the President May 4, 2016)

The following symbols are used on students' permanent records:

A+, A, A-	Denotes excellent mastery of the subject and outstanding scholarship. 4.0 quality points per semester hour for the grades of "A+" and "A" 3.7 quality points per semester hour for the grade of "A-"
B+, B, B-	Denotes good mastery of the subject and good scholarship. 3.3 quality points per semester hour for the grade of "B+" 3.0 quality points per semester hour for the grade of "B" 2.7 quality points per semester hour for the grade of "B-"
C+, C, C-	Denotes acceptable mastery of the subject. 2.3 quality points per semester hour for the grade of "C+" 2.0 quality points per semester hour for the grade of "C" 1.7 quality points per semester hour for the grade of "C-"
D+, D, D-	Denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree. 1.3 quality points per semester hour for the grade of "D+" 1.0 quality points per semester hour for the grade of "D" 0.7 quality points per semester hour for the grade of "D-"
F	Denotes failure to understand the subject and unsatisfactory performance. 0.0 quality points per semester hour for the grade of "F"
S	This is a department option mark which may be used to denote satisfactory performance. This is not included in computation of cumulative average.
W	Used to indicate withdrawal from a course by the end of the schedule adjustment period. This is not included in computation of cumulative average.

XF	Used to indicate failure due to academic dishonesty. Treated in the same way as "F" for the purposes of cumulative average.
Aud	A student may register to audit a course which has been designated as available under the audit option where space is available. This does not imply attendance or any other effort in the course.
Pass/Fail	The mark of "P" is a student option mark, equivalent to a grade of C- D- or better. The student must inform the registrar's office of the selection of this option by the end of the schedule adjustment period.
Incomplete	The mark of "I" is an exceptional mark that is an instructor option. It is only given to a student whose work has been qualitatively satisfactory, when, because of illness or other circumstances beyond the student's control, he or she has been unable to complete some small portion of the work of the course. In no case will the mark "I" be recorded for a student who has not completed the major portion of the work of the course.
Repeat	For information on the University's repeat guidelines for undergraduate students, consult the Undergraduate Catalog. For graduate students, departments may permit a student to repeat a course in an effort to earn a better grade. Whether higher or lower, the most recent grade will be used in computing the grade point average. All grades for graduate students remain as part of the student's permanent record.
Duplicate Course	This is used to indicate two courses with the same course content. The second course is counted in cumulative totals unless an exception is made by the dean.
Non-app	Used by the dean of the receiving college in cases of transfer from one college to another at UMCP to indicate courses in the previous academic program which are not applicable to the new program.
Excl Crd	Excluded credit is noted when academic clemency has been granted.

**Emergency Pass/Fail Guidelines for the University of Maryland
(Senate Document #20-21-33)****TO Darryll J. Pines | President****FROM Laura Dugan | Chair, University Senate**

I am pleased to forward the Senate Executive Committee's proposal for the Emergency Pass/Fail Guidelines for the University of Maryland (Senate Document #20-21-33) for your consideration and approval. This proposal establishes standard emergency pass/fail guidelines that may be used during emergency conditions at the University of Maryland at the discretion of the President and the Senior Vice President & Provost. The Senate Executive Committee (SEC) approved this item at its meeting on January 21, 2021 on behalf of the University Senate, under its authority in 4.3.a of the *Bylaws of the University Senate*. Please inform the Senate of your decision and any administrative action related to your conclusion.

Approved:**Darryll J. Pines
President****Date:****01-22-2021**

Copies of this approval and the accompanying legislation will be forwarded to:

Mary Ann Rankin, Senior Vice President and Provost
Reka Montfort, Executive Secretary and Director, University Senate
Michael Poterala, Vice President and General Counsel
Cynthia Hale, Associate Vice President for Finance and Personnel
John Bertot, Associate Provost for Faculty Affairs
Elizabeth Beise, Associate Provost for Academic Planning & Programs
Rhonda Smith, Acting Director, Division of Academic Affairs
Adrian Cornelius, University Registrar
William Cohen, Associate Provost & Dean for Undergraduate Studies
Barbara Gill, Associate Vice President, Enrollment Management
Jeffrey K. Hollingsworth, Vice President for Information Technology & Chief Information Officer

**Emergency Pass/Fail Guidelines for the University of Maryland****PRESENTED BY** Laura Dugan, Chair**REVIEW DATES** SEC – January 21, 2021 | SENATE – February 9, 2021**VOTING METHOD** In a single vote**RELEVANT
POLICY/DOCUMENT** N/A**NECESSARY
APPROVALS** President**ISSUE**

The University of Maryland Grading Symbols and Notations Used on Academic Transcripts Policy III-6.20(A) sets the Pass grade equivalent minimum at a D-. As stated in the policy, a grade of D+, D, or D- denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree. Use of the current pass/fail system is limited because of concerns related to adversely affecting students' progress towards mastery of their chosen major or doing real harm to a student's academic progress. Changing the Pass grade equivalent minimum to a C- would provide opportunities to develop emergency pass/fail guidelines that could apply to address the ongoing COVID-19 pandemic or future emergency conditions, if needed.

On March 10, 2020, President Loh issued a directive for UMD to implement policies to mitigate the risk of COVID-19 transmission on the campus by moving University operations to the online environment on March 18, 2020 and by moving all instruction online on March 30, 2020. Due to the significant impact of the ongoing COVID-19 pandemic and to address student needs, the University made a major shift from normal practice by moving to an all pass/fail grading model as the default while allowing students to choose to receive letter grades in specific courses, and by removing all pass/fail restrictions for major & general education requirements. The measures that the University put in place in Spring 2020 were intended to be a one-time emergency response to the immediate issues related to the COVID-19 pandemic. The extended duration of the pandemic is something that could not have been foreseen.

In Fall 2020, in response to feedback from the University community about the extended pressures and difficulties caused by the pandemic, Provost Rankin met with the Senate leadership to discuss these concerns and potential options associated with the pass/fail grading option. In January 2021, the Senate leadership and Provost Rankin asked the SEC to consider whether changes to University policy or practice are needed to better serve the University community, both in times of emergency and in normal circumstances.

RECOMMENDATION

The Senate Executive Committee recommends that the Emergency Pass/Fail Guidelines for the University of Maryland, immediately following this transmittal be approved.

COMMITTEE WORK

Provost Rankin met with the SEC on January 12, 2021 to request its feedback on amending the “Pass” minimum grade equivalent to a C- and developing emergency pass/fail guidelines. She provided background information on the emergency policies that were developed and implemented in Spring 2020 in response to the COVID-19 pandemic and noted that they were intended to be one-time measures. However, she also noted that at the time, the administration did not anticipate that the pandemic would still be affecting the country so significantly in Fall 2020. Provost Rankin noted that there are multiple concerns with the pass/fail grading system, including that it may adversely affect students’ progress towards mastery of their chosen major or do real harm to a student’s academic progress, and that accreditation boards, graduate programs or employers may not be willing to accept multiple semesters of P grades. Provost Rankin suggested that raising the Pass minimum grade equivalent from a D- to a C- would mitigate those concerns, provide more opportunities for using the Pass/Fail grading system for LEP and hierarchical course series, and align the University with the majority of Big10 and other peer institutions. Provost Rankin also suggested that new guidelines on how the Pass/Fail grading system could be used during emergency conditions could go further in providing support to students, and she shared major principles, constraints, decision points, and recommendations from the deans related to emergency pass/fail guidelines.

The SEC discussed the recommended emergency pass/fail guidelines as well as the constraints with Provost Rankin and other key administrators to better understand the complexity of the issue and the need to have any revisions to policy or guidelines in place prior to the start of the Spring 2021 semester. SEC Members agreed that changing the Pass minimum grade equivalent to a C- would more appropriately reflect a student’s academic progress and align the University with the majority of the Big10 and other peer institutions. The SEC also learned that it was critical that any changes to the grading system be made prior to the start of the semester so as not to adversely affect students who may choose the option either because of associated academic or financial deadlines. Provost Rankin shared the slides from her presentation and a spreadsheet of Big10 data with the SEC in order to help facilitate their engagement with their constituents. SEC members were tasked with soliciting feedback from their constituents prior to the next SEC meeting.

At the January 21, 2021 SEC Meeting, the SEC discussed the draft Emergency Pass/Fail Guidelines and any feedback received from the campus community. Following extensive discussion on the importance of the guidelines, the SEC voted unanimously to exercise its authority under 4.3.a. of the Bylaws of the University Senate to act on behalf of the Senate to approve the Emergency Pass/Fail Guidelines for the University of Maryland as shown in the document following this transmittal.

The SEC’s recommendation will be forwarded to the President for his approval on an interim basis, pending formal Senate review so that the new emergency guidelines can be approved in time to take effect by the Spring 2021 semester.

The SEC also voted to place the report on the emergency guidelines on the agenda for the February 9, 2020 Senate Meeting agenda as an information item. In addition, the SEC voted to charge the Academic, Planning & Standards (APAS) Committee with a comprehensive review of

the Emergency Pass/Fail Guidelines that includes campus community input through the formal Senate process before it is formally codified.

ALTERNATIVES

The President or a group of ten Senators could reject the proposed amendment to the policy. If rejected, the University would not formally codify emergency pass/fail guidelines.

RISKS

There are no risks to the University in adopting these recommendations.

FINANCIAL IMPLICATIONS

There are no known financial implications in adopting these recommendations.

Proposed Emergency Pass/Fail Guidelines



UNIVERSITY SENATE

Senate Document #20-21-33

Emergency Pass/Fail Guidelines for the University of Maryland

These pass/fail guidelines may be used during emergency conditions at the University of Maryland. They can only be invoked when the President and the Senior Vice President and Provost deem it appropriate. At all other times, the University's standard grading policy will be followed.

1. Students will be able to **opt in** to courses that they wish to take as pass/fail.
2. Students will receive automatic approval when they choose the pass/fail option for up to seven (7) credits/semester.
3. Students experiencing exceptional circumstances may request an exception to the seven-credit limit through their advisor and with the approval of their dean.
4. The deadline for both choosing the pass/fail grading option and dropping a course with a W in the course will be extended until 10:59 PM EST on the last day of classes.
5. Faculty will be encouraged to keep in-course grades current, so students have a good idea of the grade they have earned in the course by the last day of classes.
6. Faculty will not be aware of which students in their course are taking it pass/fail.



Deactivation of the University of Maryland, College Park Policy and Procedures Concerning Telecommunications Evaluations

PRESENTED BY Derek Richardson, Chair, IT Council

REVIEW DATES SEC – January 21, 2021 | SENATE – February 9, 2021

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [X-3.05\(A\) – University of Maryland, College Park Policy and Procedures Concerning Telecommunications Evaluations](#)

NECESSARY APPROVALS Senate, President

ISSUE

Campus telecommunication services are integrated with network services provided by the Division of Information Technology. Therefore, a policy on telecommunications evaluations is no longer needed.

RECOMMENDATION(S)

The University of Maryland, College Park Policy and Procedures Concerning Telecommunications Evaluations (X-3.05[A]) should be deactivated.

COMMITTEE WORK

As part of a comprehensive review of campus information technology (IT) related policies, the IT Council (ITC) in consultation with the Division of IT (DIT) noted that the University of Maryland, College Park Policy and Procedures Concerning Telecommunications Evaluations (X-3.05[A]) may no longer be relevant since telecommunications services are now integrated with DIT network services. Current telecommunications services offerings are detailed in DIT Knowledge Base Article [KB0012297](#).

The Vice President for Information Technology and Chief Information Officer was consulted and concurred that deactivation of this policy is appropriate.

Based on the above information, the ITC voted at its October 14, 2020 meeting to recommend this policy be deactivated.

ALTERNATIVES

The Senate could decline to deactivate the policy. However, the policy would likely cause confusion.

