



1. Call to Order
2. Approval of the April 2, 2025 Minutes (Action)
3. Report of the Chair (Information)
4. PCC Proposal to Establish a Bachelor of Arts in Global Cultures (Senate Document #24-25-30) (Action)
5. PCC Proposal to Establish a Bachelor of Arts in Global and Foreign Policy (Senate Document #24-25-31) (Action)
6. PCC Proposal to Establish a Master of Science in Artificial Intelligence (Senate Document #24-25-32) (Action)
7. PCC Proposal to Establish a Bachelor of Arts in Public Service Interpreting and Translation (Senate Document #24-25-33) (Action)
8. APAS Report: Review of UMD Policy on Excused Absence [V-1.00 (G)] (Senate Document #24-25-10) (Action)
9. APAS Report: Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care (Senate Document # 23-24-27) (Action)
10. New Business
11. Adjournment



CALL TO ORDER

Senate Chair Sly called the meeting to order at 3:18 p.m.

APPROVAL OF THE MINUTES, MARCH 6, 2025, MEETING

Chair Sly asked if there were any corrections to the minutes of the March 6, 2025, meeting.

Senator Wien, TTK, ARHU, cited errors with the spelling of Michele Eastman's name and the use of the word "colleges" instead of "colleagues" when referencing the Dear Colleague letters addressed by President Pines.

Senator Lyons, Graduate Student, JOUR asked for a remark from President Pines to be changed from "President Pines was unaware of the graduate student's circumstances" to "President Pines stated he was unaware of the graduate student's circumstances".

Chair Sly asked for further amendments; hearing none, Chair Sly declared the minutes approved as amended.

REPORT OF THE CHAIR

Committee & Council Volunteer Period

Chair Sly shared that the application to serve on one of the University's 10 Senate standing committees and councils for the upcoming academic year will be available starting April 7, 2025. Chair Sly reminded the Senate that committee and council membership does not require one to be a Senator.

Volunteers interested in contributing to the development of the University's policy, expanding their campus network, adding to their service portfolio, and making a real impact in important policy matters were encouraged to apply.

Chair Sly shared that the deadline for volunteering is May 2, 2025. Those interested in volunteering should visit the [Senate website](#) to submit a statement for their preferred committees and councils of interest. Selected volunteers will be notified in the summer.

Remaining Senate Meetings

Chair Sly informed the Senate that two meetings remain scheduled for this academic year, on April 24 and May 7, 2025.

Chair Sly explained that two meetings are held in April because the May 7, 2025 Senate Meeting is the transition meeting where all continuing Senators and newly-elected Senators will elect the next Chair-Elect of the Senate and vote on the elected committees and councils of the Senate such as the Senate Executive Committee, the Committee on Committees, and others that the Nominations Committee is developing slates for candidates.

Chair Sly noted that the April 24, 2025, University Senate Meeting will be the final meeting for those Senators whose term ends in 2025. This will also be the final Senate meeting for Senate Committees and University Councils to have their reports approved by the Senate.

Chair Sly acknowledged that this meeting would have a full agenda and asked Senators to review all the materials before the meeting to facilitate informed discussion of those items.

SPECIAL ORDER OF THE DAY

Jennifer King Rice
Senior Vice President and Provost
Strategic Plan Update

Chair Sly invited Dr. Jennifer King Rice, Senior Vice President and Provost, to provide an update on the University of Maryland's Strategic Plan.

Provost Rice began by sharing that the full report would be available on the [Strategic Plan website](#) and encouraged members to explore the plan in depth.

Provost Rice acknowledged the rapidly evolving federal landscape and shared that the University continues to work with leaders from across campus, including the Senate Executive Committee, to hear and understand the concerns of the campus community.

Additionally, Provost Rice shared that the Provost's Office is working closely with President Pines, Vice Presidents, Deans, and in some cases, Department Chairs, to address challenges as they occur. Provost Rice shared resources on the [Government Relations website](#) and emphasized that the University is responding in ways that reflect its institutional mission and collective values, as expressed in the Strategic Plan.

Provost Rice shared a timeline representing the progress made since implementing the Strategic Plan in 2022 and reminded members that the [Strategic Plan website](#) details the implementation process and cycle for each year.

Provost Rice stated that the University had received investments from the State, general University funds, philanthropy, grants, and partnerships totaling \$320 million. This amount has nearly doubled since 2024, primarily due to the Terrapin Commitment program, the Grand Challenges grants program, new research funding, and gifts. The investments have been used to advance more than twenty-five signature initiatives.

Next, Provost Rice reviewed the four strategic commitments to highlight key initiatives and share progress updates.

Reimagine Learning:

The first strategic commitment that Provost Rice focuses on is innovative, inclusive, and experiential approaches to teaching and learning, as well as creating opportunities for multidisciplinary collaboration.

- Arts for All - This initiative, announced by President Pines in 2021, aims to integrate the arts into various aspects of campus life. Provost Rice acknowledged the work of Craig Kier, Director of the Arts for All Initiative, and Stephanie Shonekan, Dean of the College of Arts and

Humanities, for their leadership in implementing this initiative. Provost Rice shared that enrollment in the Immersive Media Design program has more than doubled since 2023, and the Next Now Fest had an increase of more than 60% in attendees.

- Office of Undergraduate Research - The new Office of Undergraduate Research launched in 2023 and aims to transition research from being primarily faculty and graduate student-focused to making research opportunities more accessible to all students. The First Year Innovation and Research Experience Program (FIRE) serves over 1,200 students annually and had double the number of applications compared to the previous year. The office also launched a new immersive research internship experience, a summer undergraduate research conference, and *ForagerOne*, a new system to better connect students and faculty for research opportunities.
- Learning Environment Modernization - Provost Rice shared that the quality of learning spaces has a tremendous impact on students' experiences, and the Learning Environment and Modernization Program was launched to expand the development of accessible, flexible, and learner-centered environments, including both new and renovated spaces. This work began in 2019 but accelerated in 2022. Provost Rice stated that nearly 140 projects were completed in 2024 alone, and a record number of classrooms across all regions of the campus underwent renovation. Additionally, there have been more than \$11 million in investments, impacting over 75,000 student seats on campus.
- Investing in Special Undergraduate Programs - Provost Rice shared that both the Interdisciplinary Business Honors Program and the Honors Global Challenges and Solutions Program have doubled in the two years since their launch. Provost Rice also shared that the Fellows Program, which provides students with experiences to excel in careers with public service, has more than 260 fellows, representing over 50 majors. There are now 53 fellows interning with the Maryland General Assembly as compared to 9 in 2023.
- Teaching Innovation Grants - Provost Rice highlighted the Teaching Innovations Grants Program, led by the Teaching and Learning Transformation Center (TLTC). To date, the University has invested \$4 million in this program, supporting 140 projects that focus on active and experiential learning, as well as the intersection of education and technology. Provost Rice shared that the 2025 grant cycle focused on inclusive and accessible teaching.
- TLTC Teaching Academy - Provost Rice also shared that the TLTC has recently launched a new Teaching Academy, which offers credentials and microcredentials to instructors in areas such as universal design, active learning, and technology-enhanced pedagogy. To date, more than 850 faculty, staff, and students have participated in Teaching Academy courses, with more than 250 individuals having been awarded meta credentials.

Taking On Humanity's Grand Challenges

The second strategic commitment Provost Rice shared focuses on investing in education, research, scholarship, and creative activities to accelerate solutions to society's most pressing issues within our communities and around the globe. Provost Rice highlighted the three goals of this pillar, which include:

- Investing in faculty, student, staff, alum, and partner capacity to take on grand challenges through multidisciplinary and engaged research and curricular innovations.

- Leveraging our location near the state and nation's capitals to advance and support evidence-based policy that addresses grand challenges at the community, state, national, and global levels.
- Amplifying impactful research, scholarship, creative activities, teaching, and service work through communication, visibility, and translation.

Provost Rice shared more detailed information about the Capital of Quantum, Grand Challenges Grants, and the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM). Provost Rice highlighted that the University's continued partnership with Ion Q, as well as new industry partners, Xanadu, has supported 40 entrepreneurs and startups in accelerating quantum technologies' time to market through the Quantum Startup Foundry.

Provost Rice thanked AIM Director Hal Daumé and Associate Directors Neda Atanasoski and Sheena Erete for embracing the vision of AIM, which is to bring together scholars and students from across disciplines to make the most significant possible impact for the future of AI. Provost Rice also shared that planning for a new Bachelor of Science degree in Artificial Intelligence is underway.

Provost Rice shared that the Grand Challenges Grant program numbers have increased significantly over the past year; external research awards have doubled, stakeholders have tripled, and more than 100 new partnerships have been established. Provost Rice expressed gratitude for the faculty, staff, and students involved in the Grand Challenges projects. Provost Rice highlighted the 1856 Project, xFoundry, and Campus Climate Action Plan.

Investing in People and Communities

The third strategic commitment shared by Provost Rice focused on investing in people, their well-being and advancement, and the conditions that support their ability to fully participate and thrive at the university, in the community, state, and worldwide.

Provost Rice shared that this is the largest single-year investment in need-based financial aid in the University's history. The Terrapin Commitment program is crucial in recruiting and retaining the state's most promising students, regardless of their financial status, and it reflects the University's mission to serve the state. Since the program's launch in October 2022, it has supported more than 5,700 students with over 31 million dollars in financial aid.

Provost Rice also shared updates on the support and investment in graduate students and thanked Associate Provost and Dean of the Graduate School, Dr. Stephen Roth, and his team for their efforts. Provost Rice noted the new graduate housing complex, which is currently under construction and will serve 750 individuals.

Provost Rice shared statistics on Faculty support, evaluation, and rewards, including:

- 105 faculty memberships in the National Academies
- 81 members of the National Academies
- 97.3% retention of Tenure/Tenure Track (TTK) Faculty and 93.4% retention rate of Professional Track (PTK) Faculty

Staff investment data was shared, including the recognition of 25 University staff with the second annual MVP Impact and Terrapin Innovation Awards, 271 Faculty and Staff enrolled in the Excellence in Supervision training, and an overall retention rate of 94% for both exempt and non-exempt staff.

Finally, Provost Rice shared updates on mental health and well-being at the University. This included implementations from the Mental Health Task Force with a new central website for mental health and well-being resources.

Partner to Advance Public Good

Provost Rice shared that the last initiative aims to do the following:

- Expand impact through strategic research partnerships amongst local, state, national, and global stakeholders.
- Engage innovation and entrepreneurship for inclusive economic development.
- Enhance the economy, educational outcomes, social justice, quality of life, and civic engagement of our neighbors and neighborhoods through relationship-building and ongoing commitment to partnerships.

Provost Rice highlighted several campus programs, including:

- The Do Good Campus, with over \$460,000 in impact funding, was awarded to Do Good Campus Fund Projects.
- The Center for Community Engagement was launched, hosting meetings with 350 faculty, staff, and students across campus and organizing a successful Good Neighbor Day.
- The Pathways Forward Resource Hub, launched in April 2025, provides information on upskills, programs, and certificates for individuals displaced from the federal workforce.
- MPOWER Professorship Program, with seven faculty members each with \$150,000 in funding accompanying each three-year appointment, with a focus on accelerating breakthroughs in biomedical technology and innovations.
- The Institute for Health Partnership, which formed 10 industry partnerships, published more than 150 scientific papers, submitted two scientific patents, and launched a company in just two years.

Provost Rice highlighted global metrics on the University's progress, including \$726 million in expenditures, over 200 more patents filed than in 2024, as well as the following rankings by U.S. News:

- #44 in Overall National Universities
- #17 in Top Public Schools National Universities
- #10 in Learning Communities
- #24 Best Colleges for Veterans

Provost Rice reminded members that details and information on the strategic plan are available on the [Strategic Plan Website](#) and thanked the members of the Senate for their time and their commitment to the campus.

Chair Sly opened the floor for questions.

Senator Wall, a non-exempt VPA, asked for more information on how the University plans to invest in staff, specifically regarding Immigration and Customs Enforcement (ICE) officers' presence in higher education spaces.

Provost Rice responded that there is a regularly scheduled meeting with four Vice Presidents, Michelle Eastman, Patty Perillo, Bob Reuning, and Georgina Dodge, specifically focused on staff. Actions taken in response to staff feedback included annual awards recognizing staff and providing cash awards, the establishment of the Mental Health Task Force, which included staff, and supervisor training specifically designed to create inclusive and successful environments for staff.

Provost Rice also clarified that at the time of the April 2025 Senate Meeting, there had been no ICE raids on the University campus, but that guidance on the Government Relations website provides details, as well as engagement with University Human Resources (UHR) and supervisors across campus to ensure responses and protections are in place should the need arise.

Senator Wien, TTK, ARHU, inquired about the leadership's preparations for potential interventions from the federal government regarding faculty freedom of speech.

Provost Rice shared in response that there is a strategy group that meets multiple times a week to discuss federal movements and how the campus can prepare. Provost Rice described the goal of the administration, despite uncertainty caused by federal changes, to ensure the campus can continue to advance toward its mission, toward strategic values, and toward academic freedom and free speech.

Senator Lyons, Graduate Student, JOUR, asked for clarification on the type of cooperation with federal agencies, such as ICE, specifically as it relates to international students and scholars.

Provost Rice responded with details on the protocol in place for students and scholars detained at the border. Once the University is made aware of a detention, a team is convened that includes individuals from the Office of International Affairs, International Student & Scholar Services, the Office of General Counsel, the Office of Government Relations, the Graduate School, or the Office of Faculty Affairs, as applicable.

As each case is unique, this group of individuals assists and supports the students and faculty involved, deploying resources available to assist as needed.

Senator Das, PTK, ENGR, requested information on how faculty can advise incoming international students on protecting and preparing themselves.

Provost Rice shared that general guidance had come from the Office of International Affairs, but for specific guidance, there is an opportunity to join Ross Lewin, Associate Vice President for International Affairs, or staff during office hours.

Senator Prather, TTK, EDUC, asked if there was a potential for an organized defense pact amongst other peer institutions, following the [Resolution](#) from the Rutgers University Senate to Establish a Mutual Defense Compact for the Universities of the Big Ten Academic Alliance (BTAA) in Defense of Academic Freedom, Institutional Integrity, and the Research Enterprise.

Provost Rice responded that the strategy of joining forces with other institutions is a strong one and less risky for any individual institution. Provost Rice then compared the Maryland political landscape to that of other, more conservative states, noting that the protection offered by a collective approach is beneficial.

Senator Osuji, TTK, BSOS, highlighted the priority on mental health in the presentation and, due to the link between mental and physical health, asked if faculty would have the ability to access the recreation and wellness facilities on campus.

Provost Rice responded that this question has been brought to the administration's attention before, and it is an ongoing conversation, especially with Patty Perillo, Vice President for Student Affairs. Provost Rice invited Perillo to provide additional information.

Perillo shared details on the Mental Health Task Force Report and the subsequent recommendations, as well as additional context of conversations between Perillo's team and campus leaders. It has been made clear that mental health is directly related to physical health and well-being, and there exists a partnership between the Counseling Center and Recreation & Wellness (Rec Well) building for students who may be struggling with anxiety and depression.

However, the Rec Well building is funded by student fees, so preliminary conversations regarding faculty access and support for faculty health and wellness are ongoing between Student Affairs and Academic Affairs.

Perillo thanked Senator Osuji for bringing this question to the floor.

Senator Coles, TTK, ARHU, shared with members that on May 31, 2025 Rutgers University Senate voted to establish a mutual academic defense compact ([Resolution](#) to Establish a Mutual Defense Compact for the Universities of the Big Ten Academic Alliance in Defense of Academic Freedom, Institutional Integrity, and the Research Enterprise) where members of the Big10 Academic Alliance would donate significant and meaningful funding to a shared defense fund. This fund would be used to provide immediate and strategic support to any member institution under direct political or legal infringement. Coles asked if the administration had feedback on this development.

Provost Rice shared that the particulars of that document have not been shared through the Provost's Office, and that the Provost looks forward to discussing it with the Big Ten Provost colleagues.

Provost Rice thanked the members of the Senate for their questions and shared assurances that, although the federal landscape may change quickly, there is a sure and unwavering dedication to the University of Maryland's mission and values.

Chair Sly thanked Provost Rice.

ERG REPORT: PROPOSAL FOR REVIEW OF THE UNIVERSITY SENATE BYLAWS, COMMITTEE PRESIDING OFFICER SELECTION (SENATE DOCUMENT #24-25-11) (INFORMATION)

Chair Sly said the Elections, Representation & Governance (ERG) Chair, Kim Gonzalez, would present the ERG's report on the following two agenda items. Chair Sly shared that there would be an opportunity to discuss each item following the presentation of the report. However, there would be no vote on the items because the committee recommended that no Senate action is necessary.

Gonzalez shared that the ERG Committee is submitting a series of recommendations related to the selection of Committee Chairs but recommends no amendment to the University Senate Bylaws at this time.

The committee spent time consulting with Senate constituencies, Senate Leadership, and the original proposer. All agreed that it was sensible for the decision to remain with the Senate Chair-Elect, and both the Senate Leadership and the original proposer agreed that having a list of interested candidates would help facilitate the appointment process and transparency in the democratic process of shared governance on campus.

The committee's decision is not to change the current Bylaw language, but to include a series of recommendations to help facilitate the Committee Chair process. The ERG recommends:

During the process of soliciting nominations, the committee recommends that the Chair-Elect and Senate Leadership should consider, in the following order of priority:

- Those with previous experience on the committee that the individual would be presiding over.
- Experience in the Senate (continuing or previously served Senators)
- Experience with the subject matter of the committee that they will be presiding over, for incoming Senators who have not had the aforementioned experience.
- The inclusion of both self-nominations and peer-nominations (meaning Senator to Senator) encourages the inclusion of diverse personalities.
- The Senate Chair-Elect will thoroughly consider those individuals self-nominated before proposing external candidates.
- The final selection of the committee chair, or presiding officer, will ultimately lie with the Senate Chair-Elect.

The Elections, Representation, & Governance Committee recommended that the SEC approve the operational recommendations, with no Bylaw change, included in the Report of the University Senate Bylaws, Committee Chair Selection (Senate Document #24-25-11).

The SEC voted in favor of the ERG recommendations at its meeting on March 12, 2025.

Chair Sly opened the floor for discussion. Hearing none, Chair Sly invited Gonzalez to present on the following item.

ELECTIONS, REPRESENTATION & GOVERNANCE (ERG) REPORT: PROPOSAL FOR REVIEW OF THE CAMPUS TRANSPORTATION ADVISORY COMMITTEE (CTAC) SENATE REPRESENTATION (SENATE DOCUMENT #19-20-15) (INFORMATION)

Gonzalez shared that the ERG Committee is recommending a vote of no Senate Action to the SEC regarding the Campus Transportation Advisory Committee (CTAC) Senate Representation (Senate Document #19-20-15)- effectively closing the legislative log on this issue.

Gonzalez provided background on the matter, including that during consideration, the ERG Committee learned that CTAC administrators no longer felt the need to adjust membership and intended to rescind the original memo. During consultations, the ERG also determined it necessary to speak with the Senator who brought this issue forward to the Senate. Overall, the results from all consultations revealed that campus constituencies do not feel the need to adjust their membership. The current transportation concerns are focused on communication and transparency between DOTs

and students, staff, etc. This is not related to the membership or representation process of the current Campus Transportation Advisory Committee.

On January 28, 2025, after due consideration, the ERG Committee voted in favor of “no Senate action” for the Campus Transportation Advisory Committee (CTAC) Senate Representation (Senate Document #19-20-15).

The SEC voted to approve no Senate action at the March 12, 2025, SEC Meeting.

Chair Sly opened the floor for discussion. There was no discussion.

PCC PROPOSAL TO REVISE THE POLICY AND GUIDELINES FOR COMBINED BACHELOR’S/MASTER’S PROGRAMS (SENATE DOCUMENT #24-25-20) (ACTION)

Chair Sly invited Wendy Stickle, Chair of the Program, Curricula and Courses Committee (PCC), to present on the proposal.

Stickle provided background and information on the proposal.

Chair Sly thanked Stickle and opened the floor to discussion of the proposal.

Hearing none, Chair Sly called for a vote on this proposal. The result was 87 in favor, 4 opposed, and 12 abstentions. **The proposal passed.**

NEW BUSINESS

Chair Sly opened the floor for New Business.

Senator Osuji, TTK, BSOS, expressed concern regarding the organization of labs within departments and potential changes to the labs.

Senator Prather, TTK, EDUC, suggested considering the [Rutgers Senate Resolution](#) and whether the Senate should make a similar statement.

Chair Sly welcomed Senator Prather to email him and Director Marin to discuss further.

Senator Das, PTK, and ENGR offered concerns regarding the University’s policies on bench fees for international students.

Chair Sly welcomed Senator Das to email him and Director Marin to discuss further.

ADJOURNMENT

The meeting was adjourned at 4:35 PM.



PCC Proposal to Establish a Bachelor of Arts in Global Cultures (Senate Document #24-25-30)

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

REVIEW DATES SEC – April 9, 2025 | SENATE – April 24, 2025

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT**

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

ISSUE

The College of Arts and Humanities' School of Languages, Literatures, and Cultures proposes to establish a **Bachelor of Arts in Global Cultures**. The Global Cultures major will foster the multilingual study of the cultures of the globalized world through classroom and experiential learning. The program will enable students to explore and interpret the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries. The program will have a strong focus on race, equity, and justice with an emphasis on cultural theory and will provide students with a solid background in the terminology and interpretive methods of humanities disciplines.

Unlike traditional language bachelor's programs, which separate language acquisition from cultural study, this BA program allows students to explore culture alongside or prior to language study, engage in the advanced study of more than one language—including heritage and third-language options—and connect with faculty around their interests early in their academic careers.

The major consists of 39 credits. Students will take two core courses: GLBC200 Global Movements, which introduces students to interpretive methods of the humanities by focusing on a special topic of global relevance, and GLBC360 (Cultural Theory in a Global Age), an advanced course that will further develop students' knowledge of the theories and methodologies of humanities study while also cultivating their ability to interpret cultural texts. Students will also take 12 credits in language study, 6 credits in experiential learning courses, and 15 credits in upper-division electives. Students in this program may double-major with another language major (or with any other major they choose).

The Global Cultures program aligns with the university's strategic goals by reimagining learning through interdisciplinary, experiential, and globally focused education that prepares students to address humanity's grand challenges. The skills and knowledge base will prepare students not only for a broad range of career opportunities but also for local, state, national, and global citizenship.

The program will draw on the physical facilities, administrative infrastructure and instructional resources already available within the School of Languages, Literatures, and Cultures and the College of Arts and Humanities.

The proposal was approved by the Senate Programs, Curricula, and Courses committee on March 7, 2025.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on March 7, 2025. Hester Baer, from the School of Languages, Literatures, and Cultures, and Audran Downing, from the College of Arts and Humanities, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate declines to approve this proposal, the university will miss an opportunity to use existing resources within the School of Languages, Literatures, and Cultures to offer a flexible, interdisciplinary curriculum that equips students with critical language, cultural, and analytical skills essential for addressing challenges in a globally connected and socially complex world.

FINANCIAL IMPLICATIONS

The financial implications of the program are minimal because it leverages existing faculty, courses, and infrastructure within the School of Languages, Literatures, and Cultures, requiring only modest new instructional support covered through internal departmental reallocations and College of Arts and Humanities funding.

962: GLOBAL CULTURES

In Workflow

1. D-SLLC Curriculum Manager (ncooper@umd.edu)
2. D-SLLC PCC Chair (elisag@umd.edu)
3. D-SLLC Chair (mscullen@umd.edu; elisag@umd.edu)
4. ARHU Curriculum Manager (myuen@umd.edu; audran@umd.edu; malucas@umd.edu; qtmills@umd.edu)
5. ARHU PCC Chair (myuen@umd.edu; malucas@umd.edu; audran@umd.edu; qtmills@umd.edu)
6. ARHU Dean (myuen@umd.edu; audran@umd.edu; qtmills@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
9. University Senate Chair (mcolson@umd.edu)
10. President (mcolson@umd.edu)
11. Board of Regents (mcolson@umd.edu)
12. MHEC (mcolson@umd.edu)
13. Provost Office (mcolson@umd.edu)
14. Undergraduate Catalog Manager (lyokoi@umd.edu)

Approval Path

1. Tue, 28 May 2024 16:57:43 GMT
Valerie Lewis (vlewis): Approved for D-SLLC Curriculum Manager
2. Tue, 28 May 2024 18:21:58 GMT
Peter Glanville (pjg347): Approved for D-SLLC PCC Chair
3. Tue, 28 May 2024 19:26:44 GMT
ngrigsby: Approved for D-SLLC Chair
4. Wed, 05 Jun 2024 17:47:16 GMT
Betsy Yuen (myuen): Rollback to D-SLLC PCC Chair for ARHU Curriculum Manager
5. Wed, 24 Jul 2024 14:34:46 GMT
Peter Glanville (pjg347): Approved for D-SLLC PCC Chair
6. Wed, 24 Jul 2024 14:49:36 GMT
ngrigsby: Approved for D-SLLC Chair
7. Wed, 18 Sep 2024 21:39:33 GMT
Betsy Yuen (myuen): Rollback to Initiator
8. Thu, 30 Jan 2025 21:25:41 GMT
Nicco Cooper (ncooper): Approved for D-SLLC Curriculum Manager
9. Thu, 30 Jan 2025 21:26:42 GMT
Elisa Gironzetti (elisag): Approved for D-SLLC PCC Chair
10. Thu, 30 Jan 2025 21:27:17 GMT
Elisa Gironzetti (elisag): Approved for D-SLLC Chair
11. Fri, 07 Feb 2025 21:29:46 GMT
Betsy Yuen (myuen): Approved for ARHU Curriculum Manager
12. Mon, 10 Feb 2025 15:58:32 GMT
Melissa Lucas (malucas): Approved for ARHU PCC Chair
13. Tue, 11 Feb 2025 02:06:43 GMT
Audran Downing (audran): Approved for ARHU Dean
14. Tue, 25 Feb 2025 21:18:40 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
15. Fri, 07 Mar 2025 15:05:54 GMT
Wendy Stickle (wstickle): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Thu, 30 Jan 2025 18:27:03 GMT

Viewing: 962 : Global Cultures

Last edit: Fri, 07 Mar 2025 13:12:22 GMT

Changes proposed by: Elisa Gironzetti (elisag)

Program Name

Global Cultures

Program Status

Proposed

Effective Term

Spring 2025

Catalog Year

2024-2025

Program Level

Undergraduate Program

Program Type

Undergraduate Major

Delivery Method

On Campus

Departments

Department
School of Languages, Literatures, and Cultures

Colleges

College
Arts and Humanities

Degree(s) Awarded

Degree Awarded
Bachelor of Arts

Proposal Contact

Hester Baer

Proposal Summary

The new interdisciplinary BA program in Global Cultures builds on the research and teaching strengths of the School of Languages, Literatures, and Cultures, while creating a more flexible curriculum targeted to the interests and goals of our current and future undergraduate students. Combining a strong focus on race, equity, and justice with an emphasis on cultural theory, the new BA promotes multilingual study of the cultures of the globalized world, across and beyond the borders of traditional nation-states and regions, through classroom and experiential learning opportunities. As such, this new BA program reimagines learning for the 21st Century, one of the University of Maryland's key strategic goals.

(PCC Log Number 24057)

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.

Global Cultures is an interdisciplinary program in the humanities that fosters multilingual study of the cultures of the globalized world through classroom and experiential learning. The major enables students to explore and interpret the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries. Combining a strong focus on race, equity, and justice with an emphasis on cultural theory, the major provides students with a solid background in the terminology and interpretive methods of humanities disciplines and cultivates the critical skills necessary to understand and analyze global movements and literary, cultural, and media texts,

as well as an intermediate-range level of proficiency in at least one language other than English. Courses offered by this program may be found under the prefixes GLBC, SLLC, ARAB, CHIN, CINE, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, and SPAN.

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

Course	Title	Credits
Core Courses		6
GLBC200	Course GLBC200 Not Found (Global Movements)	
GLBC360	Course GLBC360 Not Found (Cultural Theory in a Global Age)	
Language Study ¹		12
Select 12 credits at the 200-level or above in one language		
OR Select 6 credits at the 200-level or above in each of two languages		
Experiential Learning ²		6
This requirement may be satisfied through approved education abroad; domestic or international internships; and/or participation in on-campus learning communities, including the Language Partner Program or the Language House Living-Learning Program.		
Upper-Division Electives ³		15
Select 15 credits at the 300-level or above in one SLLC program		
OR Select 9 credits at the 300-level or above in one SLLC program AND 6 credits at the 300-level or above in another SLLC program		
GLBC350	Course GLBC350 Not Found (Translation in a Global Context) ⁴	
SLLC329	Language House Immersion	
Total Credits		39

¹ Language study may be undertaken in courses offered under the following prefixes: ARAB, CHIN, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, SPAN.

² Students will determine which option(s) to pursue in consultation with the program advisor.

³ Electives are to be selected from the existing course offerings of one, or a maximum of two, SLLC programs offered under the following prefixes: ARAB, CHIN, CINE, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, and SPAN.

⁴ May substitute any of the SLLC Upper-Division Elective courses and will be strongly encouraged.

The major consists of 39 credits. Besides taking the two core courses GLBC200 and GLBC360, students majoring in Global Cultures are required to take 12 credits in Language Study, 6 credits in Experiential Learning, and 15 credits in Upper-Division Electives. The same course cannot be counted towards different requirements of the program (e.g., students are not allowed to overlap credits for the Experiential Learning and Upper-Division Electives categories); however, the same course can count towards the requirements of two different programs (e.g., for a student double majoring in Global Cultures and Spanish, the same courses in can be counted for credits in both programs). One-credit "microcourses" may be used to offer supplemental language instruction (tied to a course held in English); as standalone short or block-format courses related to current events or relevant topics; as practicums focused on skills and professionalization; and as service-learning opportunities, among other possibilities. Students will be allowed to take microcourses for credit toward the Experiential Learning and Upper-Division Elective requirements.

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

Please see the attached Global Cultures Four-Year Plan

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

Learning Outcomes

Demonstrate knowledge of the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries.

Use the terminology and interpretive methods of humanities disciplines, including cultural theory, to interpret and analyze global movements and literary, cultural, and media texts.

Critically analyze issues of power related to gender, sexuality, class, race/ethnicity, and/or mental and physical disability with attention to differences across time, geography, and culture and with critical awareness of one's own worldview, values, and biases.

Critically interpret literary, cultural, and media texts reflecting a diversity of perspectives in a variety of genres with specific attention to their social, historical, and linguistic contexts, and formulate original arguments with reference to appropriate evidence and secondary sources.

Communicate effectively in written, oral, and digital forms, with the academic community and with the broader public.

Demonstrate an appropriate level of proficiency in at least one language other than English.

New Program Information

Mission and Purpose

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

The new interdisciplinary BA program in Global Cultures builds on the research and teaching strengths of the School of Languages, Literatures, and Cultures, while creating a more flexible curriculum targeted to the interests and goals of our current and future undergraduate students. Combining a strong focus on race, equity, and justice with an emphasis on cultural theory, the new BA promotes multilingual study of the cultures of the globalized world, across and beyond the borders of traditional nation-states and regions, through classroom and experiential learning opportunities. As such, this new BA program reimagines learning for the 21st Century, one of the University of Maryland's key strategic goals.

The traditional disciplinary paradigms for the study of languages, literatures, and cultures—which focus on cultivating cultural and linguistic competence based on area studies—have not kept up with a contemporary context marked by transnationalism, multilingualism, and the global flow of people and cultures. Likewise, the traditional bipartite organization of our curriculum, which emphasizes language competence before “content courses,” lacks the flexibility to engage students deeply in the advanced study of global cultures from the inception of their careers at the university. The new BA in Global Cultures addresses these concerns because it:

- Allows students to study culture prior to or simultaneously with the study of language.
- Allows students to engage with faculty around areas of pronounced interest earlier in their careers and at a higher level of interaction.
- Enables students to study more than one language, including at advanced levels.
- Allows learners to engage in advanced study of their heritage language while also studying a third language.
- Promotes education abroad and other forms of experiential learning.
- Addresses declining enrollments by emphasizing maximum flexibility for students in pursuing a rigorous course of study on global cultures.

The BA program in Global Cultures is designed to prepare students for the opportunities and challenges of citizenship, employment, and intellectual life in the globalized world. Cultivating multilingualism and critical awareness of humanity's grand challenges—including climate change, migration, transformations in media culture, medicine and health, and social justice issues—the curriculum develops students' knowledge of the interpretive methods of the liberal arts and humanities, while also offering the chance to apply this knowledge through internships, practicums, service-learning, and approved education abroad. The curriculum of the new BA features collaboratively taught courses that bring together the varied expertise of SLLC's diverse faculty across conventional disciplinary boundaries; these courses, and the major as a whole, foster collaborative and interdisciplinary learning. With the aim of developing partnerships to advance the public good locally, nationally, and internationally, the BA in Global Cultures responds to the College of Arts and Humanities challenge to educate our students to “Be Worldwise” and “Get Worldready.” The Global Cultures BA likewise pursues the University's strategic goal of investing in people and communities by building community service and experiential learning opportunities within the state of Maryland and around the world into the requirements for the major. With its emphasis on intercultural communication, multilingualism, and critical approaches to understanding diversity, the BA in Global Cultures will teach fundamental skills required for a range of professional careers: critical thinking; historical awareness; research; information and media literacy; cogent development of ideas; analysis and argumentation; ability to work individually and as part of a team; and effective communication in written, oral, and digital contexts.

Program Characteristics

What are the educational objectives of the program?

The major in Global Cultures is designed to prepare students for the opportunities and challenges of citizenship, employment, and intellectual life in the globalized world. With an emphasis on intercultural communication, multilingualism, and critical approaches to understanding diversity, Global Cultures teaches fundamental skills required for a range of professional careers: critical thinking; historical awareness; research; information and media literacy; cogent development of ideas; analysis and argumentation; ability to work individually and as part of a team; and effective communication in written, oral, and digital contexts.

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

N/A

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

The Global Cultures curriculum was developed in response to external and internal factors. Externally, a 2018 survey of US employers conducted by Ipsos Public Affairs for the American Council on the Teaching of Foreign Languages (ACTFL) illustrates record demand for language skills, with 90% of employers reporting a reliance on US-based employees who speak a language other than English, and 32% reporting a high dependency. In a report of the survey results, ACTFL notes that this need for language skills is projected to grow, and that many employers report a language skills gap wherein their employees cannot meet the employer's needs. ACTFL concludes that “in an era when STEM curricula are overshadowing all other subject areas, foreign language may often be treated as a competing discipline. Instead, it needs to be recognized as a complementary and often interdependent skill that produces the globally competent workforce employers are seeking” (3). The major in Global Cultures seeks to graduate such globally competent

students, proficient in one or more world languages with a corresponding degree of cultural competence, and possessing career-readiness skills such as critical thinking, analytic ability, and ability to communicate within and across cultures.

Internally, a spring 2017 survey of all undergraduates enrolled in SLLC courses highlighted the fact that the overwhelming majority of the 1898 respondents were attracted to SLLC courses due to desire to communicate with native speakers of the language of study and to use the language in a professional setting after graduation. Yet the survey also showed that of these 1898 students, only 23% were SLLC majors, while 35% were SLLC minors, and 42% were neither. The most cited reason for not majoring in an SLLC program was inability to make the courses fit with the schedule of a primary major (42%). The Global cultures curriculum responds to this structural barrier, providing flexibility through innovative 1-credit microcourses with the intent that double majors can take these less time-demanding courses when their schedule precludes a heavier course load.

In terms of process, the curriculum was developed by an Ad-Hoc Committee consisting of the following faculty members: Professor Hester Baer (CINE/GERS, chair); Associate Professor Valerie Anishchenkova (ARAB/CINE); Professor Ryan Long (SPAN); Associate Professor Michele M. Mason (JAPN); Professor Valérie Orlando (CINE/FREN); Associate Professor Mauro Resmini (CINE/ITAL). After producing an initial proposal for the major, the committee presented the proposal and curriculum first to the Advisory Council and then to the full faculty of the School of Languages, Literatures, and Cultures. Based on feedback from faculty colleagues, the committee revised and refined the proposal. Following the revision process, Professor Baer (the Chair of the Ad-Hoc Committee) met with a small group of SLLC administrators and faculty in order to further refine the curriculum and discuss how to align its requirements with another new major currently under development in SLLC, Applied Linguistics for Plural Societies (ALPS). This group included Associate Professor Mel Scullen (FREN/Director of SLLC), Associate Professor Lindsay Yotsukura (JAPN/Associate Director for Academic Affairs in SLLC), and Professor Manel Lacorte (SPAN/ALPS).

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

The BA in Global Cultures by its nature will attract a diverse student body. It takes advantage of the recruiting, classroom teaching, and mentoring resources already in place in the School of Languages, Literatures, and Cultures (SLLC), for example: a strong history of work in Race, Equity, and Justice; new hires to improve faculty diversity; recruitment efforts at Maryland Day and for the Language House; academic advisers in several language programs who are familiar with and trained to assist students from a wide range of ethnic, linguistic, and national backgrounds; and a longstanding curriculum committed to advancing students' language skills and knowledge of diverse cultures. SLLC and ARHU will promote the new major at prospective student and newly-admitted student recruitment events organized by the College and the Office of Undergraduate Admissions (OUA). SLLC welcome letters sent to all new admits will highlight the program as well.

The proposed Global Cultures program will not only build upon but also enhance the commitment to diversity already successfully in place at the SLLC. It will bring together students of different languages like none of the currently existing academic programs. It will also establish dialogues across cultural differences that current programs are unable to do. Also very important, and unique to the Global Cultures BA, are the program's two core courses, a gateway course about globally relevant topics approached from a humanities perspective, and an advanced theory and methods course that will provide students with the skills to deepen the knowledge of diverse languages and cultures they have developed as they pursue the degree. The BA's experiential learning requirement, which could be met with approved education abroad, an internship, or a combination of the two, will also help attract a diverse student body because it will enable students to study in or work with a wide range of people and communities.

Our academic adviser will work carefully with all students to guide them successfully through the program and assist them in graduate school or career preparation in order to retain them in the program and assure student success.

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.

The curriculum of the BA in Global Cultures will be housed within the School of Languages, Literatures, and Cultures, and will rely exclusively upon courses from within the unit, along with the new core courses for the major.

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

N/A

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

The Global Cultures program will cooperate with Education Abroad in order to place students in approved education abroad programs and internships. The program will mainly rely on already existing approved education abroad opportunities, but over time we hope to develop new program-specific approved education abroad programs.

The Global Cultures program will cooperate with the UMD National Scholarships Office to help students obtain Boren/CLS and other scholarships for education abroad. By encouraging all majors to participate in education abroad opportunities, the program will help UMD regain its status as the top institution in the country for Boren recipients.

The Global Cultures program will cooperate with the Persian Flagship, which provides students scholarship funds for capstone experiences. Global Cultures and the Flagship will work together to ensure that students participating in the Flagship earn major credit for GLBC requirements, including the experiential learning requirement, through participation in the Flagship curriculum.

The Global Cultures program will cooperate with the UMD Global Fellows program to coordinate opportunities for students participating in both programs.

Faculty and Organization

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

The School of Languages, Literatures, and Cultures will provide academic direction and oversight for the program. See Appendix C: Faculty Information.

Indicate who will provide the administrative coordination for the program

The School of Languages, Literatures, and Cultures will provide administrative coordination for the program.

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 Appendix D: Library Assessment

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

The Global Cultures program will draw on the physical facilities, infrastructure and instructional equipment already available within the School of Languages, Literatures, and Cultures.

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 SLLC estimates a need for coverage of four 3-credit sections per year based on the fact that the three required Global culture courses (GBLC 200, 350, 360) are not language electives or other upper level electives. Through internal reallocation and instructional funds SLLC will cover two of these courses in each of the first two years, and will receive funding from ARHU for the other two courses per year for the first two years (FY26 and FY27). Thereafter SLLC anticipates that internal reallocations will cover ongoing needs.

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

The SLLC commits to funding a GBLC advisor and program director at .25 FTE.

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

To be added by SLLC/ARHU.

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

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

The BA in Global Cultures will contribute significantly to the University of Maryland's goals, as stated in the University's Strategic Plan, of reimagining learning and taking on humanity's grand challenges. It will also contribute significantly to the goal of innovation as consistent with the Maryland State Plan for Postsecondary Education, specifically by improving access and student success, because it will be housed in an academic unit with a strong history of commitment to diversity, and because it will prepare students to understand better and succeed in an increasingly globalized metro area, state, nation, and world.

The BA reimagines learning by combining courses and experiential learning from across a number of existing separate fields of study related to language and culture. It will provide students with breadth of knowledge and skills while also maintaining depth, through a rigorous language requirement and robust required coursework, in the form of developing linguistic expertise and advanced cultural studies.

The BA will be grounded in an exceptionally strong academic unit uniquely suited to help students in the program thrive. The SLLC at UMD is known for its outstanding faculty and commitment to interdisciplinarity. For example, many of its professors work in more than one program and are affiliated with interdisciplinary programs and centers such as Latin American and Caribbean Studies, East Asian Studies, and the Center for Global Migration, among others.

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

The Global Cultures BA program will provide students with a unique mix of skills in communication, in English and a second and/or third language, cultural studies analysis, cross-cultural understanding, and advanced humanities research. It will also benefit students by advancing their knowledge of diverse cultures. These skills and knowledge base will prepare them not only for a broad range of career opportunities but also for local, state, national, and global citizenship.

The Maryland Department of Labor provides information about long term occupational opportunities in the state for which our proposed program will prepare students exceptionally well. Postsecondary educators in area, ethnic, and cultural studies are projected to be in high demand, with opportunities growing by more than 14%; and our students will be highly competitive for jobs in these fields. The fields of adult education and literacy training are expected to grow by nearly 8%. Our students' expertise in cross-cultural understanding and language learning will provide them with a comparative advantage for these jobs. Opportunities in Community Health are expected to grow by more than 23%, and given the diversity of the state of Maryland and the DC metro area, language ability and cross-cultural understanding will be sought after by related employers. Different relevant paths in education administration are also growth areas (8% to 13%), as are postsecondary foreign language and literature teachers (14%). Education, training, and library occupations are also expected to grow (13%), and such positions would be strengthened by students with the skills and knowledge our program will help them develop.

The job placement rate for students graduating with BA degrees from the University of Maryland's College of Arts and Humanities, in which our new major is housed, averages 96% in recent years, demonstrating that humanities degrees like the Global Cultures BA are in high demand for a broad range of professional opportunities.

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

In comparison with other, somewhat similar programs in the state, our proposed BA in Global Cultures has a much clearer and extensive focus on culture and literature and a more demanding language requirement. Overall, our program has a more focused curriculum and more directly dedicated faculty because of the fact that our core, language, and upper-division courses are all housed in one academic unit, the School of Languages, Literatures, and Cultures.

Our program focuses much more on the humanities, especially language, literature, cinema and media, and culture than four existing programs. Hood College's Global Studies BA is housed in the Political Science Department. Our program will also offer a wider range of languages for students to study than Hood's program does. Loyola University Maryland's Global Studies BA is grounded in social science topics and methodologies, and its courses are primarily in the Departments of Economics, History, Political Science, and Sociology. It lacks a language requirement. Washington College's International Literatures and Cultures BA is strongly grounded in Anthropology and less focused on literature and cultural production than our proposed program. Except for language study through the 202 level, all of Washington College's required courses are in Anthropology. Our program will also offer a much wider range of languages. The University of Maryland, Baltimore County's Global Studies BA is also less focused on literature and culture than ours and has a less demanding language requirement.

Two existing programs focus on language and culture but still with insufficient overlap with our proposed program for there to be a negative effect on them. Frostburg State University's Foreign Languages and Literatures BA is only available for students of Spanish, and this program is more targeted than ours toward foreign language for the professions and translation theory and practice. Our proposed program houses all of its core and upper-division courses in one unit whereas the BA in Comparative Culture and Literary Studies at Loyola University Maryland allows upper-division courses from across several units. Therefore, our program is more focused. Our program also has an experiential learning requirement, which Loyola's does not. Finally, our program requires three more upper-division hours than Loyola's.

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?

Two HBIs have programs somewhat similar to our proposed program but there is insufficient overlap for our proposal to negatively impact an HBI. In comparison with Coppin State University's BA in Global Studies, the program we are proposing is much more focused on literature and culture. Our program will also have a higher number of required credit hours for language study. Morgan State University's program called "Interdisciplinary Global Perspectives and Practices" is not a BA but instead a BS, and therefore not as grounded in the humanities as our proposed program is. In addition, our program will have a much greater emphasis than Morgan State's does on literature and culture. Finally, there is no language requirement in Morgan State's program.

Supporting Documents

Attachments

Appendix D Library Assessment.docx
 Appendix C Faculty Information.docx
 Appendix B Plan for LOA.docx

Appendix A Catalog Descriptions July 2024.docx
Global Cultures BA Proposal Full Text REVISED JAN 30 EG.docx
MHEC-Budget-GLBC-UG-FY23 (2).xlsx
Appendix E1 Global Cultures Academic Plan Jan 2025 rev.pdf
Appendix E2 Global Cultures Academic Plan Jan 2025 rev.pdf

Reviewer Comments

Betsy Yuen (myuen) (Wed, 05 Jun 2024 17:47:17 GMT): Rollback: See email, 6/5/24.

Betsy Yuen (myuen) (Wed, 18 Sep 2024 21:39:33 GMT): Rollback: See email, 9/18/24, to Peter Glanville, Hester Baer, Elisa Gironzetti, Mel Scullen.

Key: 962

Appendix A: Catalog descriptions of courses for the Global Cultures BA

Core Sequence

The core sequence consists of six credits, taken in this order:

- a. GLBC 200: Global Movements (3 credits)
- b. GLBC 360: Cultural Theory in a Global Age (3 credits)

GLBC 200: Global Movements (3) is a required gateway course team-taught by faculty with varied cultural and linguistic expertise. The course, which focuses on a special topic with global relevance (e.g. migration; climate change; new authoritarianisms; democracy and citizenship) and includes a service-learning component, also serves as an introduction to the interpretive methods of the humanities. The course will be offered each semester, with each faculty team offering an incarnation that draws on their particular research and teaching interests.

GLBC 360: Cultural Theory in a Global Age (3) is a required advanced course that will develop students' knowledge of the theories and methodologies of humanities study while also cultivating their ability to interpret cultural texts. Prerequisite: GLBC 200.

Language Study

Students must take 12 credits at the 200-level or above in any language taught in SLLC. This requirement is satisfied through one of two paths:

- a. 12 credits at the 200-level or above in one language other than English.
- b. 6 credits at the 200-level or above in each of two languages other than English.

Please note that the languages taught in SLLC fall under these program prefixes: ARAB, CHIN, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, and SPAN.

Experiential Learning

This requirement may be satisfied through study abroad; domestic or international internships; and/or participation in on-campus learning communities, including the Language Partner Program or the Language House Living-Learning Program (up to 3 credits).

Any existing experiential learning course, such as ARAB 386 or CHIN 369, can also help fulfill this requirement.

Upper-Division Electives

Electives are to be selected from the existing course offerings of one, or a maximum of two, SLLC programs offered under the following prefixes: ARAB, CHIN, CINE, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, and SPAN. Students may therefore select:

- a. Five courses at the 300-level or above in one SLLC program (e.g. ARAB 302: Arab Culture and Society II, ARAB 317: Key Moments in the History of the Middle East, ARAB 398M: Making of Middle

Eastern Identities, ARAB 499Z: Moroccan Society and Culture, ARAB 410: Ideology of Stereotyping: American and Middle Eastern Film and Television).

b. Three courses at the 300-level or above in one SLLC program (e.g. ARAB 302: Arab Culture and Society II, ARAB 317: Key Moments in the History of the Middle East, ARAB 398M: Making of Middle Eastern Identities) and two courses in a second SLLC program (e.g. FREN 313: Current Issues in the French-Speaking World, FREN 498G: Gender, Identity, and Race in France and the Francophone World).

The major elective **GLBC 350: Translation in a Global Context** may substitute for any of the courses with the prefixes noted above, and is strongly encouraged:

GLBC 350: Translation in a Global Context (3) examines the theory and practice of translation in a globalized and multilingual world. In addition to studying concepts, strategies, and problems of translation with a special focus on literary translation, students will undertake a guided translation project and produce a commentary and reflection on the process. Prerequisite: 6 credits at the 200-level or above in any language taught in SLLC, or permission of the advisor.

Microcourses

An innovation of the Global Cultures major will be the introduction of microcourses, 1-credit courses that may be combined by students for credit toward the Experiential Learning and Upper-Division Elective requirements. These courses will facilitate curricular innovation in the major while also offering flexibility for students, who may enroll in one or more microcourses per semester. Microcourses may be used to offer supplemental language instruction (tied to a course held in English); as standalone short or block-format courses related to current events or relevant topics; as practicums focused on skills and professionalization; and as service-learning opportunities, among other possibilities.

Existing SLLC Course Offerings, Including Language Courses, Electives, and Courses in Experiential Learning

The complete listing of SLLC offerings can be found in UMD's catalog, [here](#).

Appendix B: Plan for Learning Outcomes Assessment

GLBC Learning Outcomes Assessment Plan		AY 25-26		AY 26-27		AY 27-28		AY 28-29	
Goal	Goal Description	Fal l '25	Sp r '26	Fal l '26	Sp r '27	Fal l '27	Sp r '28	Fal l '28	Sp r '29
LO1	Demonstrate knowledge of the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries.		C A				C A		
LO2	Use the terminology and interpretive methods of humanities disciplines, including cultural theory, to interpret and analyze global movements and literary, cultural, and media texts.			C A					
LO3	Critically analyze issues of power related to gender, sexuality, class, race/ethnicity, and/or mental and physical disability with attention to differences across time, geography, and culture and with critical awareness of one's own worldview, values, and biases.					C A			
LO4	Critically interpret literary, cultural, and media texts reflecting a diversity of perspectives in a variety of genres with specific attention to their social, historical, and linguistic contexts, and formulate original arguments with reference to appropriate evidence and secondary sources.		C A						
LO5	Communicate effectively in written, oral, and digital forms, with the academic community and with the broader public.				C A				
LO6	Demonstrate an appropriate level of proficiency in at least one language other than English.							C A	C A
Collect		0	2	1	1	1	1	1	1
Analyze		0	2	1	1	1	1	1	1

Note. C = collect; A = Analyze

The above chart outlines the four-year plan for assessing learning outcomes for the Global Cultures BA program. Each semester (beginning with the implementation of the major in Spring 2025), the LOA committee will collect data to assess student progress toward one or two of the major's learning outcomes. Data collection for LOs 1-5 will occur primarily in the core courses for the major, GLBC 2xxx: Global Movements and GLBC 3xxx: Cultural Theory in a Global Age; data may also be collected from the major elective GLBC 3xxx: Translation in a Global

Context and/or from any elective course in which a significant group of majors enrolls. The committee will consult with course instructors to collect an appropriate sample of student assignments to assess for each LO (these may include papers, exams, digital assignments, audiovisual recordings, and more). Because the major allows students to pursue proficiency in a broad array of languages – meaning that enrollments will be distributed across a broad array of courses - LO6 will need to be assessed using a different process. The committee will work with the GLBC major advisor to create a tool that allows for assessment of students' language proficiency in consultation with the instructors of major electives held in the target language.

Appendix C: Faculty Information

Name	Highest Degree/Institution	UMD Position	Possible Courses
Accilien, Cécile	Ph.D. Tulane U	Professor	Haitian Culture and Identity; Cultures of the African Diaspora
Alvizu, Josh	Ph.D. Yale U	Assistant Professor	The Great Derangement: Climate, Art, and Literature; The German-Soviet Avant Garde
Anishchenkova, Valerie	Ph.D. U Michigan	Associate Professor	Ideology of Stereotyping: American and Middle Eastern Film and Television; Filming War Zones: Representations of Wars in Iraq & Chechnya
Arsenjuk, Luka	Ph.D. Duke U	Associate Professor	Paranoia and Conspiracy in Contemporary Film; Film Theories: Marxism and Cinema; Cultural Theory in a Global Age
Baer, Hester	Ph.D. Washington U	Professor	Speculative Visions in Contemporary Literature and Film; Feminist Film and Media Theory; Global Movements; Cultural Theory in a Global Age
Benharrech, Sarah	Ph.D. Princeton U	Associate Professor	Science and Fiction in the Anthropocene; Cultural Visions of Vegetal Alterity
Beliaeva Solomon, Maria	Ph.D. New York U	Assistant Professor	Colonial Imaginaries in 19 th Century Literature and Print Culture; Digital Humanities in Modern Language Studies
Browne, Jyana	Ph.D. U Washington, Seattle	Assistant Professor	Performance and Sexuality in Early Modern Japan; Technologies of Japanese Performance
Eades, Caroline	Ph.D. Université de la Sorbonne	Professor	Women and French Cinema; Film Art in a Global Society
Falvo, Guiseppo	Ph.D. Johns Hopkins U	Professor	Monsters and Demons: The Faces of Evil in Dante's Inferno; The Dark Side of the Italian Renaissance
Federici, Valeria	Ph.D. Brown U	Lecturer	Digital Humanities in Modern Language Studies; Women in Italian Cinema

			and Television; Global Movements
Frisch, Andrea	Ph.D. UC Berkeley	Professor	Early Modern Print Cultures; Marking Identity in the Early Modern Era
Gaul, Anny	Ph.D. Georgetown U	Assistant Professor	Food Cultures in the Global Middle East; Gender and Difference in the Arab World
He, Belinda	Ph.D. U Washington, Seattle	Assistant Professor	Where Truth Lies: Chinese Cinema Between Fact and Fiction; In the Mood for Cinema: Film and Love in East Asia
Keshavarz, Fatemeh	Ph.D. University of London	Professor	International Cinemas; Iranian Life in Literature and Film
Koser, Julie	Ph.D. UC Berkeley	Associate Professor	Criminals In German Literature and Film; Once Upon a Time: Fairy Tales of the Brothers Grimm; Translation in a Global Context
Lavery, Michael	Ph.D. UCLA	Assistant Professor	Museums, Masterworks, and Memes: Exploring Russophone Visual Cultures; The Soviet Union, Latin American Culture, and the Cold War
Lima, Thayse	Ph.D. Brown U	Associate Professor	Brazilian Cinema; Environmental Crisis in Latin America
Long, Ryan	Ph.D. Duke U	Professor	Representations of Childhood and Adolescence in Latin American and US Latinx Literature and Film; Approaches to World Literature: The Case of Roberto Bolaño; Global Movements; Cultural Theory in a Global Age
Mason, Michele M.	Ph.D. UC Irvine	Associate Professor	Japan from the Margins; Japanese Empire; Global Movements; Translation in a Global Context
Matar, Marylin	Ph.D. University of Maryland	Clinical Assistant Professor	Voices of the Francophone World: Migration, Exile, and Contemporary Challenges;

			Francophone Literature of the Middle East
Merediz, Eyda	Ph.D. Princeton U	Associate Professor	Transnational Cuban Cinema and Literature; Transatlantic Cultures
Miller, Matthew	Ph.D. Washington U	Assistant Professor	Sex, Gender, Sexuality in the Islamic World; Digital Humanities for Modern Language Studies
Orlando, Valerie	Ph.D. Brown U	Professor	Francophone Writers of Africa and the African Diaspora; Francophone African Film
Papazian, Elizabeth	Ph.D. Yale U	Associate Professor	Soviet Cinema and Empire; Soviet Cinema and Culture After Stalin
Penrose, Mehl	Ph.D. UCLA	Associate Professor	Queer Spain; Gender and Sexuality in the European Enlightenment
Resmini, Mauro	Ph.D. Brown U	Associate Professor	Italian Cinema: Neorealism; Images of Revolt: Strike, Riot, Uprising; Global Movements; Cultural Theory in a Global Age
Schine, Rachel	Ph.D. U Chicago	Assistant Professor	Making of Middle Eastern Identities; Premodern Race and Religion in Global Perspective
Schonebaum, Andrew	Ph.D. Columbia U	Associate Professor	Living the Good Life: Chinese Philosophy in the Modern World; Cultural Histories of Chinese Medicine
Zakim, Eric	Ph.D. UC Berkeley	Associate Professor	American Jewish Comedy: From the Marx Brothers to "The Marvelous Mrs. Maisel"; The Global Western

Appendix D: Library Assessment

DATE: January 29, 2024

TO: Dr. Michele Mason
Associate Professor, School of Languages, Literatures, and Cultures (SLLC)

FROM: On behalf of the University of Maryland Libraries:
Kana Jenkins, East Asian Studies Librarian; Curator, Gordon W. Prange Collection, Special Collections and University Archives
Zaida Diaz, Business & Economics Librarian; Latin American Studies, Spanish, and Portuguese Librarian
Eric Lindquist, History, American Studies, Classics, and Religion Librarian
Yelena Luckert, Director of Research, Teaching & Learning; Jewish and Slavic Studies Librarian
Kapil Vasudev, Collection Development Strategies Librarian
Daniel Mack, Associate Dean of Libraries, Collection Strategies & Services

RE: Library Collection Assessment for Bachelor of Arts (BA) in Global Cultures

We are providing this assessment in response to a proposal by Dr. Michele Mason in the School of Languages, Literatures, and Cultures (SLLC) to create a Bachelor of Arts (BA) in Global Cultures. Dr. Mason asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to a very large number of scholarly journals in the subject areas of East Asian Studies, Latin American Studies, Spanish, Portuguese, History, Jewish Studies, Slavic Studies, Arabic Studies, Cinema and Media Studies, French Studies, German Studies, Italian Studies, and Persian Studies. These include many top ranked journals in these areas of study in *Journal Citation Reports*.^{*} Articles in journals that we do not own likely will be available through Interlibrary Loan/Document Delivery. Examples of the journals available through the Libraries are below, grouped by area of study.

Arabic Studies and Persian Studies:

- Abstracta Iranica
- Arabian Humanities
- Arabica
- Berkeley Journal of Middle Eastern & Islamic Law
- British Journal of Middle Eastern Studies
- Bulletin of the School of Oriental and African Studies, University of London
- Encyclopaedia Iranica
- International Journal of Middle East Studies
- Iranica Antiqua
- Journal of Arabic and Islamic Studies
- Journal of Arabic Literature
- Journal of Islamic Studies
- Journal of Middle East Women's Studies
- Journal of Near Eastern Studies
- MELA Notes: The Journal of the Middle East Librarians Association
- Middle East Intelligence Bulletin

- Middle East Policy
- Middle East Quarterly
- Middle Eastern Literatures
- Middle Eastern Studies
- Northeast African Studies
- Review of Middle East Economics and Finance
- Topics in Middle Eastern and North African Economies
- UCLA Journal of Islamic and Near Eastern Law
- Washington Report on Middle East Affairs

Cinema & Media Studies:

- Asian Cinema
- Camera Obscura
- Cineaste
- Film Quarterly
- JCMS: Journal of Cinema & Media Studies
- Journal of Chinese Cinemas
- Journal of Popular Film and Television
- New Review of Film and Television Studies
- Screen

East Asian Studies:

- American Journal of Chinese Studies
- Archives of the Chinese Art Society of America
- Asian Journal of Women's Studies
- Asian Perspective
- Asian Survey
- Asian Survey
- Chinese Sociological Review
- Chinese Studies in History
- International Journal of Japanese Sociology
- Japan Forum
- Japanese Journal of Political Science
- Japanese Religions
- Journal of Chinese Linguistics
- Journal of Chinese Political Science
- Journal of Korean Studies
- Korean Studies
- Modern Asian Studies
- The Chinese Historical Review
- The Journal of Asian Studies

French Studies:

- Cambridge Studies in French
- Contemporary French and Francophone Studies
- Dalhousie French Studies
- Early Modern French Studies
- Essays in French Literature and Culture
- French Cultural Studies
- French Historical Studies
- French History and Civilization

- French Screen Studies
- Journal of French Language Studies
- Nineteenth-Century French Studies
- Proceedings of the Western Society for French History
- Studies in French Cinema
- Women in French Studies
- Yale French Studies

German Studies:

- American Journal of Germanic Linguistics and Literatures
- Feminist German Studies
- Focus on German Studies
- German History
- German Policy Studies
- German Studies Review
- Germanic Review
- Germanic Studies
- Journal of Germanic Linguistics
- New German Review: A Journal of Germanic Studies
- Oxford German Studies
- Studies in German
- Studies in German Literature, Linguistics and Culture

History:

- British Journal of Middle Eastern Studies
- Economic History Review
- International Review of Social History
- Journal of African History
- Journal of Contemporary History
 - Journal of Global History
- Journal of the economic and social history of the Orient
- Journal of World History
- Past and Present
- Postcolonial Studies

Italian Studies:

- American Journal of Italian Studies
- Canadian Journal of Italian Studies
- Forum Italicum: A Journal of Italian Studies
- Italian Culture
- Italian Quarterly
- Italian Studies
- Modern Italy
- Quaderni d'Italianistica: Official Journal of the Canadian Society for Italian Studies
- Stanford Italian Review
- The Italianist: Journal of the Departments of Italian Studies at the Universities of Cambridge, Leeds, and Reading
- The Journal of Italian History
- Yale Italian Studies

Jewish Studies:

- AJS Review: The Journal of the Association for Jewish Studies
- Canadian Jewish Studies / Études Juives Canadiennes
- Jerusalem Studies in Jewish Thought
- Jewish Studies Quarterly
- Journal of Modern Jewish Studies
- Nashim : a journal of Jewish women's studies & gender issues
- Shofar: An Interdisciplinary Journal of Jewish Studies
- Studies in American Jewish literature
- Tarbiz: A Quarterly for Jewish Studies

Latin American Studies, Spanish, and Portuguese:

- Bulletin of Hispanic Studies
- Bulletin of Latin American Research
- Bulletin of Spanish Studies
- European Review of Latin American and Caribbean Studies
- European Review of Latin American and Caribbean Studies/Revista Europea de Estudios Latinoamericanos y del Caribe
- Hispania
- Hispanic American Historical Review
- Journal of Latin American Geography
- Journal of Latin American Studies
- Journal of Latino-Latin American Studies (JOLLAS)
 - Latin American Perspectives
 - Latin American Politics and Society
 - Latin American Research Review (LARR)
 - Linguística y Literatura
 - Luso-Brazilian Review

Russian Studies:

- Ab imperio
- Cambridge Russian, Soviet and post-Soviet studies
- Iskusstvo Kino
- Jews in Russia and Eastern Europe
- Kritika : explorations in Russian and Eurasian history
- Revolutionary Russia
- Russian history
- Russian literature
- Studies in Russian & Soviet Cinema

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

Databases

The Libraries' *Database Finder* (<https://lib.guides.umd.edu/az.php>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources.

Some of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful for the students and faculty members in the Global Cultures program are:

- ABSEES: American Bibliography of Slavic and East European Studies
- ATLA Religion Database
- Bibliography of Asian Studies (Asian Studies)
- Chicano Database
- DBpia (Korean Studies)
- Dialnet (Latin American Studies)
- Digitale Bibliothek Deutscher Klassiker
- Dissertations & Theses Global
- Docuseek
- EconLit
- Ethnic NewsWatch
- Factiva
- Film & Television Literature Index with Full Text
- Films on Demand Master Academic Collection
- GenderWatch
- Handbook of Latin American Studies
- Historical Abstracts with Full-Text (History)
- History of the American Cinema
- Index Islamicus
- International Political Science Abstracts
- JapanKnowledge (Japanese Studies)
- Kurosawa Digital Archive
- LGBTQ+ Source
- Middle Eastern & Central Asian Studies
- Mideastwire.com
- MLA International Bibliography with Full Text (Literature, History, general humanities. Global content)
- Nexis Uni
- PAIS (Public Affairs Information Service) Index
- PERSEE
- RAMBI Reshimat Ma'amarim Be'mada'e Ha-yahadut/Index of Articles on Jewish Studies
- SocINDEX
- Soviet Cinema Online
- The ARTFL Project
- Women's Studies International
- Worldwide Political Science Abstracts

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

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

Monographs

The Libraries regularly acquire scholarly monographs in the subject areas of East Asian Studies, History, Latin American Studies, Spanish, and Portuguese, History, Jewish and Hebrew Studies, Russian Studies, Arabic

Studies, Cinema & Media Studies, French Studies, German Studies, Italian Studies, Persian Studies, and other allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

The monograph collections for each area of study are actively curated by a dedicated subject specialist librarian following established collection development policies. The collection development policies for each area of study can be found here: <https://lib.guides.umd.edu/c.php?g=1218523&p=8913075>. To assist users with navigating all formats in the collection, including monographs, journals, physical and streaming media, and databases, subject specialists have developed research guides in each area of study:

- Arabic Studies: <https://lib.guides.umd.edu/arabicstudies>
- Chinese Studies: <https://lib.guides.umd.edu/chinesestudies>
- Cinema & Media Studies: <https://lib.guides.umd.edu/c.php?g=1174707>
- French Studies: <https://lib.guides.umd.edu/french>
- German Studies: <https://lib.guides.umd.edu/german>
- Italian Studies: <https://lib.guides.umd.edu/italian>
- Japanese Studies: <https://lib.guides.umd.edu/Japanesestudies>
- Jewish and Israel Studies: <https://lib.guides.umd.edu/jwst>
- Korean Studies: <https://lib.guides.umd.edu/koreanstudies>
- Latin American Studies: https://lib.guides.umd.edu/latin_american_studies
- Persian Studies: <https://lib.guides.umd.edu/persianstudies>
- Spanish & Portuguese: <https://lib.guides.umd.edu/spanport>

Searching WorldCat UMD on the history, language, literature, and/or culture of any part of the world yields sizable lists of citations of books that we own. Further searching reveals that the Libraries' membership in the Big Ten Academic Alliance (BTAA) substantially increases these holdings and citations. As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically. All reports indicate that the Libraries' overall general collections in these areas are very strong for both undergraduate and graduate research, teaching, and learning.

Interlibrary Loan Services

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

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

Diversity, Equity, and Inclusion

The Libraries work to build, preserve, and provide access to collections of materials that reflect and support the intellectual and cultural interests of the communities we serve. As we recognize the rich diversity of these communities and the importance of developing collections that are inclusive of the identities and contributions of all community members, the Libraries are committed to working closely with our users to fully understand and be responsive to their needs. We are also highly engaged with critical conversations in the field of collection development that help us identify and address gaps in our collections and anticipate emerging educational and research needs.

In addition to engaging proactively with our users and our peer institutions and colleagues, the Libraries also encourages our patrons to submit requests for new materials to be added to the collection. The subject specialist

librarians are the primary collection managers for materials in these disciplines and work collaboratively with users to find solutions to gaps in our collections.

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

Open Access

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

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

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

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

- Choosing among open access publication options.
- Navigating copyright and authors' rights.
- Building or improving a scholar's online presence.
- Developing plans for data management and publication.
- Selecting an appropriate academic repository to archive research and make it accessible.

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

Additional Materials and Resources

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

The subject specialist librarians for the disciplines are important resources supporting the curriculum. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and

can provide answers to questions regarding publishing, copyright and preserving digital works. The subject specialists supporting the areas of study in the Global Cultures program are:

- [Kana Jenkins](#), East Asian Studies Librarian; Curator, Gordon W. Prange Collection, Special Collections and University Archives
- [Zaida Diaz](#), Business & Economics Librarian; Latin American Studies, Spanish, and Portuguese Librarian
- [Eric Lindquist](#), History, American Studies, Classics, and Religion Librarian
- [Jordan Sly](#), Head of Humanities and Social Sciences Librarians; Anthropology, Philosophy, Religious Studies, Digital Humanities, and SLLC Librarian for German, Italian and French Studies
- [Emily Deinert](#), English Language and Literature, Linguistics, Psychology, and Arabic and Persian Studies Librarian
- [Chuck Howell](#), Librarian for Journalism and Communication Studies
- [Yelena Luckert](#), Director of Research, Teaching & Learning; Jewish and Slavic Studies Librarian

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

Other Research Collections

The UMD Library's Special Collections and University Archives holds the Gordon W. Prange Collection, which is an archive of Japanese print publications issued between 1945-1949, in Occupied Japan. The Prange Collection Curator (Kana Jenkins) has been closely working with several SLLC teaching faculty members, such as Dr. Michele Mason (JAPN, SLLC) and Dr. Lindsay Yotsukura (JAPN, SLLC), for hosting archive visits to the Prange Collection.

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 the Global Cultures. These include the Library of Congress, the National Archives, Folger Shakespeare Library, United States Holocaust Memorial Museum, National Library of Medicine, National Agricultural Library, and the Smithsonian, to name just a few.

Conclusion

With our journal holdings, monographs and databases, as well as additional support services and resources, at this point in time, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Bachelor of Arts (BA) in Global Cultures.

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

NOTE: You must meet with an ARHU advisor to complete this form within 90 days of your major advisor's signature/date

Name:

UID:

Semester started at UMD:

Planned graduation semester:

College of Arts and Humanities & Global Cultures Academic Plan Checklist

* = NEEDS TO COMPLETE

Major Code: 11120

General Education Requirements				Major Requirements			
Fundamental Studies				Core Courses			
Requirements: 15 credits	Course	Sem.	Grade				
Academic Writing (AW) (Min. Grade: C-)	ENGL101			GLBC 200			
Professional Writing (PW)				GLBC 360			
Oral Comm. (OC)				<i>World Language Study*</i>			
Math (MA)				SLLC 2xx-4xx			
Analytic Reasoning (AR)				SLLC 2xx-4xx			
Distributive Studies				SLLC 2xx-4xx			
Requirements: 25 credits	Course	Sem.	Grade	<i>Experiential Learning**</i>			
Natural Science Lab (NL)				SLLC 1xx-4xx			
Natural Sciences (NS)				SLLC 1xx-4xx			
History/Social Sciences (HS)				<i>Electives***</i>			
History/Social Sciences (HS)				GLBC 350			
Humanities (HU)				SLLC 3xx-4xx			
Humanities (HU)				SLLC 3xx-4xx			
Scholarship in Practice (SP)				SLLC 3xx-4xx			
Scholarship in Practice SP (non major)				SLLC 3xx-4xx			
Big Question (May overlap with Distributive Studies)				<i>*12 credits at 2xx level or above in one language other than English or 6 credits at 2xx level or above in each of two different languages other than English</i>			
Requirements: 6 credits	Course	Sem.	Grade				
Big Question (IS)							
Big Question (IS)							
Diversity (May overlap with Distributive Studies)				<i>***12 credits at 3xx-4xx level in one area of concentration and an additional 3 elective credits in the major or 6 credits at 3xx-4xx level in each of two areas of concentration and an additional 3 elective credits in the major. Additionally, three 1-credit microcourses can satisfy one of the elective courses requirement in the major.</i>			
Requirements: 4-6 credits	Course	Sem.	Grade				
Understanding Plural Soc. (UP)							
Understanding Plural Soc. (UP) or Cultural Competency (CC)							
ARTS AND HUMANITIES				<i>Some courses for the major may also count toward General Education requirements.</i> Major Advisor's Notes: Major Advisor Signature/Date: 1. _____ <i>To complete major declaration process, meet with an ARHU advisor:</i> https://arhu.umd.edu/academics/advising			
Global Engagement							
Language Sequence, Exemption Score, or Study Abroad Contract							
ARHU 158 or equivalent (if applicable)							
39 Upper Level (3xx-4xx) Credit Requirement:							
ARHU Credit Audit: If you successfully complete your _____ semester courses, with _____, you will need _____ new credits to reach 120 (_____ new credits to reach 150); of these, you will need _____ new upper level credits to reach 39.							
College Advisor Signature/Date: 2. _____							
Student Signature/Date: 3. _____							

Global Cultures - Four Year Academic Plan

	Fall	Spring
Benchmark 1 Requirements	Year 1	
GLBC 200	ENGL 101 (AW)* (Min. Grade: C-)	Natural Sciences (NS)**
	Math (MA)*	Analytic Reasoning (AR)
	ARHU 158	SLLC Language 2xx-4xx
	GLBC 200	History/Social Science (HS)**
Benchmark Review _____ (sem.)	SLLC Language 2xx-4xx (Global Engagement Req.)	Humanities (HU)**
	<i>*Must attempt by 30 cr.</i>	
Benchmark 2 Requirements	Year 2	
SLLC Language 2xx-4xx	SLLC Language 2xx-4xx	SLLC Language 2xx-4xx
	Oral Communication (OC)	Scholarship in Practice (SP) #1**
	Humanities (HU)**	Natural Science Lab (NL)**
Benchmark Review _____ (sem.)	Elective 1xx-4xx	Elective 1xx-4xx
	Elective 1xx-4xx	Elective 1xx-4xx
Benchmark 3 Requirements	Year 3	
GLBC 360	History/Social Sciences (HS)**	SLLC Study Abroad 1xx-4xx (6 credits)
	Professional Writing (PW)	SLLC Language 2xx-4xx
	SLLC Elective 3xx-4xx	SLLC Elective 3xx-4xx
	SLLC Elective 3xx-4xx	Elective 1xx-4xx
Benchmark Review _____ (sem.)	GLBC 360	Elective 3xx-4xx
Acknowledgement of Benchmarks	Year 4	
Advisor Initials _____	Scholarship in Practice (SP) #2**	SLLC Elective 3xx-4xx
	GLBC Elective 350	Elective 3xx-4xx
	Elective 3xx-4xx	Elective 3xx-4xx
	Elective 3xx-4xx	Elective 3xx-4xx
Student Initials _____	Elective 1xx-4xx	Elective 1xx-4xx

Notes:

- Minimum Grade Requirement: Major courses & ENGL 101= C-; Arts and Humanities (ARHU) and General Education = D- . (Subject to change).
See current catalog for details.
- In order to graduate, you must have at least a 2.0 G.P.A. Students sometimes exceed 120 credits in order to fulfill all graduation requirements.
- If you repeat a course in which you have received at least a "D -", you will not receive any additional credit.
- **All students must complete two Distributive Studies courses that are approved for Big Question courses. The Understanding Plural Societies and Cultural Competence courses may also fulfill Distributive Studies categories.
- Microcourses can count towards Upper Level and Experiential Learning requirements.

PROPOSAL FOR A NEW ACADEMIC DEGREE PROGRAM

B.A. IN GLOBAL CULTURES

**SCHOOL OF LANGUAGES, LITERATURES AND CULTURES
COLLEGE OF ARTS AND HUMANITIES
UNIVERSITY OF MARYLAND, COLLEGE PARK**

PROPOSED INITIATION DATE: SPRING 2025

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- II. CHARACTERISTICS OF PROPOSED PROGRAM**
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- IV. FACULTY AND ORGANIZATION**
- V. RESOURCE NEEDS AND SOURCES**
- VI. IMPLICATIONS FOR THE STATE**

I. Mission and Purpose: Briefly describe the program and explain how it supports the Mission and Strategic Goals of the university. Why is the program necessary?

The new interdisciplinary BA program in Global Cultures builds on the research and teaching strengths of the School of Languages, Literatures, and Cultures, while creating a more flexible curriculum targeted to the interests and goals of our current and future undergraduate students. Combining a strong focus on race, equity, and justice with an emphasis on cultural theory, the new BA promotes multilingual study of the cultures of the globalized world, across and beyond the borders of traditional nation-states and regions, through classroom and experiential learning opportunities. As such, this new BA program reimagines learning for the 21st Century, one of the University of Maryland's key strategic goals.

The traditional disciplinary paradigms for the study of languages, literatures, and cultures—which focus on cultivating cultural and linguistic competence based on area studies—have not kept up with a contemporary context marked by transnationalism, multilingualism, and the global flow of people and cultures. Likewise, the traditional bipartite organization of our curriculum, which emphasizes language competence before “content courses,” lacks the flexibility to engage students deeply in the advanced study of global cultures from the inception of their careers at the university. The new BA in Global Cultures addresses these concerns because it:

- Allows students to study culture prior to or simultaneously with the study of language.
- Allows students to engage with faculty around areas of pronounced interest earlier in their careers and at a higher level of interaction.
- Enables students to study more than one language, including at advanced levels.
- Allows learners to engage in advanced study of their heritage language while also studying a third language.
- Promotes education abroad and other forms of experiential learning.
- Addresses declining enrollments by emphasizing maximum flexibility for students in pursuing a rigorous course of study on global cultures.

The BA program in Global Cultures is designed to prepare students for the opportunities and challenges of citizenship, employment, and intellectual life in the globalized world. Cultivating multilingualism and critical awareness of humanity's grand challenges—including climate change, migration, transformations in media culture, medicine and health, and social justice issues—the curriculum develops students' knowledge of the interpretive methods of the liberal arts and humanities, while also offering the chance to apply this knowledge through internships, practicums, service-learning, and approved education abroad. The curriculum of the new BA features collaboratively taught courses that bring together the varied expertise of SLLC's diverse faculty across conventional disciplinary boundaries; these courses, and the major as a whole, foster collaborative and interdisciplinary learning. With the aim of developing partnerships to advance the public good locally, nationally, and internationally, the BA in Global Cultures responds to the College of Arts and Humanities challenge to educate our students to “Be Worldwise” and “Get Worldready.” The Global Cultures BA likewise pursues the University's strategic goal of investing in people and communities by building community service and experiential learning opportunities within the state of Maryland and around the world into the requirements for the major. With its emphasis on intercultural communication, multilingualism, and critical approaches to understanding diversity, the BA in Global Cultures will teach fundamental skills required for a range of professional careers: critical thinking; historical awareness; research; information and media literacy; cogent development of ideas; analysis and argumentation; ability to work individually and as part of a team; and effective communication in written, oral, and digital contexts.

II. Characteristics of the Proposed Program

- Catalog description (indicate if there will be any Areas of Concentration or specializations):

Global Cultures is an interdisciplinary program in the humanities that fosters multilingual study of the cultures of the globalized world through classroom and experiential learning. The major enables students to explore and interpret the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries. Combining a strong focus on race, equity, and justice with an emphasis on cultural theory, the major provides students with a solid background in the terminology and interpretive methods of humanities disciplines and cultivates the critical skills necessary to understand and analyze global movements and literary, cultural, and media texts, as well as an appropriate level of proficiency in at least one language other than English. Courses offered by this program may be found under the prefixes GLBC, SLLC, ARAB, CHIN, CINE, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, and SPAN.

- Educational objectives of the program:

The major in Global Cultures is designed to prepare students for the opportunities and challenges of citizenship, employment, and intellectual life in the globalized world. With an emphasis on intercultural communication, multilingualism, and critical approaches to understanding diversity, Global Cultures teaches fundamental skills required for a range of professional careers: critical thinking; historical awareness; research; information and media literacy; cogent development of ideas; analysis and argumentation; ability to work individually and as part of a team; and effective communication in written, oral, and digital contexts.

- Describe any selective admissions policy or special criteria for students selecting this program.

N/A

- General requirements for degree, including the total number of credits and their distribution:

In an attachment, list the catalog information for each course (credits, description, prerequisites, etc.) The course requirements will need to be in the same format that will appear in the catalog entry for the program. For that reason, course requirements must be in a [formatted table format](#). Our office can help with formatting the requirements efficiently.

Please see Appendix A

The BA in Global Cultures is a 39-credit major that builds on course offerings already available in SLLC. Three new courses will be developed as core courses for the major (two of these will be required courses). The remaining 33 credits for the major will be drawn for the most part from course offerings already on the books in SLLC, allowing students to tailor their course of study to their own interests and goals.

The major requires the following (see below for more detailed explanation of each requirement):

1. **Core Courses** (6 credits)
2. **Language Study** (12 credits)
3. **Experiential Learning, which may include Approved Education Abroad; Domestic or International Internships; and/or Participation in On-Campus Learning Communities*** (6 credits)
4. **Upper-Division Electives*** (15 credits)

1. **Core Courses** (6 credits; to be submitted for GenEd)
 - a. **GLBC 200: Global Movements** is a required gateway course team-taught by faculty with varied cultural and linguistic expertise. The course, which focuses on a special topic with global relevance (e.g. migration; climate change; new authoritarianisms; democracy and citizenship) and includes a service-learning component, also serves as an introduction to the interpretive methods of the humanities. The course will be offered each semester, with each faculty team offering an incarnation that draws on their particular research and teaching interests.
 - b. **GLBC 360: Cultural Theory in a Global Age** is a required advanced course that will develop students' knowledge of cultural theory and the methodologies of humanities study while also cultivating their ability to interpret cultural texts.

2. **Language Study** (12 credits)

This requirement may be satisfied through one of two paths:

- a. **12 credits at the 200-level or above in one language other than English.**

- b. **6 credits at the 200-level or above in each of two languages other than English.**

Language study may be undertaken in courses offered under the following prefixes: ARAB, CHIN, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, SPAN.

3. **Experiential Learning*** (6 credits)

This requirement may be satisfied through approved education abroad; domestic or international internships; and/or participation in on-campus learning communities, including the Language Partner Program or the Language House Living-Learning Program (up to 3 credits).

4. **Upper-Division Electives*** (15 credits)

Electives are to be selected from the existing course offerings of one, or a maximum of two, SLLC programs offered under the following prefixes: ARAB, CHIN, CINE, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, and SPAN. Students may therefore select:

- a. 15 credits at the 300-level or above in one SLLC program (e.g. ARAB 302: Arab Culture and Society II, ARAB 317: Key Moments in the History of the Middle East, ARAB 398M: Making of Middle Eastern Identities, ARAB 499Z: Moroccan Society and Culture, ARAB 410: Ideology of Stereotyping: American and Middle Eastern Film and Television).

- b. 9 credits at the 300-level or above in one SLLC program (e.g. ARAB 302: Arab Culture and Society II, ARAB 317: Key Moments in the History of the Middle East, ARAB 398M: Making of Middle Eastern Identities) and 6 credits in a second SLLC program (e.g. FREN 313: Current Issues in the French-Speaking World, FREN 498G: Gender, Identity, and Race in France and the Francophone World).

The major elective **GLBC 350: Translation in a Global Context** may substitute for any of the courses with the prefixes noted above, and will be strongly encouraged.

***Microcourses:** One- credit "microcourses" may be used to offer supplemental language instruction (tied to a course held in English); as standalone short or block-format courses related to current events or relevant topics; as practicums focused on skills and professionalization; and as service-learning opportunities, among other possibilities. Students will be allowed to take microcourses for credit toward the Experiential Learning and Upper-Division Elective requirements.

- Discussion of how the curriculum was developed:

The Global Cultures curriculum was developed in response to external and internal factors. Externally, a 2018 survey of US employers conducted by Ipsos Public Affairs for the American Council on the Teaching of Foreign Languages (ACTFL) illustrates record demand for language skills, with 90% of employers reporting a reliance on US-based employees who speak a language other than English, and 32% reporting a high dependency. In a [report of the survey results](#), ACTFL notes that this need for language skills is projected to grow, and that many employers report a language skills gap wherein their employees cannot meet the employer's needs. ACTFL concludes that "in an era when STEM curricula are overshadowing all other subject areas, foreign language may often be treated as a competing discipline. Instead, it needs to be recognized as a complementary and often interdependent skill that produces the globally competent

workforce employers are seeking” (3). The major in Global Cultures seeks to graduate such globally competent students, proficient in one or more world languages with a corresponding degree of cultural competence, and possessing career-readiness skills such as critical thinking, analytic ability, and ability to communicate within and across cultures.

Internally, a spring 2017 survey of all undergraduates enrolled in SLLC courses highlighted the fact that the overwhelming majority of the 1898 respondents were attracted to SLLC courses due to desire to communicate with native speakers of the language of study and to use the language in a professional setting after graduation. Yet the survey also showed that of these 1898 students, only 23% were SLLC majors, while 35% were SLLC minors, and 42% were neither. The most cited reason for not majoring in an SLLC program was inability to make the courses fit with the schedule of a primary major (42%). The Global cultures curriculum responds to this structural barrier, providing flexibility through innovative 1-credit microcourses with the intent that double majors can take these less time-demanding courses when their schedule precludes a heavier course load.

In terms of process, the curriculum was developed by an Ad-Hoc Committee consisting of the following faculty members: Professor Hester Baer (CINE/GERS, chair); Associate Professor Valerie Anishchenkova (ARAB/CINE); Professor Ryan Long (SPAN); Associate Professor Michele M. Mason (JAPN); Professor Valérie Orlando (CINE/FREN); Associate Professor Mauro Resmini (CINE/ITAL). After producing an initial proposal for the major, the committee presented the proposal and curriculum first to the Advisory Council and then to the full faculty of the School of Languages, Literatures, and Cultures. Based on feedback from faculty colleagues, the committee revised and refined the proposal. Following the revision process, Professor Baer (the Chair of the Ad-Hoc Committee) met with a small group of SLLC administrators and faculty in order to further refine the curriculum and discuss how to align its requirements with another new major currently under development in SLLC, Applied Linguistics for Plural Societies (ALPS). This group included Associate Professor Mel Scullen (FREN/Director of SLLC), Associate Professor Lindsay Yotsukura (JAPN/Associate Director for Academic Affairs in SLLC), and Professor Manel Lacorte (SPAN/ALPS).

- Sample plan showing how a typical student will progress through the program to completion.

SAMPLE PLAN

[Please see the Global Cultures Four-Year Plan, which provides this information in the form of an Excel spreadsheet with benchmarks, attached to the proposal]

- Indication of whether the program will be offered online or off-campus. See above for the informational requirements for online and off-campus programs (the CIM system proposal will ask these questions based on the delivery method selection).

N/A

- For non-standard terms, identify the term structure that will be used for the program: approved campus 12-Week Term (see [Academic Calendars](#)) or a non-standard term. If you are using a 12-Week Term, you must follow the procedures listed in the 12-Week Term Memorandum of Understanding (see page 37 of this manual). Non-standard terms (i.e., those that are not semester or 12-week terms) should also follow the same guidelines as the 12-Week term Memorandum of Understanding. If you are using a non-standard term structure, indicate whether relevant offices, such as the Registrar’s Office and International Scholar & Student Services, have been notified and support the program. Non-standard terms need to fit within the university’s scheduling system calendar, and non-standard terms need to work with international student visa requirements.

N/A

- Description of thesis and/or non-thesis options for graduate programs.

N/A

- Expected student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Please see Appendix B

Upon completing the BA in Global Cultures, students will be able to:

- Demonstrate knowledge of the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries.
 - Use the terminology and interpretive methods of humanities disciplines, including cultural theory, to interpret and analyze global movements and literary, cultural, and media texts.
 - Critically analyze issues of power related to gender, sexuality, class, race/ethnicity, and/or mental and physical disability with attention to differences across time, geography, and culture and with critical awareness of one's own worldview, values, and biases.
 - Critically interpret literary, cultural, and media texts reflecting a diversity of perspectives in a variety of genres with specific attention to their social, historical, and linguistic contexts, and formulate original arguments with reference to appropriate evidence and secondary sources.
 - Communicate effectively in written, oral, and digital forms, with the academic community and with the broader public.
 - Demonstrate an appropriate level of proficiency in at least one language other than English.
- Specific actions and strategies that will be utilized to recruit and retain a diverse student body:

The BA in Global Cultures by its nature will attract a diverse student body. It takes advantage of the recruiting, classroom teaching, and mentoring resources already in place in the School of Languages, Literatures, and Cultures (SLLC), for example: a strong history of work in Race, Equity, and Justice; new hires to improve faculty diversity; recruitment efforts at Maryland Day and for the Language House; academic advisers in several language programs who are familiar with and trained to assist students from a wide range of ethnic, linguistic, and national backgrounds; and a longstanding curriculum committed to advancing students' language skills and knowledge of diverse cultures. SLLC and ARHU will promote the new major at prospective student and newly-admitted student recruitment events organized by the College and the Office of Undergraduate Admissions (OUA). SLLC welcome letters sent to all new admits will highlight the program as well.

The proposed Global Cultures program will not only build upon but also enhance the commitment to diversity already successfully in place at the SLLC. It will bring together students of different languages like none of the currently existing academic programs. It will also establish dialogues across cultural differences that current programs are unable to do. Also very important, and unique to the Global Cultures BA, are the program's two core courses, a gateway course about globally relevant topics approached from a humanities perspective, and an advanced theory and methods course that will provide students with the skills to deepen the knowledge of diverse languages and cultures they have developed as they pursue the degree. The BA's experiential learning requirement, which could be met with approved education abroad, an internship, or a combination of the two, will also help attract a diverse student body because it will enable students to study in or work with a wide range of people and communities.

Our academic adviser will work carefully with all students to guide them successfully through the program and assist them in graduate school or career preparation in order to retain them in the program and assure student success.

III. Relationship to Other Units or Institutions

- Will the curriculum of this program rely upon courses provided through other academic units? If so, please list both required courses and/or pre-requisites from other units, and include letters from the chairs and/or deans of the appropriate units committing the necessary seats in support of the program.

The curriculum of the BA in Global Cultures will be housed within the School of Languages, Literatures, and Cultures, and will rely exclusively upon courses from within the unit, along with the new core courses for the major.

- Discuss any other potential impacts on other departments, such as with academic content that may significantly overlap with existing programs. Include letters from the chairs and/or deans of the appropriate units indicating support of the program.

N/A

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

N/A

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

The Global Cultures program will cooperate with Education Abroad in order to place students in approved education abroad programs and internships. The program will mainly rely on already existing approved education abroad opportunities, but over time we hope to develop new program-specific approved education abroad programs.

The Global Cultures program will cooperate with the UMD National Scholarships Office to help students obtain Boren/CLS and other scholarships for education abroad. By encouraging all majors to participate in education abroad opportunities, the program will help UMD regain its status as the top institution in the country for Boren recipients.

The Global Cultures program will cooperate with the Persian Flagship, which provides students scholarship funds for capstone experiences. Global Cultures and the Flagship will work together to ensure that students participating in the Flagship earn major credit for GLBC requirements, including the experiential learning requirement, through participation in the Flagship curriculum.

The Global Cultures program will cooperate with the UMD Global Fellows program to coordinate opportunities for students participating in both programs.

- For new undergraduate degree programs, MHEC requires new bachelor's program proposals to include at least one program transfer agreement with a Maryland community college. The agreement will have to be provisionally signed by the president, chief academic officer, or equivalent at both institutions. Contact our office at pccsubmissions@umd.edu for more information as this process may take some time.

IV. Faculty and Organization

- Who will provide academic oversight for the program? In a separate attachment, indicate the faculty involved in the program. MHEC requires specific information about the faculty who will teach in the program, including (1) title; (2) degree, program and institution for highest degree attained; (3) full-time/part-time status; and (4) courses they may teach for the program. The attachment should be in this format:

Faculty Information

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Please see Appendix C

V. Resource Needs and Sources

- Library resources required, to be determined in cooperation with the University Libraries. Please contact your departmental/programmatic library liaison or Daniel Mack at dmack@umd.edu, Associate Dean of Collections, to

request a library assessment. A member of the Libraries' staff will conduct an assessment and prepare a letter describing the collection needs.

Please see Appendix D

- New or updated facilities and equipment required, if applicable.

N/A

- 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 SLLC estimates a need for coverage of four 3-credit sections per year based on the fact that the three required Global culture courses (GBLC 200, 350, 360) are not language electives or other upper-level electives. Through internal reallocation and instructional funds SLLC will cover two of these courses in each of the first two years and will receive funding from ARHU for the other two courses per year for the first two years (FY26 and FY27). Thereafter SLLC anticipates that internal reallocations will cover ongoing needs.

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

The Maryland Higher Education Commission requires Resource and Expenditure tables to demonstrate that the university is prepared to commit the resources required for the new program. The Office of Academic Planning and Programs will work with you to complete these tables.

A template can be found at

<https://docs.google.com/spreadsheets/d/1V6iSZG05edMitWP6CAOXjCoGO58Gf6VXxPaacKfrhZ4/> to help you estimate expenses. Please complete and attach as an attachment the tables to show how the university as a whole will provide the necessary resources, and provide whatever additional detail is necessary to explain how resources will be reallocated within the department and college.

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

MHEC and the Board of Regents will also review the program to make sure that sufficient demand exists for the program and that the new program will not negatively impact another state institution. The following items need to be included in the proposal for the sake of the MHEC and Board of Regents' reviews. Please note: for new Post-Baccalaureate Certificate programs derived entirely from an existing master's program's **core** courses, proposals will not be evaluated for state need or unnecessary duplication of programs at other state institutions. For these proposals, only include information for item 2 below, **and** include the full curriculum of the existing master's program.

1. 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 the need for the program is consistent with the [Maryland State Plan for Postsecondary Education](#).

The BA in Global Cultures will contribute significantly to the University of Maryland's goals, as stated in the University's Strategic Plan, of reimagining learning and taking on humanity's grand challenges. It will also contribute significantly to the goal of innovation as consistent with the Maryland State Plan for Postsecondary Education, specifically by improving access and student success, because it will be housed in an academic unit with a strong history of commitment to diversity, and because it will prepare students to understand better and succeed in an increasingly globalized metro area, state, nation, and world.

The BA reimagines learning by combining courses and experiential learning from across a number of existing separate fields of study related to language and culture. It will provide students with breadth of knowledge and skills while also maintaining depth, through a rigorous language requirement and robust required coursework, in the form of developing linguistic expertise and advanced cultural studies.

The BA will be grounded in an exceptionally strong academic unit uniquely suited to help students in the program thrive. The SLLC at UMD is known for its outstanding faculty and commitment to interdisciplinarity. For example, many of its professors work in more than one program and are affiliated with interdisciplinary programs and centers such as Latin American and Caribbean Studies, East Asian Studies, and the Center for Global Migration, among others.

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

The Global Cultures BA program will provide students with a unique mix of skills in communication, in English and a second and/or third language, cultural studies analysis, cross-cultural understanding, and advanced humanities research. It will also benefit students by advancing their knowledge of diverse cultures. These skills and knowledge base will prepare them not only for a broad range of career opportunities but also for local, state, national, and global citizenship.

The Maryland Department of Labor provides information about long term occupational opportunities in the state for which our proposed program will prepare students exceptionally well.¹ Postsecondary educators in area, ethnic, and cultural studies are projected to be in high demand, with opportunities growing by more than 14%; and our students will be highly competitive for jobs in these fields. The fields of adult education and literacy training are expected to grow by nearly 8%. Our students' expertise in cross-cultural understanding and language learning will provide them with a comparative advantage for these jobs. Opportunities in Community Health are expected to grow by more than 23%, and given the diversity of the state of Maryland and the DC metro area, language ability and cross-cultural understanding will be sought after by related employers. Different relevant paths in education administration are also growth areas (8% to 13%), as are postsecondary foreign language and literature teachers (14%). Education, training, and library occupations are also expected to grow (13%), and such positions would be strengthened by students with the skills and knowledge our program will help them develop.

The job placement rate for students graduating with BA degrees from the University of Maryland's College of Arts and Humanities, in which our new major is housed, averages 96% in recent years, demonstrating that humanities degrees like the Global Cultures BA are in high demand for a broad range of professional opportunities.

3. 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.

In comparison with other, somewhat similar programs in the state, our proposed BA in Global Cultures has a much clearer and extensive focus on culture and literature and a more demanding language requirement. Overall, our

¹ <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

program has a more focused curriculum and more directly dedicated faculty because of the fact that our core, language, and upper-division courses are all housed in one academic unit, the School of Languages, Literatures, and Cultures.

Our program focuses much more on the humanities, especially language, literature, cinema and media, and culture than four existing programs. Hood College's Global Studies BA is housed in the Political Science Department. Our program will also offer a wider range of languages for students to study than Hood's program does. Loyola University Maryland's Global Studies BA is grounded in social science topics and methodologies, and its courses are primarily in the Departments of Economics, History, Political Science, and Sociology. It lacks a language requirement. Washington College's International Literatures and Cultures BA is strongly grounded in Anthropology and less focused on literature and cultural production than our proposed program. Except for language study through the 202 level, all of Washington College's required courses are in Anthropology. Our program will also offer a much wider range of languages. The University of Maryland, Baltimore County's Global Studies BA is also less focused on literature and culture than ours and has a less demanding language requirement.

Two existing programs focus on language and culture but still with insufficient overlap with our proposed program for there to be a negative effect on them. Frostburg State University's Foreign Languages and Literatures BA is only available for students of Spanish, and this program is more targeted than ours toward foreign language for the professions and translation theory and practice. Our proposed program houses all of its core and upper-division courses in one unit whereas the BA in Comparative Culture and Literary Studies at Loyola University Maryland allows upper-division courses from across several units. Therefore, our program is more focused. Our program also has an experiential learning requirement, which Loyola's does not. Finally, our program requires three more upper-division hours than Loyola's.

4. 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?

Two HBIs have programs somewhat similar to our proposed program but there is insufficient overlap for our proposal to negatively impact an HBI. In comparison with Coppin State University's BA in Global Studies, the program we are proposing is much more focused on literature and culture. Our program will also have a higher number of required credit hours for language study. Morgan State University's program called "Interdisciplinary Global Perspectives and Practices" is not a BA but instead a BS, and therefore not as grounded in the humanities as our proposed program is. In addition, our program will have a much greater emphasis than Morgan State's does on literature and culture. Finally, there is no language requirement in Morgan State's program.

Appendix A: Catalog descriptions of courses for the Global Cultures BA

Core Sequence

The core sequence consists of six credits, taken in this order:

- a. GLBC 200: Global Movements (3 credits)
- b. GLBC 360: Cultural Theory in a Global Age (3 credits)

GLBC 2xx: Global Movements (3) is a required gateway course team-taught by faculty with varied cultural and linguistic expertise. The course, which focuses on a special topic with global relevance (e.g. migration; climate change; new authoritarianisms; democracy and citizenship) and includes a service-learning component, also serves as an introduction to the interpretive methods of the humanities. The course will be offered each semester, with each faculty team offering an incarnation that draws on their particular research and teaching interests.

GLBC 3xx: Cultural Theory in a Global Age (3) is a required advanced course that will develop students' knowledge of the theories and methodologies of humanities study while also cultivating their ability to interpret cultural texts.

Prerequisite: GLBC 200.

Language Study

Students must take 12 credits at the 200-level or above in any language taught in SLLC. This requirement is satisfied through one of two paths:

- a. 12 credits at the 200-level or above in one language other than English.
- b. 6 credits at the 200-level or above in each of two languages other than English.

Please note that the languages taught in SLLC fall under these program prefixes: ARAB, CHIN, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, and SPAN.

Experiential Learning

This requirement may be satisfied through study abroad; domestic or international internships; and/or participation in on-campus learning communities, including the Language Partner Program or the Language House Living-Learning Program (up to 3 credits).

Any existing experiential learning course, such as ARAB 386 or CHIN 369, can also help fulfill this requirement.

Upper-Division Electives

This requirement may be satisfied through one of two paths:

- a. 12 credits at the 300-level or above in one field of study identified by course prefix (e.g. ARAB) + three further elective credits in the major.
- b. 6 credits at the 300-level or above in each of two fields of study identified by course prefixes (e.g. ARAB & GERS) + three further elective credits in the major.

Major Elective: This course will be strongly encouraged for majors and may count as an upper-division elective. **GLBC 350: Translation in a Global Context (3)** examines the theory and practice of translation in a globalized and multilingual world. In addition to studying concepts, strategies, and problems of translation with a special focus on literary translation, students will undertake a guided translation project and produce a commentary and reflection on the process. Prerequisite: 6 credits at the 200-level or above in any language taught in SLLC, or permission of the advisor.

Upper-division electives may be selected from courses offered under the following prefixes: GLBC, SLLC, ARAB, CHIN, CINE, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, and SPAN. Students must adhere to prerequisites and sequences of the prefixes' program offerings when enrolling in electives from these programs.

A list of sample electives:

ARAB 321, Arabic Media

CHIN 315, Modern Chinese Literature

CINE 311, Documentary Film

FREN 352, From the Age of Epic and Romance to the Enlightenment

GERS 322, Highlights of German Literature and Culture

HEBR 381, Introduction to Hebrew Cultural Studies

ITAL 361, Survey of Italian Society and Culture: From Fascism to the Seventies

JAPN 425, The Atomic Bomb in Literature and Memory

KORA 398R, Cultural Fusion: Korean Pop Culture in a Globalized World

PERS 353, Iranian Life in Literature and Film

PORT 478, Themes and Movements of Luso-Brazilian Literature in Translation

RUSS 439W, From Poem to Popular Song: Russian through Verse

SPAN 431, Mexican Women Writers

Existing SLLC Course Offerings, Including Language Courses, Electives, and Courses in Experiential Learning

The complete listing of SLLC offerings can be found in UMD's catalog, [here](#).

Appendix B: Plan for Learning Outcomes Assessment

GLBC Learning Outcomes Assessment Plan		AY 25-26		AY 26-27		AY 27-28		AY 28-29	
Goal	Goal Description	Fall '25	Spr '26	Fall '26	Spr '27	Fall '27	Spr '28	Fall '28	Spr '29
LO1	Demonstrate knowledge of the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries.		C A				C A		
LO2	Use the terminology and interpretive methods of humanities disciplines, including cultural theory, to interpret and analyze global movements and literary, cultural, and media texts.			C A					
LO3	Critically analyze issues of power related to gender, sexuality, class, race/ethnicity, and/or mental and physical disability with attention to differences across time, geography, and culture and with critical awareness of one's own worldview, values, and biases.					C A			
LO4	Critically interpret literary, cultural, and media texts reflecting a diversity of perspectives in a variety of genres with specific attention to their social, historical, and linguistic contexts, and formulate original arguments with reference to appropriate evidence and secondary sources.		C A						
LO5	Communicate effectively in written, oral, and digital forms, with the academic community and with the broader public.				C A				
LO6	Demonstrate an appropriate level of proficiency in at least one language other than English.							C A	C A
Collect		0	2	1	1	1	1	1	1
Analyze		0	2	1	1	1	1	1	1

Note. C = collect; A = Analyze

The above chart outlines the four-year plan for assessing learning outcomes for the Global Cultures BA program. Each semester (beginning with the implementation of the major in Spring 2025), the LOA committee will collect data to assess student progress toward one or two of the major's learning outcomes. Data collection for LOs 1-5 will occur primarily in the core courses for the major, GLBC 2xxx: Global Movements and GLBC 3xxx: Cultural Theory in a Global Age; data may also be collected from the major elective GLBC 3xxx: Translation in a Global Context and/or from any elective course in which a significant group of majors enrolls. The committee will consult with course instructors to collect an appropriate sample of student assignments to assess for each LO (these may include papers, exams, digital assignments, audiovisual recordings, and more). Because the major allows students to pursue proficiency in a broad array of languages – meaning that enrollments will be distributed across a broad array of courses - LO6 will need to be assessed using a different process. The committee will work with the GLBC major advisor to create a tool that allows for assessment of students' language proficiency in consultation with the instructors of major electives held in the target language.

Appendix C: Faculty Information

Name	Highest Degree/Institution	UMD Position	Possible Courses
Accilien, Cécile	Ph.D. Tulane U	Professor	Haitian Culture and Identity; Cultures of the African Diaspora
Alvizu, Josh	Ph.D. Yale U	Assistant Professor	The Great Derangement: Climate, Art, and Literature; The German-Soviet Avant Garde
Anishchenkova, Valerie	Ph.D. U Michigan	Associate Professor	Ideology of Stereotyping: American and Middle Eastern Film and Television; Filming War Zones: Representations of Wars in Iraq & Chechnya
Arsenjuk, Luka	Ph.D. Duke U	Associate Professor	Paranoia and Conspiracy in Contemporary Film; Film Theories: Marxism and Cinema; Cultural Theory in a Global Age
Baer, Hester	Ph.D. Washington U	Professor	Speculative Visions in Contemporary Literature and Film; Feminist Film and Media Theory; Global Movements; Cultural Theory in a Global Age
Benharrech, Sarah	Ph.D. Princeton U	Associate Professor	Science and Fiction in the Anthropocene; Cultural Visions of Vegetal Alterity
Beliaeva Solomon, Maria	Ph.D. New York U	Assistant Professor	Colonial Imaginaries in 19 th Century Literature and Print Culture; Digital Humanities in Modern Language Studies
Browne, Jyana	Ph.D. U Washington, Seattle	Assistant Professor	Performance and Sexuality in Early Modern Japan; Technologies of Japanese Performance
Eades, Caroline	Ph.D. Université de la Sorbonne	Professor	Women and French Cinema; Film Art in a Global Society
Falvo, Guiseppe	Ph.D. Johns Hopkins U	Professor	Monsters and Demons: The Faces of Evil in Dante's Inferno; The Dark Side of the Italian Renaissance
Federici, Valeria	Ph.D. Brown U	Lecturer	Digital Humanities in Modern Language Studies; Women in Italian Cinema and Television; Global Movements

Frisch, Andrea	Ph.D. UC Berkeley	Professor	Early Modern Print Cultures; Marking Identity in the Early Modern Era
Gaul, Anny	Ph.D. Georgetown U	Assistant Professor	Food Cultures in the Global Middle East; Gender and Difference in the Arab World
He, Belinda	Ph.D. U Washington, Seattle	Assistant Professor	Where Truth Lies: Chinese Cinema Between Fact and Fiction; In the Mood for Cinema: Film and Love in East Asia
Keshavarz, Fatemeh	Ph.D. University of London	Professor	International Cinemas; Iranian Life in Literature and Film
Koser, Julie	Ph.D. UC Berkeley	Associate Professor	Criminals In German Literature and Film; Once Upon a Time: Fairy Tales of the Brothers Grimm; Translation in a Global Context
Lavery, Michael	Ph.D. UCLA	Assistant Professor	Museums, Masterworks, and Memes: Exploring Russophone Visual Cultures; The Soviet Union, Latin American Culture, and the Cold War
Lima, Thayse	Ph.D. Brown U	Associate Professor	Brazilian Cinema; Environmental Crisis in Latin America
Long, Ryan	Ph.D. Duke U	Professor	Representations of Childhood and Adolescence in Latin American and US Latinx Literature and Film; Approaches to World Literature: The Case of Roberto Bolaño; Global Movements; Cultural Theory in a Global Age
Mason, Michele M.	Ph.D. UC Irvine	Associate Professor	Japan from the Margins; Japanese Empire; Global Movements; Translation in a Global Context
Matar, Marylin	Ph.D. University of Maryland	Clinical Assistant Professor	Voices of the Francophone World: Migration, Exile, and Contemporary Challenges; Francophone Literature of the Middle East
Merediz, Eyda	Ph.D. Princeton U	Associate Professor	Transnational Cuban Cinema and Literature; Transatlantic Cultures
Miller, Matthew	Ph.D. Washington U	Assistant Professor	Sex, Gender, Sexuality in the Islamic World; Digital

			Humanities for Modern Language Studies
Orlando, Valerie	Ph.D. Brown U	Professor	Francophone Writers of Africa and the African Diaspora; Francophone African Film
Papazian, Elizabeth	Ph.D. Yale U	Associate Professor	Soviet Cinema and Empire; Soviet Cinema and Culture After Stalin
Penrose, Mehl	Ph.D. UCLA	Associate Professor	Queer Spain; Gender and Sexuality in the European Enlightenment
Resmini, Mauro	Ph.D. Brown U	Associate Professor	Italian Cinema: Neorealism; Images of Revolt: Strike, Riot, Uprising; Global Movements; Cultural Theory in a Global Age
Schine, Rachel	Ph.D. U Chicago	Assistant Professor	Making of Middle Eastern Identities; Premodern Race and Religion in Global Perspective
Schonebaum, Andrew	Ph.D. Columbia U	Associate Professor	Living the Good Life: Chinese Philosophy in the Modern World; Cultural Histories of Chinese Medicine
Zakim, Eric	Ph.D. UC Berkeley	Associate Professor	American Jewish Comedy: From the Marx Brothers to "The Marvelous Mrs. Maisel"; The Global Western

Appendix D: Library Assessment

DATE: January 29, 2024

TO: Dr. Michele Mason
Associate Professor, School of Languages, Literatures, and Cultures (SLLC)

FROM: On behalf of the University of Maryland Libraries:
Kana Jenkins, East Asian Studies Librarian; Curator, Gordon W. Prange Collection, Special Collections and University Archives
Zaida Diaz, Business & Economics Librarian; Latin American Studies, Spanish, and Portuguese Librarian
Eric Lindquist, History, American Studies, Classics, and Religion Librarian
Yelena Luckert, Director of Research, Teaching & Learning; Jewish and Slavic Studies Librarian
Kapil Vasudev, Collection Development Strategies Librarian
Daniel Mack, Associate Dean of Libraries, Collection Strategies & Services

RE: Library Collection Assessment for Bachelor of Arts (BA) in Global Cultures

We are providing this assessment in response to a proposal by Dr. Michele Mason in the School of Languages, Literatures, and Cultures (SLLC) to create a Bachelor of Arts (BA) in Global Cultures. Dr. Mason asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to a very large number of scholarly journals in the subject areas of East Asian Studies, Latin American Studies, Spanish, Portuguese, History, Jewish Studies, Slavic Studies, Arabic Studies, Cinema and Media Studies, French Studies, German Studies, Italian Studies, and Persian Studies. These include many top ranked journals in these areas of study in *Journal Citation Reports*. * Articles in journals that we do not own likely will be available through Interlibrary Loan/Document Delivery. Examples of the journals available through the Libraries are below, grouped by area of study.