RISKS

There are no known risks to the University in deactivating this policy.

FINANCIAL IMPLICATIONS

There are no known financial implications in deactivating this policy.



SECTION X: MISCELLANEOUS POLICIES

Policy Number: X-3.05(A)

University of Maryland, College Park Policy Concerning Telecommunications Evaluations

Consolidated USM and UMD Policies and Procedures

APPROVED BY THE PRESIDENT 1 AUGUST 1991

An evaluation of telecommunication resources is provided to campus departments at no charge by Telecommunication Services, Department of Communication Services. A Telecommunication Voice Service Equipment Request Form must be completed and sent to Telecommunication Services. Instructions for completing the form are found in the Campus Form Book.



PCC Proposal to Establish a Post-Baccalaureate Certificate in Latin American and Caribbean Studies (PCC 20041)

PRESENTED BY Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – January 21, 2021 | SENATE – February 09, 2021

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT N/A

NECESSARY APPROVALS Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

The College of Arts and Humanities proposes to establish a Post-Baccalaureate Certificate in Latin American and Caribbean Studies. This interdisciplinary program will focus on the diverse cultures, histories, and literatures of Latin America and the Caribbean, as well as the political, economic and governmental systems within these regions. The program is designed for any UMD master's or doctoral student who has an interest in Latin America and the Caribbean. The program will provide a textured understanding of Latin America and the Caribbean and nurture an intellectual community centered on Latin American and Caribbean Studies. Such a community already exists, as for several years students from a variety of departments and programs have worked with UMD's Latin American Studies Center to organize conferences, work with community groups, and mentor undergraduate students completing capstone courses in Latin American Studies.

The program is 12 credits, consisting of nine credits of core courses and three credits of electives. All students will take a three-credit Perspectives on Latin America and the Caribbean course, three credits of a specialized colloquium across three semesters, and a three-credit praxis course focused on research or experiential learning. Students will also take a three-credit elective course chosen from a list of courses offered by a variety of departments and programs, including African-American Studies, American Studies, Anthropology, English, Geographical Studies, Government and Politics, History, Latin American Studies, the School of Languages, Literatures and Cultures, and Latina/o Studies.

By incorporating research and experiential learning, the program is intended to serve both students who wish to pursue an academic career in Latin American and Caribbean studies and students who wish to pursue a non-academic career in the private, not-for-profit, or government sectors. Regardless of their professional goals, students completing the program will be able to appreciate, theorize, and compare the diverse cultures of Latin America and the Caribbean in their linguistic, cultural, and social dimensions as they emerged from diverse pre-colonial, colonial, and post-colonial histories, as well as be able to consider contemporary realities of Latin America and the Caribbean from informed regional and international perspectives.

This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on October 30, 2020, and the Senate Programs, Curricula, and Courses committee on December 4, 2020.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on December 4, 2020. Merle Collins of the English Department and the Center for Latin American Studies, Eric Tomala, also of the Center, and Ralph Bauer from the College of Arts and Humanities, presented the proposal and responded to questions from the committee. The proposal was approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new certificate program.

RISKS

If the Senate declines to approve this degree program, the university will lose an opportunity to provide an academic experience and credential for students already engaged in the study of Latin America and Caribbean studies.

FINANCIAL IMPLICATIONS

The Latin American Studies Center has sufficient instructional, administrative, and physical resources to offer the program's core courses. The elective courses are already offered by contributing departments and programs. Consequently, this program will have no significant financial implications.

705: LATIN AMERICAN AND CARIBBEAN STUDIES GRADUATE CERTIFICATE

In Workflow

1. ARHU Curriculum Manager (bauerr@umd.edu; myuen@umd.edu)
2. ARHU PCC Chair (acaneque@umd.edu; bauerr@umd.edu; myuen@umd.edu)
3. ARHU Dean (bauerr@umd.edu; myuen@umd.edu)
4. Academic Affairs Curriculum Manager (mcolson@umd.edu)
5. Graduate School Curriculum Manager (aambrosi@umd.edu)
6. Graduate PCC Chair (aambrosi@umd.edu)
7. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
8. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
9. University Senate Chair (mcolson@umd.edu)
10. President (mcolson@umd.edu)
11. Chancellor (mcolson@umd.edu)
12. MHEC (mcolson@umd.edu)
13. Provost Office (mcolson@umd.edu)
14. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Fri, 11 Sep 2020 16:23:25 GMT
Ralph Bauer (bauerr): Approved for ARHU Curriculum Manager
2. Wed, 16 Sep 2020 18:11:17 GMT
Alejandro Canequé (acaneque): Approved for ARHU PCC Chair
3. Wed, 30 Sep 2020 18:22:59 GMT
Ralph Bauer (bauerr): Approved for ARHU Dean
4. Wed, 21 Oct 2020 20:42:20 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
5. Sun, 01 Nov 2020 14:40:41 GMT
Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
6. Sun, 01 Nov 2020 14:48:01 GMT
Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
7. Mon, 02 Nov 2020 15:46:01 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
8. Fri, 06 Nov 2020 15:25:19 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair
9. Fri, 06 Nov 2020 15:34:17 GMT
Michael Colson (mcolson): Rollback to Senate PCC Chair for University Senate Chair
10. Sat, 05 Dec 2020 07:16:41 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Thu, 26 Mar 2020 16:08:51 GMT

Viewing: 705 : Latin American and Caribbean Studies Graduate Certificate

Last edit: Thu, 07 Jan 2021 16:15:24 GMT

Changes proposed by: Merle Collins (collinsm)

Program Name

Latin American and Caribbean Studies Graduate Certificate

Program Status

Proposed

Effective Term

Fall 2021

Catalog Year

2021-2022

Program Level

Graduate Program

Program Type

Post-Baccalaureate Certificate

Delivery Method

On Campus

Departments**Department**

Arts and Humanities

Colleges**College**

Arts and Humanities

Degree(s) Awarded**Degree Awarded**

Certificate, Post-Baccalaureate

Proposal Contact

Merle Collins, Eric Tomalá

Proposal Summary

We propose to create a new Graduate Certificate in Latin American and Caribbean Studies (LACS) at the University of Maryland. It will be administered by the Latin American Studies Center (LASC), which, in a separate administrative action, we will be proposing to have renamed the Latin American and Caribbean Studies Center. Students enrolled in the Latin American and Caribbean Studies Graduate Certificate program will engage in an interdisciplinary approach to scholarship and teaching that facilitates, across a range of disciplines, the study of the cultures, histories, and literatures, as well as the political, economic and governmental systems of Latin America and the Caribbean. By incorporating concentrations in research praxis and experiential learning, the program is intended to serve both students who wish to pursue an academic career in Latin American and Caribbean studies and students who wish to pursue a non-academic career in the private, not-for-profit, or government sectors. Regardless of their professional goals, students completing the program will be able to appreciate, theorize, and compare the diverse cultures of Latin America and the Caribbean in their linguistic, cultural, and social dimensions as they emerged from diverse pre-colonial, colonial, and post-colonial histories, as well as be able to consider contemporary realities of Latin America and the Caribbean from informed regional and international perspectives.

(PCC Log Number 20041)

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 Graduate Certificate program in Latin American and Caribbean Studies is a cross-collegial interdisciplinary program focusing on the diverse cultures, histories, and literatures, as well as the political, economic and governmental systems of Latin America and the Caribbean. The program is intended to serve both students who wish to pursue an academic career in Latin American and Caribbean studies and students who wish to pursue a non-academic career in the private, not-for-profit, or government sectors. Students enroll in a total of 12 credits of coursework, 9 of which must fulfill the core requirements and 3 of which will derive from elective coursework selected from a variety of courses and disciplines throughout the university. All Certificate students are required to take one 3-credit introductory course (LACS608) and a 1-credit colloquium (LACS648) over the course of three semesters (for a total of 3 credits). The Colloquium is open to interested faculty and students in all disciplines, as well as invited visiting scholars and is aimed at interrogating annually designated themes relating to Latin America and the Caribbean. The remaining 3 of the 9 core credits are taken in one or a combination of two praxis concentrations—praxis in research and praxis experiential learning. The Graduate Certificate further establishes LASC as a key center for research, academic presentations, student and faculty conferences, co-curricular cultural events, graduate mentorship, and work both theoretical and practical on Latin America and the Caribbean.

Catalog Program Requirements:

Program Requirements:

Course	Title	Credits
LACS608	Course LACS608 Not Found (Perspectives on Latin America and the Caribbean)	3
LACS648	Course LACS648 Not Found (Colloquium) ¹	3
Praxis:		3
LACS688	Course LACS688 Not Found (Experiential Learning in Latin American and Caribbean Studies (1-3 Credits))	
LACS689	Course LACS689 Not Found (Research Praxis in Latin American and Caribbean Studies (1-3 Credits))	
Elective ²		3
Total Credits		12

¹ The colloquium is a one-credit course taken over three semesters for a total of three credits.

² An elective with content in Latin American and the Caribbean may be taken in any UMD department. Consult the program for a list of pre-approved courses. Courses not on the pre-approved list may be used with approval of the director. 400-level courses may be taken with additional assignments.

LANGUAGE REQUIREMENT

In addition to English, students must demonstrate advanced proficiency in one of the other languages of the Americas: indigenous languages, a creolized language such as Haitian Creole, colonial languages -Spanish, Portuguese, French - or other language considered by the program administration to be relevant to study of Latin America and the Caribbean. Proficiency may be certified through a language translation exam administered by an affiliate faculty member or through advanced-level coursework in the student's indicated language. If done through coursework, students must have a grade of "B-" or better in an advanced-level course. (Students who receive a grade lower than a "B-" may repeat the course).

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.

Year 1:

Fall Semester:

- LACS608: Perspectives on Latin America and the Caribbean (3 credits)
- LACS648: Colloquium (1 credit)

Spring Semester:

- LACS648: Colloquium (1 credit)
- Elective (3 credits)

Year 2:

Fall semester:

- LACS648: Colloquium (1 credit)
- LACS688 or 689 (3 credits)

Courses do not have to be taken sequentially. LACS688/689 may be taken for 1-3 credits over one or semesters.

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

Learning Outcomes

Students will be able to demonstrate a solid knowledge of the histories, politics, and cultures of Latin America and the Caribbean.

Students will be able to demonstrate an understanding of the historical role and impact of colonialism and various colonial countries – French, Spanish, Portuguese, British, Dutch – in the shaping of Latin America and the Caribbean, as well as the role of colonial and imperial histories in the shaping of regional perceptions of self and society.

Students will be able to demonstrate their ability to conduct specific research on the history and culture of one Latin American or Caribbean country as well as a good knowledge of that country's positioning in the wider region.

Students will be able to demonstrate a good knowledge of current debates, issues, theoretical and philosophical perspectives interrogating the societies and cultures of Latin America and the Caribbean.

Students will be able to demonstrate their ability to apply their knowledge about Latin America and the Caribbean in the praxis of an original research project or of a professional experience in an organization with a special interest in Latin America and/or the Caribbean.

These outcomes will be measured through an assessment of both the student's scholarly work and a required oral presentation at the Colloquium. Assessment of the presentation will be conducted once during the student's time in the three-semester Colloquium sequence, preferably in the student's final semester. In addition to the oral presentation, the student will submit a written statement to be evaluated by the Director of the Center.

LASC will retain copies of papers submitted for assessment. (for the rubric, see attachment)

New Program Information

Mission and Purpose

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

The Graduate Certificate Program in Latin American and Caribbean Studies (LACS) serves UMD's mission to "educate students and advance knowledge in areas of importance to the State, the nation, and the world." The mission of the Latin American Studies Center (LASC) is to promote and build a community of students and faculty that is interested in learning and actively engaging with Latin American and Caribbean history and culture. It provides a crucial network and central source of administrative, intellectual, and cultural support and inspiration for students and faculty throughout the university, as well as a strategic point of connection between UMD and the nation at large.

The core courses and colloquium, in particular, will ensure that students are trained to apply academic knowledge to real-life situations and to their own academic work, including their mentoring of LASC undergraduate students.

Program Characteristics

What are the educational objectives of the program?

The major objectives are to provide students with a textured understanding of Latin America and the Caribbean and to nurture an intellectual community informed about the subject.

The program is intended to support approximately 10-15 students per year drawing from the graduate population across the College of Arts and Humanities. LASC already has a sizable community of graduate students who are strongly engaged with LASC programming activities and who serve as mentors to LASC undergraduate students enrolled in the Undergraduate certificate and minor programs. The Graduate Certificate program is designed to serve that population and other students throughout the university who have an interest in the study of Latin America and the Caribbean. While the Certificate program will be open to graduate students from all colleges, we expect that it will attract primarily students from the College of Arts and Humanities, the College of Behavioral and Social Sciences, the School of Public Policy, and the School of Public Health. The 12-credit Graduate Certificate program will provide graduate students with an opportunity for practical engagement and interrogation across disciplines and perspectives and the knowledge base to engage theoretically with a variety of issues. It will allow those from departments with an interest in the empirical study of the region to explore their interests and interrogate available data. It will also provide these students and those who theorize about Latin America and the Caribbean with an academic certification that would be important for their career objectives.

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

Students who wish to apply for admission to the Certificate program in Latin American and Caribbean Studies must submit a C.V., official transcripts, and a statement of purpose (no longer than one page, single spaced). Any student currently enrolled in a Master's or Doctoral program within any department at the University of Maryland at College Park may apply to participate. Applications will be reviewed and approved on a rolling basis by an admissions committee consisting of three permanent members (the Director, the Assistant Director, and the postdoc) and two or three rotating members from the Advisory Board that changes every semester or academic year depending on their availability. In compliance with the standards established by the Maryland Higher Education Commission and the College Park Graduate Council Committee on Programs and Courses, admitted students must maintain a 3.0 GPA.

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.).

One major factor influencing both the decision to establish a Graduate Certificate and the development of the proposed curriculum is the long-standing involvement of an interdisciplinary group of graduate students in the intellectual community and work of the Latin American Studies Center. These students, from a variety of departments and programs across the university, have, for at least the last six years, held meetings at LASC, organized Graduate student conferences on Latin American Studies, and, during the last two years, mentored Undergraduate students in an exemplary capstone program. With no certification to show for it, these students have voluntarily built an intellectual community that could further benefit from the rigor provided by a colloquium and a focused choice of classes, and allow them the benefit of adding to their vitae a Certificate acknowledging their commitment to intellectual interrogation of Latin America and the Caribbean. An intellectual community already exists. The certificate will build upon this and can be another tool in the recruitment and retention of Graduate students. (see attached document evidencing student involvement in the development of the Certificate proposal).

Course Descriptions:

Core 1: LACS608: Perspectives on Latin America and the Caribbean.

This course exposes students to major theoretical, disciplinary, and/or methodological approaches to Latin American and Caribbean studies as practiced in the arts and humanities, and/or the behavioral and social sciences, including history, literary studies, anthropology, and political science. Topics include racial, social, ethnic, and national identities, demographic mobility, and cultural, economic, political, and intellectual exchanges in the Americas.

Core 2: LACS648: Colloquium

A Colloquium that will ensure an ongoing intellectual community among students, faculty, and guest scholars. The director of the Center and students will meet to discuss readings and presentations by guest speakers. Students will also present their work for feedback. With the assistance of the Director, students are invited to play an essential role in the planning and structuring of the Colloquium. Every year the colloquium has a theme and will meet four times per semester.

Core 3:

LACS688: Concentration in Experiential Learning. 1-3 credits.

The concentration in experiential learning praxis may be of particular interest to students looking for an opportunity for practical work and experience outside academia. With approval of the Director, the experiential learning credits can be fulfilled with internships, the LASC undergraduate mentorship program, an applied research assistantship, or any program outside the University that is relevant. The three credits can be fulfilled in a span of more than one semester and can be a combination of the options. This concentration in experiential learning will be of particular value to students who are interested in pursuing careers outside academia. Examples of experiential learning might include internships at the Pan American Health Organization, the World Bank, or Casa de Maryland. With the approval of the director, students may satisfy this requirement by enrolling in relevant courses offered by or experiences supervised by LASC affiliate faculty and cross-listed with participating departments. In those cases, the affiliate faculty who act as the instructor of record will be responsible for providing adequate theoretical preparation for the student's learning experience. Otherwise, the course/experience will be taught/supervised by the LASC director, who will be responsible for providing adequate theoretical preparation for the student's learning experience.

LACS689: Concentration in Research Praxis. 1-3 credits.

The concentration in research praxis is intended primarily to serve students who are interested in academic research and teaching in Latin American and Caribbean studies by exposing them to a research experience supervised by an affiliate faculty member in Latin American and Caribbean studies. This might be a 3-credit intensive research seminar or independent studies tutorial involving a major research project or a 1-3 credit research assistantship in Latin American and Caribbean studies. Usually, students will satisfy this requirement by enrolling in relevant courses offered or research experiences supervised by LASC affiliate faculty and cross-listed with participating departments.

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

Traditional Semester

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

The Center will disseminate information about the Graduate Certificate via our faculty affiliates, who come from 22 different departments from across campus, and via our Graduate students who also come from diverse disciplinary backgrounds. The Graduate Student Collective is creating and distributing (electronically) a survey that will be used to gather and share information about the certificate. The Center will share information about the Certificate through our LISTSERV and at our events, and we will ask units from across campus to do the same. From Spring 2021, LASC intends to schedule the colloquium and other courses which will be part of a Graduate certificate when it is approved. This will inform students of the range of possibilities open to them.

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.

While the program is capable of offering core courses, it assumes the willingness, participation and cooperation of already established programs, including, but not limited to Anthropology, Art History, Criminology, English, Geography, Government and Politics, History, LGBT studies, Theater and Performance Studies, Spanish and Portuguese, U.S. Latina/o Studies, Women's Studies. Many of these departments are home to LASC affiliate faculty who teach courses with Latin American and/or Caribbean content that can support the elective and core requirements. At this time, the following departments (colleges) have made a commitment to support the core curriculum of the program on a rotational basis: SPAP (ARHU), ENGL/CMLT (ARHU), HIST (ARHU), ANTH (BSOS), and GVPT (BSOS). We are also in conversation with AASD (BSOS) and are confident that they will make a commitment in support of the program. The long term relationship with aforementioned programs will continue to be crucial to the formation of interdisciplinarity among our graduate students.

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

N.A. The program will not need special accreditation.

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

N.A.

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.

Merle Collins, LASC Director, in coordination with Eric Tomala, Assistant Director, will provide oversight. (See attachment for list of faculty).

Indicate who will provide the administrative coordination for the program

Eric Tomalá, Assistant Director, in consultation, where necessary, with the Director of the Program, Merle Collins.

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 program will be housed in the Latin American Studies Center. Existing facilities in LASC will be adequate for the new graduate courses. We will make use of the LASC conference room for seminar-style meetings. Where necessary for larger gatherings, we will also use conference room facilities on the first floor of the Patterson building, where we are housed. This will continue a tradition of such use by LASC and other programs in the building.

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 courses for the Graduate Certificate will be staffed as follows:

LACS608: Perspectives on Latin America and the Caribbean. This course is to be offered every other semester. Staffing will initially come from LASC affiliate faculty in ARHU (SPAP, ENGL/CMLT, HIST) and several BSOS units on a rotational basis. It is our hope and expectation that other colleges and departments home to Certificate students will consider supporting the program by joining the rotational commitment.

LACS648: Colloquium on Latin America and the Caribbean. To be offered every semester, the colloquium will be taught by the LASC Director as part of his or her regular workload. The Director will at times invite speakers to make presentations. Invited speakers will generally be members of the LASC affiliate faculty or the larger UMD professoriate, as well as faculty members at other local institutions or visiting colleagues from Latin America and the Caribbean. Visiting speakers will offer an opportunity for constant contact with perspectives on Latin America and the Caribbean and encourage students to think in comparative perspective as they theorize.

LACS688 and LACS689: These courses will usually be cross-listed with courses, independent studies tutorials, research assistantships, and internships taught or directed by LASC affiliate faculty supervising a research capstone or practical learning experience. If the course is not cross-listed and supervised by a LASC affiliate faculty member, it will be taught or supervised by the LASC director.

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

Students in the Graduate Certificate program will be advised by the Program Director and Assistant Director as part of their regular administrative duties.

The present LASC Director was appointed by the Dean of Arts and Humanities for a two-year term. Typically, the Director is appointed by the Dean of Arts and Humanities for a renewable three-year term.

This Certificate is interdisciplinary. Students come from a variety of departments across campus. While LASC provides a theoretical and other focus on a specific region of the Americas, the Certificate must depend upon the support of various ARHU departments. Faculty from some of these departments may be needed to supervise and/or advise about research projects. The attached letters of support from various ARHU departments and individual professors reflect departmental commitments.

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.

Reallocated Funds include an operating budget of \$3250 for equipment, library, and other expenses (operational expenses) during the first year; the following years the program would utilize \$1750 per year. The minor additional resources required to run this certificate will come from the budget LASC already has to support the two undergraduate academic programs (minor and certificate programs). All elective and core courses offered in the program are part of the faculty's normal teaching obligation, with the majority either already offered as part of an existing degree program.

No tuition revenue is assumed because the certificate is only open to students who are already enrolled in a graduate (Master's or Doctorate) degree program. Estimated revenues and expenses are included below. (see attached table).

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

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

Regionally and nationally, US demographics suggest that there has been an increase in the number of residents originating in Central America. According to a tabulation of data from the U.S. Census Bureau, pooled 2013-2017, 4.8 percent of the Washington Metropolitan area population, or 293,000 people, are Central Americans. In the environs of the University, there are Central American and other Latin American and Caribbean community organizations working with young people in need of language and other instruction. LASC Graduate students who currently meet at LASC and who mentor undergraduates, and undergraduate students who do internships, develop programs of support with these community organizations. A graduate Certificate will afford students the opportunity to engage theoretically and practically with communities in which they have both a research and an experiential interest. LASC is particularly well placed to help expand educational opportunities for students focusing on the histories and cultures of Latin American and Caribbean communities. By recognizing students' practical interaction with and theoretical study about

a diverse community within Maryland, with cultural and other connections to Latin America and the Caribbean, the certificate would both underline the university's commitment to diversity and inclusion and provide interested graduate students with an opportunity to understand communities and migration in historical and broader theoretical perspectives. The Certificate's focus on the study of Latin America and the wider Caribbean also expands choices for minority and educationally disadvantaged students not only at the University of Maryland but also in the K12 schools and other organizations with which they coordinate. This also provides students with ideas and opportunities for productive engagement with the community post-graduation, and directly engages with the Maryland State Plan for Postsecondary Education's emphasis on "foster(ing) innovation in all aspects of Maryland higher education to improve access and student success."

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

No

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

It is expected that the students registering for the Graduate Certificate will come from a variety of disciplines throughout campus. That is the constituency that has frequented LASC throughout the years and that now works voluntarily mentoring undergraduate students. They may be expected to enter various positions in academia or to take advantage of their community engagement to become entrepreneurs and work with community organizations or in other occupations involving youth. Additionally, the Certificate holders will typically have both a second language and research knowledge of Caribbean and Latin American communities. According to the USBLS Occupational Outlook Handbook, "Employment of interpreters and translators is projected to grow 19 percent from 2018 to 2028, much faster than the average for all occupations. Globalization and large increases in the number of non-English-speaking people in the United States will drive employment growth. Job prospects should be best for those who have professional certification." Additionally, according to the same source, "Overall employment of post-secondary teachers is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations. Enrollment at post-secondary institutions is expected to continue to rise. The majority of employment growth is likely to be in part-time positions." Importantly, the Certificate students might be expected to have good theoretical and practical knowledge of the communities and community institutions in the area in which the University is located, and so some ability to frame options for their careers.