Arabic Studies and Persian Studies:

- Abstracta Iranica
- Arabian Humanities
- Arabica
- Berkeley Journal of Middle Eastern & Islamic Law
- British Journal of Middle Eastern Studies
- Bulletin of the School of Oriental and African Studies, University of London
- Encyclopaedia Iranica
- International Journal of Middle East Studies
- Iranica Antiqua
- Journal of Arabic and Islamic Studies
- Journal of Arabic Literature
- Journal of Islamic Studies
- Journal of Middle East Women's Studies
- Journal of Near Eastern Studies
- MELA Notes: The Journal of the Middle East Librarians Association
- Middle East Intelligence Bulletin

- Middle East Policy
- Middle East Quarterly
- Middle Eastern Literatures
- Middle Eastern Studies
- Northeast African Studies
- Review of Middle East Economics and Finance
- Topics in Middle Eastern and North African Economies
- UCLA Journal of Islamic and Near Eastern Law
- Washington Report on Middle East Affairs

Cinema & Media Studies:

- Asian Cinema
- Camera Obscura
- Cineaste
- Film Quarterly
- JCMS: Journal of Cinema & Media Studies
- Journal of Chinese Cinemas
- Journal of Popular Film and Television
- New Review of Film and Television Studies
- Screen

East Asian Studies:

- American Journal of Chinese Studies
- Archives of the Chinese Art Society of America
- Asian Journal of Women's Studies
- Asian Perspective
- Asian Survey
- Asian Survey
- Chinese Sociological Review
- Chinese Studies in History
- International Journal of Japanese Sociology
- Japan Forum
- Japanese Journal of Political Science
- Japanese Religions
- Journal of Chinese Linguistics
- Journal of Chinese Political Science
- Journal of Korean Studies
- Korean Studies
- Modern Asian Studies
- The Chinese Historical Review
- The Journal of Asian Studies

French Studies:

- Cambridge Studies in French
- Contemporary French and Francophone Studies
- Dalhousie French Studies
- Early Modern French Studies
- Essays in French Literature and Culture
- French Cultural Studies
- French Historical Studies
- French History and Civilization

- French Screen Studies
- Journal of French Language Studies
- Nineteenth-Century French Studies
- Proceedings of the Western Society for French History
- Studies in French Cinema
- Women in French Studies
- Yale French Studies

German Studies:

- American Journal of Germanic Linguistics and Literatures
- Feminist German Studies
- Focus on German Studies
- German History
- German Policy Studies
- German Studies Review
- Germanic Review
- Germanic Studies
- Journal of Germanic Linguistics
- New German Review: A Journal of Germanic Studies
- Oxford German Studies
- Studies in German
- Studies in German Literature, Linguistics and Culture

History:

- British Journal of Middle Eastern Studies
- Economic History Review
- International Review of Social History
- Journal of African History
- Journal of Contemporary History
 - Journal of Global History
- Journal of the economic and social history of the Orient
- Journal of World History
- Past and Present
- Postcolonial Studies

Italian Studies:

- American Journal of Italian Studies
- Canadian Journal of Italian Studies
- Forum Italicum: A Journal of Italian Studies
- Italian Culture
- Italian Quarterly
- Italian Studies
- Modern Italy
- Quaderni d'Italianistica: Official Journal of the Canadian Society for Italian Studies
- Stanford Italian Review
- The Italianist: Journal of the Departments of Italian Studies at the Universities of Cambridge, Leeds, and Reading
- The Journal of Italian History
- Yale Italian Studies

Jewish Studies:

- AJS Review: The Journal of the Association for Jewish Studies
- Canadian Jewish Studies / Études Juives Canadiennes
- Jerusalem Studies in Jewish Thought
- Jewish Studies Quarterly
- Journal of Modern Jewish Studies
- Nashim : a journal of Jewish women's studies & gender issues
- Shofar: An Interdisciplinary Journal of Jewish Studies
- Studies in American Jewish literature
- Tarbiz: A Quarterly for Jewish Studies

Latin American Studies, Spanish, and Portuguese:

- Bulletin of Hispanic Studies
- Bulletin of Latin American Research
- Bulletin of Spanish Studies
- European Review of Latin American and Caribbean Studies
- European Review of Latin American and Caribbean Studies/Revista Europea de Estudios Latinoamericanos y del Caribe
- Hispania
- Hispanic American Historical Review
- Journal of Latin American Geography
- Journal of Latin American Studies
- Journal of Latino-Latin American Studies (JOLLAS)
- Latin American Perspectives
- Latin American Politics and Society
- Latin American Research Review (LARR)
- Linguística y Literatura
- Luso-Brazilian Review

Russian Studies:

- Ab imperio
- Cambridge Russian, Soviet and post-Soviet studies
- Iskusstvo Kino
- Jews in Russia and Eastern Europe
- Kritika : explorations in Russian and Eurasian history
- Revolutionary Russia
- Russian history
- Russian literature
- Studies in Russian & Soviet Cinema

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

Databases

The Libraries' *Database Finder* (<https://lib.guides.umd.edu/az.php>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources.

Some of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful for the students and faculty members in the Global Cultures program are:

- ABSEES: American Bibliography of Slavic and East European Studies
- ATLA Religion Database
- Bibliography of Asian Studies (Asian Studies)
- Chicano Database
- DBpia (Korean Studies)
- Dialnet (Latin American Studies)
- Digitale Bibliothek Deutscher Klassiker
- Dissertations & Theses Global
- Docuseek
- EconLit
- Ethnic NewsWatch
- Factiva
- Film & Television Literature Index with Full Text
- Films on Demand Master Academic Collection
- GenderWatch
- Handbook of Latin American Studies
- Historical Abstracts with Full-Text (History)
- History of the American Cinema
- Index Islamicus
- International Political Science Abstracts
- JapanKnowledge (Japanese Studies)
- Kurosawa Digital Archive
- LGBTQ+ Source
- Middle Eastern & Central Asian Studies
- Mideastwire.com
- MLA International Bibliography with Full Text (Literature, History, general humanities. Global content)
- Nexis Uni
- PAIS (Public Affairs Information Service) Index
- PERSEE
- RAMBI Reshimat Ma'amarim Be'mada'e Ha-yahadut/Index of Articles on Jewish Studies
- SocINDEX
- Soviet Cinema Online
- The ARTFL Project
- Women's Studies International
- Worldwide Political Science Abstracts

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

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

Monographs

The Libraries regularly acquire scholarly monographs in the subject areas of East Asian Studies, History, Latin American Studies, Spanish, and Portuguese, History, Jewish and Hebrew Studies, Russian Studies, Arabic

Studies, Cinema & Media Studies, French Studies, German Studies, Italian Studies, Persian Studies, and other allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

The monograph collections for each area of study are actively curated by a dedicated subject specialist librarian following established collection development policies. The collection development policies for each area of study can be found here: <https://lib.guides.umd.edu/c.php?g=1218523&p=8913075>. To assist users with navigating all formats in the collection, including monographs, journals, physical and streaming media, and databases, subject specialists have developed research guides in each area of study:

- Arabic Studies: <https://lib.guides.umd.edu/arabicstudies>
- Chinese Studies: <https://lib.guides.umd.edu/chinesestudies>
- Cinema & Media Studies: <https://lib.guides.umd.edu/c.php?g=1174707>
- French Studies: <https://lib.guides.umd.edu/french>
- German Studies: <https://lib.guides.umd.edu/german>
- Italian Studies: <https://lib.guides.umd.edu/italian>
- Japanese Studies: <https://lib.guides.umd.edu/Japanesestudies>
- Jewish and Israel Studies: <https://lib.guides.umd.edu/jwst>
- Korean Studies: <https://lib.guides.umd.edu/koreanstudies>
- Latin American Studies: https://lib.guides.umd.edu/latin_american_studies
- Persian Studies: <https://lib.guides.umd.edu/persianstudies>
- Spanish & Portuguese: <https://lib.guides.umd.edu/spanport>

Searching WorldCat UMD on the history, language, literature, and/or culture of any part of the world yields sizable lists of citations of books that we own. Further searching reveals that the Libraries' membership in the Big Ten Academic Alliance (BTAA) substantially increases these holdings and citations. As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically. All reports indicate that the Libraries' overall general collections in these areas are very strong for both undergraduate and graduate research, teaching, and learning.

Interlibrary Loan Services

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

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

Diversity, Equity, and Inclusion

The Libraries work to build, preserve, and provide access to collections of materials that reflect and support the intellectual and cultural interests of the communities we serve. As we recognize the rich diversity of these communities and the importance of developing collections that are inclusive of the identities and contributions of all community members, the Libraries are committed to working closely with our users to fully understand and be responsive to their needs. We are also highly engaged with critical conversations in the field of collection development that help us identify and address gaps in our collections and anticipate emerging educational and research needs.

In addition to engaging proactively with our users and our peer institutions and colleagues, the Libraries also encourages our patrons to submit requests for new materials to be added to the collection. The subject specialist

librarians are the primary collection managers for materials in these disciplines and work collaboratively with users to find solutions to gaps in our collections.

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

Open Access

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

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

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

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

- Choosing among open access publication options.
- Navigating copyright and authors' rights.
- Building or improving a scholar's online presence.
- Developing plans for data management and publication.
- Selecting an appropriate academic repository to archive research and make it accessible.

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

Additional Materials and Resources

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

The subject specialist librarians for the disciplines are important resources supporting the curriculum. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and

can provide answers to questions regarding publishing, copyright and preserving digital works. The subject specialists supporting the areas of study in the Global Cultures program are:

- [Kana Jenkins](#), East Asian Studies Librarian; Curator, Gordon W. Prange Collection, Special Collections and University Archives
- [Zaida Diaz](#), Business & Economics Librarian; Latin American Studies, Spanish, and Portuguese Librarian
- [Eric Lindquist](#), History, American Studies, Classics, and Religion Librarian
- [Jordan Sly](#), Head of Humanities and Social Sciences Librarians; Anthropology, Philosophy, Religious Studies, Digital Humanities, and SLLC Librarian for German, Italian and French Studies
- [Emily Deinert](#), English Language and Literature, Linguistics, Psychology, and Arabic and Persian Studies Librarian
- [Chuck Howell](#), Librarian for Journalism and Communication Studies
- [Yelena Luckert](#), Director of Research, Teaching & Learning; Jewish and Slavic Studies Librarian

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

Other Research Collections

The UMD Library's Special Collections and University Archives holds the Gordon W. Prange Collection, which is an archive of Japanese print publications issued between 1945-1949, in Occupied Japan. The Prange Collection Curator (Kana Jenkins) has been closely working with several SLLC teaching faculty members, such as Dr. Michele Mason (JAPN, SLLC) and Dr. Lindsay Yotsukura (JAPN, SLLC), for hosting archive visits to the Prange Collection.

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 the Global Cultures. These include the Library of Congress, the National Archives, Folger Shakespeare Library, United States Holocaust Memorial Museum, National Library of Medicine, National Agricultural Library, and the Smithsonian, to name just a few.

Conclusion

With our journal holdings, monographs and databases, as well as additional support services and resources, at this point in time, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Bachelor of Arts (BA) in Global Cultures.

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



PCC Proposal to Establish a Bachelor of Arts in Global and Foreign Policy (Senate Document #24-25-31)

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

REVIEW DATES SEC – April 9, 2025 | SENATE – April 24, 2025

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT**

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

ISSUE

The School of Public Policy, in conjunction with its campus partners, proposes to establish a **Bachelor of Arts in Global and Foreign Policy**. The interdisciplinary Global and Foreign Policy major will be housed in the School of Public Policy but will be collaboratively offered with the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resource Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges and options for advancing solutions to such challenges. This program will address a market gap at UMD for an interdisciplinary, applied global and foreign policy degree.

The program is 52-53 credits, including 15 credits of core courses that lay the foundation for global policy (GFPL100, GFPL102), ethical global action (GFPL203), and global poverty and economic development (AREC345). Students will take 3 credits in pluralism and 3 HIST credits for historical grounding. Students take 16–27 credits of skill-based coursework in language proficiency, statistical analysis, and policy research methods (precise credits will depend upon the specific language and statistical courses selected). Students also take 15 credits in one of three thematic tracks—Security, Conflict, and Diplomacy; Human Security and Migration; or Development and Sustainability—along with related electives. Students further complete an experiential learning requirement through a capstone, internship, or approved study abroad program, ensuring practical application of classroom knowledge.

The program aligns with the university's strategic goals by addressing grand challenges through interdisciplinary learning, fostering global citizenship, expanding access and diversity, and equipping students with the skills needed for impactful careers in a globalized society. Graduates of this major will be prepared for careers in government, international organizations, NGOs, think tanks, global businesses, and other sectors that address international policy, diplomacy, development, and security issues.

Funding for the program will be derived from internal reallocations. The School of Public Policy will provide resources for new courses. Program courses offered by other departments have the

capacity for students in the major. Otherwise, the program will use administrative and physical resources in the School of Public Policy.

The proposal was approved by the Senate Programs, Curricula, and Courses committee on March 7, 2025.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on March 7, 2025. Josh Shifrinson, Jen Littlefield, Lena Andrews, and Nina Harris, from the School of Public Policy, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate does not approve this program, it risks losing prospective students to peer institutions and missing a critical and feasible opportunity to expand interdisciplinary, globally focused education aligned with workforce and societal needs.

FINANCIAL IMPLICATIONS

The financial implications for this program are not significant because it leverages existing faculty, courses, and infrastructure within the School of Public Policy and collaborating partners.

998: GLOBAL AND FOREIGN POLICY

In Workflow

1. PLCY Curriculum Manager (mmcalvin@umd.edu; jnlittle@umd.edu; goodhart@umd.edu)
2. PLCY PCC Chair (nharris@umd.edu; preuter@umd.edu)
3. PLCY Dean (rorr1@umd.edu; nharris@umd.edu)
4. Academic Affairs Curriculum Manager (mcolson@umd.edu)
5. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
6. University Senate Chair (mcolson@umd.edu)
7. President (mcolson@umd.edu)
8. Board of Regents (mcolson@umd.edu)
9. MHEC (mcolson@umd.edu)
10. Provost Office (mcolson@umd.edu)
11. Undergraduate Catalog Manager (lyokoi@umd.edu)

Approval Path

1. Sat, 15 Feb 2025 14:26:50 GMT
Jennifer Littlefield (jnlittle): Approved for PLCY Curriculum Manager
2. Sun, 16 Feb 2025 08:24:36 GMT
Peter Reuter (preuter): Approved for PLCY PCC Chair
3. Tue, 18 Feb 2025 20:19:47 GMT
Robert Orr (rorr1): Approved for PLCY Dean
4. Tue, 25 Feb 2025 21:18:55 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
5. Fri, 07 Mar 2025 15:05:58 GMT
Wendy Stickle (wstickle): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Sat, 15 Feb 2025 00:53:50 GMT

Viewing: 998 : Global and Foreign Policy

Last edit: Thu, 27 Feb 2025 19:23:17 GMT

Changes proposed by: Joshua Itzkowitz Shifrinson (jris)

Program Name

Global and Foreign Policy

Program Status

Proposed

Effective Term

Fall 2025

Catalog Year

2025-2026

Program Level

Undergraduate Program

Program Type

Undergraduate Major

Delivery Method

On Campus

Departments**Department**

Public Policy

Colleges**College**

Public Policy

Degree(s) Awarded**Degree Awarded**

Bachelor of Arts

Proposal Contact

Jennifer Littlefield, Joshua Shifrinson, Catherine Worsnop

Proposal Summary

(PCC Log Number 24058)

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 Global and Foreign Policy major is an interdisciplinary major collaboratively offered by the School of Public Policy, the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges, and options for advancing solutions to such challenges. This interdisciplinary approach is anchored by the belief that diversity in outlook, in research expertise, in background, and beyond will empower students to tackle the grand global challenges of today and tomorrow. To these ends, the major offers (1) foundational classes that equip students with the frameworks, tools, and techniques needed to unpack global and foreign policy debates and solutions, alongside (2) targeted classes enabling students to concentrate in one of three substantive areas (Security, Conflict, Diplomacy; Human Security and Migration; Development and Sustainability). Classroom experience is supplemented by an array of experiential learning opportunities. Ultimately, the major will prepare students for careers in government, the private sector (especially businesses with a strong global focus), non-profits, non-governmental organizations (NGOs), international institutions, think tanks, and beyond while connecting students to a robust network of partners eager to help them prepare for a career in the global and foreign policy space.

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

Students must earn a minimum grade of C- in all major courses. At least 15 credits must be taken at the 300-level or higher for the major.

Course	Title	Credits
Core Courses		
GFPL100	Course GFPL100 Not Found (War, Peace and Crisis: Foundations of Global Policy) ¹	3
GFPL102	Course GFPL102 Not Found (Global Order and Policy Structures: Power, Access and Influence)	3
GFPL203	Course GFPL203 Not Found (Ethics of Global Action)	3
AREC345	Global Poverty and Economic Development	3
Pluralism and Global Policy - Choose one of the following:		3
PLCY302	Examining Pluralism in Public Policy	
GLBC200	Course GLBC200 Not Found (Global Movements)	
Historical Grounding - Choose one of the following:		3
HIST113	The Making of Modern Europe	
HIST120	Islamic Civilization	
HIST131	The History of the American Dream	
HIST240	Europe in the Twentieth Century	
HIST245	Reformers, Radicals, and Revolutionaries: The Middle East in the Twentieth Century	
HIST251	Latin America Since Independence	
HIST266	The United States in World Affairs	
HIST284	East Asian Civilization I	
HIST285	East Asian Civilization II	

Skill Courses

World Language Requirement (at least two semesters--see footnote) ²	6
Statistical Analysis Course ³	3-4
PLCY304 Evaluating Evidence: Finding Truth in Numbers	4
PLCY306 Public Policy Analysis in Action ¹	3

Thematic Tracks and Electives (for specific track information see below) 15

Track Anchor Course ⁴	
Track Elective Course One	
Track Elective Course Two	
Track or General Elective Course One	
Track or General Elective Course Two	

Experiential Applications - Choose one of the following: 3

PLCY400 Senior Capstone	
PLCY309 Internship in Political Institutions: State and Local	
Approved study abroad	

Total Credits 52-53

¹ Benchmark requirement: Must be completed within the first 2 semesters in the major.

² **Note on Languages:** Students will inevitably enter the major with varying familiarity with a second world language. Given this, the program seeks to ensure that students demonstrate a minimum of a basic proficiency in a second world language. To meet the language requirement, students will take the language placement exam for a chosen language offered by SLLC. If students place into an elementary or intermediate level of a language, students will take both the appropriate course and the following course in the targeted language sequence (e.g., Spanish 103, followed by Spanish 203). If students test at a more advanced level, students will speak with an SLLC language advisor to determine an appropriate language course in the sequence (including SLLC electives), or can opt to start a new language; students with AP or IB credit may also receive credit for up to one language course. Finally, students demonstrating native or near-native proficiency may test out of the language requirement and receive credit consistent with existing SLLC/ARHU guidelines (see <https://drive.google.com/file/d/1Lk076FdbP8aXNku8kzuKZkkMnQeEZGkl/view> (<https://drive.google.com/file/d/1Lk076FdbP8aXNku8kzuKZkkMnQeEZGkl/view>)). Please note that some languages may require more than 3 credits per course per semester so the minimum number of credits may exceed 6 for some languages.

³ **Statistical analysis course options:** BMGT230 (<https://umd-test.courseleaf.com/search/?P=BMGT230>) (AR), CCJS200 (<https://umd-test.courseleaf.com/search/?P=CCJS200>) (AR), EDMS451 (<https://umd-test.courseleaf.com/search/?P=EDMS451>) (AR), PSYC200 (<https://umd-test.courseleaf.com/search/?P=PSYC200>) (AR), SOCY201 (<https://umd-test.courseleaf.com/search/?P=SOCY201>)(AR), or STAT100 (<https://umd-test.courseleaf.com/search/?P=STAT100>) (MA & AR). Students may also petition to receive credit for a statistics or research methods course offered by another unit.

⁴ Benchmark Requirement: Students must declare a track and take the associated anchor course. The anchor course must be completed within the first six semesters in the major.

Tracks

Students will select a track by taking (a) the required anchor course for a given track, and (b) 2 electives linked to that track. A list of available tracks and associated electives can be found here: [website]. An additional 2 electives can be taken within the selected track and/or from among other tracks (including anchor courses). Note that courses taken to meet the language requirement cannot be used as elective credit.

Security, Conflict, and Diplomacy

Course	Title	Credits
Anchor Course		3
GFPL300	Course GFPL300 Not Found (Foundations of Security, Conflict, and Diplomacy)	
Security, Conflict, and Diplomacy Track Elective Courses		6
Security, Conflict, and Diplomacy Track or General Elective Courses		6
Total Credits		15

Human Security and Migration

Course	Title	Credits
Anchor Course		3
GFPL3XX	Course GFPL3XX Not Found (Foundations of Human Security and Migration)	
Human Security and Migration Track Elective Courses		6

Human Security and Migration Track or General Elective Courses 6

Total Credits 15

Development and Sustainability

Course	Title	Credits
Anchor Course		3
PLCY301	Sustainability	
Development and Sustainability Track Elective Courses		
Development and Sustainability Track or General Elective Courses		

Total Credits 3

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

Please see Appendix M.

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

Learning Outcomes

- LO1: Analyze the complexity and range of historical and contemporary global and foreign policy and policymaking challenges.
- LO2: Explain how foreign and global policymaking institutions, processes, and structures shape policy solutions and outcomes.
- LO3: Demonstrate in-depth knowledge of one or more global and foreign policy challenges and solutions, by applying insights and frameworks from different disciplines while engaging relevant policymaking processes.
- LO4: Interrogate how identities - including national, caste, ethnic, gender, racial, religious, socio-economic, political, and beyond - and their intersections shape global and foreign policy challenges and solutions.
- LO5: Examine the role of values, ethics, justice, access, and the structural and systemic sources of (in)equality in and across global and foreign policy domains.
- LO6: Utilize appropriate research tools, analysis, writing, and presentation skills to assess global and foreign policy challenges, and apply these techniques to an experiential learning endeavor to better understand the dynamics of policymaking.
- LO7: Demonstrate a minimum of basic proficiency in a second world language [1]

Please see Appendix D for an assessment plan.

[1] As noted, all students will minimally demonstrate a basic proficiency in a second world language by taking the appropriate language sequence administered by SLLC or otherwise demonstrating native/near-native fluency. In practice, students will enter the major with varying levels of familiarity in second world language. As a result, students will ultimately develop their communicative competence at different levels of proficiency commensurate with their existing skill set.

New Program Information

Mission and Purpose

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

The grand policy challenges of the twenty-first century are – and will continue to be - global in scope, trans-disciplinary in nature, and local in impact. Acknowledging the challenges while identifying, promoting, evaluating, and adopting solutions that the United States and other actors can embrace to address these problems means leveraging the insights and evidence afforded by different research communities. Action on refugee crises, for instance, requires understanding the origins of migration, the varying government responses to refugees, and the institutional, cultural, and financial constraints and opportunities for coordinated action afforded by an interconnected global system. Great power competition pushes us to understand why and how states engage in rivalries alongside the technological, sociological, identity-based, and political forces that can exacerbate or dampen such tensions. Addressing human development, meanwhile, requires unpacking the sources of individual insecurity at a time of global plenty. Nor are these one-off efforts: sustained and sustainable progress mandates regularly updating our understandings of what the problems entail while evaluating the strengths of existing solutions, the sources affecting the adoption and impact of potential solutions, and identifying new approaches from around the globe against a shifting global landscape.

The new Global and Foreign Policy (GFP) major provides students the analytic frameworks, perspectives, skills, and practical experiences to tackle these challenges now and in the future. Anchored in the School of Public Policy and leveraging expertise from across UMD, it uses an interdisciplinary set of core and skills classes that expose students to the range of forces shaping the global landscape and the tools needed to analyze these elements. Here, the focus is on affording students a dynamic, diverse, and pluralist base of knowledge so that they can understand and begin contemplating solutions that the U.S., other countries, non-state actors, and citizens can pursue to advance these grand global challenges. From there, students will deepen their substantive knowledge of a specific issue domain via elective coursework in particular thematic issue areas while honing their research, analysis, and policy engagement skills. Finally, students will engage in an experiential learning opportunity that leverages UMD's unique location, access to the breadth of opportunities in the DMV, and global reach to refine and apply their coursework in a real-world setting.

The major advances five core elements of the UMD mission and strategic plan. First, it speaks to and is inspired by the University's call to "expand opportunities for students to develop skills and habits of mind to tackle the world's toughest challenges." In fact, the entire major is designed to provide students the capacity to tackle global problems - and to develop foreign policy solutions to the same - both today and in the future.

Second, the major expressly "places interdisciplinary grand challenges at the center" of the curriculum, embraces the call to "take on grand challenges through multidisciplinary and engaged research and curricular innovations," and foregrounds the University's commitment to using interdisciplinary perspectives to tackle "large societal problems." Indeed, the major is structured to be an innovative exercise that fosters the interdisciplinary collaborations the University rightly recognizes as central to students' long-term success in tackling grand challenges and which deliver returns on the investments made by the state of Maryland. In this sense, it operationalizes the call to "reimagine learning."

Third, just as the University Mission Statement calls for both supporting "the workforce needs of the state and nation" and for enhancing "opportunities for global engagement," so too does the major expressly prepare students to thrive in a globalized workspace while creating a vehicle for students to engage the global and foreign policy space during their time at UMD. These efforts will draw upon the extensive alumni network afforded by all partner units involved in the major, even as we expect additional opportunities to emerge over time as alums in the major itself thrive in the workspace and, in turn, look to foster experiences for succeeding generations of UMD students.

Fourth, by virtue of training students to apply knowledge, frameworks, and research skills learned in the classroom to real-world situations – including via a capstone exercise – the program meets the University's call to "expand the use of high-impact experiential learning." Finally, by recognizing the centrality of pluralism (broadly defined) in understanding and addressing grand global challenges, the major reinforces the University's commitment to embracing the importance of diversity and inclusivity in the classroom and beyond.

The creation of the major would further service UMD's recruitment and competitiveness within Maryland and - crucially - outside of Maryland. Of 55 surveyed schools in the AAU and DMV, the overwhelming majority (50) offer interdisciplinary programs in global/foreign affairs. This list includes such local institutions as Johns Hopkins, Georgetown, George Washington, George Mason, American University, as well as peer institutions in the Big 10 (University of Minnesota, University of Michigan, University of Wisconsin, etc.) and the broader AAU (e.g., Texas A&M, Tufts, Yale). UMD, however, lacks a comparable program of study devoted to leveraging interdisciplinary and pluralist insights. This places the institution at a competitive disadvantage, particularly as demand for interdisciplinary global engagement grows. Conversely, several existing MHEC institutions - most notably the University of Maryland, Baltimore Campus, and Loyola University of Maryland - offer interdisciplinary Global Studies or equivalent majors; however, these programs of study emphasize the study of culture/globalization. Conversely, this major is distinct in focusing on policy and policymaking by giving equal weight to (1) evaluating the range of forces shaping global challenges, (2) proposing, evaluating, and advancing policy solutions, and (3) discussing the act of policy engagement.

The envisioned major thus at once bolsters UMD's overall competitiveness while putting the university at the forefront of policy-relevant, challenge-centric education. On one level, the major will fill a gap in UMD's programmatic offerings. At the same time, the specific program of study sets UMD apart in the global and foreign policy landscape by going beyond the study of international and global phenomenon, to emphasize the policy/policymaking landscape that affects the design and adoption of solutions; this innovative approach distinguishes it from comparable programs. In turn, the degree will attract top-flight student talent interested in engaging the global and foreign policy space to UMD - indeed, this will be the only stand-alone bachelor of arts in global and foreign policy in the DMV [1], and the only expressly policy-focused global/international affairs undergraduate degree among comparable schools in the Mid-Atlantic region. This will at once reduce the risk that high-performing students enroll at other universities due to lack of program offerings at UMD, as well as attract out-of-state students to the campus; it ought to be especially attractive to students from local Prince George's County high schools – which have invested heavily in International Baccalaureate (IB) programs to prepare students to serve as "global citizens" – and/or students transferring from Maryland's community colleges – many of which have robust globally- and internationally-focused programs of study.

Finally, it is important to note that the major fills an important niche among UMD students. Among over 110 current UMD students surveyed or engaged in focus groups when investigating demand for the major (discussed below), over 75 percent indicated that they sought an applied interdisciplinary major that tackled global and foreign policy challenges. Many of these student respondents underscored that they already engaged internationally- or globally-focused coursework through their existing majors, but sought a more applied program that would prepare them for policy careers; others indicated that they were interested in global and foreign policy, but did not want to engage these topics from the perspective of a single discipline. Combined, there is unmet student interest in global and foreign policy issues tackled from an interdisciplinary perspective. Insofar as UMD exists to meet the educational needs and career aspirations of its students, the major will thus better position the University to meet market demand, service Maryland citizens, and fulfill its mandate as a leading public higher education institution.

[1] Georgetown University offers a Bachelor of Science in Foreign Service.

Program Characteristics

What are the educational objectives of the program?

The program is oriented around three educational objectives. These objectives are intended to deliver the empirical, conceptual, professional, and technical skills necessary for students to apply their training in roles in government, international organizations, the nonprofit sector, and private industry to tackle global challenges.

First, students will be exposed to the breadth of forces (local, national, trans-national, etc) shaping global and foreign policy and policymaking, alongside the policy challenges that result. Drawing upon insights from multiple disciplines, sources of knowledge, and perspectives, majors will take foundational courses on global and foreign policy and policymaking, economics, history, the structural sources of power and inequality (e.g. the legacies of colonization and decolonization), identity and diversity in the global space (e.g., the benefits and challenges faced by pluralist societies). These will be married to more targeted courses on substantive topics such as security, development, and sustainability.

Second, students will acquire the technical skills necessary for careers in addressing these challenges. These matters require students to have the ability to evaluate the quality of research and distill core findings germane to real-world applications, to communicate clearly in oral and written forms, to engage in more than one language, and to be familiar with policy processes. To this end, students will take courses in research design, foreign languages, and analytic/research methods.

Finally, students will have the opportunity to accelerate their professional development, global and foreign policy awareness, and engagement with multiple disciplines through a curriculum that fosters experiential learning (e.g., internships, research assistantships), acculturation (e.g., via language study and foregrounding the importance of pluralism and identity to global/foreign policy), and collaborative learning (e.g., affording multiple venues for students with diverse interests and backgrounds to interact). In doing so, the envisioned major leverages UMD's unique location near the DMV and the resources and reach afforded by its role as a leading national research university with deep ties to the global community.

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

We do not intend for the Global and Foreign Policy major to be a Limited Enrollment Program nor do we anticipate selective admissions policies or selection criteria for interested students. We anticipate enrolling approximately 250 students in the major (70-75 students/year) at steady state. If demand significantly outstrips anticipated interest, it may be necessary to temporarily restrict enrollment pending additional instructional, administrative, and staff resources.

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.).

Multiple factors were considered, and several rounds of review and evaluation undertaken, when developing the proposed curriculum. Broadly, this work involved a sustained review of pedagogical and professional best practices, months of deliberations within SPP and with campus partners, and careful consultation with stakeholders.

The original impetus for the curriculum came in late 2023 and early 2024. At that time, a review of undergraduate programs offered by similar AAU, DMV, and Big 10 institutions revealed that UMD was falling short in the international/global/foreign policy affairs space. As mentioned earlier, of 55 surveyed institutions, 50 offered interdisciplinary majors designed to prepare students for careers in global/foreign policy; UMD, however, lacked anything similar. Concurrently, UMD's external review process for the School of Public Policy resulted in a strong recommendation that SPP develop undergraduate programs in the international/foreign policy spaces - identified as an area of need for both SPP and UMD - by leveraging SPP's existing faculty and research strengths in international/global/foreign policy. This led SPP to charter a faculty-staff working group to directly examine what a new major might entail and how it should be designed.

To undertake this mission, the working group proceeded in stages. First, members identified leading international/global/foreign policy programs at the undergraduate and graduate levels, and reviewed best curricular practices within these programs. From there, the working group reached out to the Association of Professional Schools of International Affairs (APSIA) - the leading educational professional association for international/foreign policy education - for data on (a) common and best pedagogical/curricular practices across member schools and (b) insight into what employers sought from recent graduates. Although APSIA is primarily focused on graduate-level (MA) programs, its insights were deemed invaluable in order to ensure the proposed curriculum was both competitive and attuned to market demand.

With these insights from the broader market in hand, the working group reviewed the strengths of SPP faculty alongside the skill-sets that could be drawn upon across UMD. Our focus here was in determining what a competitive undergraduate program of study would entail, as well as ways in which UMD might innovate relative to other programs. These elements were used to sketch out a preliminary program of study, and to identify campus partners - especially the Department of History (ARHU), the Department of Agricultural and Resource Economics (AGNR), and the School of Languages, Literature, and Culture (ARHU) - with which to collaborate.

Efforts then turned to testing assumptions while refining and operationalizing these concepts. First, in late spring 2024, the working group hosted a series of student focus groups (Appendix E.1) and ran a survey to assess student interest in and expectations of a global policy-type major (Appendix E.2). Over 110 students offered feedback between the focus groups and survey, with the vast (75 percent) majority indicating that they would be interested in such a major and providing insight into what would make a major appealing for their professional aspirations. This feedback was used to adjust the major - most notably, by embracing students' call for tracks within the major that would provide thematic/substantive expertise. Second, the working group presented the preliminary results to SPP faculty to take on feedback with the major for further reflection and to seek out additional ways of bolstering the program of study. Above all, the working group members engaged History, AREC, and SLLC to take on their input and incorporate their strengths into the program of study (separately, conversations also started with Government and Politics to avoid overlap with GVPT's emerging International Relations major.)

Finally, the curriculum was further revised - and market demand clarified - throughout the summer and fall of 2024 in light of the feedback received during the spring. In particular, partners and working group members identified existing courses that would slot into different elements of the envisioned major, and developed new courses needed to deliver a competitive program. The revised program was then reviewed one final time by faculty from all units involved in the major to ensure the results met professional standards and best practices were consistent with student input and market demand. Concurrently, we also used an array of sources (see below) to further assess market demand for the program and fielded a unique survey (Appendix F) in late 2024 to relevant officials in industry, government, think tanks, NGOs, and beyond to independently verify our judgments. The results are reflected in this proposal.

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

This major embraces a broad understanding of diversity, and thus envisions a robust effort to recruit and retain a diverse student body. The School of Public Policy itself has a strong tradition of attracting, retaining, and graduating a diverse student body. At present, for instance, the Bachelors of Arts in Public Policy includes 12 percent Hispanic enrollment and 22 percent Black enrollment, both exceeding the University averages and directly

contributing to the diversity and inclusion goals defined within the University of Maryland. It also recently launched a series of Diversity, Equity, Inclusion, and Belonging (DEIB) initiatives under the school's Chief Diversity and Inclusion Officer designed to ensure diversity - in all its forms - is reflected in efforts to recruit students. These steps - which were singled out for praise in the School's recent re-accreditation process - are detailed in SPP's DEIB Report (available upon request), and include steps such as engaging with communities and high schools to encourage a pluralist student body to apply; working with organizations that themselves engage underrepresented communities to encourage student applicants; training faculty to support a broad array of students; and connecting with student organizations focused on pluralism and inclusivity. Insofar as the major is anchored in SPP, it will thus capitalize on these existing initiatives. Nor is SPP alone: other units in the major have similarly made a commitment to embracing diversity and pluralism in all its forms, allowing the major to build upon those efforts as well. SLLC, for instance, has expansive recruiting, classroom teaching, and mentoring resources in place; these include new hires to improve faculty diversity; recruitment efforts at Maryland Day and for the Language House; academic advisers in several language programs who are familiar with and trained to assist students from a wide range of ethnic, linguistic, and national backgrounds; and a longstanding curriculum committed to advancing students' language skills and knowledge of diverse cultures. Similarly, AGNR as a whole boasts a diverse student body and has robust curricular and program learning outcomes designed around inclusive excellence.

More directly, and given its substantive domain, global and foreign policy as a field tends to attract a diverse student body. This includes first-generation college students, those holding a range of political views, members of immigrant communities, students from outside the United States, and military veterans. We will build upon such natural advantages. To this end, the program will focus on promoting the visibility of the major among these and other target audiences through, inter alia, open houses and coordination with relevant student organizations and groups. We will also ensure that students are aware of employment opportunities tailored for those from under-served backgrounds (e.g., the State Department's Rangel Fellowship and Pathways Internships) in foreign and global policy, through events such as career nights and employment panels; by foregrounding the centrality of diversity to foreign and global policy jobs, we expect to naturally attract students to the major. Similarly, we will advertise the program with both UMD's Reserve Officers Training Corps (ROTC) and Veterans Center to ensure engagement among this community; of note, one of the partners in the major (History) has a long-standing relationship with the ROTC and is able to facilitate this relationship. Meanwhile, SPP is also engaged in a sustained effort to bolster its visibility and recruitment outside the United States (e.g., South America, India) through its International Education initiative; the proposed major will at once contribute to and draw upon such efforts. Fifth, insofar as many first-generation college students and members of historically under-represented communities benefit from tailored recruitment and advising, we have requested a part-time recruiter and full-time advisor to engage students in the major; we anticipate that such efforts will facilitate the creation and maintenance of a pluralist population.

We will further capitalize on the fact that the major itself is interdisciplinary at its core, and thus promises to reach student populations that each partner unit might not capture on their own. By pooling resources and recruitment networks, the units involved in the major will therefore be able to widely advertise the major and to generate a snowball effect whereby word of the major spreads beyond existing networks. As importantly, the fact that this is intrinsically an interdisciplinary program that embraces pluralism as a fundamental principle will help draw a diverse student population to the program and - crucially - should create a naturally welcoming and inclusive environment to sustain student engagement.

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.

We have consulted widely in the development of this program. Consultations have involved leaders in departments and colleges involved in the major (SPP, AREC/AGNR, SLLC/ARHU, and History/ARHU), alongside leaders in units that may be affected by the program. The following analysis reflects the results of these discussions.

Impact of Required Courses

Expressly designed to be an interdisciplinary program of study and to effectively deploy several sources of knowledge to help students engage global and foreign policy, the following units outside of SPP offer requirements for the proposed major:

Dept. of Agricultural & Resource Economics (AREC), College of Agriculture & Natural Resources (AGNR)

AREC 345: Global Poverty and Development (core course for major)

This interdisciplinary course explores social and economic development around the world. Topics include geography, democratization, political instability and conflict, health and education, agricultural development, micro-entrepreneurship, and an introduction to impact evaluation methods used to evaluate the efficacy of public policy aimed at alleviating poverty.

AREC has agreed to offer additional sections of AREC 345 to meet demand for the course commensurate with the major. The Chair of the Department (Ken Leonard) has indicated that existing teaching resources are sufficient to meet this demand without negatively affecting other offerings, and the Department is willing to allocate the faculty/resources to this end. The result should therefore not unduly burden AREC's faculty and resources.

Supporting correspondence is found in Appendix G.

School of Public Policy (PLCY) and College of Agriculture & Natural Resources (AGNR)

PLCY/AGNR 301: Introduction to Sustainability

PLCY/AGNR 301 is jointly offered by SPP and AGNR, and is the required course for the existing SPP/AGNR minor in sustainability. We expect many students who currently enroll in PLCY/AGNR 301 as part of the sustainability minor will end up also majoring in the proposed program, and so reduce the need for additional resources. The result will therefore not unduly burden existing faculty and resources. As one of the sponsoring units, SPP will work with AGNR as necessary to ensure sufficient sections/seats are available.

School of Languages, Literature, and Culture (SLLC), College of Arts & Humanities (ARHU)

Various language courses - see SLLC website.

SLLC has agreed that students enrolled in the major will be allowed to enroll in language courses appropriate to their experiential level. The Director of SLLC has indicated that existing course limits and teaching resources are sufficient to meet the resulting demand. The result will not therefore unduly burden existing faculty and resources. Supporting correspondence is found in Appendix G.

Department of History (History), College of Arts & Humanities (ARHU)

Various History courses to meet Global History requirement. Identified courses at this time (others may be identified in the future) are:

Hist 113 - Modern Europe;

Hist 120 - Islamic Civilization;

Hist 123 - Sub-Saharan Africa since 1800;

Hist 240 - Europe in the 20th Century;

Hist 245 - Reformers, Radicals, and Revolutionaries: The Middle East in the Twentieth Century;

Hist 251 - Latin America since Independence;

Hist 266 - The US in World Affairs;

Hist 284/285 - East Asian Civilization I/II.

The Chair of History has indicated that existing course enrollment limits and teaching resources are sufficient to meet the demands of the proposed program of study. The units are also interested in exploring the development of an expressly "Global History" course at the 100-level that would use History faculty to supplement existing course offerings. The result will therefore not unduly burden existing faculty and resources. Supporting correspondence is found in Appendix G.

Impacts on Significantly Overlapping Units

We do not expect there to be meaningful impacts on other units, as this major does not significantly overlap with existing offerings. Even with similarly titled programs such as International Relations (Department of Government and Politics/Colleges of Behavioral and Social Science [BSOS]), Global Health (GEOH/SPH), and Global Cultures (SLLC/ARHU), the offerings are distinct and complementary. As noted, the proposed Global and Foreign Policy program is expressly interdisciplinary in scope, and designed to prepare students for applied work in the global and foreign policy space in identified thematic areas. This design was intentional and reflected outreach to existing programs: in designing the major, we sought to distinguish its focus, curriculum, and pedagogy from current offerings to minimize overlaps. Furthermore, consultations and discussions with leaders in these programs indicate that we should not have any negative impacts on these other programs; there may also be space for future collaborations and partnerships that can bolster all units.

For instance, with regard to GVPT's proposed International Relations major, we anticipate that the programs will service distinct student populations: whereas the Global and Foreign Policy major is designed primarily for students seeking an interdisciplinary and applied experience, the IR major is optimized for students interested in political science-approaches and contemplating law school, graduate work, and more. To avoid duplication and undue overlap, we also discussed the Global and Foreign Policy major with Dr. Patrick Wohlfarth (GVPT Director of Undergraduate Studies), Dr. David Cunningham (GVPT IR Field chair at the time), and BSOS Associate Dean Dr. Katherine Russell. Dr. Wohlfarth and Dr. Cunningham indicated that they did not object to the new major and recognized that the programs served different student needs/populations. More generally, GVPT expressed interest in exploring ways for students in the respective majors to have access to certain upper-level electives in the other program; discussions are underway to operationalize this relationship so that students in the respective majors benefit from the opportunities available across the programs (note: this may also help interested students pursue double majors). Supporting documentation is available upon request. Discussions with Dr. Russell indicated similar openness at the college-level to collaboration and recognition that overlap should be minimal.

Similarly, SLLC's proposed Global Cultures major and the program proposed here are complementary rather than rival. Global Cultures is intended for students to understand the movement of peoples and ideas across borders via language and cultural enrichment; it has a different substantive focus than Global and Foreign Policy. Insofar as SLLC is one of the partners in the Global and Foreign Policy major, the new major has been designed (1) to avoid duplicating what the Global Cultures major offers, even as it (2) shares a limited number of courses with Global Cultures such that students may be able to double-major (when appropriate given their intellectual and professional interests). Discussions with SLLC Director Dr. Mel Scullen and SLLC Associate Director for Undergraduate Academic Affairs Dr. Elisa Gironzetti indicate significant support for the two separate programs and few concerns with substantive overlap. Again, the programs should appeal to distinct populations while servicing different intellectual and professional needs among UMD students.

The same applies to SPH's Global Health major. Conversations with Global Health leaders indicate that the programs are natural complements. To this end, Global Health agreed to allow courses to serve as electives for the Global and Foreign Policy major. We are also in discussions about ways of collaborating on joint educational initiatives in the future.

We have also received permission from many departments to offer their courses as electives in our track areas. The correspondence is located in Appendix C.

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.

None are anticipated at this time. As the anchor unit, SPP's graduate programs are already accredited by Network of Schools of Public Policy, Affairs, and Administration (NASPAA); similarly, it is a member of APSIA. Although no accreditation is needed or expected, the proposed major is in line with APSIA substantive expectations and best practices for international/foreign/global policy programs.

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

There are several cooperative arrangements that may be relevant to this major. These are likely to evolve with time. Likewise, other cooperative arrangements are likely to emerge as the major develops.

As noted, much of the major was informed by employers' demand for students with skill sets suitable for work in the global/foreign policy space, and students' desire for the same. To this end, the proposed major was designed to provide students the cross-disciplinary skill sets - included policy preparation, training in a second language, acculturation and familiarity with historical developments outside the United States, and a basic familiarity with economics - necessary for long-term success. SPP, ARHU, AGNR, and the relevant Departments therein are therefore collaborating in delivering this major and have worked out joint management arrangements to this effect. Once UMD develops appropriate arrangements for multiple departments to deliver a joint major - or for several departments to affiliate in a mutually-delivered major - we intend to formalize the cross-unit cooperation by converting the major to a joint/affiliate model.

The University's Office of International Affairs (OIA) - especially its Global Classroom and Education Abroad - are natural collaborators with this major. SPP, History, SLLC, and AREC seek to be in alignment with and contribute to UMD's vision for leadership in international education experiences. Further, a distinguishing characteristic of this major is commitment to internships and capstone experiences in the U.S. and abroad; we are therefore coordinating with Education Abroad in determining the availability of suitable programs and the logistics required. These arrangements will mature as the major develops.

Several units involved in the major and, especially, SPP, have a long-standing partnership with UMD's Global and Federal Fellows programs. All units are interested in expanding this collaboration as part of the new major by, inter alia, ensuring that Global/Federal fellows are aware of the new major and that Global/Federal fellows electives satisfy requirements for the major. Please see Appendix C for supporting documentation.

Some students in the major may want to pursue a Masters in Public Policy (MPP) degree at UMD, as further credentialing may qualify them for additional employment opportunities. Doing so requires coordination with SPP. We therefore plan to develop a BA-MPP plan whereby students may major in Global and Foreign Policy while entering an accelerated dual-degree program in SPP. This parallels SPP's existing dual degree program (Bachelor of Arts in Public Policy + MPP). Further work will be forthcoming.

Faculty and Organization

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

Academic Direction and Oversight

The Global and Foreign Policy major will be anchored in and by SPP but delivered collectively by SPP, AREC, History, and SLLC. Accordingly, the units have agreed to constitute a Global and Foreign Policy Governing Council (GFPGC) to provide academic direction and oversight for the major. The Council will be composed of designated faculty from each of the participating units, and appropriate staff from the respective colleges' academic affairs teams; as SPP provides the majority of required courses and funding for the major, an SPP faculty representative (with substantive expertise and training appropriate for the major) will act as Chair of the Council.

As a whole, the Council will have responsibility for: monitoring, oversight, and proposing reforms to the major based on student, faculty, and staff feedback; developing future opportunities for growth in the major (including potential new thematic tracks and curated study abroad options); addressing UMD's reporting and evaluation requirements for undergraduate majors; assessing the resourcing and budgeting needs of the program; and facilitating communication between the major and supporting units. In executing these missions, the GFPGC Chair will be responsible for overall leadership in the major, setting GFPGC agendas, initiating curriculum and pedagogy reviews, overseeing assessment and UMD reporting requirements, working with leadership in the partner units to ensure sufficient resources, courses, and classroom space are allocated, and other tasks as needed.

The Council will meet at least once per semester, and will regularly produce a short report summarizing unit contributions to the major, trends in enrollment, collaborative opportunities with other units, and other items relevant to the major's performance and operation.

Faculty Involvement

Please see Appendix H for details on faculty involvement.

Faculty Training

Faculty within the School of Public Policy are trained in a variety of manners. First, all SPP faculty are evaluated on their teaching abilities as part of the hiring and retention process to ensure that they are both qualified and capable to deliver appropriate coursework. Second, SPP has a robust teaching evaluation program. On one level, faculty go through a peer teaching assessment at least once per year, thereby allowing faculty to reflect on their classroom performance and to exchange ideas on ways of bolstering their teaching with peers. At the same time, the SPP Academic Affairs team pays careful attention to student course evaluations and provide faculty targeted feedback based on these evaluations when necessary. Third, SPP has inaugurated a robust (though voluntary) teaching and training program, whereby interested faculty work as a group to engage in round-robin peer teaching reviews, write-ups, and discussions to strengthen classroom performance; this has been particularly targeted at assistant professors (TTK and PTK), but is open to all faculty. Fourth, as part of SPP's Diversity, Equality, Inclusion, and Belonging (DEIB) plan, SPP has launched a series of workshops on ways of better promoting DEIB within the classroom; faculty are encouraged to participate in these seminars and gain appropriate certification for their efforts. Finally, SPP's annual review process incentivizes faculty-led classroom innovation by creating space for faculty to document and receive acknowledgment for innovative pedagogy and professional training and development.

Other partners in the major (AREC, SLLC, and History) are similarly committed to training and development. AREC and History faculty, for instance, review and adapt courses in response to course evaluations, and require instructors to demonstrate their classroom excellence as part of the hiring process; this includes but is not limited to evidence acquired from professional references, previous teaching evaluations or concurrent professional

development sessions. SLLC, meanwhile, has a program whereby professional-track faculty (PTK) and teaching assistants involved in lower-level courses go through a language pedagogy course under the supervision of the language program directors for the relevant language sequence; likewise, all SLLC faculty go through professional development sessions to reflect on ways to improve their classroom performance. All units are eager to develop additional teaching competencies in the years ahead.

Indicate who will provide the administrative coordination for the program

The Global and Foreign Policy major will be administratively coordinated by the School of Public Policy. As discussed above, an SPP faculty member will function as Chair of the Global and Foreign Policy Governing Council and have overall responsibility for managing, overseeing, and - where appropriate - growing the major. Other members of the GFPGC will advise and support the Chair and, through the Chair, the School of Public Policy as necessary for the successful completion of these tasks.

For further details on staffing and administrative support, please see the administration and advising section of this proposal.

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.

A library assessment is enclosed as Appendix K. Overall, the library concludes "that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Bachelor of Arts in Global and Foreign Policy."

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

We anticipate that this program will attract new-to-campus students, including many from outside of the state. Given existing plans to limit overall UMD enrollment, the resulting inflow should not pose a challenge to existing campus infrastructure. Similarly, since the program consists of adding a limited number of new courses, we do not foresee any difficulties in terms of physical facilities or instructional equipment. Overall, UMD's existing facilities, infrastructure, and equipment should more than suffice for the major.

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.

Instructional resources required for the Global and Foreign Policy major are detailed below. Consistent with state policy, more than 50 percent of the total semester credit hours across the proposed program will be taught by full-time UMD faculty. Many courses and instructional demands can and will be met by existing faculty, staff, and teaching assistants. Still, to deliver a compelling program of study, some additional instructional resources - particularly within SPP - will be required. Funding sources are discussed at bottom.

1. Within SPP, new courses required for the major include:

- GFPL 100 - War, Peace and Crisis: Foundations of Global and Foreign Policy
- GFPL 102 - Global Order and Policy Structures: Power, Access, and Influence
- GFPL 203 - Ethics of Global Action
- GFPL 302 - Identities in Global and Foreign Policy across Time and Place

Existing courses required for the new major but for which additional resources will be required include:

- PLCY 200: Research Methods for Policy Analysis (previously PLCY 306)
- PLCY 304: Evaluating Evidence - Finding Truth in Numbers
- PLCY 3XX: Foundations of Security, Conflict, and Diplomacy (previously PLCY 288Q)
- PLCY 3XX: Foundations of Human Security and Migration (previously PLCY 288W)
- PLCY/AGNR 301: Sustainability
- PLCY/GFPL 400: Capstone
- PLCY/GFPL: 309: Internship

In consultation with the SPP Academic Affairs team (Drs. Nina Harris and Jennifer Littlefield), we project that existing SPP TTK and PTK faculty can deliver more than half the courses that SPP must deliver for the new major at maturation without affecting current SPP programs.

To meet the remaining resource demands, SPP anticipates requiring 12 adjunct-taught courses per year once the program reaches its projected steady-state of 250 overall majors, 2 additional PhD students, and 12 new teaching assistants (9.5 months) to offer high-quality instructional support. These resources will be distributed across the core, experiential, and thematic (especially electives) components of the major. Note that even with these additions, full-time SPP faculty will deliver at least 50 percent of the required credit hours.

Please note that the decision to address much of the projected instructional demand via adjuncts was intentional and appropriate for the scope of the major. Again, the major is intended to prepare students for careers in the policy and policy-adjacent space. We therefore intend to leverage UMD's proximity to Washington, DC to recruit adjuncts with the requisite education and - crucially - career experience to ensure students receive professional mentorship, development, and guidance. Combined with the scholarly and academic leadership offered by existing SPP faculty, the result will provide students a program of study that bridges scholarly and policy divides so as to maximize student success.

2. Within AREC, additional sections of the existing AREC 345: Global Poverty and Development are needed to meet requirements for the major.

The Chair of AREC has indicated that existing AREC resources are sufficient to meet this demand given current projections. Should demand for the major significantly outstrip predictions, AREC may need additional funding for adjuncts and/or PTK.

3. Within SLLC, additional sections of the existing SLLC/GLBY 200: Global Movement are needed to meet requirements for the major.

SLLC's Director has indicated that existing SLLC resources are sufficient to meet this demand. Should interest in the major significantly outstrip predictions, SLLC may need additional funding for appropriate sections.

In addition to SLLC/GLBY 200, additional space within existing SLLC language courses may be needed. As students will be placed into language courses contingent on their interests and existing skill-set, demands are likely to vary over time.

As undergraduates in the major will be distributed across multiple classes, the per course impact will be moderate. As such, SLLC's Director has indicated that existing SLLC resources are sufficient to meet projected demand. Should demand for the major significantly outstrip predictions, SLLC may need additional funding for appropriate instructors.

4. Within History, additional space within the following existing courses may be required:

Hist 113 - Modern Europe;
 Hist 120 - Islamic Civilization;
 Hist 123 - Sub-Saharan Africa since 1800;
 Hist 240 - Europe in the 20th Century;
 Hist 245 - Reformers, Radicals, and Revolutionaries: The Middle East in the Twentieth Century;
 Hist 251 - Latin America since Independence;
 Hist 266 - The US in World Affairs;
 Hist 284/285 - East Asian Civilization I/II

As undergraduates in the major will be distributed across these courses, the per course impact should be limited. Accordingly, the Chair of History has indicated that no new teaching resources are required at this time.

Collectively, and even with the potential addition of adjuncts within SPP, at least 50 percent of the total semester credit hours within the proposed major will be delivered by full-time faculty across the associated units.

Funding

Funding for the proposed instructional needs will come from two sources. First, since most new instructional resources are needed within the School of Public Policy, the SPP Dean has agreed to allocate the requisite funds to cover the proposed adjuncts, teaching assistants, and PhD students (as well as staff - see below). Second, partners have agreed to work with the Global and Foreign Policy Governing Council to assess and ensure that resources are sufficient to meet student demand once the major reaches steady state; this includes reallocation of existing resources. Note, too, that monitoring and reporting the resourcing needs for the major is a major function of the GFPGC and - as elaborated in the following section - the respective administrative units have agreed to collaborate in ensuring the requisite resources are available to the major.

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

The Global and Foreign Policy major, alongside other programs such as the new Global Health and Social Data Science majors, will become a model through which students can engage across traditional disciplinary boundaries while preparing to tackle the grand challenges of the coming decades. In the process, students will also better position themselves for an ever-changing policy and economic environment while helping the state itself become an economically vibrant, culturally diverse, and intellectually dynamic hub.