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: http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx

The proposed Certificate program will be the first Graduate-level curriculum in Latin American and Caribbean studies in the state of Maryland. While many of our peers and nearly all of the Big 10 institutions have a Graduate certificate in Latin American or Latin American & Caribbean Studies, none has a comprehensive Latin American and Caribbean program like the one we propose here. In the D.C. area, only Georgetown and American Universities have Latin American and Caribbean Studies graduate certificates, and both emphasize diplomacy and governmental affairs. Our certificate will fill a (regional) gap in the breadth of the offerings.

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?

The program is developed to add specific regional and theoretical perspectives to existing degree programs in the arts and humanities. It is also designed to cater to the specific interests of particular Latin American and Caribbean scholars, with a range of cultural and national interests. Consequently, the program will have no impact on high demand programs or the uniqueness and institutional identity of Historically Black Institutions. The program is unusual for bringing together related perspectives on diversity in Black communities and Latin American communities.

Supporting Documents

Attachments

Faculty Involved in the program.pdf
 List of Elective Courses.pdf
 Learning Outcomes Rubric for core LASC Graduate Certificate courses.pdf
 Graduate Students' Worksheet LASC Certificate.pdf
 LASC Collective.pdf
 LASC Board Letter.pdf
 David Sartorius-History.pdf
 Patricio Korzeniewicz-Sociology.pdf
 Valérie Orlando-French.pdf
 Michelle Rowley-Women's Studies.pdf
 Laurie Frederik-Theatre and Performance Studies.pdf

SPAP support letter.docx

ENGL support letter August 2020.pdf

Library Program Assessment Graduate Certificate in Latin American Studies.docx

GVPT Will Reed support letter.pdf

HIST support letter Phil Soergel.docx

ANTH support letter Barnet Pavao-Zuckerman.docx

LACS-PBC-MHEC-Budget-2020.xlsx

Reviewer Comments

Michael Colson (mcolson) (Fri, 06 Nov 2020 15:34:17 GMT): Rollback: Accidentally moved forward before Senate PCC approval. Returning to Senate PCC chair.

Key: 705

PHD FACULTY INVOLVED IN THE PROGRAM

Name	Title	Credentials	Courses
Merle Collins	Professor English and CMLT and LASC Director	PhD Government	*LASC648: Colloquium (3 credits)
Michelle V. Rowley	Associate Professor department of Women's Studies	PhD Women's Studies	*LASC648: Colloquium (3 credits)
Ryan Long	Associate Professor School of Languages, Literatures, and Cultures (Spanish)	PhD Spanish	*LASC648: Colloquium (3 credits)
Ivan Ramos	Assistant professor LGBTQ studies in the department of Women's Studies	PhD Performance Studies	*LASC648: Colloquium (3 credits)
John Drabinski	Associate Professor English Dept.	PhD English	LASC448U Theorizing the Americas (3 credits)
Laurie Frederik	Associate Professor Theater, Dance and Performance Studies	PhD Anthropology	LASC 602: Perspectives on Latin America and the Caribbean
Valérie Orlando	Professor School of Languages, Literatures, and Cultures (French and Francophone)	PhD French & Francophone Literatures Culture	LASC 602: Perspectives on Latin America and the Caribbean

***Over the course of three semesters.**

Advanced Undergraduate Courses (400-level)

<u>Course Number</u>	<u>Title</u>
AASP468	Special Topics in Africa and the Americas
AASP498O	Special Topics in Black Culture; African American and Latino Social, Cultural and Political Relations: 1940 to Present
AMST498C	Special Topics in American Studies; Central Americans and the United States: Culture, Politics and Community
AMST498F	Special Topics in American Studies; Postcolonialism
ANTH411	Anthropology of Immigration and Health (3 Credits)
ANTH462	Amazon Through film (3 Credits)
ANTH464	Anthropology of Cultural Heritage
ANTH492	Anthropology of the Immigrant Life Course
ENGL449A	Selected Topics in U.S. Latinx Literature; The Latinx Short Story
GEOG413	Migration: Latin America and the United States (3 Credits)
GVPT482	Government and Politics of Latin America (3 Credits)
HIST417	Colonial Encounters: Natives, Spaniards, and Africans in the New World
HIST429W	Special Topics in History; Latinx Health History
HIST473	History of the Caribbean (3 Credits)
HIST474	History of Mexico and Central America I
HIST475	History of Mexico and Central America II
HIST477	Transnational Blackness in the Americas (3 Credits)
LASC448	Special Topics in Latin American Studies (3 Credits)
LASC448J	Special Topics in Latin American Studies; The Aztecs: Human Sacrifice and Conquest
Lasc486	Internship in Latin American/Caribbean Studies
LASC499	Independent Study in Latin American Studies (1-3 Credits)

PORT409	Special Topics in Brazilian Literature (3-6 Credits)
PORT478	Themes and Movements of Luso-Brazilian Literature in Translation (3 Credits)
SPAN408	Special Topics in Iberian and Latin American Studies (3 Credits)
SPAN432	Colonial Latin American Literature (3 Credits)
SPAN433	Women and Culture in Colonial Latin America (3 Credits)
SPAN438	Special Topics in Colonial Latin America (3 Credits)
SPAN448	Special Topics in Latin American Civilization (3 Credits)
SPAN450	The Hispanic Caribbean (3 Credits)
SPAN459	Latin American Women Writers (3 Credits)
SPAN463	Latin American Drama (3 Credits)
SPAN471	United States Latina Fiction (3 Credits)
SPAN473	U.S. Latino Performance (3 Credits)
SPAN474	Central American Literatures, Cultures, and Histories (3 Credits)
SPAN478	Special Topics in United States Latino Cultures (3 Credits)
THET408I	Seminar: Theory and Performance Studies; True Storytelling & Narratives of Cultural Identity
USLT401	Latinas/os and US Popular Culture (3 Credits)
USLT403	Citizens, Refugees, and Immigrants (3 Credits)
USLT420	U.S. Latinas/os on the Silver Screen: The Silent Era to the Present Day. (3 Credits)
USLT488	US Latina/o Senior Seminar (3 Credits)
USLT498	US Latina/o Senior Special Topics (3 Credits)

Graduate Courses (600-level)

<u>Course Number</u>	<u>Title</u>
ANTH611	Anthropology of Immigration and Health
ANTH616	Anthropology of Global Violence (3 Credits)
ANTH692	Anthropology of the Immigrant Life Course (4 Credits)
ARTH488F	Colloquium in Art History; Mexican Muralism: National, Race, Revolution
ARTH668	Studies in Latin American Art and Archaeology
ARTH768A	Seminar in Latin American Art and Archaeology; Critical Historiographics of Latin American Modernism (3 Credits) (Spring 2020)
EDHI607	Culture and Education in a Global Context (3 Credits)
ENGL658B	Readings in Multi-Ethnic Literatures of the Americas; Drugs and Terror (3 Credits) (Spring 2020)
GVPT887	Seminar in the Politics of Developing Nations (3 Credits)
HIST778	Readings in Latin American History (3 Credits)
HIST819Y	Special Topics in History: Independent Research; Global Research Seminar (3 credits)
HIST829	Seminar in Latin American History
HIST608	General Seminar (3 Credits) General seminar in student's major field of study (e.g., U.S.; Women and Gender; International, World, and Comparative; Science and Technology; Latin America)
LASC648	Special Topics in Latin American Studies (1-3 Credits) Repeatable to: 9 credits if content differs.
PORT609	Special Topics - Brazilian Literature
PORT699	Independent Study of Portuguese (1-3 Credits)
SPAN699	Independent Study in Spanish (1-3 Credits)
SPAN798Q	Open Seminar; Towards a Theory of Writing: A Reading Machine (3 credits) (Spring 2020)
SPAN798K	Open Seminar (Colonial, transatlantic)(Spring 2020)
SPAN808	Colonial Spanish-American Literature (3 Credits)

SPAN818	National Spanish-American Literature (3 Credits)
LASC 648 Colloquium	Colloquium in Latin American and Caribbean Studies (3 Credits taken over the course of 3 semesters)

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$57,780	\$57,916	\$59,601	\$61,336	\$63,124
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	10	10	10	10	10
b. Annual Tuition/Fee Rate	\$23,470	\$24,174	\$24,900	\$25,647	\$26,416
c. Annual FT Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. # PT Students	5	5	5	5	5
e. Credit Hour Rate	\$820	\$845	\$870	\$896	\$923
f. Annual Credit Hours	6	6	6	6	6
g. Total Part Time Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$57,780	\$57,916	\$59,601	\$61,336	\$63,124

Undergraduate

(FY2021)

resident tuition

non-resident tuition

diff'l addition (BMGT, ENGR, CS)

	Full time annual	Part Time per credit hour	inflation	Full time % in-state	Part time % in-state
resident tuition	\$ 8,824.00	\$ 367.00	1.03	0.80	0.90
non-resident tuition	\$34,936.00	\$ 1,456.00		0.20	0.10
diff'l addition (BMGT, ENGR, CS)	\$ 2,856.00	\$ 118.00			

Graduate

(FY2021)

resident

non-resident

Change rows 7 and 12, depending on whether this is a graduate or undergraduate program.

	annual	per credit hour
resident	\$19,179.00	\$ 731.00
non-resident	\$40,635.00	\$ 1,625.00

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TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5	
1. Faculty (b+c below)	\$47,880	\$49,316	\$50,796	\$52,320	\$53,889	salary estimates
a. #FTE	0.4	0.4	0.4	0.4	0.4	\$90,000 Faculty
b. Total Salary	\$36,000	\$37,080	\$38,192	\$39,338	\$40,518	
c. Total Benefits	\$11,880	\$12,236	\$12,603	\$12,982	\$13,371	
2. Admin. Staff (b+c below)	\$0	\$0	\$0	\$0	\$0	
a. #FTE	0.0	0.0	0.0	0.0	0.0	\$70,000 Admin Staff
b. Total Salary	\$0	\$0	\$0	\$0	\$0	
c. Total Benefits	\$0	\$0	\$0	\$0	\$0	
3. Total Support Staff (b+c below)	\$6,650	\$6,850	\$7,055	\$7,267	\$7,485	
a. #FTE	0.1	0.1	0.1	0.1	0.1	\$50,000 Support Staff
b. Total Salary	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	
c. Total Benefits	\$1,650	\$1,700	\$1,750	\$1,803	\$1,857	
4. Graduate Assistants (b+c)	\$0	\$0	\$0	\$0	\$0	
a. #FTE	0.0	0.0	0.0	0.0	0.0	\$20,000 GA stipend
b. Stipend	\$0	\$0	\$0	\$0	\$0	
c. Tuition Remission	\$0	\$0	\$0	\$0	\$0	
5. Equipment	\$1,500	\$0	\$0	\$0	\$0	
6. Library	\$250	\$250	\$250	\$250	\$250	
7. New or Renovated Space	\$0	\$0	\$0	\$0	\$0	
8. Other Expenses: Operational Expenses	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	
TOTAL (Add 1 - 8)	\$57,780	\$57,916	\$59,601	\$61,336	\$63,124	net
resources - expenditures	\$0	\$0	\$0	\$0	\$0	\$0

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

benefits 0.33
inflation 1.03

Learning Outcomes Rubric for core LASC Graduate Certificate courses

This rubric is designed to assess student achievement as projected in stated learning outcomes for colloquium and core courses of the LASC Graduate Certificate.