The major's success in these endeavors will depend on its ability to craft an administrative and advising infrastructure that provides resources, embraces transparency, facilitates collaborative opportunities, ensures clear governance and oversight procedures, and cultivates professional and educational incentives. Likewise, the units involved in the major must ensure that faculty engagement with and support for the major is sustained, so as to enable high-quality teaching, transformative professional opportunities, and impactful student-faculty research within the program.

To these ends, the Global and Foreign Policy will utilize an interdisciplinary shared governance model. While the program will be administratively anchored within the School of Public Policy, key oversight decisions will be made collaboratively by the units involved working through the Global and Foreign Policy Governing Council (GFPGC). As discussed earlier, the GFPGC will be composed of faculty and staff representatives from each of the participating units and Chaired by an SPP faculty member (it is expected that the Chair will have a PhD or equivalent and substantive background in some aspect of global, foreign, or international policy). GFPGC will be responsible for, inter alia, monitoring, oversight, and proposing reforms to the major based on student, faculty, and staff feedback; developing future opportunities for growth; addressing UMD's reporting and evaluation requirements for undergraduate majors; assessing the resourcing and budgeting needs of the program, and facilitating communication between the major and supporting units [1]. In support of these missions, the Chair will provide overall leadership in the major, including by setting GFPGC agendas, initiating curriculum and pedagogy reviews, overseeing assessment and UMD reporting requirements, working with leadership in the partner units to ensure sufficient resources, courses, and classroom space are allocated, develop additional collaborative opportunities pursuant to the major, and other tasks as needed. The Deans of SPP, AGNR, and ARHU, Chairs of History and AREC, and Director of SLLC have agreed to delegate faculty - as a service assignment - and staff to the GFPGC.

The School of Public Policy Academic and Student Affairs office will hire a program coordinator and advisor/recruiter to support the growth in undergraduate programs. The coordinator will support scheduling logistics as well as administrative tasks such as scholarship processing, running reports, assessment support, budget processing, programming, etc. The Dean of SPP has agreed to fund this position.

Finally, advising for the major will be anchored within SPP and report to the relevant Director of Undergraduate Studies, with substantive consultation with the GFPGC. There will also be suitable cross-training for advisors in partner units in the major to ensure students are directed to the key SPP points of contact; the same goes for SPP advisors vis-a-vis other units (e.g., with SLLC for the language requirement). The School of Public Policy employs a regular and holistic advising model to support student success while at the University of Maryland. Each student must meet with an advisor every semester. This model allows strong relationships between students and advisors and translates into higher retention, well-being and graduation

rates. With approximately 250 Global and Foreign Policy majors anticipated and SPP's existing 2 FTE advisors stretched thin, SPP has agreed to fund a third FTE advisor. In the inaugural phase of the major, the advisor will both advise students and support recruitment and orientation of the new major. As the major grows, additional staff support will likely be needed. Insofar as SPP currently has approximately 365 students enrolled in its existing undergraduate major, the addition of 250 students via the new major would, with the addition of a third advisor would bring the advisor-to-student ratio below the 250 students per academic advisor recommended by the National Academic Advising Association (NACADA).

Budget Administration

The Global and Foreign Policy major is intentionally trans-disciplinary and collaborative. As such, the Global and Foreign Policy Governing Council will work with all partners in the major to ensure that adequate courses and course seats are available for the major, that faculty resources are commensurate with demand, that research opportunities are available, and that excellent academic and experiential efforts are orchestrated and sustained. Annual operating budgets for each unit will reflect these considerations and the input of the GFPGC. The new major should eventually be hard funded and placed within the core missions of the participating units/colleges.

For the initial 5 year period around the major's launch, and based on discussions with the SPP dean, the new instructional needs for the major within SPP will be funded by the School of Public Policy; additional instructional resources will come from the partner units, commensurate with their participation in the major and as described elsewhere in the proposal. Thereafter, the resource needs of the major should be met via a collaboratively-generated budget renewable on a regular basis.

To guide budget considerations and deliberations, the GFPGC will be responsible for preparing a regular report to the units/schools involved in the major. This report will summarize unit contributions to the major, trends in enrollment and course/space demands, opportunities for future collaboration, and other items relevant to the major's performance and growth. This report will be circulated both to partners and to university leaders.

[1] Pending creation of an appropriate joint or affiliate major model within UMD, the GFPGC will also work to convert the major to the new model so that unit contributions to the program are credited and acknowledged.

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

Please see Appendix I for a financial table. Note that the existing budget table does not reflect reallocated funds; it may therefore need to be adjusted.

The proposed budget was developed in consultation with SPP Dean Robert Orr and his staff, and has been reviewed accordingly. As captured elsewhere in this proposal, the new major leverages existing SPP (and UMD) offerings in the global and foreign policy space, drawing connections between current strengths to make the whole more than the sum of the parts. As such, it makes maximal use of existing faculty, staff, and graduate student resources. The projected expenditures instead reflect funds that will be needed to deliver the new major beyond those currently allocated to faculty, staff, and graduate students by the School of Public Policy. These funds will be used to complement existing teaching and resource investments and opportunities, and to fund the additional staff needed for the major.

Note, too, that this budget is based on a projected 250 students in the major at maturation. The assumption of 250 students in the major at maturation instead reflects a combination of existing UMD students who may join the major, and potential new students arriving at UMD for the major.

The 250 projection was developed based on two factors. First, 75 percent of the 110 contacted/surveyed students in Spring 2024 indicated that they would strongly consider enrolling in the major; using that response rate as a rough prediction of class-year enrollment would produce approximately 75-85 students in a cohort, or approximately 250 students over a 4 year sequence. Second, we note that global studies majors at schools such as Loyola of Maryland and UMBC – though offering distinct programs of study from that proposed here – enroll approximately 50 students from a smaller undergraduate population; accounting for the differences in population and focus led to a 250 student projection.

In this prediction, it is also important to underscore that we anticipate this major will attract out of state – and thus new to the institution - students. To be clear, this is not the only interdisciplinary major focused on developments outside the United States available in Maryland or the greater DMV area. However, it is unique in (1) frontloading the linkage between global and foreign policy by emphasizing that problems at one level require action at the other; (2) underlining the ethical and moral challenges of policy-making in global and foreign policy; (3) providing thematic- and domain-specific knowledge of policy practices, frameworks, opportunities, and constraints, and (4) placing significant emphasis on career development and policy experiences and applications via a capstone/internship experience. By combining this novel course of study with UMD's unique location near the DMV, we are thus poised to offer a compelling program of study that should attract students outside of Maryland eager to prepare for a policy career tackling global and foreign policy challenges. Not only is this likely to increase the appeal and reach of the University, but it should thus also pull students to UMD who might otherwise attend such competing area institutions as Georgetown, George Washington University, and American University.

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

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

There are several compelling statewide, regional, and national needs that the program addresses. At the most general level, a Global and Foreign Policy major prepares students to take on practitioner, service, and leadership positions on a range of global and foreign policy topics (e.g., climate change, great power politics, terrorism, human development, proliferation). As a major player on global and international issues, the United States is intrinsically linked to these matters, requiring that the nation have experts able to navigate these challenges within the foreign policy apparatus and

when operating in global fora. Yet, even as the challenges mount, the nation's ability to meet these challenges is under pressure. After all, not only do the challenges themselves require different skill sets than those of prior moments, but a wave of retirements – discussed below – in the global and foreign policy space is reducing the pool of experts available to meet the moment. The proposed major, with its broad and inclusive training program, thus helps meet the demands of a vibrant and skilled workforce located in Maryland yet serving the nation.

In doing so – second – the program will advance educational and professional opportunities for historically disadvantaged groups. Substantively, the major itself should appeal to members of both historically underrepresented groups and protected classes (e.g., veterans) due to its emphasis on pluralism, the importance of connecting scholarship with practice, and emphasis on professional preparation. It should therefore at once attract members of such groups to UMD and empower them to pursue a range of follow-on educational and professional paths. In this, it builds on partner units' strong record of promoting educational opportunities for minority and historically underrepresented groups (see above). It further capitalizes on the fact that there have been major pushes in recent years within the global and foreign policy space to prioritize career opportunities for historically underrepresented and disadvantaged groups. For instance, many U.S. government agencies have invested heavily in creating new career pathways for members of minority and historically under-represented groups (e.g., the State Department's Rangel Fellowship program) and veterans (e.g., veterans preference hires) [1]. The same applies to protected classes such as veterans (e.g., veteran hiring preferences). The Global and Foreign Policy major will thus create a pipeline that at once creates new educational opportunities for a range of students from a variety of backgrounds, and positions such students for vibrant careers in the global and foreign policy space. As a result, the major responds to the most recent Maryland State Plan for Higher Education's call to foster equity by empowering all students to reach their full educational and professional potential.

Third, the proposed major is aligned with Maryland's long-term economic and workforce needs. As Governor Moore's 2024 State Plan emphasized, Maryland must be committed to "making the state better positioned to compete in the global economy." Among other steps, this requires attracting "foreign investment to promote domestic and international trade;" developing "key sectors" such as "IT/cyber, research and development, clean energy, [and] military and federal civilian agencies," and producing "a strong workforce" that can help businesses "stay competitive in the global market" [2]. The major directly services these needs by producing future employees trained in navigating the global and foreign policy space, equipped with the requisite skills to thrive in this environment, and capable of meeting the demands of current and potential Maryland-based employers. The fact that Maryland is home to such key players on global and foreign policy issues as NASA, the National Security Agency, an array of defense contractors, the Food and Drug Administration, and will soon host other employers such as the FBI, makes the major especially important for Maryland's future as a hub of global and foreign policy activity.

Finally, the Global and Foreign Policy major advances and generates knowledge. Ultimately, the major delivers a program of study whose intellectual whole is more than the sum of the parts. It does this by combining insights and skill sets from multiple fields of study and highlighting complementarities across traditional disciplinary boundaries. It thus utilizes existing state educational resources in new and creative ways that will at once prepare students for careers in fields that are increasingly central to Maryland's long-term economic and societal success, and positioning Maryland itself at the forefront of global and foreign policy research.

In doing so, the major is directly responsive to the most recent Maryland State Plan for Higher Education (MSPHE). Several aforementioned aspects of the need for the major – viz., its ability to advance knowledge, its commitment to educational and professional opportunities for minority and underrepresented groups, the need for career preparation (especially in Maryland's key industries), and the State's economic priorities – are directly aligned with in the Maryland State Plan (see MSPHE, especially Priority 5). Still, there are several other elements worth flagging.

The major responds to the goals of promoting and "foster[ing] innovation" in higher education to improve student success (MSPHE Goals 2-3). It does this by delivering a program that is at once attuned to the demands of a globalized marketplace, equips students with the knowledge and skill-sets for professional success and lifelong learning (MSPHE, Priority 7), and deploys current state investments in higher education in innovative ways. It thereby also embraces the State's emphasis (MSPHE, Priority 8) on enacting a "culture of risk taking" in higher education by (among other tasks) embracing innovative fields of study, increasing real-world experiences for students, breaking down barriers between traditional fields of study, and using existing instructional and educational resources in novel manners [3]. The latter is worth noting for another reason: by combining resources across existing disciplines into a new program of study of significant interest to students, the major addresses the Plan's call to create programs "with significant depth of specialization," "greater overall enrollment," and which make "more robust use of faculty and resources" (MSPHE, Priority 5)

Meanwhile, the major marries these efforts with investments in student advising and guidance to ensure that students thrive in and complete the program. This responds to the Plan's calls (MSPHE, Priorities 4 and 6) to analyze systems affecting how student populations access higher education, promoting practices that facilitate student success, and improving systems that "prevent timely completion" of a degree. Further, because the major itself emphasizes experiential learning in the form of internships and capstone projects, it embraces the idea that secondary schooling should include "real world experiences" that position students for success "when entering the workforce" (MSPHE, Priority 5). In short, the major at once responds to and embraces the goals and priorities outlined in MSPHE for an innovative, outcome-oriented, and professionally-aligned program of study that meets the needs of the State, its citizens, and its students.

[1] See, for instance, <https://www.gao.gov/products/gao-22-106150>; <https://www.gao.gov/assets/gao-23-105284.pdf#page=2.76>; <https://www.hci.mil/dodcareers/internship.html>; <https://afciviliancareers.com/students-and-graduates/>; <https://www.dodciviliancareers.com/civiliancareers/internships>;

[2] <https://governor.maryland.gov/priorities/Documents/2024%20State%20Plan.pdf>

[3] [https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105\(b\)\(3\)\(i\)_2022.pdf](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf)

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

As noted earlier, the Global and Foreign Policy major prepares students for positions with the government, in the private sector (e.g., internationally-oriented businesses), with non-governmental organizations and think tanks, and beyond. There is no one canonical job (or even set of jobs) associated with this focus; illustrative positions include foreign service officers, intelligence analysts, translators, trade advisors, development assistance coordinators, and operations analysts but, as a whole, students are trained to identify, analyze, and present solutions to policy challenges in and across these domains. Projecting market demand and job openings for the program therefore requires leveraging multiple sources of information.

Utilizing these sources, demand for global and foreign policy majors is robust. One indicator comes from the Association of Professional Schools of International Affairs (APSIA). Although focused on graduate-level training, the Association lists over 100 distinct professions that students with training in global affairs, international relations, international studies, and related fields can enter; insofar as APSIA programs are oriented towards professional development, the range of opportunities identified for APSIA graduates should broadly parallel those available to graduates of the new major [1].

Another indicator comes from public sector positions. Among all 50 states, Maryland hosts the second largest concentration of Federal civilian employees, with 142,876 Federal civilians employed in the state. Not all of these positions are involved in global or foreign matters [2]. Still, insofar as Maryland (1) already hosts such global and foreign policy-oriented employers as the National Security Agency and Food and Drug Administration, and (2) is poised to expand its presence in this area as other agencies such as the FBI relocate to the state even as the state itself focuses on attracting government entities, its foreign and global profile is significant [3]. Against this backdrop, opportunities in the public sector are expected to grow. The Maryland Department of Labor predicts over 9000 Federal job openings across Maryland through 2032 [4]. Similarly, the Federal government - whose workforce skews towards older workers - expects a wave of retirements and separations over the coming decade (<https://usafacts.org/articles/how-old-is-the-federal-workforce/>); meanwhile, the overall size of the Federal civilian workforce grew by over 140,000 positions from 2019-2023, even as over 71 percent of civilian workers were clustered in defense and national-security related agencies aligned with the focus of the major (<https://ourpublicservice.org/fed-figures/a-profile-of-the-2023-federal-workforce/>). Consistent with these trends, potential employers such as the CIA and U.S. Department of State have significantly grown their ranks in recent years - the State Department, for instance, increased the number of Foreign and Civil Service Officers from approximately 24,500 in 2017 to nearly 28,000 in 2024 [5]. Meanwhile, and as noted above, there is particular demand to ensure women, members of minority groups, and other underrepresented populations enter the Federal workforce on global and foreign policy issues, given that greater pluralism and efforts to leverage the strengths of the entire U.S. population will be needed to tackle contemporary challenges [6].

Private sector, think tank, and NGO opportunities are also significant. Using "global" as the search term, Indeed.com lists over 4,000 entry-level positions for holders of a Bachelors degree within 100 miles of the DMV alone; searching for "foreign" with the same parameters generates over 700 positions. Expanding the search beyond the DMV generates tens of thousands of such positions. Likewise, and as a recent APSIA task force put it, "Research from the World Economic Forum and from McKinsey states that the future of jobs will require creative and analytical thinking, curiosity, resilience, flexibility, agility, self-awareness, systems thinking, a holistic view of complex problems, empathy, active listening, and leadership" [7] Other assessments of private employers report that successful employees need to be familiar with a second language, aware of cultural and historical differences between and among populations, able to connect context-specific knowledge to macro trends, and savvy analysts of and adapters to unexpected developments [8]. Again, the new major prepares students to meet these demands through a cross-disciplinary curriculum that emphasizes critical thinking skills, substantive depth, intellectual breadth, and language/cultural familiarization.

Meanwhile, and as discussed above, the State of Maryland has made it a priority to attract globally-oriented businesses to the area while developing a workforce able to navigate the resulting foreign policy challenges. These efforts have translated into efforts to bolster Maryland's economic competitiveness in areas such as cybersecurity and what the Maryland Economic Council terms "thought-leading industries" [9] Insofar as the resulting growth in globally-oriented business will create a demand for workers able to navigate the intellectual, regulatory, and policy challenges of a competitive market, these State initiatives will inherently bolster job opportunities for students in the Global and Foreign Policy major.

A final piece of evidence comes from a novel employer survey fielded to specifically assess hiring trends and market demand in support of this major. Launched in fall 2024, we asked a range of employers across government, the private sector, the NGO/IGO world, and academia about current and projected future market demand for undergraduates majoring in global and foreign policy, investigated the skill sets that would bolster interest in such students, and assessed employer willingness to interview students majoring in global and foreign policy. In addition to employers contacted, we also employed a snowball method and asked the initial list of respondents to distribute the survey to their contacts. We eventually received 37 responses to the survey. The results - produced in Appendix J - reveal (1) significant and growing demand for students with a background in global and foreign policy, (2) pronounced openness to interviewing such students, and (3) enthusiasm for the sorts of training that will be delivered in the major (e.g., language training, familiarity with policy processes). Ultimately, the results confirm that there are real and increasing opportunities for students to join the workforce in the global and foreign policy arena.

To address these opportunities, we are proposing the first undergraduate program in the state and greater DMV to explicitly service the global and foreign policy arena. We do so at a time when MHEC data suggests a limited supply of graduates from related though distinct programs: as Table 1 shows, approximately 120 students were enrolled in a "global studies" or similar from an MHEC institution in 2023. In light of the real and growing opportunities in the global and foreign policy space, demand for graduates is thus likely to exceed even the current supply of related-but-distinct global programs.

TABLE 1: Enrollment in Similar BA Programs (MHEC Data)[10]
SCHOOL DEGREE 2019 2020 2021 2022 2023

Coppin State Global Studies 3 1 1 2 3
 UMBC Global Studies 110 92 71 57 46
 Morgan State Interdisciplinary Global 0 0 0 3 9
 Perspectives*
 Hood College Global Studies 11 12 11 11 6
 Loyola U of MD Global Studies 80 67 79 69 56
 TOTAL ACROSS ALL PROGRAMS 204 172 162 142 121
 * Program first established in 2021

To fill the resulting niche, our proposed program looks to graduate 70-75 students per year (approximately 250 students enrolled across years) once it reaches a mature steady-state. The expectation is that this output will help address current and projected employer demands, within realistic resource constraints.

[1] See <https://cdn.uconnectlabs.com/wp-content/uploads/sites/5/2021/01/2020-APSA-Career-Guide-Final.pdf>

[2] <https://crsreports.congress.gov/product/pdf/R/R47716>, table 1.

[3] The FBI relocation alone is expected to generate 7500 new jobs in the state; <https://governor.maryland.gov/priorities/Documents/2024%20State%20Plan.pdf>, p. 15.

[4] Calculated from statistics reported in <https://www.dllr.state.md.us/lmi/iandoproj/wiasindustry.shtml>.

[5] Calculated from statistics reported in <https://afsa.org/foreign-service-statistics>

[6] See, e.g., <https://www.govexec.com/workforce/2024/08/minority-talent-pipeline-growing-ic-representation-falling/399102/>; <https://www.afge.org/article/new-gao-report-shows-dod-needs-to-hire-more-women-minorities/>; <https://crsreports.congress.gov/product/pdf/IF/IF11591/2>; <https://www.usaidisp.com/>.

[7] APSIA, Curriculum Task Force Report 2023, p. 17

[8] See, e.g., <https://hbr.org/2015/10/global-teams-that-work>; <https://www.mckinsey.com/~media/mckinsey/featured%20insights/future%20of%20organizations/the%20future%20of%20work%20in%20america%20people%20and%20places%20today%20and%20tomorrow/the-future-of-work-in-america-full-report.pdf>; <https://research.newamericaneconomy.org/report/not-lost-in-translation-the-growing-importance-of-foreign-language-skills-in-the-u-s-job-market/#:~:text=Date:%20March%201%2C%202017,less%20than%20a%20bachelor's%20degree.> <https://www.pwc.com/gx/en/issues/workforce/hopes-and-fears.html>.

[9] [https://dlslibrary.state.md.us/publications/Exec/DCEXORD01.01.2023.09_2024\(1\).pdf](https://dlslibrary.state.md.us/publications/Exec/DCEXORD01.01.2023.09_2024(1).pdf)

[10] <https://mhec.maryland.gov/publications/Documents/Dashboards/TRENDS%20IN%20ENROLLMENT%20BY%20PROGRAM%20-%20Fall%202023%20-%20Post%20-%20Final.pdf>

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

We are unaware of any other Global and Foreign Policy undergraduate major in the state. Although other globally-oriented programs exist at certain institutions, there are pronounced differences between the scope and content of these programs and that proposed here. In general, these other programs are aligned with traditional international and global affairs approaches that emphasize the importance of, e.g., recognizing global perspectives, appreciating other cultures and the relationships between them, analyzing globalization and global citizenship dynamics, reflecting on globalizing processes, and embracing the idea of being a global citizen (see Appendix L a summary of stated objectives). This is distinct from our program's emphasis on global and foreign policy challenges, processes, applications, ethical dilemmas, and solutions, and the often-challenging demands of working in a still-fragmented global system composed of different actors. We thus do not anticipate a meaningful duplication of effort across programs.

It is also important to note that, so far as some duplication may exist (for instance, in ensuring students gain familiarity with a second language), market demand should be more than sufficient to accommodate all enrollees. As noted above, current programs currently enroll a relatively small number of students; at the same time, employer interest in students with a global background - broadly defined - is significant, while state efforts to cultivate more globally-oriented industries is projected to increase demand further. There is thus an opportunity to meet this employer demand by creating the substantively-distinct major described here without creating an unreasonable programmatic duplication or use of state resources.

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?

As noted elsewhere in the proposal, this major is explicitly designed to complement rather than replicate or compete with existing programs. This approach extends to HBIs. We do not anticipate negative impacts on HBIs given the distinctions between our proposed major and existing programs at HBIs. If anything, there are several possibilities for positive collaborations (described below).

All four HBIs in Maryland offer some kind of international/global experience through international education/study abroad, integration of global perspectives into academic programs, or interdisciplinary majors and minors of various sorts. It was exciting to learn more about these in the process of developing this proposal, from the Center of Excellence for Global Food Security and Defense at UMES, Bowie State's faculty-led research trips to places like Kenya as well as its International Studies minor, and Coppin State's Global Studies major/minor to the innovative programs like iPal offered by Morgan State's Division of International Affairs as well as Morgan's major in Interdisciplinary Global Perspectives and Practices.

In this context, the Global and Foreign policy major proposed here is distinct from these offerings in various respects, including its 1) interdisciplinary breadth; 2) academic focus on global policy and policy process in particular; 3) combination of general coursework in global policy with tracks that allow students to gain deeper substantive knowledge in an issue area; and 4) focus on preparing students for policy careers across globally-focused sectors. The most substantively related academic programs look to be Morgan State's major in Interdisciplinary Global Perspectives and Practices, Bowie State's International Studies minor, and Coppin State's Global Studies major/minor. Morgan's Interdisciplinary Global Perspectives and Practices program is distinct from the major we are proposing since it is not explicitly focused on policy and has a more flexible academic program where students are encouraged to take a number of credits from across programs at the University. Bowie's international studies minor is also distinct from the Global and Foreign Policy major in that the course offerings focus on international relations and international political economy as well as Africa's role in the world. As it is a minor rather than a major, its program of study is necessarily more substantively focused than the one we are proposing. Coppin State's Global Studies major/minor shares our interest in interdisciplinary breadth but is distinct given its more expansive course requirements in history and emphasis on trends in global affairs rather than our emphasis on building depth in policymaking and – from there – particular topical areas.

In summary, the Global and Foreign Policy major does not replicate this array of existing programs at HBIs. Indeed, we are keen to explore the possibility of partnerships such as cross-listing courses or collaborating on study abroad or research abroad experiences that would benefit all students and strengthen the respective programs. Joint research symposia, sharing best teaching practices, or speaker series would also be valuable and of interest.

Supporting Documents

Attachments

Appendix A_ Core, Skill, Track Anchor, and Experiential Course Descriptions.docx
 Appendix M GFPL Four Year Plan .xlsx
 Appendix K - Library Assessment.docx
 Appendix J - Employer Survey Results.pdf
 Appendix I - Budget Draft 011325.xlsx
 Appendix H - Faculty Involvement in Major.docx
 Appendix G SLLC endorsement.docx
 Appendix G History Endorsement.pdf
 Appendix G AREC Endorsement.pdf
 Appendix F_ Employer Survey.pdf
 Appendix E2_ Student survey results.pdf
 Appendix E1_ Student Focus Group Write Up_20240415.docx
 Appendix D_ Learning Outcomes Assessment Plan.docx
 Appendix D ADDENDUM_ GFPL Curriculum Map for Assessment.xlsx
 Appendix C AREC electives.pdf
 Appendix C HIST electives.pdf
 Appendix C Israel Studies.pdf
 Appendix C NAVY elective.pdf
 Appendix C ANTH Electives.pdf
 Appendix C BSST electives.pdf
 Appendix C SOCY electives.pdf
 Appendix C JOUR Electives.pdf
 Appendix C GEOG electives.pdf
 Appendix C HIST electives updated .pdf
 Appendix C ENST.pdf
 Appendix C ENST Electives.pdf
 Appendix C Global & Fed Fellows.pdf
 Appendix C SLLC Electives.pdf
 Appendix C PHIL electives.pdf
 Appendix C STAT100 permission.pdf
 Appendix C ECON Electives(1).pdf
 Appendix C ECON electives.pdf
 Appendix B_ Electives by Track.xlsx
 Appendix L - Focus of other MHEC programs.docx
 Appendix C GVPT_REvised.pdf

Key: 998

Appendix A: Core, Skill, Track Anchor, and Experiential Course Descriptions

Courses with a * are new and will be submitted to VPAC for approval.

Core Courses (18 credits; students)

*GFPL 100: War, Peace and Crisis: Foundations of Global and Foreign Policy (3 credits) (required)

Why are wars, crises, and human catastrophes a regular feature of the global landscape? What can we as individuals, communities, states and societies do to make a difference? This course introduces students to core theories, concepts, and debates within global and foreign policy, and the approaches used to analyze these issues. Equal emphasis is placed on both the causes of policy issues and the policymaking challenges of operating within a fragmented international system. The course will include an introduction to themes such as security, conflict and diplomacy; human security and migration; as well as development and sustainability.

*GFPL 200: Global Order and Policy Structures: Power, Access, and Influence (3 credits) (required)

Provides an overview of the key historical and contemporary forces and structures (e.g., the United Nations, decolonization, (de)globalization) defining the context within which global issues play out and foreign policy is conducted. Specific emphasis is placed on the legacy effects of prior policy choices, questions of which actor(s) have more or less influence in global and foreign policy decisions and why, and the importance of considering intended and unintended consequences of a given decision or initiative.

Students must enroll in either GFPL 302 or SLLC/GLBY 200

*GFPL 302: Identities in Global and Foreign Policy across Time and Place (3 credits)

GFPL302 will allow students to interrogate how identities - including national, caste, ethnic, gender, racial, religious, socio-economic, political, and beyond - and their intersections shape global and foreign policy challenges and solutions. The course emphasizes the centrality of identity to making, implementing, evaluating, and adapting policy across time and place. Examples are drawn from an array of national, trans-national, and global policy issues, including policies designed to tackle global health challenges, climate change, national security concerns, and more.

*SLLC/GLBY 200: Global Movements (3 credits)

Introduces students to a variety of frameworks for understanding our interconnected world by focusing on one or more issues of global relevance today, including but not limited to conflict, revolution, and war; democracy, citizenship, and human rights; migration; and climate change. Focusing on the interpretive methods of the humanities, including critical analysis, close readings, and engagement with theoretical approaches, we will discuss the historical, social, and cultural contexts of major global movements in comparative perspective. In addition to examining literary, cultural, and media texts, the class will ask students to make connections between global and local contexts through a group service-learning project.

*GFPL 203: Ethics of Global Action (3 credits) (required)

Frontloads debates over the manners in which ethics, morality, and norms do or do not inform policy issues on the global stage, the complicated ethical and moral tradeoffs involved in making foreign policy, and the often fraught balance between addressing the world as it is versus the world as one may wish it to be. Explores these issues through topics such as the ethics of humanitarian military intervention, genocide prevention, poverty alleviation and development, and more.

Students must enroll in one of HIST 113, 120, 123, 240, 245, 251, 266, 284, or 285.

History 113: Modern Europe (3 credits)

Evolution of modern nation states since late medieval times. Industrial-economic structure and demography. Emergence of modern secular society.

History 120: Islamic Civilization (3 credits)

Introduction to society and culture in the Middle East since the advent of Islam: as a personal and communal faith; as artistic and literary highlights of intellectual and cultural life; and as the interplay between politics and religion under the major Islamic

History 123: Sub-Saharan Africa since 1800 (3 credits)

History of Africa from earliest times to 1800. Topics of study include origins of African societies, Nile Valley civilization, medieval African states and societies, Islam, oral traditions, African slavery and the slave trade, and early African-European interactions.

History 240: Europe in the Twentieth Century (3 credits)

Political, cultural, and economic developments in 20th-century Europe.

History 245: Reformers, Radicals, and Revolutionaries: The Middle East in the Twentieth Century (3 Credits)

The 20th century was a period of dramatic changes in the Middle East. Within the global context of the two World Wars and the Cold War, countries in the region struggled with the effects of colonialism and painful processes of decolonization. The course offers a thematic-comparative approach to issues such as social and political reform, nationalism, the colonial experience, independence struggles, models of governance, political violence, and Islamism. Course lectures and the analysis and discussion of primary sources will lead students to understand that the peoples of the Middle East found answers to the challenges posed by Western dominance based on their specific historical, cultural and socio-economic circumstances.

History 251: Latin America Since Independence (3 Credits)

Introductory survey of the history of Latin America from the era of independence (c. 1810-1825) through the early 1980s. Major themes include independence and sovereignty, postcolonialism and neocolonialism, nation- and state-building, liberalism, citizenship, economic development and modernization, social organization and stratification, race and ethnicity, gender relations, identity politics, reform and revolution, authoritarianism and democratization, and inter-American relations.

History 266: The United States in World Affairs (3 Credits)

A study of the United States as an emerging world power and the American response to changing status in world affairs. Emphasis on the relationship between internal and external development of the nation.

History 284: East Asian Civilization I (3 Credits)

An interdisciplinary survey of the development of East Asian cultures. An historical approach drawing on all facets of East Asian traditional life, to gain an appreciation of the different and complex cultures of the area.

History 285: East Asian Civilization II (3 Credits)

A survey of the historical development of modern Asia since 1700. Primarily concerned with the efforts of East Asians to preserve their traditional cultures in the face of Western expansion in the 18th and 19th centuries, and their attempts to survive as nations in the 20th century.

AREC 345: Global Poverty and Development (3 credits)

This interdisciplinary course explores social and economic development around the world. Topics include geography, democratization, political instability and conflict, health and education, agricultural development, micro-entrepreneurship, and an introduction to impact evaluation methods used to evaluate the efficacy of public policy aimed at alleviating poverty.

Skill Courses (13-24 credits, plus prerequisite)

World Languages (offered by SLIC) - 6-12 credits¹

[Students must complete 2 semesters of a language, at a level determined by SLIC-administered testing. See details above.]

PLCY200: Research Methods for Policy Analysis (3 credits)

This course introduces students to the basic logic, frameworks, concepts, and techniques to conduct research on matters involved in the analysis of public policy problems. Students are exposed to a variety of methods by which researchers explore tradeoffs in and options for policy that inform solutions and the framing of challenges. Along the way, students will engage relevant literature, cases, and episodes that illustrate how different methods and techniques manifest in practice to inform scholarly and policy conversations. Ultimately, the course lays a foundation for future research and policy applications.

¹ At least two courses (6-12 credits, depending on the language) must be taken in the same language for a minimum of basic proficiency. More courses are encouraged to acquire professional fluency. Please see above for placement requirements and expectations. Students may only test out of this requirement if they demonstrate native or near-native fluency per ARHU/SLIC guidelines. See <https://drive.google.com/file/d/1Lk076FdbP8aXNku8kzuKZkkMnQeEZGkl/view> for details.

PLCY 304 Evaluating Evidence: Finding Truth in Numbers (4 credits)²

Enables students to understand the research done by others with a sufficiently skeptical eye to allow them to determine whether the findings of the research are valid given the assumptions made and methods used. This will involve, in part, thinking about the various problems in research design or conduct that could lead to faulty conclusions. It will also involve being able to differentiate between credible sources of information and those that are not objective. At the conclusion of the course, students should be able to differentiate objective evidence from political argumentation.

In addition to the courses listed above, students must complete one of the following as a prerequisite for PLCY304³

Business Management 230: Business Statistics (3 credits)

Introductory course in probabilistic and statistical concepts including descriptive statistics, set-theoretic development of probability, the properties of discrete and continuous random variables, sampling theory, estimation, hypothesis testing, regression and decision theory and the application of these concepts to problem solving in business and management.

Criminology and Criminal Justice 200: Statistics for Criminology and Criminal Justice (3 credits)

Introduction to descriptive and inferential statistics, graphical techniques, and the computer analysis of criminology and criminal justice data. Basic procedures of hypothesis testing, correlation and regression analysis, and the analysis of continuous and binary dependent variables. Emphasis upon the examination of research problems and issues in criminology and criminal justice.

EDMS [Measurement, Statistics and Evaluation] 451 - Introduction to Educational Statistics (3 credits)

Introduction to statistical reasoning; location and dispersion measures; computer applications; regression and correlation; formation of hypotheses tests; t-test; one-way analysis of variance; analysis of contingency tables.

Psychology 200 - Statistical Methods in Psychology (3 Credits)

A basic introduction to quantitative methods used in psychological research.

Sociology 201 - Introductory Statistics for Sociology (4 Credits)

Elementary descriptive and inferential statistics. Construction and percentaging of bivariate contingency tables; frequency distributions and graphic presentations; measures of central tendency and dispersion; parametric and nonparametric measures of association and correlation; regression;

² Students may also petition to receive credit for a statistics or research methods course offered by another unit.

³ Please note that PLCY 304 is currently being evaluated and the prerequisite requirement may be eliminated. If so, then the associated courses will no longer be required for the Global and Foreign Policy major.

probability; hypothesis testing; the normal, binomial and chi-square distributions; point and interval estimates.

Statistics 100: Elementary Statistics and Probability (3 credits)

Simplest tests of statistical hypotheses; applications to before-and-after and matched pair studies. Events, probability, combinations, independence. Binomial probabilities, confidence limits. Random variables, expected values, median, variance. Tests based on ranks. Law of large numbers, normal approximation. Estimates of mean and variance.

Thematic Tracks and Electives (15 credits)

Students will select a track by taking (a) the required anchor course for a given track, and (b) 2 electives linked to that track (see appendix A) An additional 2 electives can be taken within the selected track and/or from among other tracks (including anchor courses).

TRACK 1: Security, Conflict, and Diplomacy

PLCY/GFPL 3XX: Foundations of Security, Conflict, and Diplomacy (3 credits) (required for Track 1) (formerly PLCY 288Q)

Introduces major concepts, debates, and challenges in international security policy. Some of today's problems have existed in various forms for centuries, such as potential conflicts between great powers, violence by governments against their own people and by terrorist organizations, and the disruptive effects of powerful new technology. Some are more recent, such as nuclear deterrence and non-proliferation, humanitarian crises, and human security. And others, including cyber security, drones, and climate change, are the leading edge of future security challenges. Fundamental questions about how to make the world safer will be a major theme of this course.

Electives: see Appendix A for Track 1 electives

TRACK 2: Human Security and Migration

PLCY/GFPL 3XX: Foundations Human Security and Migration (3 credits) (required for Track 2) (formerly PLCY288W)

Today's most pressing problems do not stop at national borders. Meeting these challenges requires a range of state and non-state actors to work together. In this course, students gain familiarity with key actors in the global system and how they approach today's most intractable problems, including violent conflict, human rights, non-proliferation of weapons of mass destruction, migration, trade, climate change, and global health. How do countries, international organizations, multinational corporations, and nongovernmental organizations find ways to cooperate when their interests and capabilities sometimes differ drastically? What barriers exist that impede such cooperation?

Electives: see Appendix A for Track 2 electives.

TRACK 3: Development and Sustainability

PLCY/GFPL/AGNR 301: Sustainability (3 credits) (required for Track 3)

Designed for students whose academic majors would be enhanced by the complementary study of a widely shared but hard-to-operationalize aspiration: that present choices should preserve or improve future options rather than foreclose or degrade them. How should we understand sustainability? How might we achieve it? How would we know if we had achieved it? And how could sustainability activists of a rising generation lead by example?

Electives: see Appendix A for Track 3 electives.

Experiential Applications (3-6 credits)

Students must complete an experiential learning course by selecting from one of the following:

GFPL/PLCY 400: Senior Capstone (3 credits)

Prerequisite: PLCY200

Students will take the skills and knowledge gained through their curriculum and apply them through their senior capstone course. Students will work in teams on problems and issues presented by outside clients, with guidance from faculty facilitators and interaction with the clients. Each team will work with the client to address a particular problem and produce a mutually agreed upon outcome. These hands-on projects will advance students' understanding of the analytical, leadership, communication and problem solving skills necessary to address today's policy problems while allowing them to gain professional level experience that could contribute to their success in their post UMD endeavors. The course will conclude with an event that allows all teams to present their findings and outcomes to their client while being evaluated by faculty and public policy professionals.

GFPL/PLCY 309: Internship in Political Institutions (3-6 credits)

Prerequisite: Permission of School of Public Policy

Offers students supervised internship placements in state, local, federal, and global political or public policy organizations. (To be updated)

Approved Study Abroad⁴

⁴ The Global and Foreign Policy Governing Council will review available student study abroad opportunities to identify options that allow students to become involved in the challenges and opportunities of policymaking in a non-U.S. context. Only vetted programs of study will qualify for the experiential learning component of the major.

TRACK 1: Security, Conflict, and Diplomacy

Anchor Course: PLCY/GFPL 3XX: Foundations of Security, Conflict, and Diplomacy

Electives

HIST142 - Looking at America through a Global Lens
HIST224 or 225 - Modern Military History
HIST266 - The United States in World Affairs
HIST328L - Empires, Revolutions, and Cold War
HIST328V - Selected Topics in History; The Soviet Collapse and its Aftermath
HIST339C - War, Genocide, and Resilience in Great Lakes Region
HIST419P - Special Topics in History; Origins of Ethnic Cleansing in Russia/USSR
HIST419N - Special Topics in History; The Unending War: From the Korean War to the Korean Wave
HIST428B - Selected Topics in History; Seven Revolutions in Postwar Africa
HIST428J - Selected Topics in History; Global Revolutions in the Modern Era
HIST 453 - Diplomatic History of the United States from 1914
PLCY 388B - Secrets, Spies, and the State
PLCY 388C - Cyber for Policymakers
PLCY 388L - Law and Policy of Cybersecurity
PLCY 388V - Public Policy Challenges in Africa
PLCY 401 - Grand Strategy
PLCY 488P - Science and Global Security
Journalism 283 - Probing War
SOCY 265 - War and Society
ANTH416 - Anthropology of Global Violence
ISRL349G Investigating Topics in Israel Studies; Tzahal: The Israeli Military in State, Society, and its Middle Eastern Context
BSST200 Terrorism Studies
BSST288 Special Topics in Terrorism Studies
BSST334 States of Emergency
BSST337 Ideology and Social Conditions in the Making of Terrorism
BSST338M - Counterterrorism and Countering Violent Extremism in Southeast Asia (study abroad)
BSST338A - Misinformation, Conspiracy Theories, and the Radicalization of Modern Societies
BSST338O - School Shooter and Spree Killers
BSST370 Financing Terror and Hate
BSST373 Analyzing Terrorism: Simulations, Wargaming, and Strategies of Security
BSST375 Violent Non-State Actors in Latin America: Terrorism, Cartels, and Crime
BSST376 Al-Qaeda, the Islamic State, and Global Jihadist Movements
FGSM330 Homeland and National Security Policy
FGSM360 U.S. Diplomacy and Policymaking
FGSM370 Science Diplomacy: Foreign Policy & Science, Technology, and Innovation
ISRL283 The Israeli/Palestinian Conflict: Fundamental Questions
ISRL 329P - Israeli Foreign and Security Policy
ISRL 329Q - Political Psychology, Israel, and the Middle East
ISRL349F - U.S Foreign Policy and the Arab-Israeli Conflict
ISRL349T - Israel, Middle East Security, and WMD Proliferation
ISRL350 The End of the Israel-Arab Conflict?
NAVY100 Introduction to Naval Science
NAVY101 Sea Power and Maritime Affairs
NAVY302 Evolution of Warfare
ARAB341 Filming War Zones: Representations of Wars in Iraq & Chechnya
GERS383 The 'Warrior' in German Culture: From Valiant Knights to Brazen Terrorists
JAPN425 The Atomic Bomb in Literature and Memory
PHIL446 Law, Morality, and War
GVPT411 Conflict in the International System
GVPT409E: International Relations of East Asia
GVPT409N: Nonviolent Resistance in the International System

Track 2: Human Security and Migration

Anchor Course: PLCY/GFPL 3XX: Foundations of Human Security and Migration

Electives

ANTH210 Introduction to Medical Anthropology and Global Health
ANTH264 Immigration Policy, Immigrant Lives / IMMR219C Immigration Policy, Immigrant Lives
ANTH265 Anthropology of Global Health
ANTH323 Plagues, Pathogens and Public Policy
ANTH403 - Politics of Humanitarianism
ANTH411 Global Migration and Health
ANTH415 - Critical Global Health
ANTH416 Anthropology of Global Violence
Hist 220 - Atlantic World in Age of Exploration, Conquest, and Settlement
HIST222 Immigration and Ethnicity in America
HIST289O Lawlessness: From Pirates to Body-snatchers, Exploring the Legitimacy of Illicit Activity
Hist 290 - Can Jews Be Arabs?
HIST428B - Selected Topics in History; Seven Revolutions in Postwar Africa
Hist 428J - Selected Topics in History; Global Revolutions in the Modern Era
HIST466 Immigration and Ethnicity in the U.S.
Hist 3290 - Special Topics in History; Ideologies, Parties, and Social Movements in the Modern Middle East
SOCY222 - Immigration and Ethnicity in America/SOCY322 - Immigration and Ethnicity in the US
SOCY398G Global Migration and the Israeli Case Study
SOCY415 Environmental Sociology
ISRL448R - Seminar in Israel Studies; Introduction to Human Rights in Israel
PLCY388G Special Topics in Public Policy, Global Perspectives on Leading and Investing in Social Change
PLCY 388P - US Immigration Policy
PLCY 388V - Public Policy Challenges in Africa
PLCY 401 - Global Disease (Worsnop)
AREC365 World Hunger, Population, and Food Supplies
BSST337 Ideology and Social Conditions in the Making of Terrorism
BSST375 Violent Non-State Actors in Latin America: Terrorism, Cartels, and Crime
GEOG140 Natural Disasters: Earthquakes, Floods, and Fires
GEOG 202 - Introduction to Human Geography
GEOG330 As the World Turns: Society and Sustainability in a Time of Great Change
GEOG331 Introduction to Human Dimensions of Global Change
ISRL283 The Israeli/Palestinian Conflict: Fundamental Questions
ISRL350 The End of the Israel-Arab Conflict?
ARAB341 Filming War Zones: Representations of Wars in Iraq & Chechnya
ARAB410 Ideology of Stereotyping: American and Middle Eastern Film and Television
CHIN425 Ethnic and Cultural Diversity in China
FREN387 Critical Writing on France and the French-Speaking World
FREN421 Francophone African Film
GERS441 Border Crossings and Cultural Transfers
GERS444 The German-Jewish Experience
RUSS287 The Power of the Word: Freedom of Speech in the U.S. and Russia
RUSS336 Soviet Cinema and Empire
SPAN222 Cultural Difference in Contemporary Latin America
SPAN225 Cultures of the Contact Zones - Seville, Al-Andalus and the Atlantic World
SPAN405 North American Neomedievalism: the U.S. East Coast and 16th-Century Spain
SPAN407 Early Modern US and Early Modern Spain: A Common History
SPAN422 Intercultural Communication and Negotiation
GLBC 360: Cultural Theory in a Global Age
GVPT406 International Organizations

GVPT409N:Nonviolent Resistance in the International System

Track 3: Development and Sustainability

Anchor: PLCY/GFPL/AGNR 301: Sustainability

Electives

PLCY388G Special Topics in Public Policy, Global Perspectives on Leading and Investing in Social Change
PLCY 388V - Public Policy Challenges in Africa
PLCY 488B - Advanced Special Topics in Public Policy; Disease and Disaster as Challenges to Development
PLCY 401 - Global Development (Brindle)
ANTH210 Introduction to Medical Anthropology and Global Health
ANTH242 Fire, Farming and Climate Change: An Archaeology Take on the History of Human Impacts on our Planet
ANTH 265 - Anthropology of Global Health
ANTH266 Changing Climate, Changing Cultures
ANTH415 - Critical Global Health
ANTH545 - Political Ecology
HIST205 Environmental History
HIST405 Environmental History
Hist 329O - Special Topics in History; Ideologies, Parties, and Social Movements in the Modern Middle East
History 429V - History of Global Warming
SOCY405 Scarcity and Modern Society
ISRL349Y Investigating Topics in Israel Studies; Environmental and Sustainable Development in Israel
AREC210 The Food Chain: What Happens As Your Food Goes From Farm to Table
AREC240 Introduction to Economics and the Environment/AREC241 Environment, Economics and Policy
AREC365 World Hunger, Population, and Food Supplies
AREC447 The Economy of China
AREC454 The Economics of Climate Change
AREC456 Energy and Environmental Economics/AREC457 Energy, Climate Change, and Options for a Low-Carbon Economy
GEOG110 The World Today: Global Perspectives
GEOG130 Development Geography: Environmental & Social Justice
GEOG330. As the World Turns: Society and Sustainability in a Time of Great Change
GEOG331 Introduction to Human Dimensions of Global Change
FGSM340 Energy and Environmental Policy
FGSM390 Global Health Challenges and Water Security
ENST233 Introduction to Environmental Health
ENST100 International Crop Production-Issues and Challenges in the 21st Century
SLLC473 European Business Cultures
SLLC471 The Cultural Environment of Global Business
CHIN411 Business Chinese
CHIN425 Ethnic and Cultural Diversity in China
GERS411 German for International Business I
ITAL306 Commercial Italian I
SPAN370 Spanish for Business I
PHIL 261 Philosophy of the Environment
GVPT404 Political Economy of Foreign Aid
ECON317 Global Economic Policies
ECON340 International Economics



Jennifer Nash Littlefield <jnlittle@umd.edu>

New major proposal

Christina Marisa Getrich <cgetrich@umd.edu>
 To: "Judith N. Freidenberg" <jfreiden@umd.edu>
 Cc: Jennifer Nash Littlefield <jnlittle@umd.edu>

Thu, Jan 23, 2025 at 5:02 PM

Hi Jennifer,

The new major sounds really interesting, and the tracks seem well constructed! Thanks for reaching out to check in these elective options (and to Judy for forwarding this on).

All of those classes are still regularly offered and seem like good elective options. (Note as well that we tend not to have a lot of prerequisites even for our upper-level electives.)

In addition to those courses, I'd recommend adding the following (with the course description from Testudo:

Critical Global Health (ANTH 415): Extends understandings of diverse health conditions facing world populations today and the science being made around them. Critically examines key issues in global aid and public health, with an emphasis on the theories, concepts, and methods of anthropology.

Politics of Humanitarianism (ANTH 402): Explores the various political and moral considerations of humanitarianism and humanitarian thought. Analyzes "humanism," "aid," "rescue," "emergency," and "refugees" in the context of 20th and 21st century humanitarian crises and interventions, through ethnographic and historical research.

Political Ecology (ANTH 454): The use of the environment is contested and negotiated within historic and contemporary societies. Incorporating methods and perspectives from across the social sciences through specific case studies in the Americas, Europe, Asia and Africa, this course offers a survey to coupled human-environmental systems.

Best,

Chrissy

On Jan 23, 2025, at 11:11AM, Judith N. Freidenberg <jfreiden@umd.edu> wrote:

Dear Jennifer:

I am now retired. I have sent your request to Prof. Getrich who will send you recommendations

Best,
 Judy

On Fri, Jan 17, 2025 at 10:40AM Jennifer Nash Littlefield <jnlittle@umd.edu> wrote:

Dr. Freidenberg,

I hope all is well! I'm reaching out about a major proposal we are working on, titled Global and Foreign Policy. The Global and Foreign Policy major will be an interdisciplinary major jointly offered by the School of Public Policy, the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges, and options for advancing solutions to such challenges.

We plan to offer three tracks, titled Security, Conflict, Diplomacy; Human Security and Migration; and Development and Sustainability, with the possibility of more in the future. As part of these tracks, students can take a variety of electives. Below is a list of courses offered by Anthropology that we think would be a good fit as an elective. Given the large number of elective options, we don't anticipate inclusion in our elective list to alter your seats or impact your teaching numbers. We are not asking for your unit to set aside seats, just simply allowing us to list your class for students to take should you have open seats.

Would you be ok with us including the below in our proposal as an elective option? Are there any other courses you think would be a good fit?

Thanks so much! Let me know if you have any questions or concerns.

ANTH 265 - Anthropology of Global Health

ANTH210 Introduction to Medical Anthropology and Global Health

ANTH210 Introduction to Medical Anthropology and Global Health

ANTH242 Fire, Farming and Climate Change: An Archaeology Take on the History of Human Impacts on our Planet

ANTH264 Immigration Policy, Immigrant Lives / IMMR219C Immigration Policy, Immigrant Lives

ANTH265 Anthropology of Global Health

ANTH266 Changing Climate, Changing Cultures

ANTH323 Plagues, Pathogens and Public Policy

ANTH411 Global Migration and Health

ANTH416 - Anthropology of Global Violence

ANTH416 Anthropology of Global Violence

ANTH463 Climate Cultures

--

Jennifer Littlefield, PhD
jnlittle@umd.edu

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School of Public Policy

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301-405-4765

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Jennifer Nash Littlefield <jnlittle@umd.edu>

New Major Proposal

Thomas R. Guarrieri <tguar@umd.edu>

Fri, Jan 17, 2025 at 1:34 PM

To: Jennifer Nash Littlefield <jnlittle@umd.edu>

Cc: "START Education (SHARED)" <education-start@umd.edu>

Hi Jennifer,

I hope all is well. This sounds very exciting; congratulations on making progress on the development of this new major! BSST would be happy to allow some of our courses to be listed as elective options for your major. Here are the courses that we approve of including in your major as electives:

- BSST200
- BSST288
- BSST334
- BSST337
- BSST370
- BSST373
- BSST375
- BSST376
- BSST338A
- BSST338M

I included BSST338M, which is our education abroad course in Malaysia, since this connects back to the culture, language, and history subjects that are integrated with your major. I also included BSST338A (*Misinformation, Conspiracy Theories, and the Radicalization of Modern Societies*) since this connects to history and international/cultural affairs. You are also welcome to include BSST338O (*School Shooter and Spree Killers*) if you think this is an appropriate course as an elective, but I did not add that to the list because I'm not sure how good of a fit it is for your major.

I removed a few courses from the list, however, because they do not work as electives for a major. BSST240 is a Freshman Connection course, so only Freshman Connection students can enroll in that course (it is managed outside of our department). BSST331 and BSST335 are restricted to only GTSM or Global Studies minor students, and BSST371 already has too many GTSM students who need to enroll in that course. Also note that BSST288 and BSST337 have not been offered in a few years, but these are fine to include as electives (since they may be offered again at some point in the future).

I hope this helps, and please let me know if you have any additional questions. Also, please let me know when this is approved; I would be happy to market some of your courses and the new major to my students.

Best,
Tom

[Quoted text hidden]

--

Tom Guarrieri, Ph.D.

He/Him/His | tguar@umd.edu

University of Maryland

Associate Research Professor

National Consortium for the Study of

Terrorism and Responses to Terrorism

Director of Graduate and Undergraduate Studies

Global Terrorism Studies Minor

Graduate Certificate in Terrorism Analysis

MPS in Security and Terrorism Studies

Fwd: New Major Proposal

2 messages

Jennifer Nash Littlefield <jnlittle@umd.edu>

Mon, Feb 3, 2025 at 5:25 PM

To: Riley Paige Blaugrund <rblaugru@umd.edu>, Joshua Richard Itzkowitz Shifrinson <jris@umd.edu>

----- Forwarded message -----

From: **Erin Moody** <emoody@umd.edu>

Date: Mon, Feb 3, 2025 at 4:36 PM

Subject: Re: New Major Proposal

To: Jennifer Nash Littlefield <jnlittle@umd.edu>

Hi Jennifer,

Sorry for being so slow! I talked to Shanna, our Associate Director, about it and then completely forgot to reply to you. Of the courses on your list, I think the only one that will work for you all is ECON317. The other courses are in our bachelor of science degree program, so most students will not have the prerequisites for those courses. But one class you didn't mention is ECON340: International Economics, which we plan to start offering again next year. If you want to include ECON317 and ECON340, that would be fine. Could I ask that you make a notation for those courses that students may request permission for them starting on the first day of the semester? Let me know if you have any questions.

Thanks,
Erin

On Wed, Jan 29, 2025 at 12:14 PM Jennifer Nash Littlefield <jnlittle@umd.edu> wrote:

Hi Erin!

I hope your first week of the semester is going well. I completely understand what a crazy time it is, but just checking in on this email as we hope to submit our proposal soon.

THANK YOU!

On Thu, Jan 23, 2025 at 4:09 PM Jennifer Nash Littlefield <jnlittle@umd.edu> wrote:

Hi Erin,

I hope all is well! I'm reaching out about a major proposal we are working on, titled Global and Foreign Policy. The Global and Foreign Policy major will be an interdisciplinary major jointly offered by the School of Public Policy, the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges, and options for advancing solutions to such challenges.

We plan to offer three tracks, titled Security, Conflict, Diplomacy; Human Security and Migration; and Development and Sustainability, with the possibility of more in the future. As part of these tracks, students can take a variety of electives. Below is a list of courses offered by Economics that we think would be a good fit as an elective. Given the large number of elective options, we don't anticipate inclusion in our elective list to alter your seats or impact your teaching numbers. We are not asking for your unit to set aside seats, just simply allowing us to list your class for students to take should you have open seats.

Would you be ok with us including the below in our proposal as an elective option? Are there any other courses you think would be a good fit?

Thanks so much! Let me know if you have any questions or concerns.

ECON181 Putting a Price on the Environment: An Economist's Perspective on Sustainability
ECON310 European Economic History
ECON314 Economic History, Development and Policy
ECON315 Economic Development of Underdeveloped Areas / ECON416 Analysis of Economic Development
ECON317 Global Economic Policies
ECON410 Comparative Economic Institutions
ECON412 Economic History and Modern Development
ECON416 Analysis of Economic Development

--

Jennifer Littlefield, PhD
jnlittle@umd.edu

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Joshua Shifrinson <jris@umd.edu>
To: Jennifer Nash Littlefield <jnlittle@umd.edu>
Cc: Riley Paige Blaugrund <rblaugru@umd.edu>

Mon, Feb 3, 2025 at 6:24 PM

Hi Jen,

Thanks for forwarding these along. All good, but I'm a little confused by Econ's response:

- 1) ECON 181 does not have any pre-reqs listed [per the course catalogue](#), so I'm unclear about the pre-req issue raised
- 2) Conversely, Econ 310, 314, 315, 317, and 340 all have the same pre-reqs (Econ 200 and 201), and 317 itself has a restriction (must be in the econ BA program) (note: none of the others have a restriction). So, if they're open to 317 and there are no other stated restrictions, this is odd.

Can they have restrictions or pre-reqs that aren't listed in the course catalogue (given our conversations with Lisa, that would indeed be surprising!)? If not, do you see any elegant way of clarifying this? It's just...odd. Especially since it wouldn't be the first time we list electives that students can only meet if they're also in another major...

Josh

[Quoted text hidden]



Jennifer Nash Littlefield <jnlittle@umd.edu>

New Major Proposal

Erin Moody <emoody@umd.edu>
To: Jennifer Nash Littlefield <jnlittle@umd.edu>

Mon, Feb 3, 2025 at 4:35 PM

Hi Jennifer,

Sorry for being so slow! I talked to Shanna, our Associate Director, about it and then completely forgot to reply to you. Of the courses on your list, I think the only one that will work for you all is ECON317. The other courses are in our bachelor of science degree program, so most students will not have the prerequisites for those courses. But one class you didn't mention is ECON340: International Economics, which we plan to start offering again next year. If you want to include ECON317 and ECON340, that would be fine. Could I ask that you make a notation for those courses that students may request permission for them starting on the first day of the semester? Let me know if you have any questions.

Thanks,
Erin

On Wed, Jan 29, 2025 at 12:14 PM Jennifer Nash Littlefield <jnlittle@umd.edu> wrote:

Hi Erin!

I hope your first week of the semester is going well. I completely understand what a crazy time it is, but just checking in on this email as we hope to submit our proposal soon.

THANK YOU!

On Thu, Jan 23, 2025 at 4:09 PM Jennifer Nash Littlefield <jnlittle@umd.edu> wrote:

Hi Erin,

I hope all is well! I'm reaching out about a major proposal we are working on, titled Global and Foreign Policy. The Global and Foreign Policy major will be an interdisciplinary major jointly offered by the School of Public Policy, the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges, and options for advancing solutions to such challenges.

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Would you be ok with us including the below in our proposal as an elective option? Are there any other courses you think would be a good fit?

Thanks so much! Let me know if you have any questions or concerns.

ECON181 Putting a Price on the Environment: An Economist's Perspective on Sustainability
ECON310 European Economic History
ECON314 Economic History, Development and Policy
ECON315 Economic Development of Underdeveloped Areas / ECON416 Analysis of Economic Development
ECON317 Global Economic Policies
ECON410 Comparative Economic Institutions
ECON412 Economic History and Modern Development
ECON416 Analysis of Economic Development

--

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Jennifer Nash Littlefield <jnlittle@umd.edu>

Fwd: new major proposal - inquiry

Joshua Shifrinson <jris@umd.edu>

Wed, Jan 29, 2025 at 12:43 PM

To: Jennifer Nash Littlefield <jnlittle@umd.edu>, rblaugru@umd.edu, "Catherine Z. Worsnop" <cworsnop@umd.edu>

Begin forwarded message:

From: "Paul T. Leisnham" <leisnham@umd.edu>**Subject: Re: new major proposal - inquiry****Date:** January 29, 2025 at 12:41:21 PM EST**To:** Joshua Shifrinson <jris@umd.edu>

Hi Josh,

We're supportive of listing ENST classes and being involved in additional tracks in the future. We had started conversations with SLLC around similar ideas in 2023 & 2024.

ENST233 should be fine. ENST100 has not been taught in a while after the retirement of a faculty member, and it's unclear when we will pick it up again.

Best,
Paul.

On Mon, Jan 27, 2025 at 5:21 PM Joshua Shifrinson <jris@umd.edu> wrote:

Dear Dr. Leisnham,

Happy Monday, and I hope this email finds you well. My name is Josh Shifrinson. I'm an Associate Professor of International Policy with UMD's School of Public Policy. With apologies for emailing at the start of the semester, I'm writing because I am part of a team developing a new major on campus - "Global and Foreign Policy" and wanted to inquire about the possibility of listing a few ENST courses as *electives* for the major.

For background, the Global and Foreign Policy major will be an interdisciplinary major jointly offered by the School of Public Policy, the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges, and options for advancing solutions to such challenges.

We plan to offer three tracks, titled Security, Conflict, Diplomacy; Human Security and Migration; and Development and Sustainability, with the possibility of more in the future. As part of these tracks, students can take a variety of electives and we were hoping to include some ENST offerings among them. Below is a list of courses offered by ENST that we think would be a good fit.

To be clear, given the large number of elective options, we don't anticipate inclusion in our elective list to alter your seats or impact your teaching numbers. We are not asking for your unit to set aside seats, just simply allowing us to list your class for students to take should you have open seats. Accordingly, would it be acceptable with us including the below in our proposal as an elective option? Similarly, please let us know if there are any other electives that you feel might be good fits within the tracks.

Thank you in advance for considering this request, and I hope the start of the semester is going well!

All the best,

Josh

PROPOSED ENST ELECTIVES FOR GLOBAL AND FOREIGN POLICY MAJOR:

ENST100 International Crop Production-Issues and Challenges in the 21st Century

ENST233 Introduction to Environmental Health

--

Paul T. Leisnham ([he/his](#))
Professor & Chair

Department of Environmental Science and Technology (ENST)
University of Maryland
1439 An. Sci./Ag. Eng. Bldg.
College Park, Maryland 20742-5825
<http://www.enst.umd.edu>

President, Chapter 22CP
The Honor Society of Phi Kappa Phi

leisnham.org
[University Website](#)
[Google Scholar](#)
[ResearchGate](#)
[LinkedIn](#)

Fwd: new major proposal - inquiry

2 messages

Joshua Shifrinson <jris@umd.edu>

Wed, Jan 29, 2025 at 12:43 PM

To: Jennifer Nash Littlefield <jnlittle@umd.edu>, rblaugru@umd.edu, "Catherine Z. Worsnop" <cworsnop@umd.edu>

Begin forwarded message:

From: "Paul T. Leisnham" <leisnham@umd.edu>**Subject: Re: new major proposal - inquiry****Date:** January 29, 2025 at 12:41:21 PM EST**To:** Joshua Shifrinson <jris@umd.edu>

Hi Josh,

We're supportive of listing ENST classes and being involved in additional tracks in the future. We had started conversations with SLLC around similar ideas in 2023 & 2024.

ENST233 should be fine. ENST100 has not been taught in a while after the retirement of a faculty member, and it's unclear when we will pick it up again.

Best,
Paul.

On Mon, Jan 27, 2025 at 5:21 PM Joshua Shifrinson <jris@umd.edu> wrote:

Dear Dr. Leisnham,

Happy Monday, and I hope this email finds you well. My name is Josh Shifrinson. I'm an Associate Professor of International Policy with UMD's School of Public Policy. With apologies for emailing at the start of the semester, I'm writing because I am part of a team developing a new major on campus - "Global and Foreign Policy" and wanted to inquire about the possibility of listing a few ENST courses as *electives* for the major.

For background, the Global and Foreign Policy major will be an interdisciplinary major jointly offered by the School of Public Policy, the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges, and options for advancing solutions to such challenges.

We plan to offer three tracks, titled Security, Conflict, Diplomacy; Human Security and Migration; and Development and Sustainability, with the possibility of more in the future. As part of these tracks, students can take a variety of electives and we were hoping to include some ENST offerings among them. Below is a list of courses offered by ENST that we think would be a good fit.

To be clear, given the large number of elective options, we don't anticipate inclusion in our elective list to alter your seats or impact your teaching numbers. We are not asking for your unit to set aside seats, just simply allowing us to list your class for students to take should you have open seats. Accordingly, would it be acceptable with us including the below in our proposal as an elective option? Similarly, please let us know if there are any other electives that you feel might be good fits within the tracks.

Thank you in advance for considering this request, and I hope the start of the semester is going well!

All the best,

Josh

PROPOSED ENST ELECTIVES FOR GLOBAL AND FOREIGN POLICY MAJOR:

ENST100 International Crop Production-Issues and Challenges in the 21st Century

ENST233 Introduction to Environmental Health

--

Paul T. Leisnham ([he/his](#))
Professor & Chair

Department of Environmental Science and Technology (ENST)
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1439 An. Sci./Ag. Eng. Bldg.
College Park, Maryland 20742-5825
<http://www.enst.umd.edu>

President, Chapter 22CP
The Honor Society of Phi Kappa Phi

leisnham.org
[University Website](#)
[Google Scholar](#)
[ResearchGate](#)
[LinkedIn](#)

Riley Paige Blaugrund <rblaugru@umd.edu>

Wed, Jan 29, 2025 at 12:49 PM

To: Joshua Shifrinson <jris@umd.edu>

Cc: Jennifer Nash Littlefield <jnlittle@umd.edu>, "Catherine Z. Worsnop" <cworsnop@umd.edu>

Added to the spreadsheet and the Drive!

[Quoted text hidden]

Fwd: New major proposal

Jennifer Nash Littlefield <jnlittle@umd.edu>

Tue, Jan 28, 2025 at 5:02 PM

To: Riley Paige Blaugrund <rblaugru@umd.edu>, Joshua Richard Itzkowitz Shifrinson <jris@umd.edu>

Jennifer Littlefield, PhD
jnlittle@umd.edu

Director of Undergraduate Studies
School of Public Policy

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[College Park, MD 20742](#)
301-405-4765

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----- Forwarded message -----

From: **Keith Yearwood** <kyearwoo@umd.edu>

Date: Tue, Jan 28, 2025 at 4:58 PM

Subject: Re: New major proposal

To: Jennifer Nash Littlefield <jnlittle@umd.edu>

Dear Jennifer

Sorry for taking so long in responding to this request. We have no problems listing these courses as part of your specialization.

Warm regards

Keith

On Thu, Jan 23, 2025 at 4:19 PM Jennifer Nash Littlefield <jnlittle@umd.edu> wrote:

Hi Keith,

I hope all is well! I'm reaching out about a major proposal we are working on, titled Global and Foreign Policy. The Global and Foreign Policy major will be an interdisciplinary major jointly offered by the School of Public Policy, the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges, and options for advancing solutions to such challenges.

We plan to offer three tracks, titled Security, Conflict, Diplomacy; Human Security and Migration; and Development and Sustainability, with the possibility of more in the future. As part of these tracks, students can take a variety of electives. Below is a list of courses offered by Geography that we think would be a good fit as an elective. Given the large number of elective options, we don't anticipate inclusion in our elective list to alter your seats or impact your

teaching numbers. We are not asking for your unit to set aside seats, just simply allowing us to list your class for students to take should you have open seats.

Would you be ok with us including the below in our proposal as an elective option? Are there any other courses you think would be a good fit?

Thanks so much! Let me know if you have any questions or concerns.

GEOG 202 - Introduction to Human Geography

GEOG110 The World Today: Global Perspectives

GEOG130 Development Geography: Environmental & Social Justice

GEOG140 Natural Disasters: Earthquakes, Floods, and Fires

GEOG330 As the World Turns: Society and Sustainability in a Time of Great Change

GEOG330. As the World Turns: Society and Sustainability in a Time of Great Change

GEOG331 Introduction to Human Dimensions of Global Change

GEOG331 Introduction to Human Dimensions of Global Change

--

Jennifer Littlefield, PhD

jnlittle@umd.edu

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--
Keith Yearwood

Director of Undergraduate Studies

UMD Department of Geographical Sciences

1149B LeFrak Hall | [College Park, MD 20742](#)

[Advising Hours 301.405.4073](#)

geog-advise@umd.edu

kyearwoo@umd.edu



Jennifer Nash Littlefield <jnlittle@umd.edu>

Fwd: UMD Fellows Program and Global and Foreign Policy major

Joshua Shifrinson <jrishifrinson@gmail.com>

Wed, Jan 22, 2025 at 2:59 PM

To: Jennifer Nash Littlefield <jnlittle@umd.edu>, "Catherine Z. Worsnop" <cworsnop@umd.edu>

For the proposal

Begin forwarded message:

From: Jayakumar Arasan <jarasan@umd.edu>**Subject:** UMD Fellows Program and Global and Foreign Policy major**Date:** January 9, 2025 at 12:52:00 PM EST**To:** Joshua Richard Itzkowitz Shifrinson <jris@umd.edu>

Dear Josh,

It was great catching up with you this morning!

I'm so happy to hear the proposal to launch a new Global and Foreign Policy major is progressing well. The UMD Fellows Program fully supports the creation of this new major as our goals align perfectly. We'll be a natural partner for this new major!

As discussed, our fall practitioners taught FGSM courses could be added to the menu of electives for the major and we could easily crosslist them. Our program's spring internship/experiential learning class could also be counted to satisfy the major's experiential application requirement. We would be happy to count courses from the major to our approved list of supplementary courses, to create an easier path for students to complete our program requirements. I've mentioned this in my previous meeting with our UGST's Dean, Bill Cohen, who has been very supportive of our partnership idea.

Let me know if you need anything from me as you finalize the proposal. Very exciting and I look forward to working with you!

Best regards,

Jay

--

Jay Arasan

Director

UMD Fellows Program and Individual Studies

2407 Marie Mount Hall

University of Maryland

College Park, Maryland 20742

jarasan@umd.edu

301-314-1130 (direct line)

Fwd: follow-up to the fall - course sharing + major plans

Joshua Shifrinson <jris@umd.edu>

Tue, Feb 4, 2025 at 10:01 AM

To: Riley Paige Blaugrund <rblaugru@umd.edu>, Jennifer Nash Littlefield <jnlittle@umd.edu>, "Catherine Z. Worsnop" <cworsnop@umd.edu>

Hi Riley,

Can you add the below GVPT courses to the approved courses spreadsheet(s)? I'm afraid you may need to pull the course numbers from the course catalogue...

Josh

Begin forwarded message:

From: Patrick Charles Wohlfarth <patrickw@umd.edu>**Subject: Re: follow-up to the fall - course sharing + major plans****Date:** February 3, 2025 at 9:51:05 PM EST**To:** Joshua Shifrinson <jris@umd.edu>**Cc:** "David E. Cunningham" <dacunnin@umd.edu>, Michael Woldemariam <mwoldema@umd.edu>, Jennifer Nash Littlefield <jnlittle@umd.edu>, "Catherine Z. Worsnop" <cworsnop@umd.edu>, Karmin Cortes <kcortes@umd.edu>

From GVPT:

International Organizations

IR of East Asia

Political Economy of Foreign Aid

Conflict in the International System

Nonviolent Resistance

Fwd:

2 messages

Joshua Shifrinson <jris@umd.edu>

Tue, Jan 28, 2025 at 9:03 PM

To: Jennifer Nash Littlefield <jnlittle@umd.edu>, Riley Paige Blaugrund <rblaugru@umd.edu>, "Catherine Z. Worsnop" <cworsnop@umd.edu>

See attached/below for History electives for the major. All good!

Begin forwarded message:

From: Holly Brewer <hbrewer@umd.edu>**Subject:** Fwd:**Date:** January 28, 2025 at 7:30:39 PM EST**To:** Joshua Shifrinson <jris@umd.edu>

FYI

Sent from my iPhone

Begin forwarded message:

From: Katarina Keane <kkeane@umd.edu>**Date:** January 28, 2025 at 11:49:14 AM EST**To:** Ting Zhang <tzhang18@umd.edu>**Cc:** Holly Brewer <hbrewer@umd.edu>, Ahmet Targon Karamustafa <akaramus@umd.edu>**Subject:** Re:

Hi all,

I added a few to this list after consulting with Courtney.

K

Katarina Keane
Assistant Director of Undergraduate Studies
Department of History
University of Maryland
2131 Francis Scott Key Hall
4280 Chapel Lane
College Park, MD 20742
301-405-4302
kkeane@umd.edu
she/her

On Tue, Jan 28, 2025 at 8:29 AM Ting Zhang <tzhang18@umd.edu> wrote:

Hi Holly,

Please see my revised list attached. I agree with Kate that we need to delete 408V. I also add two more courses to the list. As long as they are electives, I think including special topic courses is fine, even though we can't offer some of them every year.

Best wishes,

Ting

--

Ting Zhang

Associate Professor
Associate Department Chair
Department of History
2115C Francis Scott Key Hall
University of Maryland, College Park
MD 20742

tzhang18@umd.edu
<https://history.umd.edu/directory/ting-zhang>

Circulating the Code: Print Media and Legal Knowledge in Qing China
<https://uwapress.uw.edu/book/9780295747156/circulating-the-code/>

On Mon, Jan 27, 2025 at 9:48 PM Holly Brewer <hbrewer@umd.edu> wrote:

Hi Ting

I just shared it... It's the list of history electives--

cheers

Holly

Holly Brewer

Burke Professor of American History & Associate Professor

Director of Undergraduate Studies

Department of History

Legislative Affairs Chair, Council of University System Faculty

University of Maryland

cell 919-522-5565

<https://newrepublic.com/article/183357/supreme-court-turns-president-king>

<http://earlymodernjustice.org/>

<https://slaverylawpower.org/>

"Creating a Common Law of Slavery for England and its New World Empire" LHR 39

"Slavery, Sovereignty, and 'Inheritable Blood': Rethinking John Locke and the Origins of American Slavery" AHR 2017

By Birth or Consent: Children, Law, and the Anglo-American Revolution in Authority (OI & UNC Press, 2005).

Donate to the UMD History Dept <https://go.umd.edu/gohistory>

On Mon, Jan 27, 2025 at 6:49 PM Ting Zhang <tzhang18@umd.edu> wrote:

Dear Holly and Kate,

Which document are you referring to? I don't have the course list mentioned in your emails. In the two documents that Ahmet shared, I can't find the course list including our upper-level courses. Could you send it to me, please?

Best wishes,

Ting

--

Ting Zhang

Associate Professor
Associate Department Chair
Department of History
2115C Francis Scott Key Hall
University of Maryland, College Park
MD 20742

tzhang18@umd.edu
<https://history.umd.edu/directory/ting-zhang>

Circulating the Code: Print Media and Legal Knowledge in Qing China
<https://uwapress.uw.edu/book/9780295747156/circulating-the-code/>

On Mon, Jan 27, 2025 at 4:52 PM Holly Brewer <hbrewer@umd.edu> wrote:

Thanks!

Sent from my iPhone

On Jan 27, 2025, at 4:46 PM, Katarina Keane <kkeane@umd.edu> wrote:

Hi all,

A few thoughts:

1. The big red flag is HIST408V. That course should be removed. We don't offer that course regularly but, more importantly, 408s are not open to non-HIST majors.
2. I want to double check with Courtney tomorrow but at least one of these classes might not be a HIST primary class. We should probably be careful about including this.
3. We do not necessarily offer these special topics courses on a regular basis. It may be misleading to have students think that these courses will be available. Is that okay?

I'll keep reading through to see if I find any other possible issues . .

.

Kate

Katarina Keane
Assistant Director of Undergraduate Studies
Department of History
University of Maryland
2131 Francis Scott Key Hall

4280 Chapel Lane
College Park, MD 20742
301-405-4302
kkeane@umd.edu
she/her

On Mon, Jan 27, 2025 at 3:56 PM Ahmet Targon Karamustafa
<akaramus@umd.edu> wrote:

Here they are as downloaded Word documents, Kate.

Ahmet T. Karamustafa
Professor & Chair
Department of History
University of Maryland
2115 Francis Scott Key Hall
4282 Chapel Ln.
College Park, MD 20742

Phone: 301.405.4259
[University of Maryland Website](#)
[Academia.edu Website](#)
Forthcoming collection of edited essays:
[Mystical Landscapes in Medieval Persian Literature](#)

On Mon, Jan 27, 2025 at 3:53 PM Katarina Keane
<kkeane@umd.edu> wrote:

Hi all,

Happy to read through this. I requested access because I can't open the document. Any chance someone else can send me a version in the meantime?

best,
Kate

Katarina Keane
Assistant Director of Undergraduate Studies
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2131 Francis Scott Key Hall
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On Mon, Jan 27, 2025 at 3:42 PM Ahmet Targon Karamustafa
<akaramus@umd.edu> wrote:

Hi, Kate and Ting. These materials for the new Global and Foreign Policy major came in last Friday, and they want us to get back to them with any major corrections by 5pm tomorrow! I saw the email but didn't realize it was so urgent and looked at it just now. I and Holly will be going through them, but can I also ask you two to review them please? We can then decide if there's anything we need to tell them after

our officers meeting in the afternoon tomorrow. Kate, perhaps you can come into that meeting if there's anything to discuss? It's 1:30-3pm at Merrill.

Sorry for the short notice, but this is pretty important.
Thanks,
Ahmet

Ahmet T. Karamustafa
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4282 Chapel Ln.
College Park, MD 20742

Phone: 301.405.4259
[University of Maryland Website](#)
[Academia.edu Website](#)
Forthcoming collection of edited essays:
[Mystical Landscapes in Medieval Persian Literature](#)

----- Forwarded message -----

From: **Joshua Shifrinson** <jris@umd.edu>
Date: Fri, Jan 24, 2025 at 9:03 PM
Subject:
To: Ahmet Targon Karamustafa <akaramus@umd.edu>, Colleen Woods <woodscp@umd.edu>, Holly Brewer <hbrewer@umd.edu>, Audran M. Downing <audran@umd.edu>, Mel Scullen <mscullen@umd.edu>, Elisa Gironzetti <elisag@umd.edu>, Lars J. Olson <ljolson@umd.edu>, Kenneth L. Leonard <kenneth@umd.edu>, Lori Lynch <llynch@umd.edu>, Sarah Anne Balcom <sbalcom@umd.edu>
Cc: Jennifer Nash Littlefield <jnlittle@umd.edu>, Catherine Z. Worsnop <cworsnop@umd.edu>

Colleagues,

Happy Friday. Following up on prior messages, I wanted to pass along a bit of good news: we have finalized a draft of the Global and Foreign Policy major proposal, associated appendices/documentation, and a draft MOU to be signed between SPP and each individual partner that codifies our plans for collaboration in the major. [You can find the results in the link here.](#) There is light at the end of the tunnel!

Assembling these materials has been a major lift over break. Still, the hard work we all put in over the prior 11 months really paid off. Frankly, we covered most of the substantive/programmatic issues relating to the design, delivery, and operation of the major throughout our various conversations; the resulting documents are lengthy but should contain no surprises. While we continue to finalize a few odds and ends (e.g., permission from some units to list their courses as electives), but we are very much on the home stretch.

Given UMD timelines, we unfortunately do not have a lot of time to review and submit these materials, and the SPP PCC has asked us to submit the final product for their review by the 30th. With that in mind, and with all due apologies for emailing the weekend before classes start, we'd respectfully ask that you please review the documents and get us any major corrections by 5 PM on Tuesday, 1/28; if there is something truly objectionable in the document, we'd also appreciate your reaching out since we'll need to scramble. Again, though, we really don't anticipate any surprises: the program is as we've agreed to, the MOU covers credit-sharing and governance, and the only new material is about 'market demand' and why this major is important (which we created on our own, but which should be broad enough so everyone can embrace).

As you read, please note that there are a few spots where we've included comments asking you (and other partners) for specific feedback. Likewise, assuming the proposal/supporting materials and MOU are acceptable, I will quickly ask that the chairs send Jen Littlefield, Cat Worsnop, and myself an email agreeing to the collaboration, affirming that courses will be offered in support of the major, and so on (I can send draft language once we hear back). I hope, however, that this will not be a hard task.

Again, I apologize for the short timeline involved. Please reach out if we can assist or clarify anything. I'm biased, but what we have here seems a compelling and beneficial major, and hopefully you're as eager as I am to get this into UMD channels!

Best,

Josh



List of History Courses for Global and Foreign Policy.docx

17K

Riley Paige Blaugrund <rblaugru@umd.edu>

Tue, Jan 28, 2025 at 9:29 PM

To: Joshua Shiffrinson <jris@umd.edu>

Cc: Jennifer Nash Littlefield <jnlittle@umd.edu>, "Catherine Z. Worsnop" <cworsnop@umd.edu>

Added to folder and spreadsheet!

Riley

[Quoted text hidden]

From: Patrick Charles Wohlfarth patrickw@umd.edu
Subject: Re: follow-up to the fall - course sharing + major plans
Date: February 3, 2025 at 9:51 PM
To: Joshua Shiffrinson jris@umd.edu
Cc: David E. Cunningham dacunnin@umd.edu, Michael Woldemariam mwoldem@umd.edu, Jennifer Nash Littlefield jnlittle@umd.edu, Catherine Z. Worsnop cworsnop@umd.edu, Karmin Cortes kcortes@umd.edu

Hello all,

We have the green light to move forward on our end. The initial proposed course list looks good and let's start with an initial set-aside of five seats per course. When would you like to begin the seat sharing?

Take care,
Patrick

On Sun, Jan 19, 2025 at 12:43 PM Joshua Shiffrinson <jris@umd.edu> wrote:

Hi Patrick,

(Copying my colleagues Jen Littlefield and Cat Worsnop on this reply, since they're also helping with the major).

Thanks so much for the update, and apologies for the delay - my wife delivered our first child earlier this week, and life has been chaotic. In any case, I'm glad the IR and CP chairs are supportive and really appreciate your doing all the heavy lifting here. Once the green light (hopefully) comes in and our proposal (ibid) goes forward, let's plan on touching base on formalizing the arrangements for reserving seats in the respective courses - it shouldn't be hard.

Really glad that this is coming together, and looking forward to building SPP-GVPT bridges (in IR/CP and beyond) going forward.

Josh

On Jan 16, 2025, at 11:31 AM, Patrick Charles Wohlfarth <patrickw@umd.edu> wrote:

Hi Josh,

Update -- I have been in touch with our IR & CP faculty field chairs and they have no concerns. Our chair would like me to run this by our Executive Committee at our first meeting on 1/29. At that point, I expect to be in a position to give the green light.

Take care,
Patrick

On Fri, Jan 10, 2025 at 1:14 PM Joshua Shiffrinson <jris@umd.edu> wrote:

Hi David,

Thanks for the clarification and encouragement. Eager to keep this conversation going as well: not only will it make the rollout of the two majors easier, but we can really put UMD on the map for bridging the scholarly-policy divide the more we collaborate.

As we wait for Scott to respond (I'm happy to speak to him, by the way), I'll double check the frequency of our offerings to ensure the pacing lines up. I'm sure we can figure this out.

Best,

Josh

On Jan 10, 2025, at 11:42 AM, David E. Cunningham <dacunnin@umd.edu> wrote:

Hi all,

Thanks for sending this along, Josh. Patrick is correct that I am not IR field chair this semester (I'm on sabbatical, and Scott Kastner is filling in for this semester). That said, I am happy to continue to have these conversations as I also want to build more collaboration with you all doing international policy related work over in SPP.

This list of courses all looks good to me. I believe that all of the GVPT courses you list there are taught by IR faculty. International Organizations is generally taught by Todd Allee (although Virginia Haufler has taught it as well), IR of East Asia is taught by Scott Kastner. Shannon Carcelli teaches the Political Economy of Foreign Aid. I teach Conflict in the International

is taught by Scott Kustner, Shannon Carson teaches the Political Economy of Foreign Aid, I teach Conflict in the International System, and Kathleen teaches the Nonviolent Resistance course. I think that the first three are all generally taught approximately once per year (the IO course and the foreign aid course might be more often), Kathleen's and my courses are probably somewhat less frequent due to administrative teaching release and other teaching commitments.

Let me know how I can help with this.

Best,
David

On Jan 10, 2025, at 8:31 AM, Joshua Shiffrinson <jris@umd.edu> wrote:

Hi Patrick,

One last point: given the timeline, the cross-listing would obviously be for future semesters. It's probably too much to start it this term (though we can certainly look into it, if of interest).

Josh

On Jan 10, 2025, at 12:30 AM, Patrick Charles Wohlfarth <patrickw@umd.edu> wrote:

Hi Josh (& Mike),

Thanks for your note. This all sounds sensible to me; though, I would like to first reach out to the faculty field chairs in IR and CP within our department for their input (David was the IR field chair last Fall, and so his endorsement certainly matters in that regard too. But, I also believe that someone else is technically in that role for the Spring....David can correct me if I am wrong...and so I will check in with them too). I will be in touch soon.

Happy new year.

Take care,
Patrick

On Wed, Jan 8, 2025 at 5:08 PM Joshua Shiffrinson <jris@umd.edu> wrote:

Hi Patrick and David,

Happy 2025, and hope this email finds you well. With the new semester approaching, I wanted to circle back to our conversation from the fall on (1) de-conflicting the GVPT IR major and SPP's (and friends') Global and Foreign Policy major, and (2) building collaborations in the International relations/policy space as the new programs go forward. As you'll see below, I'm especially focused on the second issue.

Please correct me if I'm wrong, but my notes from the meeting indicate that we agreed that the two majors were really not in conflict. That is, they tackle different themes from different disciplinary perspectives (often using different methodologies) and, as such, are likely to appeal to different student populations. More fundamentally, we agreed that that the goal is to give students options and, given the range of issues in international/global/foreign policy, both programs should be able to operate side by side.

Instead of viewing the programs as rivals, we therefore focused on thinking about collaboration and cross-pollination. To that end, we all wanted to see relevant classes cross-listed across the two new majors (I think GVPT calls these "Special Partner Programs" - if so, happy to work on making this designation formal. As you both emphasized, this is especially important among upper level courses.

To make this happen, Mike and I thought we could start by preserving a guaranteed minimum number of seats (5? 7? happy to talk further) in the following courses for students from our respective majors:

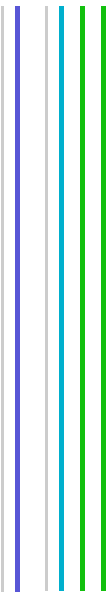
From SPP:

PLCY 288W: Global Action and Problem Solving (Worsnop)
PLCY 401: US Grand Strategy (Shiffrinson)
PLCY 401: Global Health Policy (Worsnop)
PLCY 388B: Introduction to the Intelligence Community (Andrews)
PLCY 388V: Public Policy Challenges in Africa (Woldemariam)

From GVPT:

International Organizations

IR of East Asia



Political Economy of Foreign Aid
Conflict in the International System
Nonviolent Resistance

As an alternative to one of the above, we could also offer space in Charles Harry's PLCY 688C: Cyberspace: Legal and Policy Implications. 688C is technically for graduate (MA-level) students, but the instructor has indicated the class would work for seniors and qualified juniors.

Again, these are all courses with which to start. Going forward, we should plan on revisiting the offerings as new courses are developed, student interests change, etc etc. We may also want to think about other efforts - graduate research collaborations, joint grants, etc - that faculty and students across the units can share. The bottom-line, though, is that we're keen to figure out a way to mutually benefit as the majors come together and the two faculty share similar interests.

In any case, please let me know if this all makes sense and works for you. We're eager to move forward, facilitate collaboration, and build the IR/int'l policy community. Likewise, I'm happy to chat on specific courses, space needs, etc.

See everyone soon —

Josh



Jennifer Nash Littlefield <jnlittle@umd.edu>

Update on Major + ask

Holly Brewer <hbrewer@umd.edu>

Mon, Jan 13, 2025 at 10:35 AM

To: Joshua Shifrinson <jris@umd.edu>

Cc: Ahmet Targon Karamustafa <akaramus@umd.edu>, Colleen Woods <woodscp@umd.edu>, Jennifer Nash Littlefield <jnlittle@umd.edu>, "Catherine Z. Worsnop" <cworsnop@umd.edu>

Dear Joshua

It's fine with me to list those history courses. I hope all is well with you and yours!

cheers

Holly

Holly Brewer

Burke Professor of American History & Associate Professor

Director of Undergraduate Studies

Department of History

Legislative Affairs Chair, Council of University System Faculty

University of Maryland

cell 919-522-5565

<https://newrepublic.com/article/183357/supreme-court-turns-president-king><http://earlymodernjustice.org/><https://slaverylawpower.org/>

"Creating a Common Law of Slavery for England and its New World Empire" LHR 39

"Slavery, Sovereignty, and 'Inheritable Blood': Rethinking John Locke and the Origins of American Slavery" AHR 2017

By Birth or Consent: Children, Law, and the Anglo-American Revolution in Authority (OI & UNC Press, 2005).

Donate to the UMD History Dept <https://go.umd.edu/gohistory>

On Fri, Jan 10, 2025 at 6:15 PM Joshua Shifrinson <jris@umd.edu> wrote:

Dear Ahmet, Holly, and Colleen,

Happy 2025, and hope this note finds you well. Apologies for writing on a Friday, but I wanted to briefly touch base on the major - and issue a medium-sized request - as I prepare to step back a bit (child arriving and all that).

The update is all good. Thanks to the hard work of Jen Littlefield, my colleague Cat Worsnop (copied above), and others over the break, we are on pace to submit the major proposal for review by the SPP PCC by the end of the month. This would put us on pace for Senatorial review in March-April and, hopefully, MHEC review from there. Between now and late January, you should therefore expect to see some formal-looking emails from Jen, myself, and Cat "codifying" our agreed upon collaboration in the major; likewise, we are coordinating with our college administration on what should be in the MOU we will develop concurrent with the proposal (once we have that, we will also send it along). Bottom line: I think we are at the start of the end stage.

Now for the medium-sized ask. As you know, the major calls for students to take a number of electives, loosely organized into thematic tracks. Despite having previously been told otherwise, a member of the Provost's office alerted us *today* that we need formal permission from various departments to list their courses as electives (as distinct from requirements) for the major.

I am therefore writing to see if History would be open to allowing the courses below to count as *electives* for the major. In this, please note that we are listing a large number of electives, distributed throughout UMD Departments, to count for the major. As a result, we do NOT anticipate overall course enrollments to meaningfully increase; likewise, we are not requesting specific seats be set aside. Rather, we simply want to give students the option of taking these courses for credit in the major.

I'm happy to answer any questions. Hopefully, though, this is an easy request and one that can be accommodated given our extensive general collaboration.

Thank you in advance — looking forward to putting *this* baby to bed!

Best,

Josh

COURSES TO COUNT AS ELECTIVES (Note: please feel free to suggest additional courses that may fit within each track. We are especially open to 300-400 level suggestions).

Track 1: Security, Conflict, and Development

History 142 - Looking at America through a Global Lens

History 224 or 225 - Modern Military History

History 266 - The United States in World Affairs

History 328L - Empires, Revolutions, and Cold War

Hist 328V - Selected Topics in History; The Soviet Collapse and its Aftermath

339C - War, Genocide, and Resilience in Great Lakes Region

408V - Using Oral History to Write Military History

Hist 419P - Special Topics in History; Origins of Ethnic Cleansing in Russia/USSR

HIST419N - Special Topics in History; The Unending War: From the Korean War to the Korean Wave

HIST428B - Selected Topics in History; Seven Revolutions in Postwar Africa

Hist 428J - Selected Topics in History; Global Revolutions in the Modern Era

HIST 453 - Diplomatic History of the United States from 1914

Track 2: Migration and Human Security

Hist 220 - Atlantic World in Age of Exploration, Conquest, and Settlement

HIST222 Immigration and Ethnicity in America

HIST289O Lawlessness: From Pirates to Body-snatchers, Exploring the Legitimacy of Illicit Activity

Hist 290 - Can Jews Be Arabs?

HIST428B - Selected Topics in History; Seven Revolutions in Postwar Africa

Hist 428J - Selected Topics in History; Global Revolutions in the Modern Era

HIST466 Immigration and Ethnicity in the U.S.

Hist 329O -

Special Topics in History; Ideologies, Parties, and Social Movements in the Modern Middle East

Track 3: Sustainability and Development

HIST205 Environmental History

HIST405 Environmental History

Hist 329O -

Special Topics in History; Ideologies, Parties, and Social Movements in the Modern Middle East

HIST247 - Modern India: From the British Raj to the World's Largest Democracy (? Has development focus)

HIST407 - Technology and Social Change in History

History 429V - History of Global Warming



Jennifer Nash Littlefield <jnlittle@umd.edu>

New major proposal

Ilai Zelig Saltzman <saltzman@umd.edu>
To: Jennifer Nash Littlefield <jnlittle@umd.edu>

Thu, Jan 16, 2025 at 5:47 PM

Hey Jennifer,

Thank you for the kind note, and I hope you and yours are well despite the horrible weather outside.

Congratulations on this new major, this sounds like a great program. These Israel Studies classes are great, and I would also like to mention a few more courses you may also find relevant (full disclosure: I teach a couple of those):

ISRL349F U.S Foreign Policy and the Arab-Israeli Conflict
ISRL349T Israel, Middle East Security, and WMD Proliferation
ISRL 329P Israeli Foreign and Security Policy
ISRL 329Q Political Psychology, Israel, and the Middle East

Let me know what you think, and if there's anything I can do to help. If you need faculty to advise on topics related to security, diplomacy and foreign policy, please feel free to reach out.

Have a great evening!

Ilai Saltzman

Dr. Ilai Z. Saltzman (he, him, his)
Associate Research Professor of Israel Studies
Director, The Gildenhorn Institute for Israel Studies, <http://www.israelstudies.umd.edu>
0124A Taliaferro Hall | The University of Maryland | College Park, MD 20742
Tel: 301-405-2931 | E-mail: saltzman@umd.edu

From: Jennifer Nash Littlefield <jnlittle@umd.edu>
Sent: Thursday, January 16, 2025 5:13 PM
To: Ilai Zelig Saltzman <saltzman@umd.edu>
Subject: New major proposal

Hello Ilai,

I hope all is well! I'm reaching out about a major proposal we are working on, titled **Global and Foreign Policy**. The Global and Foreign Policy major will be an interdisciplinary major jointly offered by the School of Public Policy, the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges, and options for advancing solutions to such challenges.

We plan to offer three tracks, titled Security, Conflict, Diplomacy; Human Security and Migration; and Development and Sustainability, with the possibility of more in the future. As part of these tracks, students can take a variety of electives. Below is a list of courses offered by Israel Studies that we think would be a good fit as an elective. Given the large number of elective options, we don't anticipate inclusion in our elective list to alter your seats or impact your teaching numbers. We are not asking for your unit to set aside seats, just simply allowing us to list your class for students to take should you have open seats.

Would you be ok with us including the below in our proposal as an elective option? Are there any other courses you think would be a good fit?

Thanks so much! Let me know if you have any questions or concerns.

ISRL283 The Israeli/Palestinian Conflict: Fundamental Questions

ISRL349G Investigating Topics in Israel Studies; Tzahal: The Israeli Military in State, Society, and its Middle Eastern Context

ISRL349Y Investigating Topics in Israel Studies; Environmental and Sustainable Development in Israel

ISRL350 The End of the Israel-Arab Conflict?

ISRL448R - Seminar in Israel Studies; Introduction to Human Rights in Israel

--
Jennifer Littlefield, PhD
jnlittle@umd.edu

Director of Undergraduate Studies
School of Public Policy

1237G Thurgood Marshall Hall
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[College Park, MD 20742](#)
301-405-4765

Pronouns: She/ Her/ Dr.

Change the world. It's our policy.



Jennifer Nash Littlefield <jnlittle@umd.edu>

Fwd: new major proposal - inquiry

Joshua Shifrinson <jris@umd.edu>

Tue, Jan 28, 2025 at 10:10 AM

To: Jennifer Nash Littlefield <jnlittle@umd.edu>, "Catherine Z. Worsnop" <cworsnop@umd.edu>

Cc: rblaugru@umd.edu

Sent from my iPhone

Begin forwarded message:

From: Joshua Whitney Madden <jmadden@umd.edu>**Date:** January 28, 2025 at 10:06:32AM EST**To:** Joshua Shifrinson <jris@umd.edu>**Subject: Re: new major proposal - inquiry**

Hi Josh,

Good morning. Hope the semester is off to a great start.

We are fine with JOUR283 being listed as an elective for this new exciting major on campus. Thanks for checking.

Thanks,
Josh

On Mon, Jan 27, 2025 at 5:19 PM Joshua Shifrinson <jris@umd.edu> wrote:

Dear Professor Madden,

Happy Monday, and I hope this email finds you well. My name is Josh Shifrinson. I'm an Associate Professor of International Policy with UMD's School of Public Policy. With apologies for emailing at the start of the semester, I'm writing because I am part of a team developing a new major on campus - "Global and Foreign Policy" and wanted to inquire about the possibility of listing a Journalism course as an *elective* for the major.

For background, the Global and Foreign Policy major will be an interdisciplinary major jointly offered by the School of Public Policy, the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges, and options for advancing solutions to such challenges.

We plan to offer three tracks, titled Security, Conflict, Diplomacy; Human Security and Migration; a Development and Sustainability, with the possibility of more in the future. As part of these tracks, students can take a variety of electives and we were hoping to include Journalism offerings among them. Below is the particular course that caught our attention, though we're certainly open to other options you feel may fit.

To be clear, given the large number of elective options, we don't anticipate inclusion in our elective list to alter your seats or impact your teaching numbers. We are not asking for your unit to set aside seats, just simply allowing us to list your class for students to take should you have open seats. Accordingly, would it be acceptable with us including the below in our proposal as an elective? Similarly, and again, please let us know if there are any other electives that you feel might be good fits within the tracks.

Thank you in advance for considering this request, and I hope the start of the semester is going well!

All the best,

Josh

PROPOSED JOURNALISM ELECTIVES FOR GLOBAL AND FOREIGN POLICY MAJOR

Journalism 283 - Probing War

--

Josh Madden
Assistant Dean
Philip Merrill College of Journalism
University of Maryland
Tel: (301) 405-8814
he/him/his



Jennifer Nash Littlefield <jnlittle@umd.edu>

New major proposal

Beau J Cisneros <bcisnero@umd.edu>

Wed, Jan 22, 2025 at 11:33 AM

To: Jennifer Nash Littlefield <jnlittle@umd.edu>

Cc: John T Gonser <jtgonser@umd.edu>, Christopher Gregory Boehm <cboehm@umd.edu>, Paula Barriga Sanchez <pbarriga@umd.edu>, Jenna Weiner <jweiner4@umd.edu>, GABRIELLA SANTA LUCIA ROSELLE <groselle@umd.edu>

Dr. Littlefield,

After speaking with our Professor, CAPT John Gonser, we are happy to include NAVY100/101/302 as elective options for the new major. As you mentioned in your email, the seats we have to offer would only be those available after our students register since they are required to take it in order to commission through the NROTC program. Please let us know if there is any other action required on our end. Have a great day.

Very Respectfully,

LT Beau Cisneros

Assistant Professor of Naval Science - Submarine Officer

Naval Reserve Officer Training Corps, Maryland Consortium

(w) 301-314-6295

[Quoted text hidden]



Jennifer Nash Littlefield <jnlittle@umd.edu>

Fwd: new major - elective inquiry

1 message

Joshua Shifrinson <jris@umd.edu>

Sun, Feb 2, 2025 at 3:37 PM

To: rblaugru@umd.edu, Jennifer Nash Littlefield <jnlittle@umd.edu>, "Catherine Z. Worsnop" <cworsnop@umd.edu>

Chalk up another win.

Begin forwarded message:

From: Fabrizio Cariani <fabrizio@umd.edu>**Subject: Re: new major - elective inquiry****Date:** February 2, 2025 at 10:55:22 AM EST**To:** Joshua Shifrinson <jris@umd.edu>

Hi, apologies for the late response. I had knee surgery on Thursday and have been on painkillers and playing catch-up since then. I'm feeling better now.

You have my permission to list those courses as electives for the upcoming major. I think Philosophy of the Environment hasn't been taught very often in recent years, but it seems like a good course to teach.

I believe there may be other classes on our catalogue that are relevant, but sometimes they are taught under catch-all names (like Special Topics in XYZ). I'll talk to our scheduling officer and see if we can dig up some more information.

Thanks for your patience!

On Wed, Jan 29, 2025 at 8:10 PM Joshua Shifrinson <jris@umd.edu> wrote:

Dear Prof. Cariani,

Happy Wednesday, and I hope this email finds you well. My name is Josh Shifrinson. I'm an Associate Professor of International Policy with UMD's School of Public Policy. With apologies for emailing at the start of the semester, I'm writing because I am part of a team developing a new major on campus - "Global and Foreign Policy" and wanted to inquire about the possibility of listing a few Philosophy courses as *electives* for the major.

For background, the Global and Foreign Policy major will be an interdisciplinary major jointly offered by the School of Public Policy, the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges, and options for advancing solutions to such challenges.

We plan to offer three tracks, titled Security, Conflict, Diplomacy; Human Security and Migration; and Development and Sustainability, with the possibility of more in the future. As part of these tracks, students can take a variety of electives and we were hoping to include some PHIL offerings among them. Below is a list of courses offered by PHIL that we think would be a good fit.

To be clear, given the large number of elective options, we don't anticipate inclusion in our elective list to alter your seats or impact your teaching numbers. We are not asking for your unit to set aside seats, just simply allowing us to list your class for students to take should you have open seats. Accordingly, would it be acceptable with us including the below in our proposal as an elective option? Similarly, please let us know if there are any other electives that you feel might be good fits within the tracks.

Thank you in advance for considering this request, and I hope the start of the semester is going well!

All the best,

Josh

PROPOSED PHIL ELECTIVES FOR GLOBAL AND FOREIGN POLICY MAJOR

PHIL 261 Philosophy of the Environment

PHIL446 Law, Morality, and War

--

Fabrizio Cariani (he)
Professor and Chair of [Philosophy @ UMD](#)
Homepage = cariani.org
Author of [The Modal Future](#)

Fwd: Draft of support letter from SLLC

2 messages

Joshua Shifrinson <jris@umd.edu>

Wed, Jan 29, 2025 at 9:12 PM

To: rblaugru@umd.edu, Jennifer Nash Littlefield <jnlittle@umd.edu>

Cc: "Catherine Z. Worsnop" <cworsnop@umd.edu>

for the electives. I moved the list to a different folder - stand by, I'll share.

Begin forwarded message:

From: Mel Scullen <mscullen@umd.edu>**Subject: Re: Draft of support letter from SLLC****Date:** January 29, 2025 at 9:00:37 PM EST**To:** Joshua Shifrinson <jris@umd.edu>**Cc:** Elisa Gironzetti <elisag@umd.edu>, Jennifer Nash Littlefield <jnlittle@umd.edu>

Absolutely for the electives. Do we need to add these to the letter?

M

On Wed, Jan 29, 2025, 7:51 PM Joshua Shifrinson <jris@umd.edu> wrote:

This looks terrific, Mel - exactly what's needed! I'll wait for Jen to just weigh in and confirm, but it's really terrific - thank you!

Separately, is SLLC open to the following courses being listed as *electives* for the various tracks in the major? I assume, so, but wanted to confirm!

Josh

ARAB341 Filming War Zones: Representations of Wars in Iraq & Chechnya

GERS383 The 'Warrior' in German Culture: From Valiant Knights to Brazen Terrorists

JAPN425 The Atomic Bomb in Literature and Memory

GLBC 360: Cultural Theory in a Global Age

ARAB410 Ideology of Stereotyping: American and Middle Eastern Film and Television

CHIN425 Ethnic and Cultural Diversity in China

FREN387 Critical Writing on France and the French-Speaking World

FREN421 Francophone African Film

GERS441 Border Crossings and Cultural Transfers

GERS444 The German-Jewish Experience

RUSS287 The Power of the Word: Freedom of Speech in the U.S. and Russia

RUSS336 Soviet Cinema and Empire

SPAN222 Cultural Difference in Contemporary Latin America

SPAN225 Cultures of the Contact Zones - Seville, Al-Andalus and the Atlantic World

SPAN405 North American Neomedievalism: the U.S. East Coast and 16th-Century Spain

SPAN407 Early Modern US and Early Modern Spain: A Common History

SPAN422 Intercultural Communication and Negotiation

SLLC473 European Business Cultures

SLLC471 The Cultural Environment of Global Business

CHIN411 Business Chinese
CHIN425 Ethnic and Cultural Diversity in China
GERS411 German for International Business I
ITAL306 Commercial Italian I
SPAN370 Spanish for Business I

On Jan 29, 2025, at 6:53 PM, Mel Scullen <msscullen@umd.edu> wrote:

Hi Josh (and others!)

I'm attaching a first draft of a letter of support from SLLC in which I've tried to hit the major points from your document. [In fact, you may recognize some language from there!] I sent you a word version with a draft watermark in the hopes that you will feel free to make any changes that you think might make the letter stronger or that will ensure that the letter meets your needs.

If you think it's ready to go as is, feel free to remove the watermark and save it as a PDF. Otherwise we can certainly interact as necessary to get this to where it needs to be very quickly.

This is certainly exciting!
All best, Mel

Mary Ellen (Mel) Scullen, Director
School of Languages, Literatures and Cultures
and Associate Professor of French Linguistics
1105C Jiménez Hall, University of Maryland
College Park, MD 20742
+1 301-405-6464
sllc.umd.edu
<SLLC-support-for-Global and Foreign Policy-draft.docx>

Riley Paige Blaugrund <rblaugru@umd.edu>
To: Joshua Shifrinson <jris@umd.edu>
Cc: Jennifer Nash Littlefield <jnlittle@umd.edu>, "Catherine Z. Worsnop" <cworsnop@umd.edu>

Wed, Jan 29, 2025 at 9:55 PM

Great! Adding the electives to the various spreadsheets!

[Quoted text hidden]



Jennifer Nash Littlefield <jnlittle@umd.edu>

New major proposal

Nicole T. De Loatch <ndeloat@umd.edu>

Fri, Jan 17, 2025 at 10:45 AM

To: Jennifer Nash Littlefield <jnlittle@umd.edu>

Good morning Jennifer,

I hope you are well!

Absolutely! Your proposal may include the courses: SOCY222, SOCY265, SOCY398G, SOCY405, and SOCY415. I would caution that the faculty who taught SOCY405 and 415 retired, so these courses will not be offered again until we find a replacement hire.

Best,

Nicole

Nicole DeLoatch, Ph.D.
Director of Undergraduate Studies
Maryland Population Research Center Affiliate

For more information on academic advising services, please use the link below:
<https://socy.umd.edu/undergraduate/online-academic-advising>

2108 Parren J. Mitchell Art-Sociology Building (Bldg 146),
3834 Campus Dr., College Park, MD 20742
Ph. 301.405.6389 | Fx. 301.314.6892 | ndeloat@umd.edu

UMD SOCY Undergraduate Website
<https://socy.umd.edu/landing/Undergraduate>

Pronouns: She/Her

This message is intended for the use of the addressee and may contain information that is privileged and confidential and may be subject to confidentiality privileges and protections. If you are not the intended addressee, any copying or other dissemination of this message or any attachment is strictly prohibited.

[Quoted text hidden]



Jennifer Nash Littlefield <jnlittle@umd.edu>

STAT100 for new major

Doron Levy <dlevy@umd.edu>

Mon, Feb 3, 2025 at 11:28 AM

To: Jennifer Nash Littlefield <jnlittle@umd.edu>

Cc: Lizhen Lin <lizhen01@umd.edu>, "Lawrence C. Washington" <lcw@umd.edu>

Excellent.

We are happy to support the request and do not require any additional resources to do so.

Please let me know if you need our support in any other form in addition to this email.

Best regards -

Doron

Doron Levy
Professor and Chair
Department of Mathematics
University of Maryland
College Park, MD 20742
[Director, Brin Math Research Center](#)
[Web](#) | [X](#) | [LinkedIn](#) | 301-405-5051

On Feb 3, 2025, at 9:19AM, Jennifer Nash Littlefield <jnlittle@umd.edu> wrote:

Hi Doron,

That is correct. Thanks!

On Fri, Jan 31, 2025 at 1:57 PM Doron Levy <dlevy@umd.edu> wrote:

Dear Jennifer,

My name is Doron Levy and I am the Chair of the Math Department.

We are looking at your projected enrollments below. Just to confirm - when you say 250 majors projected in AY30, this is not 250 students per year, but 250 students spread over all 4 years of study. Is that the case?

Thanks & best regards -

Doron

Doron Levy
Professor and Chair
Department of Mathematics
University of Maryland
College Park, MD 20742
[Director, Brin Math Research Center](#)
[Web](#) | [X](#) | [LinkedIn](#) | 301-405-5051

----- Forwarded message -----

From: **Jennifer Nash Littlefield** <jnlittle@umd.edu>

Date: Wed, Jan 29, 2025 at 6:21 PM

Subject: Re: STAT100 for new major

To: Lizhen Lin <lizhen01@umd.edu>

Hello Lizhen,

We don't expect a large increase in enrollment, and we also accept departmental stats (BMGT 230 (AR), CCJS 200 (AR), EDMS 451 (AR), PSYC 200 (AR), SOCY 201(AR), or STAT 100 (MA & AR), etc) for the pre-req as well so they will have other options aside from STAT100. Our projections are below:

AY27	AY28	AY29	AY30
75	150	200	250

On Wed, Jan 29, 2025 at 6:06 PM Lizhen Lin <lizhen01@umd.edu> wrote:

Hi Jennifer,

Thank you for reaching out. Can you tell me know the size of the major and the number of anticipated increase in enrollment in our course each year? I just need to run the number by our chair and undergraduates director to make sure we have the ability to committee such a resource. Thank you!

Best
Lizhen

On Wed, Jan 29, 2025 at 10:43AM Jennifer Nash Littlefield <jnlittle@umd.edu> wrote:

Hello Professor Lin,

I hope all is well!

I'm reaching out about a major proposal we are working on, titled Global and Foreign Policy. The Global and Foreign Policy major will be an interdisciplinary major jointly offered by the School of Public Policy, the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges, and options for advancing solutions to such challenges.

One of the core course requirements is PLCY304, which carries a prerequisite of STAT100. Its my understanding that we then need to include STAT100 in our major requirements. Do we have your permission to include this in our proposal?

Thank you!

--

Jennifer Littlefield, PhD
jnlittle@umd.edu

Director of Undergraduate Studies
School of Public Policy

1237G Thurgood Marshall Hall
7805 Regents Drive
College Park, MD 20742
301-405-4765

Pronouns: She/ Her/ Dr.

Change the world. It's our policy.

--

Jennifer Littlefield, PhD
jnlittle@umd.edu

Director of Undergraduate Studies
School of Public Policy

1237G Thurgood Marshall Hall
7805 Regents Drive

2/3/25, 11:41 AM

University of Maryland, College Park Mail - STAT100 for new major

College Park, MD 20742
301-405-4765
Pronouns: She/ Her/ Dr.