Desired Outcome	Achievement Level: Advanced	Achievement Level: Proficient	Achievement Level: Basic	Achievement Level: Unacceptable
<p>Will have demonstrated a good knowledge of the histories, politics and cultures of Latin America and the Caribbean and discussed the applicability of such knowledge to their particular field of study.</p>	<p>Written work, including, where possible, case studies focusing on at least two countries of the region, evidencing a knowledge of history, politics and culture; ability to engage with methodology and present such knowledge analytically; show why this knowledge is important to a particular field of study. Oral presentations showing such knowledge could supplement written work.</p>	<p>Shows an understanding of methodology; able to discuss in general terms history, politics, and culture of the region. Discusses varying viewpoints.</p>	<p>Limited evidence of research. Work is generally descriptive. Superficial knowledge of material. General knowledge but little connection with any particular field of interest.</p>	<p>Works shows little or no understanding of material or of methodology</p>
<p>Demonstrated an understanding of the role and impact of colonialism and various colonial countries – French, Spanish, British, Dutch – in the shaping of Latin America and the Caribbean.</p>	<p>Excellent oral and/or written presentations on the subject. Analytical comparative case studies of the experience and effects of colonialism on two or more of the colonialisms mentioned: Dutch and Spanish; French and British; Spanish and French, or any other combination, on the shaping of attitudes and perspectives in Latin American and Caribbean countries.</p>	<p>Work shows a general understanding of colonialism and its impact on the shaping of the region. Able to discuss various complexities related to regional identities.</p>	<p>Written work and oral presentation shows limited evidence of research. Evidence of difficulty engaging with the intercultural complexities.</p>	<p>Work shows inadequate grasp of material. Little or no evidence of understanding of concepts or methodology.</p>

<p>Done specific research on the history and culture of one Latin American or Caribbean country and demonstrated a good knowledge of that country's positioning in the wider region.</p>	<p>Through a case study, using empirical data where possible, shows superior knowledge of the history and culture of one Latin American/Caribbean country.</p>	<p>Framework for analysis properly applied and able to write or complete oral presentation about the complexities associated with society and culture of one Caribbean country.</p>	<p>Work suggests an ability to write or speak superficially about one Latin American or Caribbean country. Work very generalized. More descriptive than analytical.</p>	<p>Inadequate grasp of material. Little knowledge of the history or culture of any Latin American or Caribbean country. Material presented largely irrelevant and arguments, where they are given, unsupported.</p>
<p>Will have a good knowledge of current debates, issues, theoretical and philosophical perspectives interrogating the societies and cultures of Latin America and the Caribbean.</p>	<p>Through analytical essays and oral presentations, show superior knowledge of the work of two or more theorists studying the region.</p>	<p>. Written work shows general understanding of theoretical perspectives and an ability to engage with some of complex arguments advanced by theorists</p>	<p>Work shows a superficial knowledge of theoretical perspectives and current debates. Some arguments advanced, but not adequately supported. Work shows evidence of basic understanding, but need for further research.</p>	<p>Work has many inaccuracies; shows little or no knowledge of current debates or of philosophical or other perspectives.</p>
<p>Will be able to discuss Caribbean perspectives on Latin America, Latin American perspectives on the Caribbean and the role of colonial and imperial histories in the shaping of regional perceptions of self and society.</p>	<p>In written work and oral presentations, show a knowledge of the region (Latin America and the Caribbean) in comparative perspective, understanding regional identity in its island and mainland entity configurations, with attitudes and perspectives influenced by colonial and postcolonial perspectives</p>	<p>Written work shows a good understanding of comparative perspectives; shows a knowledge of colonial and postcolonial approaches to a discussion of the region. Good analysis, although some potentially important connections not explored</p>	<p>Some understanding of the material and grasp of concepts. Weaknesses in analysis.</p>	<p>Little or no evidence of understanding of the concepts and methodology. Work suggests inability to grasp concepts. Ideas appear confused and are not well expressed.</p>

<p>would have demonstrated a knowledge of extant (in the U.S. and internationally) perspectives on Latin American and the Caribbean and should have a knowledge base that would allow them to posit their own theoretical perspectives on politics and society in the region.</p>	<p>in written and/or oral work, assessed perspectives on Latin America advanced by scholars of Latin America and the Caribbean, published from outside the region. Produced written work that shows extensive knowledge of these subjects and an ability to posit their own perspectives based on analysis of two or more published sources</p>	<p>Written work shows some knowledge of the material and an ability to engage critically with work produced by researchers of Latin America and the Caribbean</p>	<p>Some evidence of general understanding of the material. Able to outline events but not much evidence of ability to engage critically with material. Work suggests insufficient grasp of material and an inability to posit ideas developed independently</p>	<p>Little evidence of ability to understand or engage analytically with material presented.</p>
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Student's Name and UID: _____

Program Completion Date: _____

Latin American and Caribbean Studies Certificate Requirements and Worksheet

The Certificate is earned by successful completion of a 15-credit curriculum which includes the following courses and requirements:

- (A) **LASC 610 Introductory Course in Latin American and Caribbean Studies (3 credits).** This course (to be cross-listed in the instructor's home department) is designed to introduce students to current topics and critical issues in this diverse, complex, and rapidly changing field, with a special emphasis on approaches to Digital Studies as practiced by faculty and other experts here at UMD.
- (B) **Selected Topics in Latin American and Caribbean Studies (9 credits).** Students are required to select three additional graduate courses in Latin American and Caribbean Studies from relevant course offerings throughout the University, subject to approval of the Program Coordinator. At least three of these credits must be at the 600 level. No more than six credits may be courses at the 400 level.
- (C) **Colloquium in Latin American and Caribbean Studies (1 credit for each of 3 semesters).** Students are required to enroll in and attend the Colloquium in Latin American and Caribbean Studies (LASC 729) for three semesters (1 credit per semester; 3 credits total required). In addition, at least once during their time in the program, students working toward the Certificate must present to the Colloquium a paper or project in which Latin American or Caribbean scholarship or research figures prominently. The Colloquium is also open to all University of Maryland graduate students and faculty, not only those pursuing the Certificate.
- (D) **Language Requirement.** In addition to English, student must demonstrate proficiency in one of the languages of the Americas. Proficiency may be certified through a language translation exam or through intermediate level coursework in the student's indicated language.
- (E) **Minimum Grade Point Average.** Students must earn a minimum grade point average of 3.0 in Certificate course requirements in order to be awarded the Graduate Certificate in Latin American and Caribbean Studies. The Colloquium, taken on a pass/fail basis, is excepted from this calculation.

WORKSHEET:

LASC 610 Introductory Course (term and instructor):

Electives (term and instructor):

1. _____

2. _____

3. _____

Language Requirement (and term):

3 semesters of LASC 729 Colloquium (terms and instructor):

1. _____

2. _____

3. _____

Presentation to Colloquium (title and date)

March 05, 2020

To whom it may concern,

The Latin American Studies Center Graduate Student Collective supports the Latin American Studies Center's initiative to create a graduate certificate in Latin American and Caribbean Studies. The Certificate will strengthen graduate students professional formation and provide theoretical and methodological tools to problematize Latin America and the Caribbean from an interdisciplinary perspective.

It is our hope that the certificate will enhance interdisciplinary professional formation and further the center's mission to advance scholarship, art, and activism about Latin America and the Caribbean. Finally, we believe that the certificate will contribute to UMD's efforts to enhance diversity and inclusion, and should be of interest to the various constituencies in our institutions.

Sincerely,

LASC Graduate Collective

Sabrina Gonzalez

Daniela Bulansky

Ana Nadalini Mendes

Danielle Therese Laplace

Keisha Allan

Nancy Vera

Jonathan Brower

Joshua Dowling

Rodrigo Martinez

Kristofer Reed

Victor Miguel Hernandez Sang

Cara Snyder

Mariángel Villalobos

Nidia Mariana Reyes

Sergio García

Nestor Raul Romero Chavarria



COLLEGE OF ARTS AND HUMANITIES Latin American Studies

Center February 5, 2020

To Whom It May Concern:

At a meeting of the Board of the Latin American Studies Center, we discussed the establishment of a LASC Graduate Certificate. We write to confirm that we agree to the establishment of such a Certificate. For the Graduate Certificate, students will be required to complete 15 credits. Continuing the critical and theoretical focus already extant in LASC, students enrolled in the graduate certificate will participate in a colloquium aimed at interrogating perspectives on Latin America and the Caribbean. Open to all interested faculty and students and reaching out to visiting scholars, the colloquium will account for a total of three credits over the course of the program. Additionally, students will register in core classes on Latin America and the Caribbean (6 credits), and elective coursework (6 credits) from a variety of courses and disciplines throughout the university.

As a member of the LASC Board, I fully support this initiative. Yours

sincerely,

Ernesto Calvo

Christina Getrich

Roberto Patricio Korzeniewicz

Laurie Frederik

David Sartoriu

Ruth Zambrana



2115 Francis Scott Key Hall
College Park, MD 20742-7315
301.405.4265 TEL 301.314.9399 FAX

DEPARTMENT OF HISTORY

March 6, 2020

To the Programs, Curricula, & Courses Committee (and other relevant academic program and unit approval committees):

I am writing to express my strong support for the proposal by the Latin American Studies Center (LASC) for a Graduate Certificate Program in the Arts and Humanities. I believe that this is an exciting new curricular opportunity that will significantly benefit graduate students. I want to express my commitment to working with students through this program. I believe that LASC has long provided graduate students a space for interdisciplinary humanities and social science investigation. Such spaces at the university are in short supply, and I am excited to build on the cooperative relationship between the Department of History and LASC to add momentum to the certificate program and recognize the excellent work of LASC-affiliated graduate students.

Sincerely,

A handwritten signature in cursive script that reads "David Sartorius".

David Sartorius
Associate Professor of History



Professor Patricio Korzeniewicz
2112 Art-Sociology Bldg. (#146)
College Park, Maryland 20742-1315
301.405.6394 TEL 301.314.6892

DEPARTMENT OF SOCIOLOGY
Office of the Chair

March 5, 2020

Professor Merle Collins
Latin American Studies Center
UMD

Dear Merle,

I am writing to strongly support LASC's proposal for a Graduate Certificate Program at UMCP. This LASC certificate promises to provide an exciting new curricular opportunity, one that will be of interest and benefit to our students in Sociology and BSOS.

BSOS students have for years been part of programming at the Latin American and Caribbean Studies Center (LASC), and LASC facilitates coordination among students across a range of disciplines and cultures. The certificate will make it easier for our graduate students to study the literatures, cultures, politics, and economics of Latin America and the Caribbean. Furthermore, it will contribute to UMD's efforts to enhance diversity and inclusion, and should be of interest of broader to various constituencies in our institution.

As Professor and Chair of the Department of Sociology, and a LASC Board member, I would be pleased to see a LASC Graduate Certificate established to further the academic goals of a diverse group of students in our College and throughout the University.

Sincerely,

A handwritten signature in dark ink, appearing to read "Roberto Patricio Korzeniewicz", with a horizontal line underneath and a period at the end.

Roberto Patricio Korzeniewicz
Chair, Sociology



UNIVERSITY OF MARYLAND

3215 Jiménez Hall
College Park, Maryland 20742-7311
301.405.4926 TEL
301.314.9148 FAX

SCHOOL OF LANGUAGES, LITERATURES, AND CULTURES
Office of Valérie Orlando, Professor
Department of French and Italian

March 13, 2020

Professor Merle Collins
Department of English, 2119 Tawes Hall,
University of Maryland, College Park, MD 20742

Dear Merle,

I hope you are well. As you know, I am on sabbatical this year in Lyon, France. Despite the world's chaos at the moment, I'm enjoying my time away and the research and writing I have been able to do because of my two grants this year. Prof. Mary Ellen Scullen, now Head of FRIT, asked me to write to you as the specialist in Francophone Caribbean literatures in order to declare officially our department's enthusiastic endorsement of the establishment of a Graduate Certificate in Latin American Studies. Yes, several of our students, certainly those who have worked with me, have benefited immensely from ties to LASC. I also have been affiliated with LASC since my arrival in 2006.