Change the world. It's our policy.

--

Jennifer Littlefield, PhD
jnlittle@umd.edu

Director of Undergraduate Studies
School of Public Policy

1237G Thurgood Marshall Hall
7805 Regents Drive
College Park, MD 20742
301-405-4765
Pronouns: She/ Her/ Dr.

Change the world. It's our policy.

	LO1	LO2	LO3	LO4	LO5	LO6	LO7
Policy	I	I	I			I	
Power, Access, and Influence		I		I	I		
Encounters OR SLLC/GLBY 200: Global credits				R	I/R		
selected from list	R	I		I/R	I/R	I	
AREC 345: Global Poverty and Development	R		I	I	I	I	
World Language requirement							I/R/M
PLCY 200: Research Methods for Policy Analysis						I	
<i>PLCY304 Prerequisite (selected from list)</i>						I	
PLCY 304: Evaluating Evidence - Finding Truth in Numbers						R	
CHOOSE ONE:	M	M	M	M		M	
TRACK 1: Security, Conflict, and Diplomacy	I/R	R	R	R		R	
TRACK 2: Human Security and Migration	I/R	R	R	R		R	
TRACK 3: Development and Sustainability	I/R	R	R	R		R	

I: Introduction

R: Reinforcing

M: Mastery

LO1: Analyze the complexity and range of historical and contemporary global and foreign policy and policymaking challenges.

LO2: Explain how foreign and global policymaking institutions, processes, and structures shape policy solutions and outcomes.

LO3: Demonstrate in-depth knowledge of one or more global and foreign policy challenges and solutions, by applying insights and frameworks from different disciplines while engaging relevant policymaking processes.

LO4: Interrogate how identities - including national, caste, ethnic, gender, racial, religious, socio-economic, political, and beyond - and their intersections shape global and foreign policy challenges and solutions.

LO5: Examine the role of values, ethics, justice, access, and the structural and systemic sources of (in)equality in and across global and foreign policy domains.

LO6: Utilize appropriate research tools, analysis, writing, and presentation skills to assess global and foreign policy challenges, and apply these techniques to an experiential learning endeavor to better understand the dynamics of policymaking.

LO7: Demonstrate at minimum a basic proficiency in a second world language

Appendix D: Learning Outcomes Assessment Plan

The School of Public Policy has been successfully conducting Learning Outcomes Assessment with its Bachelor of Arts in Public Policy. Reports have been very successful, sometimes noted as a model for other units by the Provost's Commission on Learning Outcomes Assessment. The Global and Foreign Policy Learning Outcome Assessment will be conducted by the Global and Foreign Policy Governing Council. The Director of Undergraduate Studies in the School of Public Policy, as a member of the Council, will ensure reports adhere to the guidelines and expectations of the Provost's Commission on Learning Outcomes Assessment. The team will also generate a report that is shared with the leadership of the School of Public Policy, College of Arts and Humanities and College of Agriculture and Natural Resources. We will also report our results to the overall faculty committee in each School or College. The report and subsequent discussions will be used to continually improve the curriculum and individual courses to best ensure a high level of student proficiency and experience.

We will assess 1-2 of the LOs each year, so that all are assessed on a four-year cycle. The Global and Foreign Policy Governing Council, will develop rubrics which will be used to assess student mastery of each of these learning objectives. Faculty members will then use the rubric to assess a sample of student projects/papers produced in the academic year. The rubric will contain categories related to the specific learning outcome and students will be assessed as “Advanced,” “Competent,” “Introductory,” or “Undeveloped” in each category. The individual categories will be aggregated to produce an overall score. Our overall goal is that 85% of our students are scored as “Advanced” or “Competent” on each program-level learning outcome assessed.

Any recommendations made by the assessment committee are considered and implemented by the Global and Foreign Policy Governing Council, and if necessary, the School PCC. We also work with faculty who teach primary core classes within the learning outcome to implement recommendations and strengthen outcomes.

Global and Foreign Policy Program Learning Outcomes

LO1: Analyze the complexity and range of historical and contemporary global and foreign policy and policymaking challenges.

LO2: Explain how foreign and global policymaking institutions, processes, and structures shape policy solutions and outcomes.

LO3: Demonstrate in-depth knowledge of one or more global and foreign policy challenges and solutions, by applying insights and frameworks from different disciplines while engaging relevant policymaking processes.

LO4: Interrogate how identities - including national, caste, ethnic, gender, racial, religious, socio-economic, political, and beyond - and their intersections shape global and foreign policy challenges and solutions.

LO5: Examine the role of values, ethics, justice, access, and the structural and systemic sources of (in)equality in and across global and foreign policy domains.

LO6: Utilize appropriate research tools, analysis, writing, and presentation skills to assess global and foreign policy challenges, and apply these techniques to an experiential learning endeavor to better understand the dynamics of policymaking.

LO7: Demonstrate a minimum of basic proficiency in a second world language.¹

Please see the Addendum to Appendix D for a spreadsheet containing a curriculum and assessment map of the program.

¹ As noted earlier, all students will minimally demonstrate a basic proficiency in a second world language by taking the appropriate language sequence administered by SLLC or otherwise demonstrating native/near-native fluency. In practice, students will enter the major with varying levels of familiarity in second world language. As a result, students will ultimately develop their communicative competence at different levels of proficiency commensurate with their existing skill set. .

Introduction

The Global and International Policy Working Group held focus groups with current UMD undergraduates on 12 April and 15 April 2024. Sessions ran for 1 hour each and were structured around a series of questions intended to solicit input on (a) general interest and enthusiasm for an international policy-focused major, (b) issues related to the structure of such a major, and (c) ways of describing, promoting, and ensuring the visibility of a major. Dr. Josh Shiffrinson and Dr. Jen Littlefield ran the sessions, with Mr. Patrick Trujillo assisting. Total attendance was 70 students across the two sessions, 32 of whom were not currently SPP students. A bullet-pointed summary of findings is below, followed by a more detailed discussion.

Summary Points

- There is significant interest in global/international policy among undergraduates writ large, and particular enthusiasm for a possible major tackling international policy issues (75% of attendees, including 65-75% of students not currently in the Public Policy BA, indicated they would enroll or seriously consider such a major).
- Students desire a major that would help diagnose and analyze issues in the international policy space and – crucially - develop/assess solutions. Students generally feel that the latter is missing from extant UMD programs involving international spaces.
- 45-48 credit hours (i.e., 15-16 courses) is about the right size for a major. Many students urged that classes count for other majors/minors and the program be designed to enable double-majoring/minoring
- Students desire a scaffolded major that balances structure and flexibility. There was strong agreement that a moderately sized core set of courses, language¹ and research requirement, structured elective sequence in a particular track/focus area, and additional electives to explore topics of interest would be ideal.
- Students endorsed the idea of required focus areas/tracks, and embraced the four themes (security, development, sustainability, human security) currently under discussion. They proposed international law, science/tech, and regional studies as possible additions.
- An applied component (e.g., internship, capstone) was strongly recommended, with many endorsing it being embedded in the tracks/focus areas
- A language sequence was recognized as important, as was the importance of research methods/design. There was less agreement on the type(s) and placement of research courses (e.g., quant or qual methods) within the major.
- Students felt that the program would be organically visible on campus, especially if its applied and solution-oriented nature were emphasized
- Students did not like the idea of calling the program “Global and International Policy.” There was no agreement on what the major should be titled, but possible names included: (1) Global Policy, (2) Foreign Policy, (3) Foreign Affairs and Global Policy, and (4) Foreign and Global Policy (Studies). Students emphasized something simple but catchy as ideal.

¹ Several indicated that it was important for students to be able to test out of a language requirement.

- Students urged that the program description in the UMD catalog front-load the applied/policy-focused nature of the major and – above all – list the sorts of careers it prepares students to move into. This would be a particular focal point for incoming and current UMD students eager to prepare for post-collegiate careers.

Detailed Discussion

Student Profile

Approximately 45 students attended the event on 12 April in Zoom or in-person, while 25 attended the event on 15 April. A bit over half the students in attendance were BAPP majors or double-majors. The other half (32 students total) came from outside the current School of Public Policy community, represented a variety of majors (History, GVPT, Medical Anthropology, Criminology, Computer Science, PPE, etc), and were recruited by advertising the event to different advisors and student groups across campus. Those in attendance ranged from first-years through seniors. Gender balance was good.

Interest in a Major

When asked whether they would be interested in additional coursework on international/global issues, *all* students in attendance nodded or raised their hand. When asked whether they would definitely or seriously consider enrolling in a major designed to analyze contemporary global policy challenges and propose/evaluate solutions while taking courses across several disciplines, roughly 75 percent of those in attendance indicated in the affirmative; of those *not* currently an SPP major, the positive response rate was 65-75 percent (contingent on program structure). This strongly suggests that (a) there is untapped demand within the current SPP undergraduate population for a global policy-type degree, and (b) that offering such a major would attract a meaningful number of students to SPP programs and courses.

Structuring an Attractive Major

With interest in a program established, most of the conversation turned to discussion of how to design such a major. We were especially eager to consider (a) what factors would increase or decrease student interest in a major, and (b) what sorts of requirements, expectations, or programs of study would both meet student interest and - in students' view – prepare them for the workspace. These issues occupied the bulk of the conversation.

With regard to interest in a major, students flagged several issues that would increase their enthusiasm for a major. First, they wanted the major to be structured in such a way that they could double major (e.g., GVPT, History) and/or pursue minors (e.g., Global Poverty, Terrorism). To this end – second – they recommended capping the total required credits for the major in the

45-48 range (i.e., 15-16 courses, assuming 3 credits per course).² Many in the room were adamant that the major be at least one course lighter than the current BAPP or GVPT IR major (students seemed to use these as benchmarks). Third, and relatedly, there was a sense that allowing classes from other departments – and which earned credit for other majors/minors – to count for the major would draw student attention.

Fourth, there was a strong sense that student interest would increase if the major were overtly applied in nature and, e.g., facilitated or awarded credit for internships, study abroad experience, and capstone projects. Fifth, and similarly, students mentioned that the major needed to be problem and solution oriented – to appeal (and to distinguish itself from other units on campus), it needed to teach students to both diagnose **and** evaluate approaches to tackling global challenges.

Sixth, there was a sense that a combination of substantive knowledge, cross-disciplinary coursework, and relevant applied/practical skills (language, research design/evidence-based argumentation, etc.) would all attract students to the major. In doing so, students flagged that having at least some courses taught by practitioners, facilitating coursework which tackled visible great issues of the day (e.g., a Contemporary Global Policy challenges class as part the core),³ and ensuring that core classes avoided overlap would all be of inestimable value.

Finally, and as discussed in the following section, students underscored that a balanced degree – one that was neither overly heavy with required (core) courses nor overly flexible such that students were without common reference points – would make the major attractive to undergraduates. They raised that many interdisciplinary programs either (1) fail to provide students a common analytic framework before sending them into electives, resulting in many students struggling in advanced courses for which they're not prepared, or (2) overbuild core requirements such that students cannot develop substantive knowledge on topics of interest. Avoiding these pitfalls by scaffolding the major was intrinsically desirable and – as explored below – valuable to students' sense of what would maximize their education. By the same token, they suggested that having ability to petition for courses to count for a given track or as an elective would be advisable and bolster interest.

Structuring a Major – Program of Study

This naturally brought up questions about the actual program of study. To facilitate the conversation, facilitators mentioned – in broad strokes – what a major might (at this early stage) look like: a medium-sized core, language and methods requirement, a 3-4 elective sequence in a given policy issue or global challenge area (including a capstone project), and “floating” electives that students could use to study other topics of interest within the major.

² Notably, a 15-16 course sequence is in line with similar interdisciplinary, internationally-focused majors at AAU, DMV, and Big 10 schools.

³ One student received enthusiastic endorsements when saying that classes needed to tackle the big, provocative issues that were in the news – as he put it, the issues “that go boom.”

Students strongly endorsed the idea of a scaffolded major (see above) while offering several finer-grained insights. First, and building on themes raised when discussing what would sustain interest in a major, students again underlined that core classes should be relatively limited (several mentioned keeping the core sequence meaningfully tighter than the current BAPP).

Second, there was widespread enthusiasm for taking a series of courses within a specialization, challenge area, or focus area to develop substantive knowledge that could extend to the real world and appeal to employers. This held even when reminded that they would be unlikely to receive formal notation on transcripts or diplomas for said specialty. Moreover, when asked whether they might feel constrained by having to work within a focus area, students underlined that they both felt they were able to identify their interests after completing a few introductory (core) classes, and saw downside risk – lacking detailed knowledge of a topic or issue when looking for jobs and/or necessary background for more advanced courses – without selecting a topic area. Students, in other words, want focus (without inflexible requirements) within the major and, though recognizing that concentrations may be constraining, see the virtues of a structured program as outweighing the drawbacks.

That said – third – students also wanted at least a few “floating” electives that could be used to explore topics of interest within the major regardless of whether the electives fit within a track/concentration/focus area. Using a heuristic of 6 elective classes in the major, students were evenly split between those advocating a 3-3 mix (i.e., 3 specialization-linked classes and 3 floating electives) and a 4-2 mix; those advocating 4-2 seemed to prefer that the capstone be embedded in a specialization, while those advocating for a 3-3 assumed a structure closer to the existing BAPP and a non-tracked capstone. Some indicated that a division along these lines would allow them to balance the acquisition of knowledge on a particular theme, whereas others suggested they might want to use the floating electives to drill down further in a topic or theme of interest. Regardless, there was a consensus that a mix of track-lined electives and floating electives struck a helpful balance between structure and choice. As noted earlier, having the ability to petition for courses to count as an elective - whether tracked or not - would be of interest, too.

This prompted discussion of the sorts of tracks/concentrations students would find of interest. Facilitators mentioned the four thematic concentrations floated by the working group thus far – Peace, War, and Diplomacy; Human Security (i.e., refugees, human rights, pandemics, etc.); International Economics and Development, and Sustainability. Students were interested in these areas, with all being greeted enthusiastically.⁴ That said, they also flagged three potential additional concentrations: International Law (which might be especially appealing to those eventually hoping to go to law school), a Regional Focus, and International Science and Technology issues. The last was ill-defined. Whereas some students seemed interested in technology regulation, others seemed to want to explore STEM issues as they relate to trade,

⁴ Students also offered particular language to describe these concentrations. One student, for instance, suggested calling the Peace, War, and Diplomacy track “Security Studies,” while others thought Sustainability could be retitled to something including the phrase “Climate Change.”

conflict, and other themes; in practice, it seems a topic that might be rolled into other concentrations as appropriate rather than carved out on its own. The same may apply to a Regional Track, with at least some students indicating that they would be open to taking regionally-focused courses within the context of thematic specializations (e.g., human security in Africa, European security).

When further asked if there were any common courses that could be included in the core to prepare for/service the different tracks, students mentioned the desirability of common classes on the drivers of international competition (e.g., international security) and the potential for cooperation in the international space (e.g., global governance). Multiple students also raised the importance of including a strong historical component within the core of the major and/or within the concentrations in order to ground and contextualize policy conversations.

Moving away from themes and into skills, students wanted research skills but were divided as to whether there ought to be a standard requirement (e.g., statistics) for *all* students in the major, or whether research skills should be tailored depending on substantive or thematic interests (e.g., greater quantitative skills for those interested in international development, versus more qualitative skills for those interested in human security). There was no clear consensus on this. Likewise, when asked about a language requirement, some students expressed trepidation at having to study languages while others were quite enthused and recognized the value-added. When queried further, students regarded a 2 or 3 course language sequence as reasonable.

Finally, there was a desire to ensure the major had an applied element. In particular, students underlined that there ought to be a required capstone experience, internship practicum, or study abroad opportunity to have students extend the knowledge and skills acquired through coursework to a real-world setting. Echoing the discussion of tracks/focus areas, there was significant agreement that the applied element be integral to – and perhaps the culminating event of – a focus area/track sequence.

Ensuring Visibility

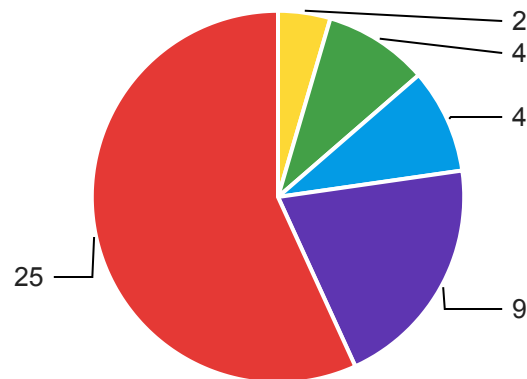
The last topic of discussion involved ensuring the visibility of the major and attracting students to the program. Attendees seemed to suggest that recruitment would not be overly challenging if the program operated as presented – UMD students would naturally gravitate to an interdisciplinary and applied major designed to prepare them for careers in the policy space.

Still, students urged that the major be given a creative title to draw the attention of new and current UMD students. There was some disagreement on what the title should be. Few attendees endorsed calling it “Global and International Policy”. Some endorsed “international policy,” whereas others argued that such a title would create confusion with the GVPT International Relations major. Others thought “global policy” might be viable, but other students challenged it on the grounds that they did not know what “global policy” meant or entailed – it was too nebulous. Many called for working the phrase “foreign affairs” into the title – not least to link to potential careers and/or issues students know about – but, again, there was debate.

Overall, potential titles for the major emerging from the discussion included (1) Global Policy, (2) Foreign Policy, (3) Foreign Affairs and Global Policy, and (4) Foreign and Global Policy (Studies). Conversely, those at the second session quickly agreed on calling it “global policy.”

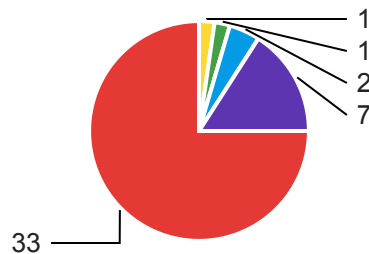
Regardless of the title, students – particularly first years and sophomores – recommended that the program description in the UMD catalog work to distinguish the major from other internationally-focused majors. To do so, students urged that we underline the applied and policy-focused nature of the major, the thematic topics of focus, and explain the sorts of careers it prepares students to pursue. Beyond flagging the unique elements of the major itself, emphasizing the career preparation embedded in the major would go far to (a) make the major attractive to incoming first-years (who tend to discuss majors and thus career options with their parents), and (b) draw the attention of current UMD students eager to position themselves for post-collegiate success.

Q3 - Are you interested in pursuing a career in foreign, global, or international policy? Examples of such careers involve working on diplomacy, defense policy, international health, climate change, migration and refugees, and international trade/business. You might work at an international organization, international NGO, a think tank, a multinational corporation, or in the US government / for a policymaker



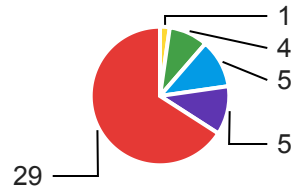
■ Definitely not
 ■ Probably not
 ■ Maybe
 ■ Probably yes
 ■ Definitely yes

Q9 - If available, would you be interested in additional courses on foreign, international, or global policy that would explore international politics and ways of engaging a globalized world?



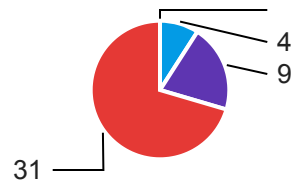
■ Definitely not
 ■ Probably not
 ■ Maybe
 ■ Probably yes
 ■ Definitely yes

Q6 - Would you be interested in a Global and International Policy major that would prepare you for a care



■ Definitely not
 ■ Probably not
 ■ Maybe
 ■ Probably yes
 ■ Definitely yes

Q8 - Do you feel that a Global and International Policy major would appeal to other UMD students?



■ Definitely not
 ■ Probably not
 ■ Might or might not
 ■ Probably yes
 ■ Definitely yes

Q7 - What factors would INCREASE your interest in a Global and International Policy major? Please choose your top 3. - Selected Choice

Field	Choice Count
Overlap of major requirements with Gen Ed requirements	25
Experiential learning opportunities (e.g., study abroad, internships)	27
Funding oportuntiiies	5
Opportunities to acquire job-related skills (e.g., statistics, language)	23
Ability to acquire substantive knowledge (e.g., information on a key topic or region)	29
Receiving credentials within the degree (e.g., recognition for a concentration)	19
Flexibility in major requirements	22
Other (please explain)	3
Limited (45-50) credit hours required for the major	11

Q10 - What factors would DECREASE your interest in a Global and International Policy major? Please choose your top 3. - Selected Choice

Field	Choice Count
More than two semesters of a language requirement	11
A requirement to choose a track without transcript credentials	1
A total major credit count above 50 credits	3
More than 2 semesters of a statistics or economics requirement	4
An experiential learning requirement (e.g., study abroad or internship)	0
A total major credit count above 60 credits	6
Inflexible major requirements	7
Lack of funding or extra-curricular activities	3
Other (specify)	7

Q5 - If you are interested in foreign, international, or global issues, what sorts of TOPICS might be of interest? Choose all that apply, and feel free to identify others not listed. - Selected Choice

Field	Choice Count
Conflict, peace, and diplomacy	35
International economics, finance, trade, and globalization	22
Climate change, development and sustainability	23
Human security (e.g., pandemics, migration, refugee policy)	26
Other (specify)	12
N/A (I am not interested)	1

Q12 - What else should we consider when developing a new major in global and international policy?

What else should we consider when developing a new major in global and international policy?

Adding interesting concentrations such as gender issues

I think it would be beneficial to have classes with a specific area of focus. I know people at Georgetown who take very specific classes, such as "Geopolitics of the Black Sea", which allow for concentrations in certain areas of the world. An example of a class like this could be "U.S. Foreign Policy towards the USSR/Russia" .

Making it multi-disciplinary and exposing students to different perspectives/approaches

encourage students to explore different areas so that they have an expertise in one area when looking for jobs. I am finding that a lot of security related internships want an understanding of a certain region in addition to understanding security policy. I have taken lots of security related classes at umd but none in a specific region so I never feel qualified for these opportunities. Also for the research related classes in policy, I would say designate a specific research course to security. The current research class is great, but it definitely focuses on advocacy which I don't find as useful when I am looking to go into security.

Have concentration areas

Solution oriented and provides a good foundation in history

Don't make any of these courses a requirement for other degrees. There are already too many cash grab courses that students are forced to take.

Overlap with pre-existing majors and tracks (like GVPT - international relations track)

Take your time. Don't teach people bad material about the world when they're the ones who will run it someday.

n/a

a fun name and possibly more info from current policy students who may be able to switch into the major (ie. freshmen)

Making a clear distinction between this and GVPT:IR. I love IR, but it does not have as much focus on the actual policy making and writing skills that I feel that this major should be offering.

actually have it be international not just europe and africa :)

Abundant academic resources

Something to think about is whether regular PLCY majors can take these classes to fulfill major requirements. I am interested in this area, but probably would not be ready to commit to majoring in it since I'm also interested in domestic policy. I took mostly international classes as a GVPT major because they seemed interesting, but I was not an IR concentration because I did not want to limit my options when it came to course selection. I'm planning on law school so the classes I take don't really matter, so I've appreciated the freedom to take all sorts of different classes covering both domestic and international policy/poli sci.

SPP needs to URGENTLY fix the economics classes required for the ISEP track (and which would probably also be required for a global policy major). They're currently a huge wasted opportunity. The professors are not invested and students can coast through by scrolling social media through class sessions and turning in nonsense to get participation grades through problem sets. Very little is learned. Time and resources are wasted.

Students want to be able to discuss their views without being fearful of teacher bias

How to make the classes distinct from the new International Relations major being offered by BSOS

REGIONAL STUDIES!!!!, language courses catered towards usage in a professional capacity, ability to pursue more than one track (hard stop at two)

distinction from the new International Relations major

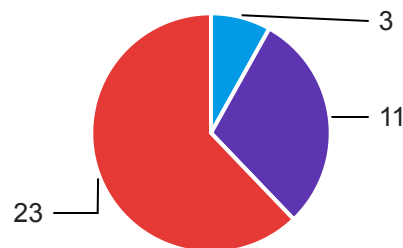
Q1 - 1. Are you currently employed in: - Selected Choice

Field	Choice Count
A think tank or NGO	16
The private sector	4
The Federal government	15
State / local government	0
An international institution	1
Other (please specify)	1

Q2 - Given your area of expertise, is there demand for entry-level employees with an undergraduate degree in global affairs, foreign policy, and/or international policy? - Selected Choice

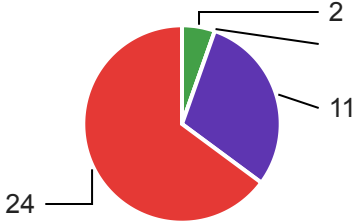
Field	Choice Count
Yes	35
No	1
Unsure/Maybe (please explain)	1

Q3 - How would you characterize demand for entry-level job prospects for undergraduates majoring in foreign/international/global policy?



■ Weak
 ■ Steady/Average
 ■ Strong

Q4 - Projecting out over the next 10-15 years, do you expect that demand for entry-level employees with a major in foreign/international/global policy will be: - Selected Choice



■ Unsure/it depends (please explain)
 ■ Weaker than today
 ■ About the same as today
 ■ Stronger than today

Q5 - Based on your experience, what sort of training or coursework would make a student majoring in global and foreign policy competitive in the current job market? (Select all that apply)

Field	Choice Count
Familiarity with research design and techniques	16
Familiarity with policy processes and policy evaluation (e.g., cost-benefit analysis)	30
Foreign language training	18
Country, or region-specific expertise	23
Thematic expertise on issues such as international security and human rights	19
Familiarity with core international relations and/or economic concepts	28
Awareness of major historical developments and trends in different parts of the world	26
Internship and/or other experiential learning experiences	22
Project-based training	13
Training in moral and ethical decision-making	12

Q6 - Reflecting on recent entry-level hires in your field, what are some of the professional capacities that have led to their success? Please choose all that apply, and feel free to suggest others. - Selected Choice

Field	Choice Count
Ability to conduct independent research	22
Familiarity with relevant thematic, substantive, or geographic issues	23
Ability to think critically	32
Experience in policy formulation and/or execution	11
Ability to understand or speak a foreign language	11
Strong written and oral communication skills	32
Ability to work as a part of a team	24
Training in moral and ethical decision-making	7
Other (specify)	5

Q7 - On a scale from 1 (lowest) – 10 (highest), how likely would you be to interview a well-performing student majoring in “Global and Foreign Policy” for an entry-level position?

Field	Choice Count
1	1
2	0
3	0
4	0
5	0
6	2
7	3
8	8

9	7
10	14

Q8 - Looking beyond your field or area of expertise, do you think there will be demand in the public and/or private marketplace for students majoring in Global and Foreign Policy over the next 5-15 years? -

Selected Choice

Field	Choice Count
Yes	34
No	0
Unsure (please explain)	2

From: Kenneth L. Leonard kenneth@umd.edu
Subject: Re: pledge of support for the Global Foreign Policy Major
Date: January 29, 2025 at 9:50 PM
To: Joshua Shifrinson jris@umd.edu



I added the sentence you suggested and sent again.

Ken

On 1/29/2025 9:47 PM, Joshua Shifrinson wrote:

Thank you!

On Jan 29, 2025, at 9:44 PM, Kenneth Leonard <kenneth@umd.edu> wrote:

Dear Dr. Shifrinson,

As Chair, I'm writing to reiterate that the Department of Agricultural and Resource Economics (AREC) fully supports the proposed Global and Foreign Policy (GFPL) major. In particular, I confirm that we are willing and able to accommodate students from the new major into relevant AREC courses - assuming appropriate prerequisites are satisfied. Further, we can offer additional sections of and space within AREC 345 to accommodate its inclusion as one of the core courses of the new major. We also support the proposed governing council and will delegate appropriate faculty and staff to its operation.

At present, the new major will not unduly burden existing faculty and resources. Our teaching resources are sufficient to meet the anticipated demand for AREC courses by Global and Foreign Policy students. Ultimately, AREC believes that many students who are attracted to the GFPL major may opt to double major (or minor) in AREC or associated programs. Therefore, we are open to exploring further collaborations to ensure the programs can grow in parallel.

Sincerely,

Ken Leonard, Chair

--

Kenneth L. Leonard | Professor & Chair
Agricultural and Resource Economics | University of Maryland
p: (301) 405-8589
a: 2200 Symons Hall | College Park, MD 20742
Visit AREC [website](#) / Like AREC on [Facebook](#) / Follow AREC on [Instagram](#)

--

Kenneth L. Leonard | Professor
Agricultural and Resource Economics | University of Maryland
Faculty Advisor to Global Poverty Minor [@umdglobypoverty](#)
Co-PI: JAMAA na AFYA ya MTOTO (JAMO) <https://jamokenya.org>
pronouns: he/him/his
Follow [@profkenleonard](#) / Like AREC on [Facebook](#) / Follow AREC on [Instagram](#)

From: Ahmet Targon Karamustafa akaramus@umd.edu
Subject: Re:
Date: January 30, 2025 at 10:50 AM
To: Joshua Shifrinson jris@umd.edu

AK

To whom it may concern:

I'm writing to reiterate the support and commitment from the Department of History to the proposed major in Global and Foreign Policy (GFPL). In particular, I confirm that we are willing and able to regularly offer the below courses to help GFPL students meet the global history requirement for the major:

Hist 113 - Modern Europe;
Hist 120 - Islamic Civilization;
Hist 123 - Sub-Saharan Africa since 1800;
Hist 240 - Europe in the 20th Century;
Hist 245 - Reformers, Radicals, and Revolutionaries: The Middle East in the Twentieth Century;
Hist 251 - Latin America since Independence;
Hist 266 - The US in World Affairs;
Hist 284/285 - East Asian Civilization I/II.

I can also confirm that we are prepared to ensure sufficient space within these courses is available to accommodate demands from students in the major. Furthermore, we are eager to continue exploring the creation of a "Global History" course at the 100-level. Finally, we are open to participating in the Global and Foreign Policy Governing Council that will guide the major.

At the present time, we anticipate that the new major will not unduly burden existing History faculty and resources. Currently, our teaching resources and course seats are sufficient to meet the anticipated demand for seats in courses by Global and Foreign Policy students. Once the major matures, we will work with you and the Governing Council assess and ensure that resources are sufficient to meet student demand; should a strong demand emerge, we will work collaboratively to find the requisite resources.

Sincerely,

Ahmet T. Karamustafa
Professor & Chair
Department of History
University of Maryland
2115 Francis Scott Key Hall
4282 Chapel Ln.
College Park, MD 20742

Phone: 301.405.4259

[University of Maryland Website](#)

[Academia.edu Website](#)

Forthcoming collection of edited essays:

[Mystical Landscapes in Medieval Persian Literature](#)

On Wed, Jan 29, 2025 at 9:45 PM Joshua Shifrinson <jris@umd.edu> wrote:
Slightly revised

To whom it may concern:

I'm writing to reiterate the support and commitment from the Department of History to the proposed major in Global and Foreign Policy (GFPL). In particular, I confirm that we are willing and able to regularly offer the below courses to help GFPL students meet the global history requirement for the major:

Hist 113 - Modern Europe;

Hist 120 - Islamic Civilization;

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Hist 245 - Reformers, Radicals, and Revolutionaries: The Middle East in the Twentieth Century;

Hist 251 - Latin America since Independence;

Hist 266 - The US in World Affairs;

Hist 284/285 - East Asian Civilization I/II.

I can also confirm that we are prepared to ensure sufficient space within these courses is available to accommodate demands from students in the major. Furthermore, we are eager to continue exploring the creation of a “Global History” course at the 100-level. Finally, we are open to participating in the Global and Foreign Policy Governing Council that will guide the major.

At the present time, we anticipate that the new major will not unduly burden existing History faculty and resources. Currently, our teaching resources and course seats are sufficient to meet the anticipated demand for seats in courses by Global and Foreign Policy students. Once the major matures, we will work with you and the Governing Council assess and ensure that resources are sufficient to meet student demand; should a strong demand emerge, we will work collaboratively to find the requisite resources.

If this major grows to its full potential, we may need additional resources to support the needs of the program. We commit to collaborating to ensure that sufficient resources are available to meet student demand once the major reaches steady state.

We look forward to working with you in delivering this new and exciting major.

On Jan 29, 2025, at 9:19 PM, Joshua Shiffrinon <jris@umd.edu> wrote:

Hi Ahmet,

Many thanks! I hate to ask, but could I trouble you for a short email just affirming History's support for the major and governing arrangements, that identified courses will be offered, that history resources are sufficient for the major, and that we're all in this together? My sense is that I need to include such correspondence for intra-UMD and MHEC consumption (as distinct from the MOUs, which are purely for intra-UMD consumption).

I've taken the liberty of drafting some sample language, modeled after what our colleagues in SLLC sent me. Please feel free to modify (or ignore) as needed. I apologize for being officious!

In any case, thank you! I am eager to see this put to bed!!

Josh

DRAFT LANGUAGE

January 28, 2025

To whom it may concern:

I'm writing to reiterate the support and commitment from the Department of History to the proposed major in Global and Foreign Policy (GFPL). In particular, I confirm that we are willing and able to regularly offer the below courses to help GFPL students meet the global history requirement for the major:

Hist 113 - Modern Europe;

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Hist 245 - Reformers, Radicals, and Revolutionaries: The Middle East in the Twentieth Century;

Hist 251 - Latin America since Independence;

Hist 266 - The US in World Affairs;

Hist 284/285 - East Asian Civilization I/II.

I can also confirm that we are prepared to ensure sufficient space within these courses is available to accommodate demands from students in the major. Furthermore, we are eager to continue exploring the creation of a "Global History" course at the 100-level. Finally, we are open to participating in the Global and Foreign Policy Governing Council that will guide the major.

At the present time, we anticipate that the new major will not unduly burden existing History faculty and resources. Currently, our teaching resources and course seats are sufficient to meet the anticipated demand for seats in courses by Global and Foreign Policy students.

If this major grows to its full potential, we may need additional resources to support the needs of the program. We commit to collaborating to ensure that sufficient resources are available to meet student demand once the major reaches steady state.

We look forward to working with you in delivering this new and exciting major.

On Jan 29, 2025, at 10:32 AM, Ahmet Targon Karamustafa <akaramus@umd.edu> wrote:

Hi, Josh. Just to confirm: all concerned have reviewed the proposal, and besides the list of history electives that we've updated, it looks good to us, thanks for all your hard work!

All the best,
Ahmet

Ahmet T. Karamustafa
Professor & Chair
Department of History
University of Maryland
2115 Francis Scott Key Hall

2101 Paterson Court, Room 111
4282 Chapel Ln.
College Park, MD 20742

Phone: 301.405.4259
[University of Maryland Website](#)
[Academia.edu Website](#)

Forthcoming collection of edited essays:
[Mystical Landscapes in Medieval Persian Literature](#)

On Tue, Jan 28, 2025 at 9:02 PM Joshua Shiffrinon <jris@umd.edu> wrote:

Dear Holly,

I just saw the email - thank you much. I'll be sure to update the list of courses accordingly. Otherwise, is the proposal acceptable (this is also a question for Ahmet and Colleen, of course)? I realize it's a tight timeframe - happy to speak tomorrow. Hopefully we followed both the letter and the spirit of prior discussions so there are no surprises. Still, just let me know.

Best,

Josh

On Jan 28, 2025, at 7:32 PM, Holly Brewer <hbrewer@umd.edu> wrote:

Dear Joshua

I just forwarded separately our suggestions for your list of history courses in the appendix.

Otherwise it looks good.

Thanks!

Cheers

Holly

Sent from my iPhone

On Jan 28, 2025, at 7:14 PM, Joshua Shiffrinon <jris@umd.edu> wrote:

Dear Ahmet, Colleen, and Holly,

Sorry for emailing on a Tuesday night. I wanted, however, to circle back on the below and see whether y'all have any comments on the proposal/draft MOU. Of course, more than happy if everything is perfect in the current draft! Still, I wanted to reach out.

So you know, SLLC and AREC have both responded positively (SLLC's requested a few small changes to how we describe our language learning outcome, but it's a distinction without a difference). Pending your response, we'll therefore work on finalizing the document and submitting through channels.

Very excited that this is nearing the end of the beginning!

best,

Josh

Begin forwarded message:

From: Joshua Shiffrinon <jris@umd.edu>

Date: January 24, 2025 at 9:03:35 PM EST

To: Ahmet Targon Karamustafa <akaramus@umd.edu>, Colleen Woods <woodscp@umd.edu>, Holly Brewer <hbrewer@umd.edu>, "Audran M. Downing" <audran@umd.edu>, Mel Scullen <msscullen@umd.edu>, Elisa Gironzetti <elisag@umd.edu>, "Lars J. Olson" <ljolson@umd.edu>, "Kenneth L. Leonard" <kenneth@umd.edu>, Lori Lynch <llynch@umd.edu>, Sarah Anne Balcom <sbalcom@umd.edu>

Cc: Jennifer Nash Littlefield <jnlittle@umd.edu>, "Catherine Z. Worsnop" <cworsnop@umd.edu>

Colleagues,

Happy Friday. Following up on prior messages, I wanted to pass along a bit of good news: we have finalized a draft of the Global and Foreign Policy major proposal, associated appendices/documentation, and a draft MOU to be signed between SPP and each individual partner that codifies our plans for collaboration in the major. [You can find the results in the link here.](#) There is light at the end of the tunnel!

Assembling these materials has been a major lift over break. Still, the hard work we all put in over the prior 11 month really paid off. Frankly, we covered most of the substantive/programmatic issues relating to the design, delivery, and operation of the major throughout our various conversations; the resulting documents are lengthy but should contain no surprises. While we continue to finalize a few odds and ends (e.g., permission from some units to list their

courses as electives), but we are very much on the home stretch.

Given UMD timelines, we unfortunately do not have a lot of time to review and submit these materials, and the SPP PCC has asked us to submit the final product for their review by the 30th. With that in mind, and with all due apologies for emailing the weekend before classes start, we'd respectfully ask that you please review the documents and get us any major corrections by 5 PM on Tuesday, 1/28; if there is something truly objectionable in the document, we'd also appreciate your reaching out since we'll need to scramble. Again, though, we really don't anticipate any surprises: the program is as we've agreed to, the MOU covers credit-sharing and governance, and the only new material is about 'market demand' and why this major is important (which we created on our own, but which should be broad enough so everyone can embrace).

As you read, please note that there are a few spots where we've included comments asking you (and other partners) for specific feedback. Likewise, assuming the proposal/supporting materials and MOU are acceptable, I will quickly ask that the chairs send Jen Littlefield, Cat Worsnop, and myself an email agreeing to the collaboration, affirming that courses will be offered in support of the major, and so on (I can send draft language once we hear back). I hope, however, that this will not be a hard task.

Again, I apologize for the short timeline involved. Please reach out if we can assist or clarify anything. I'm biased, but what we have here seems a compelling and beneficial major, and hopefully you're as eager as I am to get this into UMD channels!

Best,

Josh



COLLEGE OF ARTS AND HUMANITIES
SCHOOL OF LANGUAGES, LITERATURES, AND CULTURES

3215 Jiménez Hall
College Park, Maryland 20742-4815
301.405.4025
www.sllc.umd.edu

January 28, 2025

To whom it may concern:

I'm writing to reiterate the School of Languages, Literatures, and Cultures (SLLC) enthusiastic support and commitment for the proposed major in Global and Foreign Policy (GFPL) to begin in Fall 2026. In particular, I confirm that we are willing and able to welcome students from the new major into our existing language courses from the beginning 100-level through the 400-level, assuming appropriate prerequisites are satisfied. We will also be able to accommodate additional students from the GFPL major into GBLC200: Global Movement, a core course in SLLC's newly proposed major in Global Cultures which will also be an option for one of the six required core courses in the Global and Foreign Policy major. We are also willing to participate in the proposed governing council that will help provide direction for the major.

At the present time, we anticipate that the new major will not unduly burden existing faculty and resources with regard to language courses in SLLC and GBLC200. Currently, our teaching resources and course seats are sufficient to meet the anticipated demand for seats in language courses by Global and Foreign Policy students in part because the GFPL students will be spread out across our twelve language programs and because they will be placed into varied levels of language courses contingent on their interests and existing skill-set. However, if interest in the major or in one or two particular languages in the major increase beyond current predictions, we may well need additional funding to offer a sufficient number of appropriate sections in the future. Likewise, if a strong demand for courses in a language which we do not currently offer arises, we would require extra funding--or more creatively--collaboration with our partners in GFPL to seek out grant or other funding opportunities to expand our language offerings in a way that would be beneficial to students in SLLC, GBLC and GFPL.

If this major grows to its full potential, we anticipate the welcome problem of needing to seek additional resources to support the language needs of the program. We commit to collaborating with our colleagues in GBLC and elsewhere to ensure that sufficient resources are available to meet student demand once the major reaches steady state. In fact, SLLC believes that many students who are attracted to the GFPL major may opt to double major (or minor) in a particular language and/or pursue a double major with GBCL. Therefore, seeking collaborative ways to provide increased resources is in our best interest as well.

Sincerely,

A handwritten signature in cursive script that reads "ME Scullen".

Dr. Mary Ellen Scullen

Associate Professor & Director, School of Languages, Literatures, and Cultures

Appendix H - Faculty Involvement in Major

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated. In addition to those faculty listed, please note that an array of History, AREC, and SLLC faculty will teach the courses to be delivered by partner units. The relevant faculty member will vary by semester and student demand. We have been assured by Dr. Ahmet Karamustafa (Chair of History) and Dr. Mary Ellen Scullen (SLLC Director) that all faculty will be qualified per disciplinary and professional standards.

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Joshua Shiffrinson	PhD, Political Science, Massachusetts Institute of Technology (MIT)	Associate Professor	GFPL 100, Track 1 anchor course, electives
Michael Woldemariam	PhD, Politics, Princeton University	Associate Professor	PLCY/GFPL 302, electives
Lena Andrews	PhD, Political Science, MIT	Associate Research Professor	GFPL 100, GFPL 102, electives
Catherine Worsnop	PhD, Politics, Brandeis University	Assistant Professor	GFPL 102, Track 2 anchor course, electives
Alec Worsnop	PhD, Political Science, MIT	Assistant Professor	PLCY/GFPL 304, 200, electives
Thomas Hilde	PhD, Philosophy, Penn State	Associate Research Professor	GFPL 203, PLCY/GFPL/AAG NR 301
Robert Orr	PhD, Politics, Princeton University	Professor and Dean (SPP)	PLCY/GFPL 309, 400
Steve Fetter	PhD, Energy and Resources, University of California at Berkeley	Professor	PLCY/GFPL 309, 400,

Colleen Woods	PhD, History, University of Michigan	Associate Professor	[various History offerings; will help coordinate appropriate History offerings]
Elisa Gironzetti	PhD, English Applied Linguistics, Texas A&M	Associate Professor	SLLC/GLBY 200; Spanish, Portuguese, [will help coordinate appropriate SLLC offerings]
Lars Olson	PhD, Economics, Cornell University	Professor	GFPL/AGNR 345
Ahmet Karamustafa	PhD, Islamic Studies, McGill University	Professor & Chair (History)	[will help coordinate appropriate History offerings]
Mary Ellen Scullen	PhD, French and Theoretical Linguistics, Indiana University	Professor & Director (SLLC)	[will help coordinate appropriate SLLC offerings]
Kenneth Leonard	PhD, Economics, University of California at Berkeley	Professor & Chair (AREC)	[will help coordinate AREC offerings]
Lori Lynch	PhD, Agricultural and Resource Economics, University of California at Berkeley	Professor	[will help coordinate AREC offerings]

Global & Foreign Policy Major Budget Draft
Estimated Resources and Expenditures

1/13/2025

Resources	Year 1 (Spr '26 ONLY)	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$152,041	\$939,669	\$1,935,731	\$2,658,430	\$3,422,690
a. #FT Students	25	75	150	200	250
b. Annual Tuition/Fee Rate	\$6,082	\$12,529	\$12,905	\$13,292	\$13,691
c. Annual FT Revenue (a x b)	\$152,041	\$939,669	\$1,935,731	\$2,658,430	\$3,422,690
d. # PT Students	0	0	0	0	0
TOTAL	\$152,041	\$939,669	\$1,935,731	\$2,658,430	\$3,422,690

Expenditures	Year 1 (Spr '26 ONLY)	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$29,312	\$30,191	\$31,097	\$32,030	\$32,991
a. #FTE	0.125	0.125	0.125	0.125	0.125
b. Total Salary	\$22,410	\$23,082	\$23,774	\$24,488	\$25,222
c. Total Benefits	\$6,902	\$7,109	\$7,323	\$7,542	\$7,768
2. P.T. Faculty (b+c below)	\$ -	\$ 36,630	\$ 100,610	\$ 155,443	\$ 160,106
a. #FTE	0.00	3.00	8.00	12.00	12.00
b. Total Salary	\$0	\$30,000	\$82,400	\$127,308	\$131,127
c. Total Benefits	\$0	\$6,630	\$18,210	\$28,135	\$28,979
3. Admin. Staff (b+c below)	\$ -	\$ 91,186	\$ 93,921	\$ 145,109	\$ 149,462
a. #FTE	0.0	1.0	1.0	1.5	1.5
b. Total Salary	\$0	\$66,950	\$68,959	\$106,541	\$109,737
c. Total Benefits	\$0	\$24,236	\$24,963	\$38,568	\$39,725
4. Total Support Staff (b+c below)	\$ -	\$ 115,035	\$ 118,486	\$ 183,060	\$ 188,552
a. #FTE	0.0	1.0	1.0	1.5	1.5
b. Total Salary	\$0	\$84,460	\$86,994	\$134,406	\$138,438
c. Total Benefits	\$0	\$30,575	\$31,492	\$48,655	\$50,114
5.0 Total Graduate TA - Masters	\$114,182	\$161,729	\$217,471	\$271,669	\$304,388
a. #FTE	2.5	3.5	4.5	5.5	6.0
b. TA Stipend	\$71,500	\$103,103	\$136,538	\$171,887	\$193,137
c. Benefits	\$15,802	\$22,786	\$30,175	\$37,987	\$42,683
d. GA Tuition remission	\$26,880	\$35,840	\$50,758	\$61,795	\$68,567
5.1 Total Graduate TA - PhD	\$0	\$27,818	\$37,882	\$39,020	\$40,197
a. #FTE	0.0	1.0	1.0	1.0	1.0
b. TA Stipend	\$0	\$15,445	\$15,908	\$16,385	\$16,877
c. Benefits	\$0	\$3,413	\$3,516	\$3,621	\$3,730
d. GA Tuition remission	\$0	\$8,960	\$18,458	\$19,014	\$19,591
6. Equipment	\$0	\$0	\$0	\$0	\$0
7. Library	\$0	\$0	\$0	\$0	\$0
8. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
9. Other Expenses: Operational Expenses	\$3,170	\$6,530	\$6,726	\$6,928	\$7,136
TOTAL (Add 1 - 9)	\$146,663	\$469,119	\$606,193	\$833,260	\$882,832

Title	Salary	Benefit Rate
Program Coordinator	\$ 66,950	36.2%
Advisor/Recruiter	\$ 84,460	36.2%
Career Services Coordinator	\$ -	36.2%
Marketing Specialist Comms	\$ -	36.2%

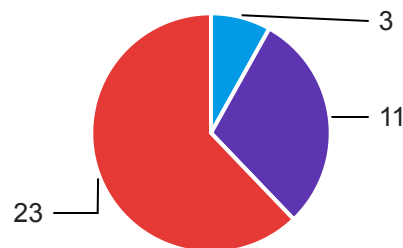
Q1 - 1. Are you currently employed in: - Selected Choice

Field	Choice Count
A think tank or NGO	16
The private sector	4
The Federal government	15
State / local government	0
An international institution	1
Other (please specify)	1

Q2 - Given your area of expertise, is there demand for entry-level employees with an undergraduate degree in global affairs, foreign policy, and/or international policy? - Selected Choice

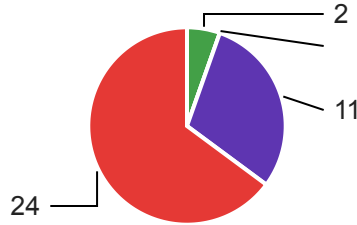
Field	Choice Count
Yes	35
No	1
Unsure/Maybe (please explain)	1

Q3 - How would you characterize demand for entry-level job prospects for undergraduates majoring in foreign/international/global policy?



■ Weak
 ■ Steady/Average
 ■ Strong

Q4 - Projecting out over the next 10-15 years, do you expect that demand for entry-level employees with a major in foreign/international/global policy will be: - Selected Choice



■ Unsure/it depends (please explain)
 ■ Weaker than today
 ■ About the same as today
 ■ Stronger than today

Q5 - Based on your experience, what sort of training or coursework would make a student majoring in global and foreign policy competitive in the current job market? (Select all that apply)

Field	Choice Count
Familiarity with research design and techniques	16
Familiarity with policy processes and policy evaluation (e.g., cost-benefit analysis)	30
Foreign language training	18
Country, or region-specific expertise	23
Thematic expertise on issues such as international security and human rights	19
Familiarity with core international relations and/or economic concepts	28
Awareness of major historical developments and trends in different parts of the world	26
Internship and/or other experiential learning experiences	22
Project-based training	13
Training in moral and ethical decision-making	12

Q6 - Reflecting on recent entry-level hires in your field, what are some of the professional capacities that have led to their success? Please choose all that apply, and feel free to suggest others. - Selected Choice

Field	Choice Count
Ability to conduct independent research	22
Familiarity with relevant thematic, substantive, or geographic issues	23
Ability to think critically	32
Experience in policy formulation and/or execution	11
Ability to understand or speak a foreign language	11
Strong written and oral communication skills	32
Ability to work as a part of a team	24
Training in moral and ethical decision-making	7
Other (specify)	5

Q7 - On a scale from 1 (lowest) – 10 (highest), how likely would you be to interview a well-performing student majoring in “Global and Foreign Policy” for an entry-level position?

Field	Choice Count
1	1
2	0
3	0
4	0
5	0
6	2
7	3
8	8

9	7
10	14

Q8 - Looking beyond your field or area of expertise, do you think there will be demand in the public and/or private marketplace for students majoring in Global and Foreign Policy over the next 5-15 years? -

Selected Choice

Field	Choice Count
Yes	34
No	0
Unsure (please explain)	2

DATE: January 30, 2025

TO: Joshua Shiffrinson
Associate Professor; Senior Fellow, CISSM
School of Public Policy

FROM: On behalf of the University of Maryland Libraries:
Judy Markowitz, Librarian for Public Policy
Kapil Vasudev, Collection Development Strategies Librarian
Maggie Saponaro, Director, Collection Development Strategies
Daniel Mack, Associate Dean of Libraries, Collection Strategies & Services and Interim
Dean of Libraries

RE: Library Collection Assessment Global and Foreign Policy

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

Serial Publications

The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format--that focus on Global and Foreign Policy and the supporting subjects and UMD Schools and Departments: School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics.

Because there are several subjects listed in the proposed program description, categories in the Arts and Humanities, Social Sciences and Science Editions of *Journal Citation Reports** were used to assess our subscriptions. The Libraries subscribe to many of the top ranked journals that are listed in the following categories:

Agricultural and Economics Policy
Cultural Studies
History
International Relations
Environmental Studies
Environmental Sciences
Public Administration
Political Science

These categories are being used for this assessment since they were noted in the program description: “The Global and Foreign Policy major is an interdisciplinary major jointly offered by the School of Public Policy, the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resources Economics. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an

understanding both of the forces shaping global, inter-state, trans-national, and foreign policy challenges, and of options for advancing solutions to such challenges.”

Articles in journals that we do not own likely will be available through Interlibrary Loan (ILL; <https://www.lib.umd.edu/find/ill>) or Document Delivery (<https://www.lib.umd.edu/find/request-digital>).

Top Ten Journals:

Agricultural Economics and Policy

Food Policy

Agricultural Economics

China Agricultural Economic Review – most recent one year embargo – use ILL

Annual Review of Resource Economics

American Journal of Agricultural Economics

Agricultural and Food Economics

Aquaculture Economics & Management – after 1999 – use ILL

Journal of Agricultural Economics

British Food Journal – most recent one year embargo – use ILL

Applied Economic Perspectives and Policy

Cultural Studies

Theory Culture & Society

Science As Culture – after 2007, some articles are available, for those not available, use ILL

Journal of Consumer Culture

Games and Culture

South Atlantic Quarterly

Critical Inquiry

European Journal Of Cultural Studies

Identities – Global Studies of Culture and Power – we do not own – use ILL

Journal of Cultural Economy – some articles are available as Open Access, for those not available use ILL

Cultural Trends - most recent one year embargo – use ILL

History

Journal of Economic History

American Historical Review – most recent one year embargo – use ILL

Past & Present – most recent one year embargo – use ILL

Journal of Global History

Historical Methods – most recent one year embargo – use ILL

Nations and Nationalism

Cliometrica

Memory Studies

Economic History Review

Nationalities Papers – The Journal of Nationalism and Ethnicity

International Relations

International Organization

Foreign Affairs

International Security

World Politics

Review of International Organizations
Earth System Governance
Contemporary Security Policy – after 2018 – use ILL
International Affairs
Global Environmental Politics
New Political Economy – we do not own – use ILL
Review of International Political Economy – six-year embargo – use ILL

Environmental Sciences

Nature Reviews – Earth and Environment – we do not own – use ILL
Energy and Environmental Science
Nature Climate Change
Nature Sustainability
Lancet Planetary Health
Annual Review of Environment and Resources
One Earth
Environmental Chemistry Letters
Environmental Science and Ecotechnology
Biochar

Environmental Studies

Nature Sustainability
Annual Review of Environment and Resources
One Earth – most recent one year embargo – use ILL
Business Strategy and the Environment
Resources Environment and Sustainability
Tourism Management
Sustainable Production and Consumption – we do not own – use ILL
Environmental Impact Assessment Review
Wiley Interdisciplinary Reviews – Climate Change
Energy Policy

Political Science

Annual Review of Political Science
International Organization
American Political Science Review
Policy and Society
Journal of Public Administration Research and Theory
Environmental Politics
American Journal of Political Science
Contemporary Political Theory
Political Analysis
Political Geography

Public Administration

Public Administration Review
Policy and Society

Climate Policy
Journal of Public Administration Research and Theory
Behavioural Public Policy – we do not own – use ILL
Public Management Review
Journal of European Public Policy
Earth System Governance
Public Management Review – most recent one year embargo – use ILL
Journal of European Public Policy – we do not own– use ILL

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

Databases

The Libraries' *Database Finder* (<https://lib.guides.umd.edu/az.php>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. We subscribe to many databases that will cover all the various subjects relevant to this proposed program.