Since our popular graduate course on Caribbean Literatures in French, Spanish and English, which I jointly taught with Prof. Sandra Cypess (spring 2011), I have wanted to repeat the experience. I hope that we could think about developing such a course to offer regularly to graduate students working in French, Spanish, English and Comparative Literature. When I return, perhaps we can sit down and discuss this.

For now, though, please consider this letter as endorsing enthusiastically the affiliation of FRIT with LASC and our support for the Graduate Certificate you propose.

With warmest regards,

Valérie K. Orlando

Professor, French & Francophone Literatures
Department of French & Italian, University of Maryland, College Park, MD 20742
email: vorlando@umd.edu
Fulbright-Tocqueville Distinguished Chair Award recipient, Université Lumière Lyon II, Lyon, France, fall 2019
Research Fellow, Le Collegium de Lyon, L'institut d'études avancées de l'université de Lyon, spring 2020

Mary Ellen Scullen
Associate Professor, TA Coordinator, and Head of FRIT
Department of French and Italian, University of Maryland, College Park, MD 20742
301-405-4027; email: mscullen@umd.edu



2101 Woods Hall
College Park, MD 20742
301.405.6877 TEL 301.314.9190 FAX

DEPARTMENT OF WOMEN'S STUDIES

March 23, 2020

Prof. Merle Collins
Director of Latin American Studies Center
The University of Maryland,
College Park

Dear Prof. Collins:

I write with unreserved support for the Latin American Studies Center proposal to establish a graduate certificate in Latin American Studies. My support is informed by two factors, my work as a Caribbeanist and as a graduate advisor for students whose research addresses the Caribbean and the Latinx Diaspora. Concerning the latter, this certificate, if approved, will provide support for doctoral students who reside in other programs, but whose research requires an in-depth understanding of selected LAS territories. I can immediately think of four doctoral candidates in my program whose research would have and will be enhanced by the program of study you are proposing.

Such a program will, no doubt, add to the burgeoning intellectual community of scholars whose research focuses on LASC territories. If I understand correctly, the certificate will require that students participate in a 3-credit colloquium over the life of the 3-semester program. In my capacity as Caribbeanist, whose work centers issues of advocacy, citizenship, and development, should you, in the future, require faculty to present their on-going research in the colloquium, I am more than happy to do so. I wish you all the best and hope for a positive outcome.

Sincerely,

A handwritten signature in black ink that reads "Michelle Rowley".

Michelle Rowley, Ph.D.
Associate Professor



March 17, 2020

Dear Dean Bonnie Dill Thornton and Associate Deans,

I am writing to express my enthusiastic support for the establishment of a graduate certificate program in the Latin American Studies Center at the University of Maryland. I have been active with the Center since I arrived at UMD in 2007. I became a member of the advisory board in 2010 under the directorship of Karin Roseblatt. I then served as the director of LASC from 2014-2017. I began this position in the era in which ARHU and the University cut funding completely for graduate student research after decades of previous support. Instead of losing interest, however, the graduate students' active involvement with the Center began to increase markedly. Financial assistance is always crucial for graduate student research, but the building of community and scholarly support in other ways is also essential to their academic growth and security.

In response to the slashing of funding in 2014, the LASC staff began to develop programs to provide graduate student support in alternative ways – MA/PhD writing groups, conference organizing and paper presentation, mentorship opportunities, community and extra-curricular events, and so on. We collaborated actively with our affiliate faculty. The graduate students responded very positively to these things. They joined our newly formed “Graduate Student Committee” in increasing numbers and from a wide variety of colleges and departments (ARHU, BSOS, Education, Public Policy, Engineering), demonstrating to us that they wanted to stay connected to scholarship and to others doing research in and about Latin America and the Caribbean. Subsequent LASC directors, Dr. Britta Anderson and now, Dr. Merle Collins and assistant director, Mr. Eric Tomalá, have continued this project and have nurtured it even further with new offerings for both undergraduates and graduates. Student recruitment continues to grow. Much of this progress has been documented through the annual LASC director reports submitted to ARHU. Graduate student participation (alongside our amazing undergraduates) is also illustrated in our annual *El Terrapino* newsletter.

Graduate students and affiliate faculty have been asking LASC for the development of a certificate program for many years, so we know there is significant interest and dedication. I am very happy to see that Dr. Merle Collins and Mr. Eric Tomalá are taking the steps to make the graduate certificate a reality. The idea has been discussed at LASC faculty board meetings ever since (at least) 2014, and the proposal was unanimously approved at our fall 2019 board meeting. We, the LASC faculty, are all committed to help to make it successful. This would be a wonderful addition to the offerings of the Latin American Studies Center and the University of Maryland overall, and a graduate certificate would provide graduate students with an official notation and recognition of their expertise. This in turn, will help them gain meaningful employment after graduation and will increase the international exposure and reputation of the university.

The graduate students are already doing a significant amount of work towards the development of the Center's community and towards our undergraduate programming and education through event participation and voluntary mentorship. They routinely offer public academic talks and workshops at UMD and take our classes to learn as much as they can. Through LASC, they are joining together to

enhance their working knowledge of the history, culture, and language of the Latin American and Caribbean regions, as well as U.S. Latina/o/x cultures. The certificate would solidify and recognize this investment.

I am personally willing to teach one of the core foundational seminars for the certificate. I have been studying Latin America and the Caribbean for over 20 years, and I welcome the opportunity to give a graduate level seminar as part of the new LASC graduate certificate. I would also welcome students into my other graduate seminars to fulfill their elective credits, since many of the courses I teach have at least 60% of Latin American and Caribbean content.

If there are any questions about the validity of the LASC proposal or the certainty of its successful implementation, please do not hesitate to contact me at Lfred@umd.edu or (cell) 301-755-3301.

Best regards,



Dr. Laurie Frederik
Associate Professor of Performance Studies and Ethnography

On 8/27/2020 5:28 PM, Laretta Catherine Clough wrote:
Dear Ralph,

I write on behalf of Fatemeh to confirm SLLC support for this rotational Spap contribution to the LASC Graduate Certificate in the offering of a section of LASC608/Spap4xx on load approximately every 4 years.

Sincerely,

Laretta

On Wed, Aug 26, 2020 at 4:58 PM Ralph Bauer <bauerr@umd.edu> wrote:

Dear Eyda,

That's excellent news, and I'm very pleased to have it. I saw AP's comments and will bring them to the attention of the curriculum committee. Offering LASC608 jointly with a 400-level SPAP number should not be a problem. In fact, several other departments will be doing the same.

Thanks again for your support and best wishes,

Ralph

On 8/26/2020 4:23 PM, Eyda M Merediz wrote:

Dear Ralph,

Spap will commit to staff LASC 608, but at a 400/600 level, if that is an option. I am cc-ing both Fatemeh and Laretta for their approval. Since there are still details that need to be worked out about courses, etc, I encourage you to reach out to my colleagues, especially Ana Patricia Rodríguez, who has a series of comments and questions.

Best,

E

On Mon, Aug 24, 2020 at 9:50 AM Ralph Bauer <bauerr@umd.edu> wrote:

Dear Eyda,

I don't know if you've had a chance yet to review the proposed curriculum for the Graduate Certificate program in Latin American and Caribbean Studies that has been circulated to the LASC community. (I also attach it here). The last time we corresponded about this, you informed me that SPAP was not ready to make a commitment in support of the program until you and your faculty have seen a draft of the curriculum. The committee that has been working on the proposed curriculum consisted of members of the LASC Graduate Student Collective, representatives of the Advisory Board, the LASC administrative leadership and the Dean's Office, as well as representatives of affiliate faculty whose departments have committed to

supporting the program, which are HIST, ENGL/CMLT, ANTH, GVPT, and AASD. I am reaching out to you at this time to see if SPAP will participate in the Graduate Certificate program. Participation would entail a commitment to staff LACS608 on a rotational basis with the HIST, ENGL/CMLT, and the BSOS departments. That means that SPAP would have to staff the course approximately once every four years on load (i.e. as part of one of your LASC affiliate faculty members' regular teaching load in SPAP). If SPAP will participate, as I hope it will, I would need a brief email from you affirming such a commitment by Wednesday, September 2nd, which is the date that the PCC proposal will be circulated to the ARHU PCC committee.

Thank you for your consideration and best wishes,

Ralph

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

August 31, 2020

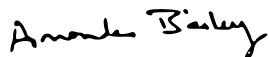
Professor Merle Collins, Director
Latin American Studies Center (LASC)
4112 Patterson Hall
CAMPUS

Dear Professor Collins,

The English Department is pleased to support the proposal of the Latin American Studies Center (LASC) to establish a graduate certificate in Latin American Studies. Currently, English and CMLT students participate in LASC and our students will benefit from such a certificate.

As part of its support for this proposal, English agrees to staff one LASC core course on a rotating basis (once every four years), beginning Spring 2021. Staffing would be conditional upon instructor availability and student enrollments (usually a minimum of 7 students for an undergraduate course or 5 students for a graduate course). The department may reassess this commitment after two cycles (in Spring 2029). English will also continue to cross-list courses with LASC, as we have done for a number of years, and to support students and faculty of both English and Comparative Literature who contribute in various ways to LASC programming and activities.

Sincerely,



Amanda Bailey
Professor and Chair

DATE: February 18, 2020

TO: Eric Tomalá
Assistant Director
Latin American Studies Center

FROM: On behalf of the University of Maryland Libraries:

Patricia Herron, Librarian for English, Latin American Studies, Latinx Studies,
Linguistics

Maggie Saponaro, Director of Collection Development Strategies

Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment for Graduate Certificate in Latin American and Caribbean
Studies

We are providing this assessment in response to a proposal by the Latin American and Caribbean Studies (LASC) Center in the College of Arts and Humanities, to create a graduate certificate in Latin American and Caribbean Studies. LASC asked the University of Maryland Libraries to assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Latin American and Caribbean studies is an interdisciplinary field and the graduate certificate program in the LASC Center will focus on a range of disciplines including the study of literature, cultures, and the political, economic, and governmental systems of Latin America and the Caribbean. They will theorize about the postcolonial cultures of Latin America and the Caribbean, considering linguistic and other cultural and societal issues from comparative perspectives. Students will do so with knowledge of pre-colonial and post-colonial societies, and consider contemporary realities of Latin America and the Caribbean from informed regional and international perspectives.

Serial Publications

The University of Maryland Libraries currently subscribe to a large number of scholarly journals - most in online format—that publish articles in numerous disciplines that relate to the interdisciplinary nature of Latin American and Caribbean studies.

The Libraries subscribe to 3 of the top 5 ranked Latin American studies journals listed in the Area Studies category in the Social Sciences Edition of *Journal Citation Reports*.*

These journals include the following, all of which are available online:

- *Bulletin of Latin American Research*
- *Journal of Latin American Studies*
- *Latin American Perspectives*

A fourth title is available through open access and linked from the Libraries catalog, WorldCat:

- *Latin American Research Review*

The fifth title to which the Libraries do not currently subscribe, *Latin American Politics and Society*, published by the School of International Studies at the University of Miami, is widely held in other libraries and available through interlibrary loan.

*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.