Listed in alphabetical order:

ABSEES: American Bibliography of Slavic and East European Studies
Agricola
America. History and Life
Asia- Studies
BioOne
Bibliography of Asian Studies
Business Source Complete
China Academic Journals
Congressional Publications
Dissertations & Theses Global
EIU Viewswire
EconLit
Economist Historical Archive
Environmental Studies in Video
Ethnic Newswatch
Financial Times Historical Archive
Greenfile
Greenwire (includes Energywire, Climatewire, E&E Daily, E&E News PM)
Historical Abstracts
Index Islamicus
International Monetary Fund eLibrary
International Political Science Abstracts
MLA International Bibliography
MagazinePlus (Most comprehensive online index to Japanese articles)

Middle Eastern and Central Asian Studies
Mideastwire.com
Military and Government Collection
NEBR Working Papers Online
NTRL (National Technical Reports Library)
National Newspapers Core
New Republic Archive
Nexis Uni
Oxford Bibliographies Online: Chinese Studies
Oxford Bibliographies Online: Ecology
Oxford Bibliographies Online: International Relations
Oxford Bibliographies Online: Islamic Studies
Oxford Bibliographies Online: Latin American Studies
Oxford Bibliographies Online: Latino Studies
Oxford Bibliographies Online: Political Science
Oxford Handbooks: Political Science
PAIS
Passport
Statesman's Yearbook
Treaties and Agreements Library
Web of Science
Westlaw Campus Research
World Bank Data Catalog
World Scientific eBooks
Worldwide Political Science Abstracts

Also, general/multidisciplinary databases, *Academic Search Ultimate*, *E-Journals*, *MasterFILE Premier*, *JStor* and *ProjectMUSE* are good sources of articles relevant to these topics.

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

Monographs

The Libraries regularly acquire scholarly monographs in all the various subjects for this proposed program. Monographs not already part of the collection can usually be added upon request.

A search of the University of Maryland Libraries' UMD Discover library system (<https://lib.guides.umd.edu/umd-discover>) was conducted, using a variety of relevant subject and keyword terms. This investigation yielded sizable lists of citations of print and e-books published in the last 10 years that we own, as well as those titles libraries worldwide own. For those titles we do not own, students can request them as well as specific chapters via Interlibrary Loan.

Sample Subjects:

climate change = UMD = 2,490 / 5,250 (libraries worldwide)

diplomacy = UMD 372 / 5,540 (libraries worldwide)

globalization = UMD 1,396 / 3,834 (libraries worldwide)

emigration and immigration = UMD 3,665 / 7,644 (libraries worldwide)

add: countries – ex. china – emigration and immigration

add keywords: emigration and immigration – cross cultural studies

human security = UMD = 235 / 2,993 (libraries worldwide)

international cooperation= UMD = 494 / 1,454 (libraries worldwide)

international relations = UMD 4,599 / 12,898 (libraries worldwide)

migration = UMD = 4,002 / 33,763 (libraries worldwide)

security, international = UMD = 2,960 / 17,154 (libraries worldwide)

United States – foreign relations = UMD =5,952 / 22,204 (libraries worldwide)

add countries – ex. United States – Foreign Relations - Spain

Keywords

“foreign policy” = UMD = 3,649 / 8,613 (libraries worldwide)

“global policy” = UMD = 159 / 413 (libraries worldwide)

Interlibrary Loan Services

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

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

Diversity, Equity, and Inclusion

The Libraries work to build, preserve, and provide access to collections of materials that reflect and support the intellectual and cultural interests of the communities we serve. As we recognize the rich diversity of these communities and the importance of developing collections that are inclusive of the identities and contributions of all community members, the Libraries are committed to working closely with our users to fully understand and be responsive to their needs. We are also highly engaged with critical conversations in the field of collection development that help us identify and address gaps in our collections and anticipate emerging educational and research needs.

In addition to engaging proactively with our users and our peer institutions and colleagues, the Libraries also encourages our patrons to submit requests for new materials to be added to the collection. The

subject specialist librarian/s for the discipline (see below) are the primary collection manager/s for materials in this/these discipline/s and work collaboratively with users to find solutions to gaps in our collections.

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

Open Access

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

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

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

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

- Choosing among open access publication options.
- Navigating copyright and authors' rights.
- Building or improving a scholar's online presence.
- Developing plans for data management and publication.
- Selecting an appropriate academic repository to archive research and make it accessible.

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

Additional Materials and Resources

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

GIS Datasets are available through the GIS Data Repository (<https://www.lib.umd.edu/research/services/gis>), while statistical consulting and additional research support is available through Research Services (<https://www.lib.umd.edu/research/services>), Technology support and services are available through the Terrapin Learning Commons (<https://www.lib.umd.edu/visit/libraries/mckeldin/techdesk>). Additionally, patent literature can be another important resource. There are several databases (many free) available, all listed in the Patent and Trademark Guide (https://lib.guides.umd.edu/patent_tm).

The subject specialist librarians for the disciplines also serve as important resources to programs such as the one proposed:

Public Policy, Judy Markowitz, judym@umd.edu

History, Eric Lindquist, ericl@umd.edu

Agricultural Economics, Isabella Baxter, ibaxter@umd.edu

Business and Economics, Zaida Diaz, zdiaz@umd.edu

Languages: Subject specialists cover all the languages taught at the university, <https://lib.guides.umd.edu/SubjectSpecialists/BySubject>

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

Other Research Collections

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

Conclusion

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

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

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

Table 2 - Programmatic Focus of Other MHEC Global Programs

School	Degree	Stated Programmatic Focus
Coppin State	Global Studies	“The Global Studies program focuses on learning outcomes across 4 key areas: Recognizing global perspectives; analyzing global affairs; communicating ideas; learning a second language.” ¹
UMBC	Global Studies	“Students acquire global competence – the capacity to engage effectively and critically with globalization and its implications for individuals, communities, governments, businesses, and other organizations.” “Guiding Questions [for the program]: How does globalization affect citizenship? What are the limits and possibilities of global citizenship? How is global citizenship enacted?” ²
Morgan State	Interdisciplinary Global Perspectives	"A flexible degree that familiarizes students with the complex historical and contemporary relationships and encounters that connect people and places, and the processes that shape these relationships." ³
Hood College	Global Studies	"The core purpose of the global studies major is fostering a greater understanding of the interrelationships between countries and cultures." ⁴
Loyola University of Maryland	Global Studies	“Global studies graduates will be able to: Apply the basic approaches of economics, history, political science, and/or sociology to global issues, demonstrating an interdisciplinary perspective; Demonstrate extensive knowledge of, and the ability for critical thinking on, global issues and regions around the world; Speak and write in depth about key globalizing processes and issues of international or global relevance; and Evince a capacity for viewing themselves as global citizens fully engaged with world affairs.” ⁵

¹ <https://www.coppin.edu/academics/global-studies>

² <https://globalstudies.umbc.edu/>

³ https://catalog.morgan.edu/preview_program.php?catoid=24&poid=5921&returnto=1670

⁴ <https://www.hood.edu/academicsprograms/global-studies-ba>

⁵ <https://www.loyola.edu/academics/global-studies/curriculum/learning-aims.html>

Global and Foreign Policy Major Four Year Plan

Requirements	Year 1: Fall	Credit	Year 1: Spring	Credit
Benchmark 1 GFPL100 and GFPL/PLCY200 Must be completed by the end of two semesters into the major.	GFPL100: War, Peace and Crisis: Foundations of Global and Foreign Policy	3	ENGL101 (AW)	3
	STAT100 (MA and AR)	3	Oral Communication (OC)	3
	Humanities (HU)*	3	Elective	3
	PLCY200/GFPL200: Research Methods for Policy Analysis	3	GFPL102: Global Order and Policy Structures: Power, Access, and Influence (Proposed DIV and SIP)	3
	Natural Science course (NS)*	3	Second (world) Language course of choice	3
	<i>Total</i>	<i>15</i>		<i>Total</i>
	Year 2: Fall	Credit	Year 2: Spring	Credit
	HIST Course of choice	3	Natural Science Lab (NL)*	4
	Second (world) Language course of choice	3	Humanities (HU)*	3
	Elective	3	GFPL203: Ethics of Global Action	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	<i>Total</i>	<i>15</i>	<i>Total</i>	<i>16</i>
Track Anchor Course should be taken within the first six semesters of the major	Year 3: Fall	Credit	Year 3: Spring	Credit
	Track Anchor Course	3	CHOOSE ONE: GFPL302: Identities in Global and Foreign Policy Across Time and Place SLLC/GLBY200: Global Movements"	3
	PLCY 304 Evaluating Evidence: Finding Truth in Numbers	4	Track Elective Course 1	3
	AREC345: Global Poverty and Development	3	Non-major Scholarship in Practice (SP)*	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	<i>Total</i>	<i>16</i>	<i>Total</i>	<i>15</i>
	Year 4: Fall	Credit	Year 4: Spring	Credit
	CHOOSE ONE: GFPL/PLCY 400: Capstone GFPL/PLCY 309: Internship in Political Institutions Study Abroad	3	Track/General Elective Course 1	3
	Track Elective Course 2	3	Track/General Elective Course 2	3
	Professional Writing (PW)	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	1
	<i>Total</i>	<i>15</i>	<i>Total</i>	<i>13</i>
TOTAL Credits = 120				

*All students must complete two Distributive Studies courses that are approved as Big Question (SCIS, formerly I-series) courses. Understanding Plural Societies (DVUP) and Cultural Competence (DVCC) courses may also fulfill Distributive Studies courses

Note: Some courses for the major may also count towards General Education requirements

This is a proposed plan and School of Public Policy does not guarantee that these courses will be offered in the designated semester. Consult the Schedule of Classes for class availability and meeting times.

Community College Plans

MC

Year 1: Fall	MC Equivalent	Year 1: Spring	MC Equivalent
GFPL100: Foundations of	3	ENGL101 (AW)	3
Oral Communication (OC)	3	Natural Science course (NS)	3
Humanities (HU)	3	STAT100 Elementary Statistics and Probability (AR)	3
PLCY200/GFPL200: Research Methods for Policy Analysis	3	GFPL102: Global Order and Policy Structures: Power, Access, and Influence	3
General UMD Elective	3	Humanities (HU)	3
<i>Total</i>	<i>15</i>	<i>Total</i>	<i>15</i>
Year 2: Fall	Credit	Year 2: Spring	Credit
HIST Course of choice	3	Natural Science Lab (NL)	4
GFPL203: Ethics of Global Action	3	AREC345: Global Poverty and Development	3
Language course of choice	3	Language Course of Choice	3
General UMD Elective	3	Scholarship in Practice (SP)	3
General UMD Elective	3	General UMD Elective	3



PCC Proposal to Establish a Master of Science in Artificial Intelligence (Senate Document #24-25-32)

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

REVIEW DATES SEC – April 9, 2025 | SENATE – April 24, 2025

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT**

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

ISSUE

The College of Computer, Mathematical, and Natural Sciences proposes to establish a Master of Science in Artificial Intelligence (AI). This 30-credit, non-thesis program is designed for professionals seeking advanced training in AI technologies. The curriculum emphasizes technical proficiency in machine learning, deep learning, and AI decision-making, while also addressing human-centered design, ethics, and the societal impact of AI. The program prepares graduates to develop AI solutions that are fair, safe, and impactful across industries such as healthcare, finance, public policy, and engineering.

This program includes 21 credits of required core courses and 9 elective credits. Core coursework includes subjects such as probability and statistics, data science, machine learning, computing systems for AI, human-centered approaches, AI and society, and safe and trustworthy AI. Electives allow students to explore specialized topics such as natural language processing, robotics, AI for cybersecurity, AI for healthcare, generative AI, and AI policy. There will be both an in-person and online version of the program.

The program is designed to meet the growing demand for professionals trained in both the technical and social dimensions of AI. According to labor market data and projections from the U.S. Bureau of Labor Statistics, the job market for AI-related roles is expected to grow significantly, both nationally (26% growth) and in Maryland (21% growth).

The MS in AI will be self-supported and funded entirely through tuition revenue. No state funds or additional university resources are required to support the program. The program will be offered through the college's Science Academy, which currently offers self-supported MS programs in Data Science, Bioinformatics and Computational Biology, Quantum Computing, and Applied Machine Learning.

The proposal was approved by the Graduate School PCC committee on March 26, 2025, and the Senate Programs, Curricula, and Courses committee on April 4, 2025.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on April 4, 2025. David Jacobs, Hal Daume, and Amy Chester, from the College of Computer, Mathematical, and Natural Sciences, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate does not approve this new program, the university will miss an opportunity to establish a timely and strategically aligned program that supports workforce needs in Maryland and the surrounding region.

FINANCIAL IMPLICATIONS

There are no significant financial implications. The program will be entirely self-supported through tuition revenue and will not require additional university or state resources.

1007: ARTIFICIAL INTELLIGENCE

In Workflow

1. CMNS PCC Chair (jpresson@umd.edu; fourkas@umd.edu)
2. CMNS Dean (rinfanti@umd.edu)
3. Academic Affairs Curriculum Manager (mcolson@umd.edu)
4. Graduate School Curriculum Manager (jfarman@umd.edu; rlong12@umd.edu)
5. Graduate PCC Chair (jfarman@umd.edu; rlong12@umd.edu)
6. Dean of the Graduate School (jfarman@umd.edu; sroth1@umd.edu)
7. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
8. University Senate Chair (mcolson@umd.edu)
9. President (mcolson@umd.edu)
10. Board of Regents (mcolson@umd.edu)
11. MHEC (mcolson@umd.edu)
12. Provost Office (mcolson@umd.edu)
13. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Sun, 02 Mar 2025 19:56:56 GMT
John Fourkas (fourkas): Approved for CMNS PCC Chair
2. Mon, 03 Mar 2025 13:09:19 GMT
Robert Infantino (rinfanti): Approved for CMNS Dean
3. Thu, 20 Mar 2025 21:30:58 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
4. Thu, 27 Mar 2025 19:59:17 GMT
Jason Farman (jfarman): Approved for Graduate School Curriculum Manager
5. Thu, 27 Mar 2025 20:02:16 GMT
Jason Farman (jfarman): Approved for Graduate PCC Chair
6. Mon, 31 Mar 2025 21:05:00 GMT
Stephen Roth (sroth1): Approved for Dean of the Graduate School

New Program Proposal

Date Submitted: Sun, 02 Mar 2025 02:19:12 GMT

Viewing: 1007 : Artificial Intelligence

Last edit: Wed, 12 Mar 2025 18:23:24 GMT

Changes proposed by: Amy Chester (alevine)

Program Name

Artificial Intelligence

Program Status

Proposed

Effective Term

Fall 2025

Catalog Year

2025-2026

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments**Department**

Computer, Mathematical, and Natural Sciences

Colleges**College**

Computer, Mathematical, and Natural Sciences

Degree(s) Awarded**Degree Awarded**

Master of Science

Proposal Contact

David Jacobs and Hal Daume; Amy Chester

Proposal Summary

CMNS proposes an MS in Artificial Intelligence; CIP code: 11.0102 (Artificial Intelligence)

(PCC Log Number 24072)

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.

Artificial Intelligence (AI) technologies are rapidly evolving and being more integrated into various aspects of society and industry, leading to a growing demand for Artificial Intelligence professionals. The MS in Artificial Intelligence will combine technical courses in the fundamentals of AI and courses that address the interaction between AI and humans and society. During their coursework, students will build solid foundations in mathematics, statistics and computing and also obtain a broader view of human centered AI and its societal implications. Students will gain expertise in machine learning, deep learning, and AI-driven decision-making while exploring areas such as AI ethics, human-computer interaction, explainable AI, and policy considerations. The program prepares graduates to develop AI solutions that enhance human well-being, promote fairness, and integrate seamlessly into social and professional contexts. The program consists of 30-credit course work and is a non-thesis MS program. Students will be prepared for careers across disciplines and they will develop skills to be collaborative, adaptable problem solvers in a rapidly changing field.

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

Course	Title	Credits
Core		
MSAI601	Course MSAI601 Not Found (Probability and Statistics)	3
MSAI602	Course MSAI602 Not Found (Principles of Data Science)	3
MSAI603	Course MSAI603 Not Found (Principles of Machine Learning)	3
MSAI605	Course MSAI605 Not Found (Computing Systems for AI)	3
MSAI606	Course MSAI606 Not Found (Human-Centered and Participatory Approaches to AI)	3
MSAI630	Course MSAI630 Not Found (Safe and Trustworthy AI)	3
MSAI631	Course MSAI631 Not Found (AI and Society)	3
Electives		9
MSAI632	Course MSAI632 Not Found (Generative AI)	
MSAI633	Course MSAI633 Not Found (AI Policy)	
MSAI634	Course MSAI634 Not Found (AI in Engineering)	
MSAI604	Course MSAI604 Not Found (Introduction to Optimization for AI)	
MSAI612	Course MSAI612 Not Found (Deep Learning for AI)	
MSAI640	Course MSAI640 Not Found (Computer Vision for AI)	
MSAI641	Course MSAI641 Not Found (Natural Language Processing for AI)	
MSAI642	Course MSAI642 Not Found (Robotics for AI)	
MSAI650	Course MSAI650 Not Found (Cloud Computing for AI)	

MSAI651	Course MSAI651 Not Found (Big Data Analytics for AI)
MSAI635	Course MSAI635 Not Found (Reinforcement Learning)
MSAI636	Course MSAI636 Not Found (Explainable and Interpretable AI)
MSAI660	Course MSAI660 Not Found (Probabilistic Graphical Models and Bayesian Learning)
MSAI661	Course MSAI661 Not Found (Causal Inference and AI Decision Making)
MSAI662	Course MSAI662 Not Found (Adversarial Machine)
MSAI663	Course MSAI663 Not Found (Graph Neural Networks and Structured Data Learning)
MSAI664	Course MSAI664 Not Found (Meta-Learning and Few-Shot Learning)
MSAI665	Course MSAI665 Not Found (AI for Healthcare and Biomedical Applications)
MSAI666	Course MSAI666 Not Found (AI for Cybersecurity)
MSAI667	Course MSAI667 Not Found (AI for Finance and Algorithmic Trading)
MSAI670	Course MSAI670 Not Found (Applied Ethics of AI)

Total Credits **30**

The material above was reformatted from the material below. The material below will not be included in the catalog requirements section but will remain on the proposal.

The following course requirements include 21 credits of Core required courses, and 9 credits of elective. As enrollment grows in the program, we intend to build additional specializations focusing on different applications of AI in fields such as engineering, cybersecurity, public health, finance, the arts etc. Those specializations will be developed in partnership with the respective colleges/schools around campus.

Please see attachment for more detailed course descriptions (https://docs.google.com/spreadsheets/d/1VpLgXW7xkf6g_t8HrbXV2rEUr_9qYDYkTYnSuRThp8/edit/?gid=0#gid=0)

Course	Title	Credits
MSAI 601: PROBABILITY AND STATISTICS FOR AI	Course MSAI 601: PROBABILITY AND STATISTICS Not Found (CORE)	3
MSAI 602: PRINCIPLES OF DATA SCIENCE FOR AI	Course MSAI 602: PRINCIPLES OF DATA SCIENCE Not Found (CORE)	3
MSAI 603: PRINCIPLES OF MACHINE LEARNING FOR AI	Course MSAI 603: PRINCIPLES OF MACHINE LEARNING Not Found (CORE)	3
MSAI 605: COMPUTING SYSTEMS FOR AI	Course MSAI 605: COMPUTING SYSTEMS FOR AI Not Found (CORE)	3
MSAI 606: HUMAN-CENTERED AND PARTICIPATORY APPROACHES TO AI	Course MSAI 606: HUMAN-CENTERED AND PARTICIPATORY APPROACHES TO AI Not Found (CORE)	3
MSAI 630: SAFE AND TRUSTWORTHY AI	Course MSAI 630: SAFE AND TRUSTWORTHY AI Not Found (CORE)	3
MSAI 631: AI AND SOCIETY	Course MSAI 631: AI AND SOCIETY Not Found (CORE)	3
MSAI 632: GENERATIVE AI	Course MSAI 632: GENERATIVE AI Not Found (elective)	3
MSAI 633: AI POLICY	Course MSAI 633: AI POLICY Not Found (Elective)	3
MSAI 634: AI IN ENGINEERING	Course MSAI 634: AI IN ENGINEERING Not Found (Elective)	3
MSAI 604: INTRODUCTION TO OPTIMIZATION FOR AI	Course MSAI 604: INTRODUCTION TO OPTIMIZATION FOR AI Not Found (Elective)	3
MSAI 612: DEEP LEARNING FOR AI	Course MSAI 612: DEEP LEARNING FOR AI Not Found (Elective)	3
MSAI 640: COMPUTER VISION FOR AI	Course MSAI 640: COMPUTER VISION FOR AI Not Found (Elective)	3
MSAI 641: NATURAL LANGUAGE PROCESSING FOR AI	Course MSAI 641: NATURAL LANGUAGE PROCESSING FOR AI Not Found (Elective)	3
MSAI 642: ROBOTICS FOR AI	Course MSAI 642: ROBOTICS FOR AI Not Found (Elective)	3
MSAI 650: CLOUD COMPUTING FOR AI	Course MSAI 650: CLOUD COMPUTING FOR AI Not Found (Elective)	3
MSAI 651: BIG DATA ANALYTICS FOR AI	Course MSAI 651: BIG DATA ANALYTICS FOR AI Not Found (Elective)	3
MSAI 635: REINFORCEMENT LEARNING FOR AI	Course MSAI 635: REINFORCEMENT LEARNING Not Found (Elective)	3
MSAI 636: EXPLAINABLE AND INTERPRETABLE AI	Course MSAI 636: EXPLAINABLE AND INTERPRETABLE AI Not Found (Elective)	3
MSAI 660: PROBABILISTIC GRAPHICAL MODELS AND BAYESIAN LEARNING	Course MSAI 660: PROBABILISTIC GRAPHICAL MODELS AND BAYESIAN LEARNING Not Found (Elective)	3
MSAI 661: CAUSAL INFERENCE AND AI DECISION MAKING	Course MSAI 661: CAUSAL INFERENCE AND AI DECISION MAKING Not Found (Elective)	3
MSAI 662: ADVERSARIAL MACHINE LEARNING AND ROBUSTNESS	Course MSAI 662: ADVERSARIAL MACHINE LEARNING AND ROBUSTNESS Not Found (Elective)	3
MSAI 663: GRAPH NEURAL NETWORKS AND STRUCTURED DATA LEARNING	Course MSAI 663: GRAPH NEURAL NETWORKS AND STRUCTURED DATA LEARNING Not Found (Elective)	3
MSAI 664: META-LEARNING AND FEW-SHOT LEARNING	Course MSAI 664: META-LEARNING AND FEW-SHOT LEARNING Not Found (Elective)	3
MSAI 665: AI FOR HEALTHCARE AND BIOMEDICAL APPLICATIONS	Course MSAI 665: AI FOR HEALTHCARE AND BIOMEDICAL APPLICATIONS Not Found (Elective)	3
MSAI 666: AI FOR CYBERSECURITY AND THREAT DETECTION	Course MSAI 666: AI FOR CYBERSECURITY AND THREAT DETECTION Not Found (Elective)	3

MSAI 667: AI FOR FINANCE AND ALGORITHMIC TRADING	MSAI 667: AI FOR FINANCE AND ALGORITHMIC TRADING Not Found (Elective)	3
MSAI 670: APPLIED ETHICS OF AI	Course MSAI 670: APPLIED ETHICS OF AI Not Found (Elective)	3

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.

First Year

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
MSAI 601: PROBABILITY AND STATISTICS	3	MSAI 605: COMPUTING SYSTEMS FOR AI	3	ELECTIVE	3
MSAI 603: PRINCIPLES OF MACHINE LEARNING	3	MSAI 606: HUMAN-CENTERED AND PARTICIPATORY APPROACHES TO AI	3		
MSAI 631 AI AND SOCIETY	3	MSAI 630: SAFE AND TRUSTWORTHY AI	3		
	9		9		3

Second Year

Semester 1	Credits
MSAI 602: PRINCIPLES OF DATA SCIENCE	3
ELECTIVE 2	3
ELECTIVE 3	3
	9

Total Credits 30

Part Time

First Year

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
MSAI 601: PROBABILITY AND STATISTICS	3	MSAI 606: HUMAN-CENTERED AND PARTICIPATORY APPROACHES TO AI	3	ELECTIVE 1	3
MSAI 603: PRINCIPLES OF MACHINE LEARNING	3	MSAI 605: COMPUTING SYSTEMS FOR AI	3	ELECTIVE 2	3
	6		6		6

Second Year

Semester 1	Credits	Semester 2	Credits
MSAI 602: PRINCIPLES OF DATA SCIENCE	3	MSAI 631 AI AND SOCIETY	3
MSAI 630: SAFE AND TRUSTWORTHY AI	3	ELECTIVE 3	3
	6		6

Total Credits 30

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

Learning Outcomes

Understand the theoretical foundations of artificial intelligence, including mathematics and statistics, machine learning, deep learning, and optimization techniques.

Develop advanced problem-solving and analytical skills in AI by gaining proficiency in scripting and programming, leveraging machine learning frameworks, and employing high-performance computing platforms to optimize AI solutions.

Apply AI technologies to address critical societal challenges and to solve complex problems in disciplines such as healthcare, finance, climate change, and public policy.

Design AI systems to work effectively alongside people in healthcare, education, business, and creative industries.

Analyze the impact of AI-driven automation in real-world settings by evaluating its effectiveness and efficiency.

Describe the societal implications of AI, including issues of safe and trustworthy AI.

Evaluate the ethical and legal implications of AI by analyzing issues such as bias, privacy, accountability, and transparency, and developing strategies for responsible AI design, governance, and policy compliance.

Explain practical strategies for implementing and scaling AI solutions within enterprise and societal contexts.

Communicate AI technologies and applications in a variety of fields to technical and non-technical audiences.

New Program Information

Mission and Purpose

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

As stated in the Letter of Intent submitted to the University System of Maryland in July 2024, the proposed MS in AI is in direct response to the need for more AI professionals in Maryland due to the rapid pace of AI development which is transforming industries.

Given the rapid pace of AI development is transforming industries, the educational mission of UMD will reimagine learning in the face of these drastic changes through the introduction of the Master of Science in Artificial Intelligence. As the premiere, public, land grant, research university inside the nation's beltway, and as the flagship university in the State of Maryland, we have an opportunity to build on our extensive strengths in AI research across our campus to push AI education in directions that advances the public good. The proposed MS in AI will be aimed as a continuing education option for professionals in Maryland and beyond. It will be distinguished by its interdisciplinary curriculum that focuses on applied and computational science while ensuring that students are exposed to humanistic and social approaches to AI. This will enable students to gain proficiency in AI subfields while understanding the implications of this work from the perspective of ethics, human values, and social policy. This will ensure that the Maryland workforce, and the national workforce, is trained not just in AI technology but also in methods for understanding AI in social contexts. With the introduction of an MS in AI, UMD has an opportunity to lead in the transformation that AI is having globally by building a workforce and future researchers that will shape the new AI-driven economy in the state of Maryland and beyond by creating ethically sound and sustainable AI systems, policies, and practices across fields.

The University System of Maryland's strategic plan, Vision 2030, emphasizes the importance of innovation and research excellence. Implementing the MS in AI program supports these priorities by promoting graduate education in a cutting-edge field and preparing students for careers in a technology-driven economy.

Program Characteristics

What are the educational objectives of the program?

The objective of the program is to blend highly technical, applied, experiential learning in AI with courses on AI's societal impact, human-AI collaboration, and responsible AI development. Graduates will be prepared to enter into industry at the completion of the program. Courses will combine a theoretical foundation from tenured professors and researchers on campus with applied learning from lecturers and industry practitioners. Students will build a solid foundation in mathematics, statistics, and computing, and pair this foundation with hands-on application to real world problems. They will learn different methods and approaches to solve complex problems using artificial intelligence, data analysis techniques, modern tools, and state-of-the-art technologies while also recognizing potential ethical implications of AI. Assessments will be project based using publicly available data when possible, to create innovative solutions to societal challenges.

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

Any student applying for admission to a graduate program at the University of Maryland must meet the following minimum admission criteria as established by the Graduate School.

Applicants must have earned a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution.

Applicants must have earned a 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework.

Applicants must provide an official copy of a transcript for all of their post-secondary work.

General Requirements:

Statement of Purpose

Transcript(s)

TOEFL/IELTS/PTE (international graduate students)

Program-Specific Requirements:

Graduate Record Examination (GRE) (optional)

CV/Resume

Description of research/work experience

Prior coursework establishing quantitative ability (including calculus II, linear algebra, statistics, etc.)

Proficiency in programming languages, demonstrated either through prior programming coursework or substantial software development experience

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.).

When developing the proposed curriculum, several factors were considered to ensure the program will be successful. The following advisory group structured the program in order to satisfy the learning outcomes listed above. The advisory committee included CMNS Dean Amitabh Varshney, MATH Department Chair Doron Levy, Computer Science Chair Matthias Zwicker, AIM Director Hal Daume III and Professor David Jacobs.

The group explored extensive market research to identify necessary skills, capacities and capabilities in job postings in the market. These in demand skills led the curriculum development to ensure our students will be qualified to satisfy the workforce gap at the time of graduation.

Additional members from outside of STEM may be added to the advisory group as the program expands in scope.

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

Traditional Semester

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

The program is a 30 credits, non-thesis program.

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

The primary recruitment activities will be via the CMNS Science Academy. The Science Academy uses a diverse, targeted approach when recruiting students. This digital strategy focuses on UMD alumni, current UMD graduating seniors, and working professionals in the DMV area. The admissions review process evaluates applicants for not only academic readiness but also diversity in experiences, industries, backgrounds, and career aspirations to recruit a diverse student body.

To attract a diverse student population, we will engage in the following activities:

- Representing the program in educational fairs, conferences and events, e.g. the National Leadership Conference of the National Society of Black Engineers, GEM Grad Labs.
- Advertising the program to the National Society of Black Engineers (NSBE), the Society of Women Engineers (SWE), Associate for Women in Mathematics (AWM) and the Association for Women in Computing (AWC).
- Direct email campaigns to domestic and international colleges with relationships to CMNS
- Outreach to UMD Campus organizations and clubs
- Holding online (virtual) open houses, information sessions and career panels
- Outreach to US Military to attract veterans
- Social media and online advertising

Once enrolled, the Science Academy staff and faculty are committed to creating and fostering a supportive environment for all students to thrive. We regularly share resources and opportunities for counseling, support, and funding. All students are expected to complete and honor the TerrapinSTRONG orientation and initiatives. Students are encouraged to take part in Grad School programs that address diversity and inclusion in higher education, build communities of support and success, and create meaningful dialogue among graduate students. Such programs include "Cultivating Community Conversations" and the "Annual Office of Graduate Diversity and Inclusions Spring Speaker Services." Faculty that are involved in the Science Academy represent many departments, have a diversity of appointments (both tenure track, professional track, and lecturer) exposing students to many future career paths. The Science Academy and faculty provide student advising, academic support, and career guidance to students to retain all students and support timely graduation.

Our student retention efforts will consist of:

- Holding "Women in Engineering, Computing and STEM" seminars to addresses the obstacles faced by women in today's technical workplace and guide our women students to maneuver through the internship and job application process
- Requiring students to attend mandatory advising sessions with the program adviser to ensure that the students' study plans are in line with their interests and career goals, and that the students make satisfactory progress toward meeting the degree requirements
- Implementing an early warning system that detects students struggling with core courses and alerts the academic advisor, who meets with the students and designs a study plan to get them back on track

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.

The majority of these courses will be newly designed courses specific to the MS in AI and will not pose any burden on the rest of the Science Academy or any other department. Three courses, MSAI 601: Probability and Statistics for AI; MSAI 602: Principles of Data Science and MSAI 603: Principles of Machine Learning are current Science Academy courses. Each department is in support and prepared to add additional sections of the shared courses.

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

n/a

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

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. Please click on the help bubble for a template to use for adding faculty information.

The CMNS Science Academy will work with the MATH and Computer Science department chairs, as well as the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM) for oversight. A Computer Science faculty member will serve as the faculty director. This faculty director will provide the curriculum oversight, course evaluation, and advise students. In addition, the academic faculty director, in collaboration with the Assistant Dean for Professional Graduate Education, is responsible for all instructor selections and appointments.

Full list of faculty expected to participate in the program is available in attached documents.

Indicate who will provide the administrative coordination for the program

The Science Academy in the College of Computer, Mathematics and Natural Science Dean's Office will provide administrative coordination for the program, in collaboration with the Office of Extended Studies. The Office of Extended Studies provides program development support (budget development and projections, inhouse marketing research, preparation of PCC document), program management (UMD policies and procedures compliance, program website, data requests), student and program services (admission support, scheduling, registration, billing and payment, graduation, appeals), and financial management (faculty contracts, payment processing, course charge processor, net revenue distribution),

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.

Attached is the library assessment completed by the University Library. As communicated by Dan Mack, the library assessment completed for the BS in AI is appropriate for the MS in AI as well.

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

No additional physical facilities, infrastructure and instructional equipment is required for this program. Existing facilities (e.g., general purpose classrooms) and resources (e.g., instructional equipment) will be used, and these are demonstrably adequate for the proposed program. It is anticipated that most of the instruction will be in the evenings, as befitting the target student population of working adults. Thus, the use of classrooms will be outside the hours used for instruction by most programs.

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.

Instructional resources for the program will comprise current tenure track faculty, professional track faculty, and adjunct instructors. These instructional personnel will come from the Computer Science Department and the Mathematics Department, AIM, outside the university (e.g., ARLIS, NASA, federal agencies, and industry). Instructors may come from adjacent federal agencies, which will increase the exposure of students to real-world problems as part of the program curriculum. The funding source of covering instructional costs will come from tuition both from the program and the Science Academy if needed. No state resources will be used to support the program.

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

The CMNS Science Academy will provide the academic and advising oversight to incoming and admitted students. Revenue generated from the program will be used to support administrative and advising resources including Program Managers. No state resources will be used to support the program

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

Based on the attached proposed budget, the program tuition will cover all costs. This program will not use any state funds and will be revenue generating. All expenses will be paid for by the tuition revenue for this program. The budget is very conservative in enrollment numbers- prior success in the other Science Academy programs suggests a steady state enrollment could be upwards for 50-100 per cohort. See attached document.

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

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

As stated in the Letter of Intent submitted to the University System of Maryland in July 2024, the proposed MS in AI is in direct response to the need for more AI professionals in Maryland due to the rapid pace of AI development which is transforming industries.

The attached document, AI Market Analysis, includes a full analysis of the market as of Spring 2024. Our research indicates a much faster than average growth in computer and information research scientist positions nationally in the next 10 years. This 26% projected job growth nationally means more jobs will become available, and it is our responsibility to respond to this need by preparing the workforce. According to the US Bureau of Labor Statistics' Occupational Outlook Handbook, the regional area also boasts a higher than average concentration of employment in computer and information research scientists. Our graduates will complete the program with the skills and knowledge to fill the open positions in the market. As artificial intelligence becomes more prominent in our society, we need programs that address the market gap and provide students with a formal education in AI to make better decisions and further advancements in the field.

Our program directly aligns with the Maryland State Plan for Postsecondary Education and the principles of public education in the State of Maryland. This program in the Science Academy increases access to higher education (specifically graduate level education) and increases the diversity of graduate students. Lastly, the program is an example of creativity and collaboration- a true partnership across departments on campus.

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

See attached for a full job posting analysis as of February 2025. The US Bureau of Labor Statistics' Occupational Outlook Handbook indicates a much faster than average growth, 26% nationally for computer and information research scientist positions in the next 10 years. This is the 8th highest growing profession. The state of Maryland is projecting a 21% growth in these jobs. Additionally, our market research data shows an upward trend in unique job postings related to AI since February 2024, and the education breakdown within these postings shows that 41% have master's degrees. The data also show that Washington, D.C. is in the top 10 cities posting such roles. Of the job titles posted related to AI, "artificial intelligence engineers" were the most common. This program seeks to equip those professionals with the skills necessary to be successful in these roles. Artificial intelligence and generative AI are listed as skills with a 12.4% and 18.1% projected growth, respectively, so there's a need for professionals to be trained in utilizing AI.

Our program will be attractive to the professional learner because of its applied and experiential nature as well as evening and online course offerings. Lastly, following the enrollment trends at other Maryland programs, our successful enrollments in other related programs, coupled with the projected job growth in this area, the program anticipates enrollment much greater than 20 students per year.

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

While other Computing and Computer Science programs exist in the State, no other programs cover both the technical preparation and societal impact of AI at the graduate level with both in person and online options. Other programs are either heavy research focused degrees or they approach AI for a specific domain, such as engineering. The existing MS in AI at Johns Hopkins is only 100% online with no in person coursework. This program will not result in unreasonable duplication of existing programs because the MS in AI will be offered both in person and online, and will be a broad approach to fundamental knowledge and techniques of AI with a focus on the interaction between machine learning, human users and broader social concerns.

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

We do not foresee any negative impacts on the uniqueness or identity of any Maryland HBIs. Rather, we see our program complementary in several ways. First, most HBIs in the state do not have related degree programs. This program will expand the opportunities for an advanced degree in AI. Second, there is distinct differentiation between the somewhat related programs at Maryland HBIs. The Computer Science MS program at Bowie State and the Advanced Computing MS program at Morgan State University, are fundamentally different in subject matter. The Bowie State and Morgan State programs are more broadly computer science-focused research based programs with an optional AI specialization/concentration. These degree programs are geared toward students who would be employed in various areas of computer science, most likely entering into research roles. Our degree program is geared toward data-informed or data-driven employment opportunities and emphasizes the interdisciplinary nature of artificial intelligence. The program covers the entire AI landscape while offering electives to go deeper into specific areas of AI such as AI in the Arts or AI Policy.

Supporting Documents

Attachments

MS in AI LOI.docx
 MS in AI_MarketResearch_Overview_AI_Nationwide.pdf
 MS in AI_JobAnalytics-Feb25.pdf
 MS in AI_Summary of Learning Outcome Assessments.docx
 MS in AI_Market Analysis-2024.xlsx
 MS in AI_Library Assessment.pdf
 MS in AI_Budget.xlsx
 MS in AI_Faculty List .docx
 MS in AI_Course Descriptions (1).xlsx

Key: 1007

UNIVERSITY SYSTEM OF MARYLAND

LETTER OF INTENT TO DEVELOP NEW ACADEMIC PROGRAM

A Letter of Intent is for distribution only within the USM. Please limit your discussion to 2 pages.

Institution: University of Maryland College Park

Name of New Program Under Development: MS in Artificial Intelligence

Contact Person: Hal Daumé III

E-mail: hal3@umd.edu Phone: 301-405-1073

Anticipated Month/Year of Program Proposal Submission: June 2025

Need for Program: (Briefly describe the need—internal and/or external--for the proposed program and its importance to the programmatic emphases in the approved institutional mission.)

Given the rapid pace of AI development is transforming industries, the educational mission of UMD will reimagine learning in the face of these drastic changes through the introduction of four new interdisciplinary programs, including a Professional Masters of Science in Artificial Intelligence. As the premiere, public, land grant, research university inside the nation's beltway, and as the flagship university in the State of Maryland, we have an opportunity to build on our extensive strengths in AI research across our campus to push AI education in directions that advances the public good. The proposed professional MS in AI will be aimed as a continuing education option for the workforce in Maryland and beyond. It will be distinguished by its interdisciplinary curriculum that focuses on computational science and engineering while ensuring that students are exposed to humanistic and social approaches to AI. This will enable students to gain proficiency in AI subfields while understanding the implications of this work from the perspective of ethics, human values, and social policy. This will ensure that the Maryland workforce, and the national workforce, is trained not just in AI technology but also in methods for understanding AI in social contexts. With the introduction of an MS in AI, UMD has an opportunity to lead in the transformation that AI is having globally by building a workforce and future researchers that will shape the new AI-driven economy in the state of Maryland and

beyond by creating ethically sound and sustainable AI systems, policies, and practices across fields.

Students/Constituencies to be Served:

The MS in AI is aimed at continuing education students in the Maryland area. The program is designed for students to acquire the skills and knowledge necessary in today's and tomorrow's AI-infused world. Students are expected to have previously earned a baccalaureate degree from an accredited U.S. institution (or equivalent non-U.S.) with at least a 3.0 GPA (on a 4.0 scale). Students are expected to have some level of programming proficiency, as demonstrated either through prior coursework or through software development outside of their prior degree programs. The courses for this degree will be created specifically for continuing education students, and will primarily be offered in the evenings—and potentially online—to accommodate students who complete the degree program while employed.

Students with an MS in AI will be well prepared for both AI-focused careers, as well as for careers outside of AI in which AI will play an increasingly important role. As the job market continues to change and evolve due to AI deployments, this program will both help the Maryland workforce stay ahead of the curve, and also help employees transition to alternative career paths. The skills developed in this program will be useful in AI development and AI application areas such as natural language processing, computer vision, data science and analytics, user experience and design, robotics, business analytics, and geospatial reasoning. Students can also use their technical expertise to enter careers in policy, law, education, agriculture, or healthcare.

Brief Summary of the Proposed Program:

Following the conceptual approach for incorporating AI across our new academic programs, the MS will be structured around three categories of courses:

- Core: Foundational technologies for AI;
- Connections: Applications and drivers for AI; and,
- Context: Critical aspects that determine the impact on society: Human factors, ethics, legal, privacy, policy, sustainability, bias, etc.

While the MS will have a well-defined technical core, it will also provide interdisciplinarity through connections and context course offerings and experiential learning. Experiential learning will be enhanced through partnerships with government and industry.

The program is designed to be a 30-credit, 10-course, non-thesis graduate program, consisting of 6 core courses and 4 elective courses. The goal is that this program can be completed in 4-5 semesters. The technical core courses will include topics like neural networks and deep learning, and reinforcement learning. The social core courses will include topics like AI ethics and responsible AI design. And the electives will include courses like natural language processing, computer vision, and race and gender in AI. Students will be encouraged to bring problems from their current careers to motivate the experiential learning components of the MS degree.

Program Overview

Artificial Intelligence

Lightcast Q1 2024 Data Set

May 2024

Maryland

Parameters

Completions Year: 2022

Jobs Timeframe: 2020 - 2030

Job Postings Timeframe: Jan 2021 - Mar 2024

Programs:

Code	Description
11.0102	Artificial Intelligence

Regions:

Code	Description
0	United States

Award Levels:

Description	Description
Postbaccalaureate certificate	Master's Degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

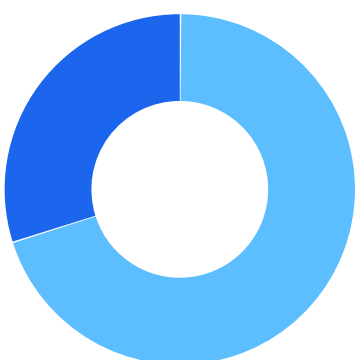
<p>42</p> <p>Institutions</p> <p>282% Growth (2018-2022)</p>	<p>554</p> <p>Completions</p> <p>170% Growth (2018-2022)</p>	<p>Completions Distribution</p> <p>Average: 13.2</p> <p>1 — — 114</p> <p>Median: 7</p>
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Program Overview



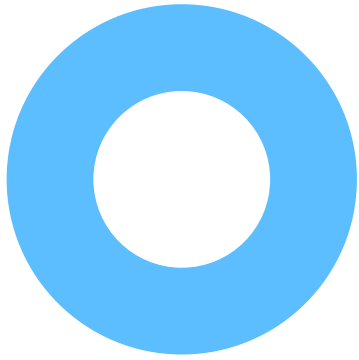
	Completions (2022)	% Completions	Institutions (2022)	% Institutions
● All Programs	554	100%	42	100%
● Distance Offered Programs	43	8%	9	21%
● Non-Distance Offered Programs	511	92%	33	79%

Market Share by Institution Type



Institution Type	Completions (2022)	Market Share
● Private not-for-profit, 4-year or above	388	70.0%
● Public, 4-year or above	166	30.0%

Market Share by Program

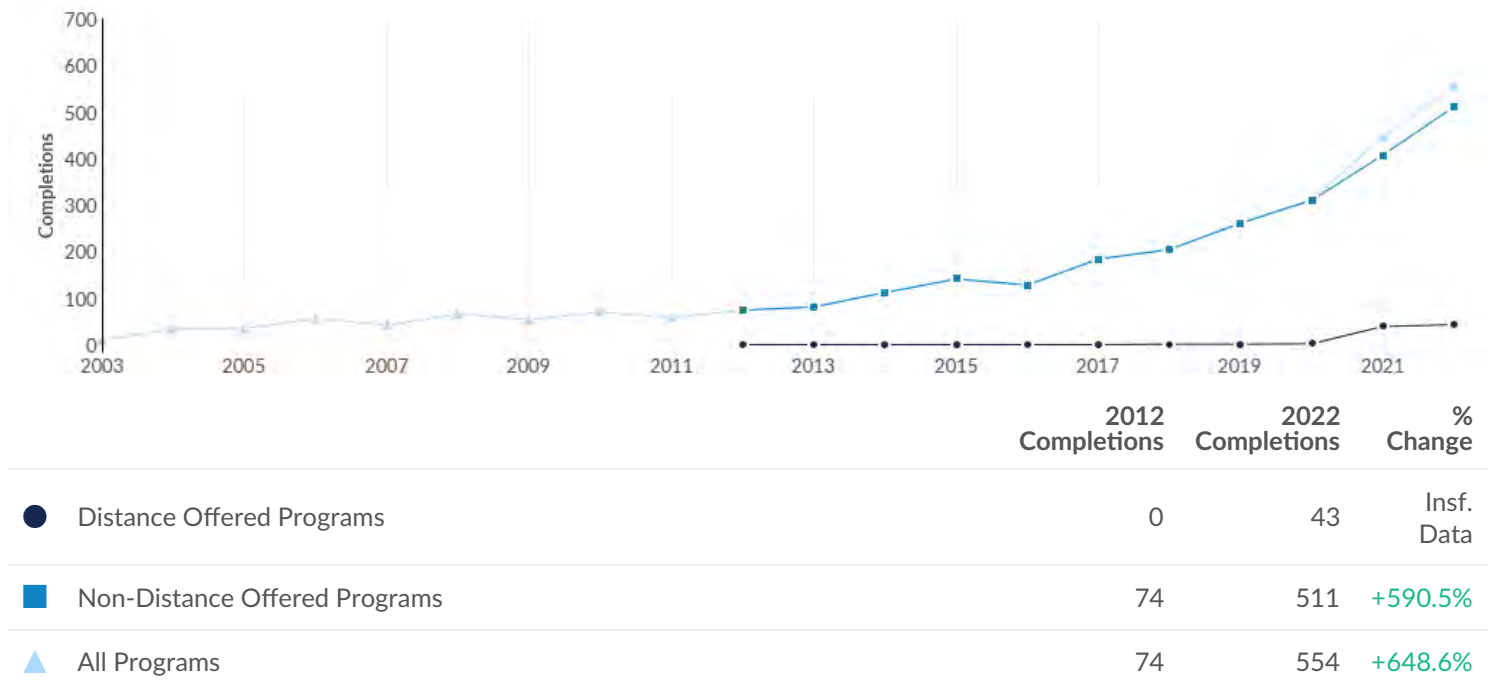


Program	Completions (2022)	Market Share
● Artificial Intelligence (11.0102)	554	100.0%

Completions by Institution

Institution	Completions (2022)	Growth % YOY (2022)	Market Share (2022)	IPEDS Tuition & Fees (2022)	Completions Trend (2018-2022)
Carnegie Mellon University	114	-9.5%	20.6%	\$60,854	
University of Pennsylvania	66	-24.1%	11.9%	\$63,452	
University of Washington-Seattle Campus	31	-39.2%	5.6%	\$12,242	
Boston University	30	20.0%	5.4%	\$62,360	
University of North Texas	28	Insf. Data	5.1%	\$11,140	
University of Southern California	23	228.6%	4.2%	\$64,726	
Northeastern University	22	2,100.0%	4.0%	\$60,192	
University of California-Santa Cruz	20	Insf. Data	3.6%	\$14,240	
Brandeis University	17	0.0%	3.1%	\$62,322	
Florida Atlantic University	15	66.7%	2.7%	\$4,879	

Regional Trends



Regional Completions by Award Level



Award Level	Completions (2022)	Percent
Postbaccalaureate certificate	69	12.5%
Master's Degree	485	87.5%

Similar Programs

98
Programs (2022)

212,495
Completions (2022)

CIP Code	Program	Completions (2022)
52.0201	Business Administration and Management, General	108,896
11.0701	Computer Science	12,271
11.0101	Computer and Information Sciences, General	10,638
11.1003	Computer and Information Systems Security/Auditing/Information Assurance	7,784
14.1901	Mechanical Engineering	7,056
14.1001	Electrical and Electronics Engineering	6,877
11.0103	Information Technology	6,769
11.0401	Information Science/Studies	6,075
52.0299	Business Administration, Management and Operations, Other	4,273
14.0801	Civil Engineering, General	4,135

Appendix A

Program Selection Details

CIP Code	Program Name
11.0102	Artificial Intelligence

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

State Data Sources

This report uses state data from the following agencies: Alabama Department of Labor; Alaska Department of Labor and Workforce Development; Arizona Commerce Authority; Arkansas Division of Workforce Services; California Employment Development Department; Colorado Department of Labor and Employment; Connecticut Department of Labor; Delaware Office of Occupational and Labor Market Information; District of Columbia Department of Employment Services; Florida Department of Economic Opportunity; Georgia Labor Market Explorer; Hawaii Workforce Infonet; Idaho Department of Labor; Illinois Department of Employment Security; Indiana Department of Workforce Development; Iowa Workforce Development; Kansas Department of Labor; Kentucky Center for Statistics; Louisiana Workforce Commission; Maine Department of Labor; Maryland Department of Labor; Commonwealth of Massachusetts, Mass.gov; Michigan Department of Technology, Management and Budget; Minnesota Department of Employment and Economic Development; Mississippi Department of Employment Security; Missouri Economic Research and Information Center; Montana Department of Labor and Industry; Nebraska Department of Labor, NEworks; Nevada Department of Employment, Training and Rehabilitation; New Hampshire Employment Security; New Jersey Department of Labor and Workforce Development; New Mexico Department of Workforce Solutions; New York Department of Labor; North Carolina Department of Commerce; North Dakota Job Service; Ohio Department of Job and Family Services; Oklahoma Employment Security Commission; Oregon Employment Department; Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis; Rhode Island Department of Labor and Training; South Carolina Department of Employment and Workforce; South Dakota Department of Labor and Regulation; Tennessee Department of Labor & Workforce Development; Texas Workforce Commission; Utah Department of Workforce Services; Vermont Department of Labor; Virginia Employment Commission; Washington State Employment Security Department; West Virginia Department of Commerce; Wisconsin Department of Workforce Development; Wyoming Department of Workforce Services

Job Posting Analytics

Lightcast Q1 2025 Data Set

February 2025

Maryland

Parameters

Select Timeframe: Jan 2020 - Jan 2025

Regions:

Code	Description
0	United States

Job Title:

Results should include

Description
"Artificial" Job Titles with 16 matches

Minimum Experience Required: Any

Advertised Salary: Include all postings regardless

Education Level: Any

Job Type: Include Internships

Keyword Search:

Posting Type: Newly Posted

Job Postings Overview

30,290

Unique Postings
70,939 Total Postings

5,187

Employers Competing
2.03M Total Employers

24 Days

Median Posting Duration
Regional Average: 28 Days

2 : 1

Posting Intensity



Regional Average: 3 : 1

Advertised Salary

There are 8,183 advertised salary observations (27% of the 30,290 matching postings).