A search was completed in the University of Maryland's WorldCat catalog for Latin American and Caribbean academic journal titles listed in the 27th edition of *Magazines for Libraries** published in 2019 by ProQuest, LLC. The University of Maryland Libraries subscribes to most of the titles online, either directly through publishers or through journal aggregator databases, or in print. In addition, the WorldCat UMD catalog provides links to the open access journals listed in the directory. The journals include:

- *The Americas: A Quarterly Review of Latin American History* (online subscription)
- *Ancient Mesoamerica* (online subscription)
- *Cuadernos Hispanoamericanos* (print subscription)
- *Frontera Norte* (link to open access through WorldCat)
- *Hispanic Journal of Behavioral Sciences* (online subscription)
- *Hispanic Review* (online through journal aggregator database)
- *Historia Mexicana* (link to open access through WorldCat)
- *Latin American Indian Literatures Journal* (print subscription)
- *Latin American Literature Review* (online through journal aggregator database)
- *Letras Femeninas* (print subscription)
- *Luso-Brazilian Review* (online subscription)
- *Mexican Studies/Estudios Mexicanos* (online through journal aggregator database)
- *Revista de Crítica Literaria Latinoamericana* (print subscription)
- *Revista de Indias* (link to open access through WorldCat)
- *Revista de Occidente* (print subscription)
- *Revista Iberoamericana* (online subscription)

*Note: *Magazines for Libraries* is a standard evaluative directory of core journals recommended for academic libraries.

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. Databases that provide access to materials relevant to the fields in the proposed program include but are not limited to:

- Academic Search Ultimate
- Art Abstracts
- ARTbibliographies Modern

- Chicano Database
- EconLit
- Ethnic Newswatch
- Film and Television Literature Index with Full Text
- Historical Abstracts with Full Text
- JSTOR
- International Political Science Abstracts
- International Bibliography of Theatre and Dance
- Latin American Newspapers Series I and II
- Linguistics and Language Behavior Abstracts
- Making of the Modern World
- MLA International Bibliography with Full Text
- PAIS Index
- Project Muse
- Redalyc (Full text open access database of a selected number of mostly peer reviewed Spanish language, Latin American journals in the humanities, social sciences and sciences.
- SciELO (Full-text open access database of a selected number of peer reviewed Latin American journals. Coverage is primarily in the sciences but includes some coverage of the social sciences and humanities.)
- Sabin Americana
- SocIndex with Full Text
- Worldwide Political Science Abstracts

In many-and likely in most-cases, these databases offer full-text copies of the relevant documents. For journal articles and book chapters we own that are available only in print format, the Libraries will scan and send digital copies via email. For those documents we do not own, the Libraries will acquire them through Interlibrary Loan.

Monographs and Edited Book Collections

The Libraries regularly acquire scholarly monographs and edited book collections in Latin American and Caribbean studies. Titles not already part of the collection can usually be added upon request.

A search of the WorldCat UMD catalog was conducted, using a variety of relevant subject terms, both with Latin America and the Caribbean, and with specific countries. This investigation yielded sizable lists of citations of books that we own. Some examples include:

Latin American and Caribbean art and architecture 733 titles

Latin American and Caribbean economics 2,064 titles

Latin American and Caribbean government and politics 3,130 titles

Latin American and Caribbean history 5,682 titles

Latin American and Caribbean language and literature 2,324 titles

Latin American and Caribbean sociology and social issues 2,819 titles

Argentina economics 445 titles

Brazil sociology and social issues 1,475 titles
Haiti history 871 titles
Mexico art and architecture 1,382 titles
Nicaragua government and politics 295 titles
Peru language and literature 359 titles

A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) dramatically increases these holdings. These books, book chapters and essays, are quickly and easily available through Interlibrary Loan.

The Libraries continue to acquire new books, in electronic and print format. Much of this is accomplished through three book approval plans.

GObI Library Solutions - This plan ensures that all materials fitting the Libraries' profile, published in the United States are supplied, giving comprehensive coverage of all books published by university presses and a wide range of other publishers, including small presses. All major disciplines and area studies, including Latin America and the Caribbean are included. The profile also covers all modern languages, and especially Spanish and Portuguese books in the vernacular.

Latin American Bookstore – includes Latin American and Spanish imprints in the following areas: language, literature, literary studies, history, government and politics, human rights, women's rights, sociology, environmental studies, education, anthropology, and archaeology. Approximately 230 books are acquired a year.

Susan Bach – includes Brazilian imprints in the following areas: language, literature, cinema, cultural studies, history, indigenous rights, gender studies, government and politics. Approximately 150 books are acquired a year.

Microform Collections

The University Libraries hold a number of major Microform collections in Latin American and Caribbean studies which offer rich primary source material. Below is a selection of these collections:

- Latin American and Iberian pamphlets. II, 1802-1992.
- Latin American History and Culture: An Archival Record. Series I, the Yale University Collection of Latin American Manuscripts
- Latin American history and Culture: An Archival Record. Series II (Cuban History and Culture) serials and printed materials from Harvard University.
- Latin American pamphlets from the Yale University Library
- Princeton University Latin American Pamphlets (Human Rights, Race, and Women)
- The North American Congress on Latin America (NACLA) Archive of Latin Americana (selected items)
- Slavery Tracts and Pamphlets from the West India Committee Collection
- Women's Movement in Cuba 1898-1958: The Stoner Collection on Cuban Feminism

The UMD Libraries is a member of the Center for Research Libraries (CRL), a consortium of North American academic and independent research libraries. The consortium acquires and preserves newspapers, journals, documents, archives, and other traditional and digital resources for research and teaching and makes them available to member institutions through interlibrary loan. Among CRL's most important and unique holdings are extensive runs of several hundred newspapers published in Latin America and the Caribbean, dating from the colonial period to the present.

Interlibrary Loan Services

Interlibrary Loan <https://www.lib.umd.edu/access/ill> is a free service that enables UMD users to borrow books and obtain online articles and book chapters from materials not held in the University System of Maryland.

The article/chapter request service <https://www.lib.umd.edu/access/ill-article-request> 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).

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 in McKeldin Library and via ELMS course media. GIS Datasets are available through the GIS Data Repository (<https://www.lib.umd.edu/gis/data-and-resources>) while statistical consulting and additional research support is available through the Research Commons (<http://www.lib.umd.edu/rc>) and technology support and services are available through the Terrapin Learning Commons (<http://www.lib.umd.edu/tlc>).

The subject specialist librarians for the discipline, Patricia Herron (herron@umd.edu) and Kelsey Corlett-Rivera (kcrl@umd.edu), also serve as an important resource to programs such as the one proposed. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and collection development services.

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 Latin American and Caribbean Studies. These include:

- Library of Congress, Hispanic Reading Room
- National Archives
- Organization of American States
- Pan American Health Organization

- United Nations Economic Commission for Latin America and the Caribbean
- Wilson Center Latin American Program
- World Bank and the International Monetary Fund

Conclusion

With our journal and book holdings and databases, as well as additional support services, such as interlibrary loan, the University of Maryland Libraries have the resources to support teaching and learning for the graduate certificate in Latin American and Caribbean studies. Our partnerships with BTAA and CRL, and our proximity to major Latin American and Caribbean library and archival collections and international organizations, adds to the wealth of resources available to students and researchers. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed program.

On 9/11/2020 6:51 AM, William Reed wrote:
I am supportive of this collaboration, Ralph.

With respect,

Will

On Thu, Sep 10, 2020 at 4:58 PM Ralph Bauer <bauerr@umd.edu> wrote:

Dear Will,

Thanks again for attending our meeting in June about the creation of a Graduate Certificate Program in Latin American and Caribbean Studies. The curriculum committee (which included Professor Isabella Alcaniz) has worked through the summer on finalizing the curriculum for the proposed program, and the PCC proposal was approved by the ARHU PCC committee yesterday. Before we go before the Senate PCC committee, I wanted to circle back to you in the hope that you might provide a brief statement of support for the proposed program (a simply reply to this email would suffice). I attach the PCC proposal here for your reference.

If you recall, in our meeting we made a proposal that one of the three participating BSOS departments (AASD, ANTH, and GVPT) would allow one of their LASC affiliate faculty members once every three years to teach the introductory course LACS608: "Perspectives on Latin America and the Caribbean" 'on load' (i.e. as part of the LASC affiliate faculty member's regular departmental teaching load). This means that, if the three BSOS departments rotate in this commitment, each BSOS department would have to staff the course once every nine years. Since our meeting in June, an additional ARHU department has made a commitment, which means that BSOS would have to staff the course only once every four years (thus, each rotating BSOS unit would have to staff the course once every twelve years).

As Associate Dean Wayne Macintosh has cycled off since our meeting in June, I have reached out to Associate Dean Jean McGloin (copied), who has expressed her support for the program and given me permission to reach out to you again.

Please let me know if you have any questions. Thanks again for your support and

Best wishes,

Ralph

On 9/23/2020 6:48 PM, Philip M Soergel wrote:

Dear Ralph,

This is to confirm that the Department of History will staff the LASC-608 course once every three to four years beginning in AY 2023. This course may be cross listed with a HIST number.

Thank you for shepherding this new program through the approval process.

Regards,

Phil Soergel

Philip M Soergel
Professor and Chair
Department of History
2115 Francis Scott Key Hall
4232 Chapel Lane
University of Maryland
College Park 20742
301-405-4260
psorgel@umd.edu

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Ralph Bauer
Associate Dean for Academic Affairs,
College of Arts and Humanities
Professor of English and Comparative Literature
1102 Francis Scott Key Hall
University of Maryland
College Park, MD 20742-7311
Phone: 301 405 5646
E-Mail: bauerr@umd.edu
<https://english.umd.edu/directory/ralph-bauer>

On 9/29/2020 5:23 PM, Barnet Pavao-Zuckerman wrote:

Dear Ralph,

The Anthropology Department is pleased to support the proposed graduate certificate program in Latin American and Caribbean Studies, and are agreeable to teaching LACS608 for the program approximately every eight years. We are glad to be on board, thanks very much for including us in this important new program!

-Barnet

On Thu, Sep 10, 2020 at 4:59 PM Ralph Bauer <bauerr@umd.edu> wrote:

Dear Barnet,

Thanks again for attending our meeting in June about the creation of a Graduate Certificate Program in Latin American and Caribbean Studies. The curriculum committee (which included Professor Christina Getrich) has worked through the summer on finalizing the curriculum for the proposed program, and the PCC proposal was approved by the ARHU PCC committee yesterday. Before we go before the Senate PCC committee, I wanted to circle back to you in the hope that you might provide a brief statement of support for the proposed program (a simple reply to this email would suffice). I attach the PCC proposal here for your reference.

If you recall, in our meeting we made a proposal that one of the three participating BSOS departments (AASD, ANTH, and GVPT) would allow one of their LASC affiliate faculty members once every three years to teach the introductory course LACS608: "Perspectives on Latin America and the Caribbean" 'on load' (i.e. as part of the LASC affiliate faculty member's regular departmental teaching load). This means that, if the three BSOS departments rotate in this commitment, each BSOS department would have to staff the course once every nine years. Since our meeting in June, an additional ARHU department has made a commitment, which means that BSOS would have to staff the course only once every four years (thus, each rotating BSOS unit would have to staff the course once every twelve years).

As Associate Dean Wayne Macintosh has cycled off since our meeting in June, I have reached out to Associate Dean Jean McGloin (copied), who has expressed her support for the program and given me permission to reach out to you again.

Please let me know if you have any questions. Thanks again for your support and

Best wishes,

Ralph



PCC Proposal to Rename the Ph.D. in "Survey Methodology" to "Survey and Data Science" (PCC 20051)

PRESENTED BY Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – January 21, 2021 | SENATE – February 09, 2021

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT N/A

NECESSARY APPROVALS Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

The Joint Program in Survey Methodology (JPSM), within the College of Behavioral and Social Sciences, was founded in 1993 as a joint program with the University of Michigan, and the Westat corporation. The program has graduated more than 300 students now working in government agencies, academic settings, and private research firms. Last spring, JPSM received approval to change the name of its master’s program in “Survey Methodology” to “Survey and Data Science.” JPSM now follows that action with this proposal to rename its Ph.D. program in “Survey Methodology” to “Survey and Data Science.” The field of survey methodology has evolved over the years as data about opinion and behavior has become available in large quantities. The courses in the program have also evolved over time to reflect the rise of big data. Consequently, the name change will better reflect the current state of the field, the instruction that the program provides, and the research that students conduct in their work. This name change will help the program recruit more students to the program and increase the employment opportunities for graduates as the new title reflects the broader scope of the program.

This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on November 30, 2020, and the Senate Programs, Curricula, and Courses committee on December 4, 2020.

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 for its meeting on December 4, 2020. A presentation was not required for the proposal as it followed the same name change request approved in the spring for the master’s program, which the Senate approved in April.

ALTERNATIVES

The Senate could decline to approve this new program title.

RISKS

If the Senate declines to approve this program title change, the university will lose an opportunity to better market this degree program to prospective graduate students and increase the marketability of program graduates.

FINANCIAL IMPLICATIONS

There are no significant financial implications for program title changes.

452: SURVEY AND DATA SCIENCE (SURV)

In Workflow

1. D-SURV PCC Chair (rjethwa@umd.edu)
2. D-SURV Chair (fkreuter@umd.edu; rjethwa@umd.edu)
3. BSOS Curriculum Manager (khall@umd.edu; gdenbow@umd.edu)
4. BSOS PCC Chair (khall@umd.edu)
5. BSOS Dean (khall@umd.edu; krussell@umd.edu; jmcgloin@umd.edu)
6. Academic Affairs Curriculum Manager (mcolson@umd.edu)
7. Graduate School Curriculum Manager (aambrosi@umd.edu)
8. Graduate PCC Chair (aambrosi@umd.edu)
9. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
10. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
11. University Senate Chair (mcolson@umd.edu)
12. President (mcolson@umd.edu)
13. Chancellor (mcolson@umd.edu)
14. MHEC (mcolson@umd.edu)
15. Provost Office (mcolson@umd.edu)
16. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Mon, 21 Sep 2020 23:37:01 GMT
Rupa Jethwa Eapen (rjethwa): Approved for D-SURV PCC Chair
2. Mon, 21 Sep 2020 23:37:54 GMT
Rupa Jethwa Eapen (rjethwa): Approved for D-SURV Chair
3. Wed, 07 Oct 2020 14:31:59 GMT
Kristi Hall (khall): Approved for BSOS Curriculum Manager
4. Tue, 20 Oct 2020 18:48:59 GMT
Kristi Hall (khall): Approved for BSOS PCC Chair
5. Fri, 23 Oct 2020 13:22:23 GMT
Jean McGloin (jmcgloin): Approved for BSOS Dean
6. Fri, 20 Nov 2020 18:40:08 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
7. Wed, 02 Dec 2020 22:47:57 GMT
Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
8. Wed, 02 Dec 2020 22:49:05 GMT
Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
9. Fri, 04 Dec 2020 18:02:50 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
10. Sat, 05 Dec 2020 07:16:22 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair

History

1. Sep 25, 2019 by Angela Ambrosi (aambrosi)
2. Oct 18, 2019 by William Bryan (wbryan)

Date Submitted: Mon, 21 Sep 2020 23:33:18 GMT

Viewing: 452 : Survey and Data Science (SURV)

Last approved: Fri, 18 Oct 2019 20:01:33 GMT

Last edit: Tue, 17 Nov 2020 16:30:20 GMT

Changes proposed by: Rupa Jethwa Eapen (rjethwa)

Proposed Action

Rename Program

Program Name

Survey and Data Science (SURV)

Program Status

Active

Effective Term

Spring 2021

Catalog Year

2020-2021

Program Level

Graduate Program

Program Type

Doctoral

Delivery Method

On Campus

Departments

Department

Joint Program in Survey Methodology

Colleges

College

Behavioral and Social Sciences

Program/Major Code

SURV

MHEC Inventory Program

Survey Methodology

CIP Code

270501 - Statistics, General.

HEGIS

229930

Degree(s) Awarded

Degree Awarded

Doctor of Philosophy

Proposal Contact

Jody Williams jodywill@umd.edu

Proposal Summary

Name change for Survey Methodology PhD Program to match the Survey Methodology MS Program name change to: Survey and Data Science (PCC Log Number 20051)

Program and Catalog Information

Catalog Program Requirements:

Students must participate in the Ph.D. seminar for four semesters by enrolling in SURV829 for a total of 12 credits. Students must also complete 12 credits of SURV899.

There are five major requirements for the Ph.D. Students must pass a qualifying examination (normally at the end of their first year) and a comprehensive examination (normally at the end of their second year). They must participate in the Ph.D. seminar for four semesters. They must meet a residency requirement which consists of spending at least two days per week at JPSM for a period of three semesters. Finally, they must complete a dissertation.

Course	Title	Credits
SURV829	Doctoral Research Seminar in Survey Methodology (participate for four semesters)	12
Dissertation Research Requirements		
SURV899	Doctoral Dissertation Research	12
Total Credits		24

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.

Yes, we agree.

Linked Programs

Renaming Program

Provide a rationale for renaming the program.

There are only two programs in the United States that offer graduate training in survey methodology, the Joint Program in Survey Methodology at the University of Maryland and the Michigan Program in Survey Methodology at the University of Michigan which whose curricula, instructions, and admissions are highly integrated. The field has been changing over time, with a growing interest in naturally occurring data about opinion and behavior, often available in large quantities, i.e. big data. Our programs have adjusted our curriculum to include this expanded focus, and we are considering a corresponding name change to reflect this evolution in the field and in the training we provide. Our goal is to identify increase enrollment and employability of graduates as well as the programs' visibility by clearly communicating to the appropriate communities what we do and what our prospective students can expect to learn.

The name Ph.D. in Survey and Data Science will:

- Reflect the current curriculum, communicating that the program has expanded to address the fast-paced changes in survey research.
- Describe the focus of the program more accurately to our peers and colleagues, including potential employers of the graduates
- Increase ability to recruit students who are interested in data science, without reducing our ability to recruit students who are interested in survey methodology (and without alienating alumni).
- Stay in line with and match the new JPSM MS program name change (this was approved fall 2020 - PCC Log No. 19054)

Key: 452

Program Change Request

Date Submitted: 09/21/20 7:33 pm

Viewing: **452 : Survey and Data Science**

Methodology (SURV)

Last approved: 10/18/19 4:01 pm

Last edit: 11/17/20 11:30 am

Changes proposed by: Rupa Jethwa Eapen (rjethwa)

Catalog Pages Using this Program

[Survey Methodology, Doctor of Philosophy \(Ph.D.\)](#)

Proposed Action **Rename Program**

Program Name

In Workflow

1. D-SURV PCC Chair
2. D-SURV Chair
3. BSOS Curriculum Manager
4. BSOS PCC Chair
5. BSOS Dean
6. Academic Affairs Curriculum Manager
7. Graduate School Curriculum Manager
8. Graduate PCC Chair
9. Dean of the Graduate School
10. Senate PCC Chair
11. University Senate Chair
12. President
13. Chancellor
14. MHEC
15. Provost Office
16. Graduate Catalog Manager

Approval Path

1. 09/21/20 7:37 pm
Rupa Jethwa Eapen (rjethwa): Approved for D-SURV PCC Chair
2. 09/21/20 7:37 pm
Rupa Jethwa Eapen (rjethwa): Approved for D-SURV Chair

3. 10/07/20 10:31 am
Kristi Hall (khall):
Approved for BSOS
Curriculum
Manager
4. 10/20/20 2:48 pm
Kristi Hall (khall):
Approved for BSOS
PCC Chair
5. 10/23/20 9:22 am
Jean McGloin
(jmcgloin):
Approved for BSOS
Dean
6. 11/20/20 1:40 pm
Michael Colson
(mcolson):
Approved for
Academic Affairs
Curriculum
Manager
7. 12/02/20 5:47 pm
Angela Ambrosi
(aambrosi):
Approved for
Graduate School
Curriculum
Manager
8. 12/02/20 5:49 pm
Angela Ambrosi
(aambrosi):
Approved for
Graduate PCC Chair
9. 12/04/20 1:02 pm
Steve Fetter
(sfetter): Approved
for Dean of the
Graduate School
10. 12/05/20 2:16 am
Valerie Orlando
(vorlando):

Approved for
Senate PCC Chair

History

1. Sep 25, 2019 by
Angela Ambrosi
(aambrosi)
2. Oct 18, 2019 by
William Bryan
(wbryan)

Survey and Data Science Methodology (SURV)

Program Status	Active		
Effective Term	Spring 2021		
Catalog Year	2020-2021		
Program Level	Graduate Program		
Program Type	Doctoral		
Delivery Method	On Campus		
Departments	<table border="1"> <thead> <tr> <th>Department</th> </tr> </thead> <tbody> <tr> <td>Joint Program in Survey Methodology</td> </tr> </tbody> </table>	Department	Joint Program in Survey Methodology
Department			
Joint Program in Survey Methodology			
Colleges	<table border="1"> <thead> <tr> <th>College</th> </tr> </thead> <tbody> <tr> <td>Behavioral and Social Sciences</td> </tr> </tbody> </table>	College	Behavioral and Social Sciences
College			
Behavioral and Social Sciences			
Program/Major Code	SURV		
MHEC Inventory Program	Survey Methodology		
CIP Code	270501 - Statistics, General.		
HEGIS	229930		
MHEC Recognized Area(s) of Concentration			
Degree(s) Awarded			

Degree Awarded
Doctor of Philosophy

If other, new
degree award:

Proposal Contact

Jody Williams jodywill@umd.edu

Proposal Summary

**Name change for Survey Methodology PhD Program to match the Survey Methodology MS
Program name change to: Survey and Data Science**

(PCC Log Number 20051)

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.

Catalog Program Requirements:

Students must participate in the Ph.D. seminar for four semesters by enrolling in [SURV829](#) for a total of 12 credits. Students must also complete 12 credits of [SURV899](#).

There are five major requirements for the Ph.D. Students must pass a qualifying examination (normally at the end of their first year) and a comprehensive examination (normally at the end of their second year). They must participate in the Ph.D. seminar for four semesters. They must meet a residency requirement which consists of spending at least two days per week at JPSM for a period of three semesters. Finally, they must complete a dissertation.

Course List

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SURV829	Doctoral Research Seminar in Survey Methodology (participate for four semesters)	12
	Dissertation Research Requirements	
SURV899	Doctoral Dissertation Research	12
Total Credits		24

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.

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.

Yes, we agree.

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.

There are only two programs in the United States that offer graduate training in survey methodology, the Joint Program in Survey Methodology at the University of Maryland and the Michigan Program in Survey Methodology at the University of Michigan which whose curricula, instructions, and admissions are highly integrated. The field has been changing over time, with a growing interest in naturally occurring data about opinion and behavior, often available in large quantities, i.e. big data. Our programs have adjusted our curriculum to include this expanded focus, and we are considering a corresponding name change to reflect this evolution in the field and in the training we provide. Our goal is to identify increase enrollment and employability of graduates as well as the programs' visibility by clearly communicating to the appropriate communities what we do and what our prospective students can expect to learn.

The name Ph.D. in Survey and Data Science will:

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- Describe the focus of the program more accurately to our peers and colleagues, including potential employers of the graduates**
- Increase ability to recruit students who are interested in data science, without reducing our ability to recruit students who are interested in survey methodology (and without alienating alumni).**
- Stay in line with and match the new JPSM MS program name change (this was approved fall 2020 - PCC Log No. 19054)**

Supporting Documents

Attachments

Administrative
Documents

Reviewer

Comments