\$80.18/hr

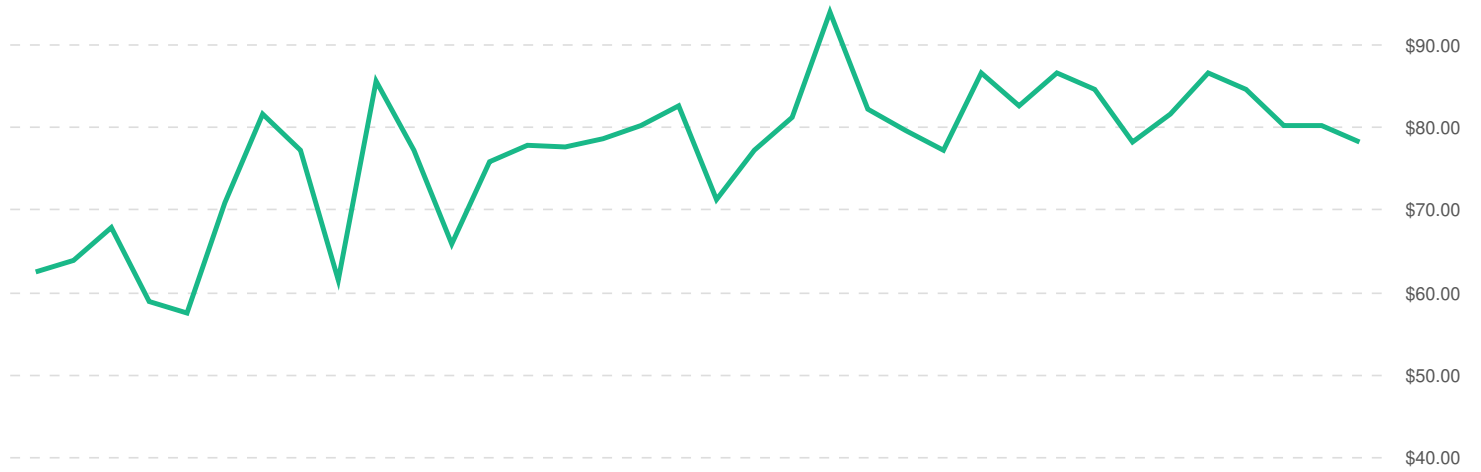
Median Advertised Salary



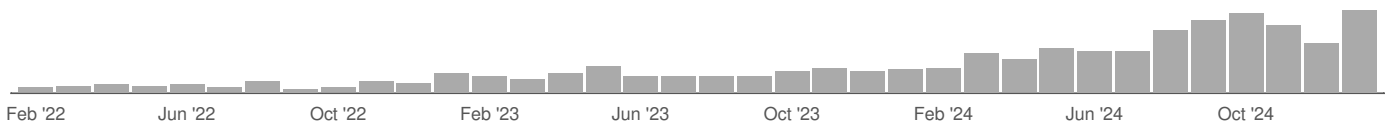
Advertised Salary Trend

▲ 25.1% Feb 2022 - Jan 2025

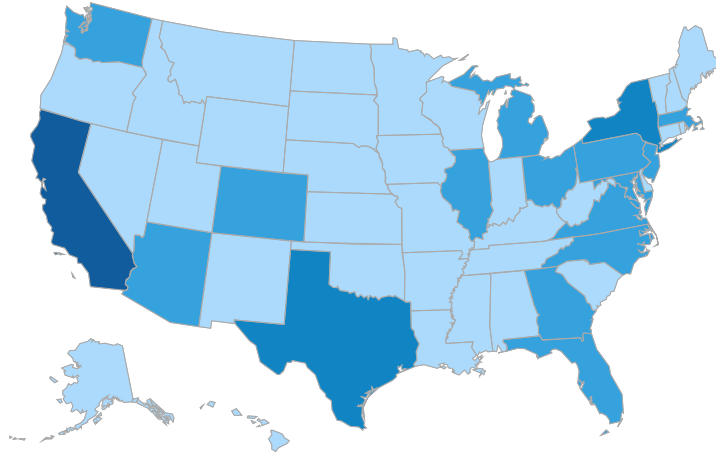
\$81.17 Median



7,300 Job Postings

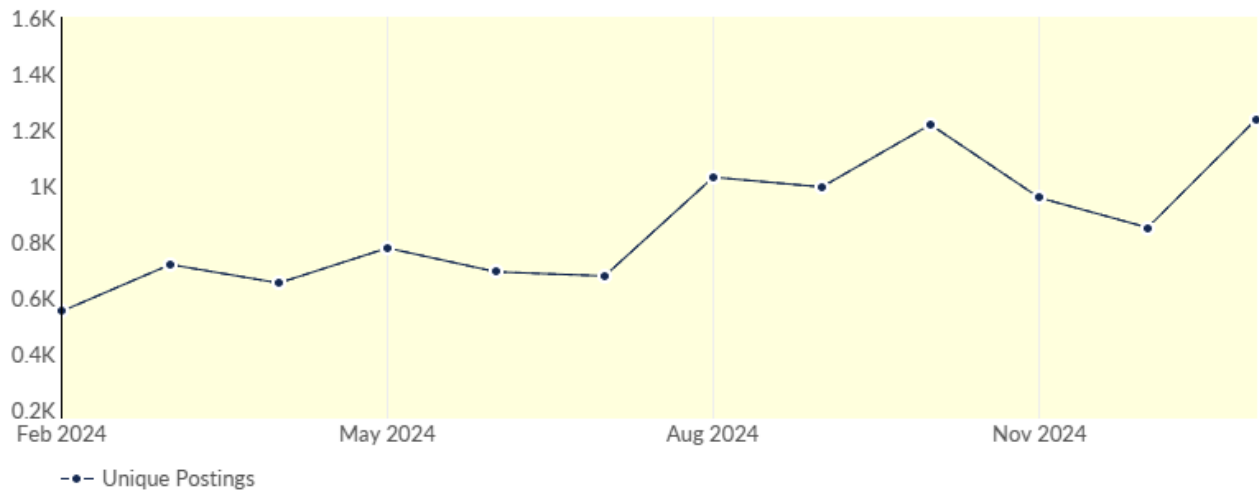


Job Postings Regional Breakdown



State	Unique Postings (Jan 2020 - Jan 2025)
California	5,726
Texas	2,649
New York	1,954
Virginia	1,534
Massachusetts	1,326

Unique Postings Trend



Month	Unique Postings	Posting Intensity
Jan 2025	1,237	2 : 1
Dec 2024	850	2 : 1
Nov 2024	957	2 : 1
Oct 2024	1,218	3 : 1
Sep 2024	995	2 : 1
Aug 2024	1,030	2 : 1
Jul 2024	677	2 : 1
Jun 2024	692	2 : 1
May 2024	777	2 : 1
Apr 2024	652	2 : 1
Mar 2024	718	2 : 1
Feb 2024	551	2 : 1

Education Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	8,533	28%
High school or GED	627	2%
Associate's degree	432	1%
Bachelor's degree	16,256	54%
Master's degree	12,334	41%
Ph.D. or professional degree	6,182	20%











Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	627	0	2%
Associate's degree	377	22	1%
Bachelor's degree	15,678	386	52%
Master's degree	3,646	6,613	12%
Ph.D. or professional degree	1,429	4,753	5%











Experience Breakdown

Minimum Experience	Unique Postings	% of Total
No Experience Listed	11,134	37%
0 - 1 Years	848	3%
2 - 3 Years	3,866	13%
4 - 6 Years	7,617	25%
7 - 9 Years	3,220	11%
10+ Years	3,605	12%











Top Companies Posting

	Total/Unique (Jan 2020 - Jan 2025)	Posting Intensity	Median Posting Duration
Deloitte	3,299 / 1,841	2 : 1 	22 days
Elevance Health	1,471 / 748	2 : 1 	13 days
Amazon	1,989 / 630	3 : 1 	29 days
Apple	1,361 / 337	4 : 1 	25 days
Wells Fargo	1,396 / 335	4 : 1 	23 days
JPMorgan Chase	1,255 / 325	4 : 1 	33 days
MITRE Corporation	736 / 319	2 : 1 	19 days
General Motors	711 / 302	2 : 1 	20 days
Booz Allen Hamilton	895 / 298	3 : 1 	23 days
PricewaterhouseCoopers	528 / 274	2 : 1 	25 days

Top Cities Posting

City	Total/Unique (Jan 2020 - Jan 2025)	Posting Intensity	Median Posting Duration
New York, NY	4,017 / 1,610	2 : 1 	28 days
San Francisco, CA	2,875 / 992	3 : 1 	27 days
Seattle, WA	2,051 / 745	3 : 1 	26 days
Chicago, IL	1,731 / 668	3 : 1 	24 days
Atlanta, GA	1,223 / 619	2 : 1 	21 days
Austin, TX	1,361 / 615	2 : 1 	21 days
Boston, MA	1,475 / 559	3 : 1 	25 days
Washington, DC	1,167 / 535	2 : 1 	22 days
Charlotte, NC	1,200 / 526	2 : 1 	19 days
Dallas, TX	996 / 474	2 : 1 	18 days

Top Posted Occupations

	Total/Unique (Jan 2020 - Jan 2025)	Posting Intensity	Median Posting Duration
Software Developers	11,700 / 5,505	2 : 1 	21 days
Data Scientists	10,107 / 4,173	2 : 1 	26 days
Computer Occupations, All Other	8,127 / 3,626	2 : 1 	22 days
Marketing Managers	4,359 / 1,718	3 : 1 	28 days
Computer and Information Research Scientists	3,079 / 1,334	2 : 1 	25 days
Database Architects	1,639 / 722	2 : 1 	25 days
Computer Programmers	1,289 / 592	2 : 1 	20 days
Financial Managers	1,531 / 530	3 : 1 	31 days
General and Operations Managers	1,328 / 525	3 : 1 	31 days
Detectives and Criminal Investigators	986 / 445	2 : 1 	20 days

Top Posted Occupations

Occupation (O*NET)	Total/Unique (Jan 2020 - Jan 2025)	Posting Intensity	Median Posting Duration
Software Developers	11,700 / 5,505	2 : 1	21 days
Data Scientists	9,146 / 3,709	2 : 1	27 days
Information Technology Project Managers	5,555 / 2,346	2 : 1	22 days
Marketing Managers	4,359 / 1,718	3 : 1	28 days
Computer and Information Research Scientists	3,079 / 1,334	2 : 1	25 days
Database Architects	1,393 / 622	2 : 1	25 days
Computer Systems Engineers/Architects	1,264 / 608	2 : 1	22 days
Computer Occupations, All Other	1,139 / 602	2 : 1	21 days
Computer Programmers	1,289 / 592	2 : 1	20 days
General and Operations Managers	1,328 / 525	3 : 1	31 days
Business Intelligence Analysts	961 / 464	2 : 1	26 days
Architectural and Engineering Managers	1,032 / 438	2 : 1	23 days
Intelligence Analysts	941 / 425	2 : 1	20 days
Database Administrators	687 / 332	2 : 1	20 days
Sales Managers	676 / 329	2 : 1	29 days
Managers, All Other	612 / 317	2 : 1	21 days
Management Analysts	687 / 277	2 : 1	19 days
Financial Managers	841 / 272	3 : 1	29 days
Postsecondary Teachers, All Other	665 / 267	2 : 1	35 days
Treasurers and Controllers	688 / 256	3 : 1	31 days
Web and Digital Interface Designers	456 / 252	2 : 1	23 days
Registered Nurses	845 / 229	4 : 1	25 days
Computer and Information Systems Managers	454 / 220	2 : 1	30 days
Project Management Specialists	451 / 207	2 : 1	18 days
Computer Network Architects	436 / 201	2 : 1	30 days
Web Developers	359 / 200	2 : 1	28 days











Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	397 / 179	2 : 1		33 days
Medical and Health Services Managers	336 / 159	2 : 1		33 days
Human Resources Managers	496 / 154	3 : 1		31 days
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	296 / 152	2 : 1		19 days
Mechanical Engineers	328 / 146	2 : 1		16 days
First-Line Supervisors of Office and Administrative Support Workers	311 / 136	2 : 1		28 days
Human Resources Specialists	201 / 116	2 : 1		32 days
Sales Engineers	256 / 109	2 : 1		34 days
Civil Engineers	217 / 105	2 : 1		17 days
Licensed Practical and Licensed Vocational Nurses	909 / 105	9 : 1		25 days
Data Warehousing Specialists	246 / 100	2 : 1		17 days
Financial and Investment Analysts	196 / 94	2 : 1		30 days
Supply Chain Managers	343 / 91	4 : 1		34 days
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	273 / 91	3 : 1		34 days
Aerospace Engineers	272 / 90	3 : 1		22 days
Chefs and Head Cooks	174 / 87	2 : 1		33 days
Industrial Engineers	133 / 82	2 : 1		22 days
Market Research Analysts and Marketing Specialists	187 / 81	2 : 1		23 days
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	211 / 79	3 : 1		18 days
Financial Risk Specialists	194 / 76	3 : 1		31 days
Computer User Support Specialists	239 / 76	3 : 1		29 days
First-Line Supervisors of Production and Operating Workers	127 / 74	2 : 1		42 days
Lawyers	148 / 73	2 : 1		10 days
Chief Executives	171 / 69	2 : 1		29 days

Top Posted Occupations










Occupation	Total/Unique (Jan 2020 - Jan 2025)	Posting Intensity	Median Posting Duration
Software Developer / Engineer	11,234 / 5,273	2 : 1 	21 days
Data Scientist	7,886 / 3,156	2 : 1 	24 days
IT Manager / Director	4,786 / 2,074	2 : 1 	22 days
Product Manager	3,722 / 1,432	3 : 1 	29 days
Computer Scientist	3,079 / 1,334	2 : 1 	25 days
Computer Systems Engineer / Architect	1,529 / 732	2 : 1 	22 days
Technology Consultant	1,194 / 616	2 : 1 	21 days
Database Architect	1,376 / 614	2 : 1 	25 days
Computer Programmer	1,289 / 592	2 : 1 	20 days
Analytics Manager	1,260 / 553	2 : 1 	29 days
Engineering Manager	1,032 / 438	2 : 1 	23 days
Security / Defense Intelligence Analyst	941 / 425	2 : 1 	20 days
General Manager	1,008 / 378	3 : 1 	30 days
Business / Management Analyst	810 / 366	2 : 1 	26 days
Business Development / Sales Manager	676 / 329	2 : 1 	29 days
Data Engineer	664 / 319	2 : 1 	20 days
Program Manager	596 / 307	2 : 1 	22 days
IT Project Manager	824 / 307	3 : 1 	23 days
College Professor (Other)	721 / 288	3 : 1 	35 days
Marketing Manager	569 / 270	2 : 1 	25 days
Researcher / Research Associate	786 / 259	3 : 1 	22 days
UI / UX Designer / Developer	456 / 252	2 : 1 	23 days
Financial Manager	748 / 230	3 : 1 	29 days
Treasurer / Controller	630 / 230	3 : 1 	31 days
Sales Representative	405 / 216	2 : 1 	23 days
Network Engineer / Architect	436 / 201	2 : 1 	30 days

Web Developer	359 / 200	2 : 1		28 days
Project Manager	414 / 194	2 : 1		18 days
Business Intelligence Architect / Developer	415 / 192	2 : 1		18 days
Data / Data Mining Analyst	420 / 176	2 : 1		24 days
Account Executive	340 / 163	2 : 1		29 days
Mechanical Engineer	335 / 151	2 : 1		15 days
Registered Nurse	628 / 137	5 : 1		25 days
Operations Manager / Supervisor	293 / 133	2 : 1		38 days
Product Owner	263 / 133	2 : 1		27 days
Sales Engineer	256 / 109	2 : 1		34 days
Licensed Practical / Vocational Nurse	909 / 105	9 : 1		25 days
Civil Engineer	210 / 100	2 : 1		16 days
Data Warehousing Specialist	239 / 99	2 : 1		17 days
Office / Administrative Assistant	276 / 94	3 : 1		33 days
Supply Chain / Logistics Manager	343 / 91	4 : 1		34 days
Chief Human Resources Officer	354 / 91	4 : 1		34 days
Aerospace Engineer	272 / 90	3 : 1		22 days
Nursing Manager / Supervisor	214 / 90	2 : 1		25 days
Chef	174 / 87	2 : 1		33 days
Cyber / Information Security Engineer / Analyst	182 / 86	2 : 1		25 days
Healthcare Administrator	152 / 83	2 : 1		33 days
Industrial Engineer	133 / 82	2 : 1		22 days
Risk Manager / Analyst	194 / 76	3 : 1		31 days
Business Intelligence Analyst	158 / 76	2 : 1		24 days

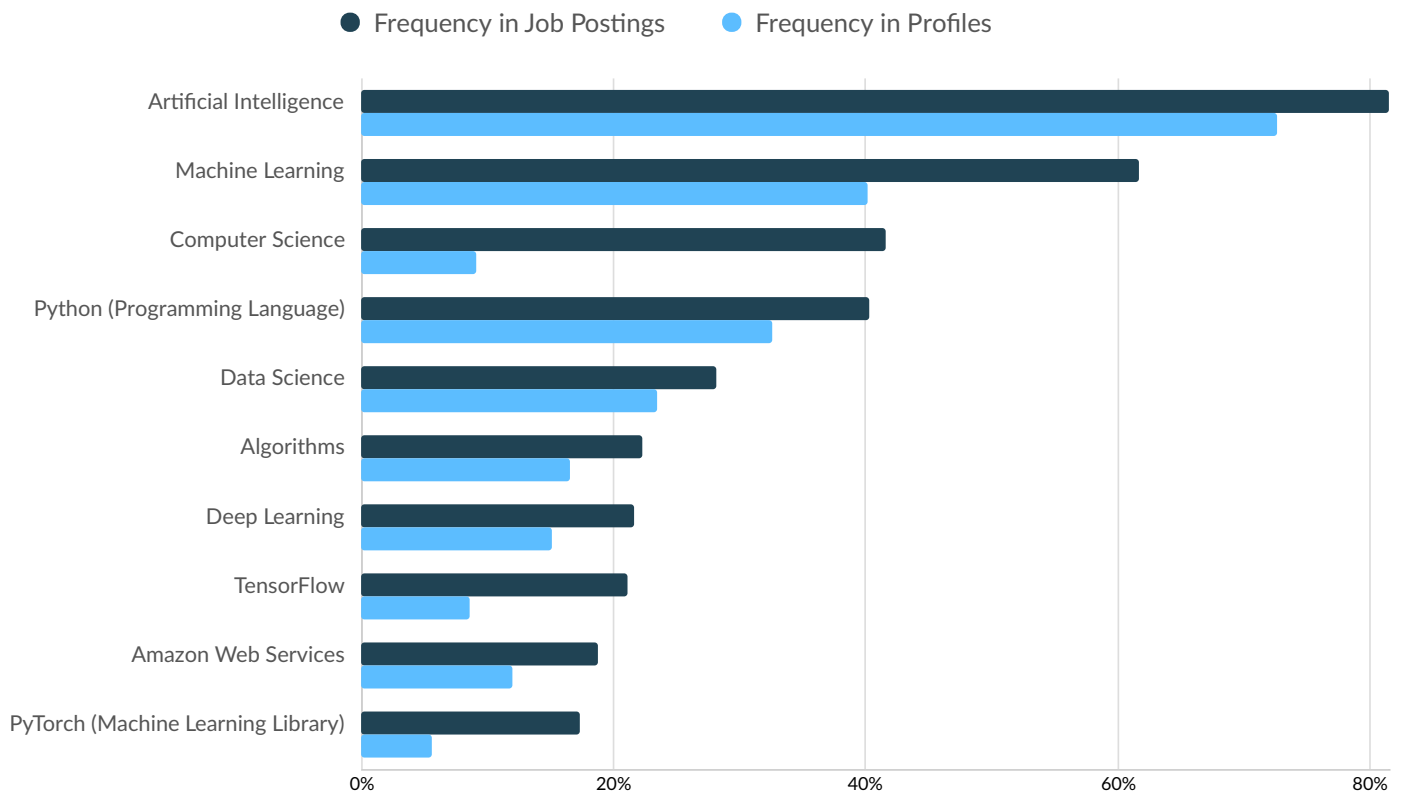
Top Posted Job Titles

	Total/Unique (Jan 2020 - Jan 2025)	Posting Intensity	Median Posting Duration
Artificial Intelligence Engineers	13,621 / 6,552	2 : 1 	23 days
Artificial Intelligence Managers	13,848 / 5,481	3 : 1 	25 days
Artificial Intelligence/Machine Learning Engineers	8,179 / 3,280	2 : 1 	22 days
Artificial Intelligence Architects	6,833 / 3,065	2 : 1 	19 days
Directors of Artificial Intelligence	4,747 / 1,808	3 : 1 	25 days
Artificial Intelligence Consultants	3,595 / 1,563	2 : 1 	22 days
Vice Presidents of Artificial Intelligence	4,060 / 1,530	3 : 1 	30 days
Artificial Intelligence Solutions Leads	2,905 / 1,400	2 : 1 	26 days
Artificial Intelligence Analysts	3,252 / 1,400	2 : 1 	27 days
Heads of Artificial Intelligence Product	2,534 / 1,031	2 : 1 	32 days

Top Industries

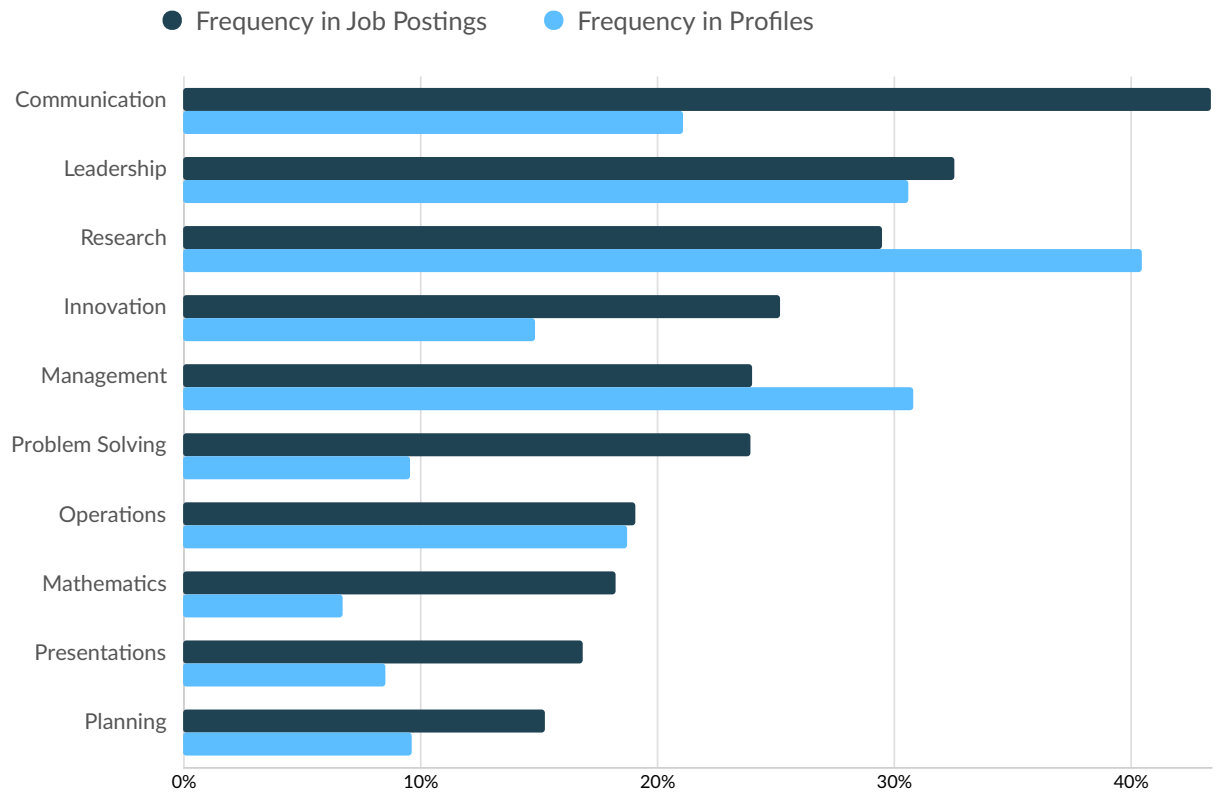
	Total/Unique (Jan 2020 - Jan 2025)	Posting Intensity	Median Posting Duration
Administrative Management and General Management Consulting Services	5,708 / 2,732	2 : 1 	22 days
Custom Computer Programming Services	3,017 / 1,496	2 : 1 	18 days
Employment Placement Agencies	3,474 / 1,363	3 : 1 	25 days
Commercial Banking	4,057 / 1,250	3 : 1 	27 days
Computer Systems Design Services	1,704 / 1,039	2 : 1 	15 days
Direct Health and Medical Insurance Carriers	1,963 / 1,029	2 : 1 	24 days
Colleges, Universities, and Professional Schools	2,395 / 923	3 : 1 	31 days
Software Publishers	1,839 / 888	2 : 1 	24 days
All Other Miscellaneous Retailers	2,048 / 667	3 : 1 	28 days

Top Specialized Skills



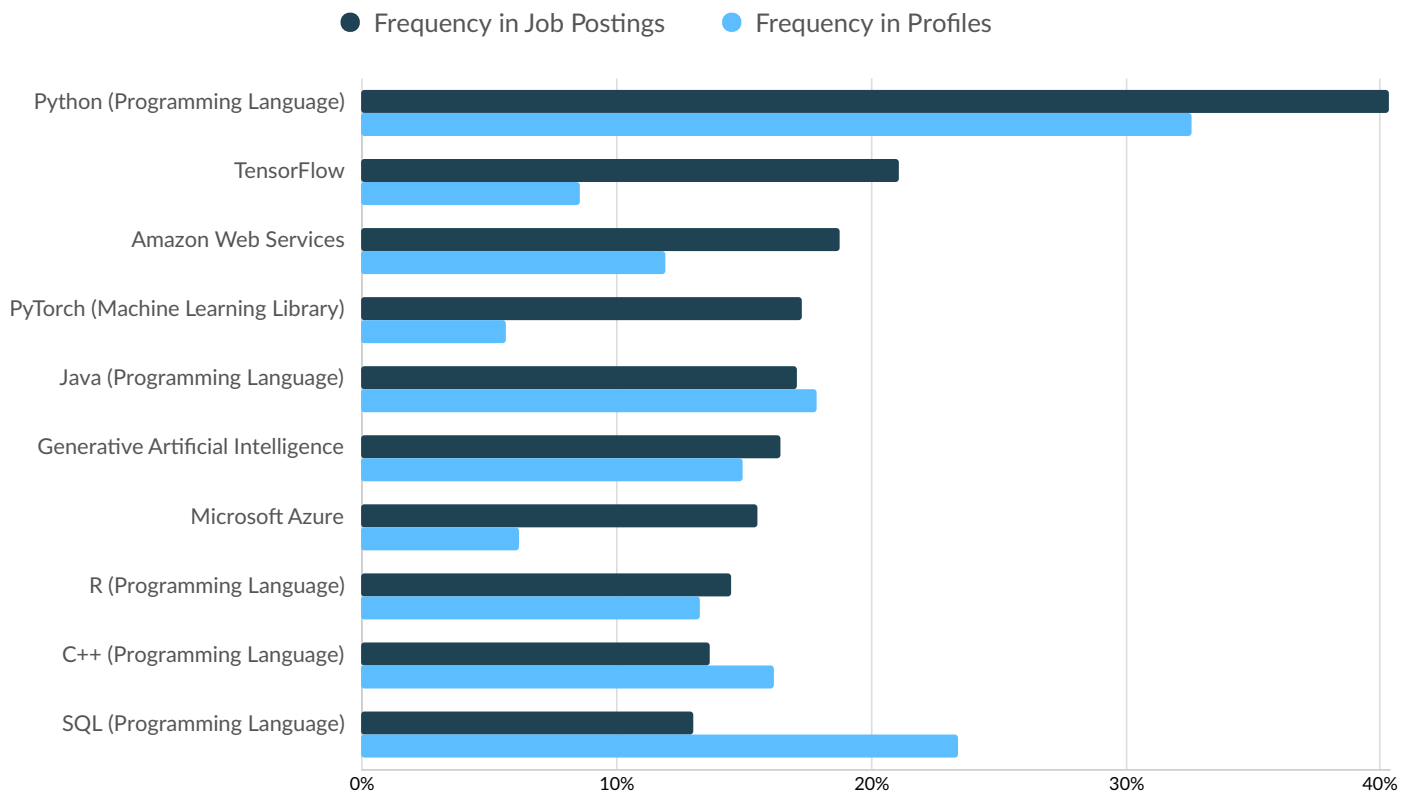
	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Artificial Intelligence	24,711	82%	9,711	73%	+12.4%	Growing
Machine Learning	18,691	62%	5,371	40%	+19.9%	Rapidly Growing
Computer Science	12,593	42%	1,215	9%	+26.8%	Rapidly Growing
Python (Programming Language)	12,226	40%	4,358	33%	+24.5%	Rapidly Growing
Data Science	8,548	28%	3,131	23%	+17.4%	Growing
Algorithms	6,771	22%	2,210	17%	+23.3%	Rapidly Growing
Deep Learning	6,549	22%	2,015	15%	+12.8%	Growing
TensorFlow	6,403	21%	1,146	9%	+11.9%	Growing
Amazon Web Services	5,701	19%	1,597	12%	+24.0%	Rapidly Growing
PyTorch (Machine Learning Library)	5,250	17%	755	6%	+9.7%	Growing

Top Common Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	13,152	43%	2,823	21%	+3.6%	Lagging
Leadership	9,869	33%	4,095	31%	+8.5%	Stable
Research	8,940	30%	5,407	40%	+17.2%	Growing
Innovation	7,649	25%	1,988	15%	+25.8%	Rapidly Growing
Management	7,274	24%	4,121	31%	+5.3%	Stable
Problem Solving	7,260	24%	1,282	10%	+11.3%	Growing
Operations	5,790	19%	2,502	19%	+8.1%	Stable
Mathematics	5,530	18%	903	7%	+20.2%	Rapidly Growing
Presentations	5,109	17%	1,143	9%	+23.0%	Rapidly Growing
Planning	4,636	15%	1,294	10%	+10.9%	Growing

Top Software Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Python (Programming Language)	12,226	40%	4,358	33%	+24.5%	Rapidly Growing
TensorFlow	6,403	21%	1,146	9%	+11.9%	Growing
Amazon Web Services	5,701	19%	1,597	12%	+24.0%	Rapidly Growing
PyTorch (Machine Learning Library)	5,250	17%	755	6%	+9.7%	Growing
Java (Programming Language)	5,186	17%	2,392	18%	+17.4%	Growing
Generative Artificial Intelligence	4,981	16%	2,000	15%	+18.1%	Growing
Microsoft Azure	4,713	16%	832	6%	+28.9%	Rapidly Growing
R (Programming Language)	4,411	15%	1,779	13%	+20.3%	Rapidly Growing
C++ (Programming Language)	4,140	14%	2,166	16%	+10.0%	Growing
SQL (Programming Language)	3,958	13%	3,127	23%	+6.4%	Stable

Top Qualifications

	Postings with Qualification
Master Of Business Administration (MBA)	1,237
Security Clearance	1,231
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	1,116
Secret Clearance	677
Project Management Professional Certification	467
Valid Driver's License	403
Top Secret Clearance	324
Registered Nurse (RN)	271
Basic Life Support (BLS) Certification	196
Certified Public Accountant	194

Appendix A

Top Posting Sources

Website	Postings on Website (Jan 2020 - Jan 2025)
dejobs.org	6,870
indeed.com	4,848
simplyhired.com	4,209
dice.com	3,285
disabledperson.com	1,762
recruitenetworks.com	1,630
myworkdayjobs.com	1,423
glassdoor.com	1,009
careerarc.com	875
clearancejobs.com	863
careerbuilder.com	714
ziprecruiter.com	583
themuse.com	469
mitalent.org	400
fairygodboss.com	368
careercast.com	332
amazon.jobs	311
greenhouse.io	298
careerjet.com	294
latpro.com	275
jobmonkeyjobs.com	270
energyjobline.com	249
monster.com	246
highereducationjobs.com	232
hercjobs.org	226

Appendix B

Sample Postings

Artificial Intelligence Analysts – Unclassified in Seattle, WA (Jan 2025 - Active)

Operations Lead (GenAI and AI data services)	
Link to Live Job Posting: www.dice.com	
Location: Seattle, WA	O*NET: 11-1021.00
Company: Unclassified	Job Title: Artificial Intelligence Analysts
<p>Operations Lead (GenAI and AI data services)</p> <p>Role:</p> <p>Operations LeadRemote (Washington OR California)</p> <p>Mode of Hire:</p> <p>Fulltime</p> <p>Salary:</p> <p>\$150k/year</p> <p>Job DescriptionAs an Operations Lead, you will be responsible for the discovery phase of new opportunities in GenAI and AI data services, including scope definition, interfacing with client and internal stakeholders, pricing, and design of process workflows.Additionally, the Operations Lead will support cross-functional departments to streamline operations, enhance efficiency, and drive the successful deployment of solutions that align with Client strategic goals.</p> <p>Key Responsibilities:</p> <p>Operational Strategy and Leadership:</p> <p>Develop and maintain a knowledge base of pilot and program data to streamline the discovery phase of new opportunitiesDevelop and implement scalable operational strategies to support the delivery of solutions and services.</p> <p>Process Improvement:</p> <p>Identify opportunities for process improvements and drive initiatives to enhance operational efficiency and effectiveness.Analyze current processes and workflows to identify bottlenecks and areas for optimization.</p> <p>Solution Deployment:</p> <p>Collaborate with Solution Engineers on new tooling evaluation, testing, and integration.Coordinate with delivery teams and other stakeholders to ensure successful implementation.Client and Stakeholder ManagementEngage with clients and stakeholders to understand their needs and ensure that solutions meet their expectations.Address and resolve any issues or concerns related to the deployment and operation of solutions.</p> <p>Technology and Tools:</p> <p>Evaluate and implement technology solutions and tools to support operational processes.Stay up to date with industry trends and advancements to ensure that our operations remain competitive and efficient.</p> <p>Cross-Functional and Global Collaboration:</p>	

Cross-Functional and Global Collaboration:

Work closely with product management, engineering, delivery teams, and other teams to align operational processes with business objectives. Facilitate communication between multicultural teams across different time-zones to ensure alignment and address any operational challenges.

Qualifications:

Education:

Bachelor's degree in Data Science, Operations Management, Engineering, or a related field. Advanced degree or relevant certifications (e.g., Masters, Six Sigma, PMP) preferred.

Experience:

Minimum of 5 years of experience in service operations management, with a proven track record of leading teams and managing complex projects. Minimum of 2 years of experience vendor-side experience, especially with Fortune 200 companies and/or large tech companies. Minimum of 2 years of experience in operations and/or project management. Experience with global and remote team collaboration. Experience with GenAI, AI, localization, or related projects. Experience preparing and presenting program data to client and internal stakeholders. Technical understanding of basic file formats, scripts and data ingestion pipelines (this role will need to manage conversations with a technical audience as part of solution design). Advanced proficiency with the Office Tool Suite and JIRA workflows. Client-side experience, pre-sales and AI/ML experience is a plus.

Skills:

Strong leadership and team management abilities. Excellent problem-solving and analytical skills. Proficiency in process improvement methodologies and tools. Strong communication and interpersonal skills, with the ability to collaborate effectively across departments and across time zones. Familiarity with project management software and operational tools. Ability to manage multiple projects and priorities in a fast-paced environment. Strategic thinker with a focus on results. Proactive and adaptable, with a strong sense of ownership. Detail-oriented with a commitment to quality and excellence. Employers have access to artificial intelligence language tools ("AI") that help generate and enhance job descriptions and AI may have been used to create this description. The position description has been reviewed for accuracy and Dice believes it to correctly reflect the job opportunity. Report this job

Dice Id:

91099606

Position Id:

8533005

Artificial Intelligence Security Analyst

Link to Live Job Posting: bah.wd1.myworkdayjobs.com

Location: Washington, DC

O*NET: 15-1251.00

Company: Booz Allen Hamilton

Job Title: Artificial Intelligence Analysts

Artificial Intelligence Security Analyst The Opportunity:

As a cyber professional, you know that understanding adversary tactics, techniques, and procedures is vital to producing the intel that enables the success of government clients. At Booz Allen, you can apply your skills and broad knowledge to inform strategies and mitigate the most pressing vulnerabilities. Here, you aren't just developing reports, you're telling the story to inform our nation's most far-reaching cybersecurity decisions. As a cyber threat specialist on our team, you will establish the security requirements and assessment procedures to evaluate the client's artificial intelligence (AI) systems. You will help the client drive the requirements to ensure AI is properly developed, tested, and deployed with the necessary safeguards. You'll monitor the AI assets and identify security gaps through the eyes of an adversary. In this role, you will collaborate with key cybersecurity stakeholders and leadership to enable the client to deploy AI capabilities securely. Booz Allen is committed to creating an environment where you can expand your cyber career through mentoring, the opportunity to leverage new resources, and the ability to gain in-demand certifications to sharpen your skill set. With opportunities supporting both the private and public sectors across multiple geographies, your career is only limited by your own appetite for exploration. Work with us to secure our systems, networks, and crucial infrastructures. Join us. The world can't wait.

You Have:

5+ years of experience securing and testing AI systems Knowledge of how AI training and testing data is tagged and secured Knowledge of NIST Risk Management Framework 800-53 security controls Ability to articulate security requirements, draft test procedures, and assess risk of AI models or systems TS/SCI clearance with a polygraph Bachelor's degree in

IT or CS Nice If You Have:

Experience developing machine learning (ML) algorithms or AI systems and deploying into production Knowledge of the ML or AI data pipeline and how models are updated Ability to present briefings to senior leadership Master's degree in CS, Software Development, or IT Security+ or

CISSP Certification Clearance:

Applicants selected will be subject to a security investigation and may need to meet eligibility requirements for access to classified information; TS/SCI clearance with polygraph is required. Compensation At Booz Allen, we celebrate your contributions, provide you with opportunities and choices, and support your total well-being. Our offerings include health, life, disability, financial, and retirement benefits, as well as paid leave, professional development, tuition assistance, work-life programs, and dependent care. Our recognition awards program acknowledges employees for exceptional performance and superior demonstration of our values. Full-time and part-time employees working at least 20 hours a week on a regular basis are eligible to participate in Booz Allen's benefit programs. Individuals that do not meet the threshold are only eligible for select offerings, not inclusive of health benefits. We encourage you to learn more about our total benefits by visiting the Resource page on our Careers site and reviewing Our Employee Benefits page. Salary at Booz Allen is determined by various factors, including but not limited to location, the individual's particular combination of education, knowledge, skills, competencies, and experience, as well as contract-specific affordability and organizational requirements. The projected compensation range for this position is \$84,600.00 to \$193,000.00 (annualized USD). The estimate displayed represents the typical salary range for this position and is just one component of Booz Allen's total compensation package for employees. This posting will close within 90 days from the Posting Date. Identity

Statement As part of the application process, you are expected to be on camera during interviews and assessments. We reserve the right to take your picture to verify your identity and prevent fraud. Work Model Our people-first culture prioritizes the benefits of flexibility and collaboration, whether that happens in person or remotely. If this position is listed as remote or hybrid, you'll periodically work from a Booz Allen or client site facility. If this position is listed as onsite, you'll work with colleagues and clients in person, as needed for the specific role. Commitment to Non-Discrimination All qualified applicants will receive consideration for employment without regard to disability, status as a protected veteran or any other status protected by applicable federal, state, local, or international law.

Note:

Microsoft Internet Explorer is not fully compatible with Workday and users may experience systems issues with this browser. We recommend that you use one of the following browsers to avoid problems: Google Chrome, Mozilla Firefox, Microsoft Edge, Apple Safari, Opera Browser or Blackberry Browser. If you continue to experience issues, it is sometimes necessary to reset your browser by clearing your cache. About Booz Allen Hamilton Trusted to transform missions with the power of tomorrow's technologies, Booz Allen Hamilton advances the nation's most critical civil, defense, and national security priorities. We lead, invest, and invent where it's needed most—at the forefront of complex missions, using innovation to define the future. We combine our in-depth expertise in AI and cybersecurity with leading-edge technology and engineering practices to deliver impactful solutions. Combining more than 100 years of strategic consulting expertise with the perspectives of diverse talent, we ensure results by integrating technology with an enduring focus on our clients. We're first to the future—moving missions forward to realize our purpose: Empower People to Change the World®. Commitment to Non-Discrimination All qualified applicants will receive consideration for employment without regard to disability, status as a protected veteran or any other status protected by applicable federal, state, local, or international law. Know Your Rights Poster Accommodations If you are an individual with a disability and would like to request a reasonable workplace accommodation for any part of our employment process, please contact the Booz Allen Help Desk by calling 1-877-927-8278 or sending an email to helpdesk@bah.com. This option is reserved only for individuals who are requesting a reasonable workplace accommodation. It is not intended for other purposes or inquiries. Data Privacy For more information on how Booz Allen uses your information, please see our Privacy Policy.

Heads of Artificial Intelligence Product – Victaulic Company in Easton, PA (Jan 202...

AI Product Manager

Link to Live Job Posting: www.indeed.com

Location: Easton, PA

O*NET: 11-2021.00

Company: Victaulic Company

Job Title: Heads of Artificial Intelligence Product

AI Product Manager Victaulic - 3.4

Easton, PA Job Details Full-time Estimated:

\$127K - \$166K a year 2 days ago Benefits Paid holidays Disability insurance Health insurance Dental insurance Tuition reimbursement Paid time off Adoption assistance Employee assistance program Vision insurance 401(k) matching Life insurance Qualifications Strategic management Engineering Project management Bachelor's degree Product management Software development Business Administration Cybersecurity Senior level AI Leadership 2 years Full Job Description Position Overview We're seeking an AI Product Manager to spearhead the development and launch of our AI-enhanced products. This role combines technical AI expertise with strategic product management to deliver solutions that advance our market leadership in mechanical pipe joining systems. Key Responsibilities Strategic Leadership Define and execute the product vision for AI-integrated solutions Develop strategic roadmaps for AI product lines, focusing on mechanical system efficiency, predictive maintenance, and smart operations Lead cross-functional teams through the complete product development lifecycle Product Development & Innovation Direct AI application development in mechanical products Implement agile methodologies to ensure rapid iteration and market responsiveness Stay current with AI technology trends and integrate cutting-edge solutions Guide teams from concept through launch, emphasizing innovation and collaboration Market & Customer Focus Conduct market research and competitive analysis to inform product strategy Engage with customers to gather insights and validate product direction Position Victaulic's AI products effectively in the market Stakeholder Management Build strong relationships across all organizational levels Facilitate clear communication between technical teams, business units, and leadership Ensure alignment on product goals and vision Requirements Education & Experience Bachelor's degree in Engineering, Business Administration, or related technical field 7+ years in product management, with 2+ years focused on AI/technology products Proven success launching AI or advanced technology products Skills & Competencies Strategic thinking and project management expertise Strong leadership abilities with experience working with diverse teams Understanding of software development principles and cybersecurity concepts Excellence in communication and negotiation at all organizational levels When you join Victaulic, you do not simply advance your career. You become part of a family of talented individuals who are dedicated to innovation and progress. Victaulic offers a wide variety of benefits to full time employees, which includes: medical/Rx/dental/vision insurance, PTO, company paid holidays, company paid short-term disability, company paid long-term disability, educational reimbursement, adoption assistance, company paid EAP, 401k with company match and company paid life insurance.

EEO Statement:

Victaulic is an Equal Employment Opportunity (EOE/M/F/Vets/Disabled) employer and welcomes all qualified applicants. Applicants will receive fair and impartial consideration without regard to race, gender, color, religion, national origin, age, disability, veteran status, sexual orientation, genetic data, or other legally protected status. #TOP123 #LI-JB1 #LI-ONSITE

Artificial Intelligence Engineers – Staples in Framingham, MA (Jan 2025 - Feb 2025)

Sr AI Engineer I

Link to Live Job Posting: Posting is no longer active

Location: Framingham, MA

O*NET: 15-1252.00

Company: Staples

Job Title: Artificial Intelligence Engineers

Location:

Framingham MA, hybrid model 3days a week in the office mandatory. Staples is business to business . You're what binds us together. Our digital solutions team is more than a traditional IT organization. We are a team of passionate, collaborative, agile, inventive, customer-centric, results-oriented problem solvers. We are intellectually curious, love advancements in technology and seek to adapt technologies to drive Staples forward. We anticipate the needs of our customers and business partners and deliver reliable, customer-centric technology services. Join our Staples World Class Supply Chain Team and deliver essential products to our customers. What you'll be doing: Help reimagine Staples systems from the ground-up and design the next generation Generative AI and

AI/ML/NLP

applications. Develop intelligent AI systems and solutions including high-level architecture designs, code development, evaluation, and operationalizing solutions at scale. Partner with a team Software, Data, ML, and Applied engineers for building high performing applications that interact with large scale distributed systems. Incubate ideas, prototype, develop, and productionize machine learning applications. Writing software programs, test for quality and push model to cloud for production. Build integrations and fetch big data related to Staples systems, analyze, detect patterns, and build models using data. Instill best practices related to software engineering and machine learning engineering problems. Shape next generation technology at Staples by defining the future roadmap for ongoing work. The AI Engineer is responsible for developing and engineering AI systems and solutions that drive innovation, improve operational efficiency. The AI Engineer will work closely with data scientists, ML engineers, and business stakeholders to translate business needs into robust AI solutions. What you bring to the table : Design, develop, test, and deploy AI models and systems using various frameworks and tools. Monitor and evaluate the performance and accuracy of AI models and systems in production. Identify and troubleshoot issues related to data quality, model drift, scalability, and reliability. Optimize and automate the AI model lifecycle using MLOps best practices. Collaborate with data scientists, ML engineers, and business stakeholders to understand the requirements and objectives of AI projects. Research and implement new AI techniques and methodologies to improve the existing solutions and explore new opportunities.

Research and Development:

Stay abreast of the latest advancements in AI/GenIA, explore novel applications, and develop proof-of-concept projects.

Model Selection and Fine-tuning:

Select and fine-tune pretrained GenAI models (e.g., GPT4, LLaMa) for specific tasks, including text generation, image creation, code synthesis, etc.

Data Exploration and Preparation:

Prepare and analyze data sets for training and evaluation of GenAI models, ensuring data quality and addressing potential biases.

Experimentation and Evaluation:

Conduct experiments to assess the performance of GenAI models and compare different architectures and approaches.

Application Integration:

Develop and integrate GenAI models into existing or new applications, leveraging frameworks like LangChain for seamless orchestration. Collaborate with

Cross-Functional Teams:

Work closely with data scientists, software engineers, product managers, and designers to bring GenAI solutions to life. Contribute to

Knowledge Sharing:

Document your findings, share best practices, and contribute to the team's knowledge base. What's needed- Basic Qualifications Bachelor's degree or higher in Computer Science, Engineering, Mathematics, Statistics, or related field expertise. Strong experience in developing and deploying AI systems using Python, PyTorch, leveraging Databricks, Snowflake or similar frameworks and tools. Strong knowledge of machine learning, deep learning, natural language processing, computer vision, and other AI domains. 7+ years experience in prompt engineering, data preprocessing, model fine-tuning, and evaluation. Experience in MLOps, CI/CD, cloud computing, and containerization technologies Excellent communication, collaboration, and problem-solving skills. Ability to work independently and in a team environment. Hands-on experience with popular GenAI LLM models (e.g., GPT-4o, Llama, Mixtral), SLM's with Phi/Gamma/Triplex, and frameworks (e.g., LangChain, LlamaIndex, Semantic Kernel, PyTorch, and long-term memory with Mem0 or similar. Degree in Computer Science, Artificial Intelligence, or a related field experience. 3+ years of experience in AI/ML, with a strong focus on Generative AI. Deep understanding of NLP, deep learning, and data analysis techniques. Experience with large language models (LLMs), text generation, and image gen. Strong programming skills in Python, along with experience in data manipulation libraries (e.g., Pandas, NumPy). Passion for innovation and a desire to explore the frontiers of AI. What's needed- Preferred Qualifications Experience with cloud platforms (Azure, GCP) and their AI/ML services. Familiarity with vector data stores (e.g., FAISS, Qdrant, Azure Search, Databricks).

We Offer:

Inclusive culture with associate-led Business Resource Groups and resources such as the Social Justice Resource Center Flexible PTO (22 days) and Holiday Schedule (7 observed paid holidays), Online and Retail Discounts, Company Match 401(k), Physical and Mental Health Wellness programs, and more perks and benefits

<h2>Manager, Cyber Risk & Analysis (Artificial Intelligence/Machine Learning)</h2>	
<p>Link to Live Job Posting: Posting is no longer active</p>	
<p>Location: McLean, VA</p>	<p>O*NET: 13-2054.00</p>
<p>Company: Information Technology Senior Management Forum (Itsmf)</p>	<p>Job Title: Artificial Intelligence/Machine Learning Engineers</p>
<p>Manager, Cyber Risk & Analysis (Artificial Intelligence/Machine Learning) Information Technology Senior Management Forum McLean, VA Posted Date 1/16/2025 Description Manager, Cyber Risk & Analysis (Artificial Intelligence/Machine Learning) The Enterprise Services Business Risk Office provides risk management support to several lines of business including: Tech, Digital, Brand, Enterprise Supplier Management, Capital One Ventures, External Affairs, Capital One Software (COS) and Enterprise AI/ML (Artificial Intelligence/Machine Learning). We are on the cutting edge of risk management and provide support for new and emerging technologies as well as critical business strategies. Capital One has taken a bold journey to build a technology company, while operating in a complex, highly regulated business. At Capital One, we believe that AI/ML represents one of the biggest opportunities in financial services today, and is a chance to revolutionize the industry. The Enterprise AI/ML Program is at the heart of this effort, and is leading the way towards building responsible and impactful tools, platforms, and solutions that leverage ML and Generative AI. . As the AI/ML Risk Guide supporting the Enterprise AI/ML Program, you will partner with colleagues across product, design and tech to deliver results that have a direct impact on customer experience and implement risk solutions to ensure Capital One's continued stability and success. You should consider this role if you're someone who enjoys wearing multiple hats, fast paced environments, and collaborating across teams and disciplines throughout the enterprise. This role operates within a dynamic environment with changing conditions and a core component of success is building relationships and influencing decision makers with grounded data. In this role you'll successfully manage multiple concurrent deliverables while ensuring a high level of attention to details, achieve project milestones and deliverables within established deadlines, and provide clear and consistent communication to support accuracy and team alignment.</p>	
<p>Responsibilities:</p> <p>Drive the development and execution of the ES Risk vision and deliver on enterprise and team objectives. Deliver on the identification and development of risks, issues, and/or mitigation plans to ensure [product and tech teams within] the business implement needed changes and address areas of exposure. Develop and communicate senior level risk management reporting and communications Collaborate effectively with colleagues, stakeholders, and leaders across multiple organizations to achieve strategic objectives Coordinate program-related activities and deliverables to ensure effective collaboration within the team and across stakeholder groups Continuously look for ways to improve and innovate in our approach to risk management. Establish and maintain relationships with Enterprise Services process owners, process managers, and vertical risk advisors</p>	
<p>Basic Qualifications:</p> <p>Bachelor Degree or Military Experience At least 3 years of experience in Risk Management, Cloud Risk Management, Process Management, or Project Management, or a combination At least 3 years of Compliance, Legal, Regulatory or Operations experience At least 2 years of experience in</p>	
<p>Technology, Cybersecurity, Artificial Intelligence, or Machine Learning Preferred Qualifications:</p> <p>4+ years of experience in Process management 4+ years of experience in Change Management or Risk Management 3+ years of experience as a Risk Guide 2+ years of experience in Risk Management related to Machine Learning Ability to drive results and communicate with all levels Knowledge of appropriate controls to secure cloud-based services (SaaS) products Risk Certifications (CRISC, CISM, CRCM, CIPP, ABA Risk Mgmt Certification) At this time, Capital One will not sponsor a new applicant for employment authorization for this position. At this time,</p>	

Capital One will not sponsor a new applicant for employment authorization for this position. The minimum and maximum full-time annual salaries for this role are listed below, by location. Please note that this salary information is solely for candidates hired to perform work within one of these locations, and refers to the amount Capital One is willing to pay at the time of this posting. Salaries for part-time roles will be prorated based upon the agreed upon number of hours to be regularly worked.

McLean, VA:

\$158,400 - \$180,800 for

Manager, Cyber Risk & Analysis Richmond, VA:

\$144,000 - \$164,400 for Manager, Cyber Risk & Analysis Candidates hired to work in other locations will be subject to the pay range associated with that location, and the actual annualized salary amount offered to any candidate at the time of hire will be reflected solely in the candidate's offer letter. This role is also eligible to earn performance based incentive compensation, which may include cash bonus(es) and/or long term incentives (LTI). Incentives could be discretionary or non discretionary depending on the plan. Capital One offers a comprehensive, competitive, and inclusive set of health, financial and other benefits that support your total well-being. Learn more at the Capital One Careers website. Eligibility varies based on full or part-time status, exempt or non-exempt status, and management level. This role is expected to accept applications for a minimum of 5 business days.

No agencies please. Capital One is an equal opportunity employer committed to diversity and inclusion in the workplace. All qualified applicants will receive consideration for employment without regard to sex (including pregnancy, childbirth or related medical conditions), race, color, age, national origin, religion, disability, genetic information, marital status, sexual orientation, gender identity, gender reassignment, citizenship, immigration status, protected veteran status, or any other basis prohibited under applicable federal, state or local law. Capital One promotes a drug-free workplace. Capital One will consider for employment qualified applicants with a criminal history in a manner consistent with the requirements of applicable laws regarding criminal background inquiries, including, to the extent applicable, Article 23-A of the New York Correction Law; San Francisco, California Police Code Article 49, Sections 4901-4920; New York City's Fair Chance Act; Philadelphia's Fair Criminal Records Screening Act; and other applicable federal, state, and local laws and regulations regarding criminal background inquiries. If you have visited our website in search of information on employment opportunities or to apply for a position, and you require an accommodation, please contact Capital One Recruiting at 1-800-304-9102 or via email at RecruitingAccommodation@capitalone.com. All information you provide will be kept confidential and will be used only to the extent required to provide needed reasonable accommodations. For technical support or questions about Capital One's recruiting process, please send an email to Careers@capitalone.com Capital One does not provide, endorse nor guarantee and is not liable for third-party products, services, educational tools or other information available through this site. Capital One Financial is made up of several different entities. Please note that any position posted in Canada is for Capital One Canada, any position posted in the United Kingdom is for Capital One Europe and any position posted in the Philippines is for Capital One Philippines Service Corp. (COPSSC). Manager, Cyber Risk & Analysis (Artificial Intelligence/Machine Learning) The Enterprise Services Business Risk Office provides risk management support to several lines of business including: Tech, Digital, Brand, Enterprise Supplier Management, Capital One Ventures, External Affairs, Capital One Software (COS) and Enterprise AI/ML (Artificial Intelligence/Machine Learning). We are on the cutting edge of risk management and provide support for new and emerging technologies as well as critical business strategies. Capital One has taken a bold journey to build a technology company, while operating in a complex, highly regulated business. At Capital One, we believe that AI/ML represents one of the biggest opportunities in financial services today, and is a chance to revolutionize the industry. The Enterprise AI/ML Program is at the heart of this effort, and is leading the way towards building responsible and impactful tools, platforms, and solutions that leverage ML and Generative AI. As the AI/ML Risk Guide supporting the Enterprise AI/ML Program, you will partner with colleagues across product, design and tech to deliver results that have a direct impact on customer experience and implement risk solutions to ensure Capital One's continued stability and success. You should consider this role if you're someone who enjoys wearing multiple hats, fast paced environments, and collaborating across teams and disciplines throughout the enterprise. This role operates within a dynamic environment with changing conditions and a core component of success is building relationships and influencing decision makers with grounded data. In this role you'll successfully manage multiple concurrent deliverables while ensuring a high level of attention to details, achieve project milestones and deliverables within established deadlines, and provide clear and consistent communication to support accuracy and team alignment.

Responsibilities:

Responsibilities:

Drive the development and execution of the ES Risk vision and deliver on enterprise and team objectives. Deliver on the identification and development of risks, issues, and/or mitigation plans to ensure [product and tech teams within] the business implement needed changes and address areas of exposure. Develop and communicate senior level risk management reporting and communications Collaborate effectively with colleagues, stakeholders, and leaders across multiple organizations to achieve strategic objectives Coordinate program-related activities and deliverables to ensure effective collaboration within the team and across stakeholder groups Continuously look for ways to improve and innovate in our approach to risk management. Establish and maintain relationships with Enterprise Services process owners, process managers, and vertical risk advisors

Basic Qualifications:

Bachelor Degree or Military Experience At least 3 years of experience in Risk Management, Cloud Risk Management, Process Management, or Project Management, or a combination At least 3 years of Compliance, Legal, Regulatory or Operations experience At least 2 years of experience in

Technology, Cybersecurity, Artificial Intelligence, or Machine Learning Preferred Qualifications:

4+ years of experience in Process management 4+ years of experience in Change Management or Risk Management 3+ years of experience as a Risk Guide 2+ years of experience in Risk Management related to Machine Learning Ability to drive results and communicate with all levels Knowledge of appropriate controls to secure cloud-based services (SaaS) products Risk Certifications (CRISC, CISM, CRCM, CIPP, ABA Risk Mgmt Certification) At this time, Capital One will not sponsor a new applicant for employment authorization for this position. At this time, Capital One will not sponsor a new applicant for employment authorization for this position. The minimum and maximum full-time annual salaries for this role are listed below, by location. Please note that this salary information is solely for candidates hired to perform work within one of these locations, and refers to the amount Capital One is willing to pay at the time of this posting. Salaries for part-time roles will be prorated based upon the agreed upon number of hours to be regularly worked.

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\$158,400 - \$180,800 for

Manager, Cyber Risk & Analysis Richmond, VA:

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For technical support or questions about Capital One's recruiting process, please send an email to Careers@capitalone.com Capital One does not provide, endorse nor guarantee and is not liable for third-party products, services, educational tools or other information available through this site. Capital One Financial is made up of several different entities. Please note that any position posted in Canada is for Capital One Canada, any position posted in the United Kingdom is for Capital One Europe and any position posted in the Philippines is for Capital One Philippines Service Corp. (COPSSC). Salary 158,400.00 - 180,800.00 Annual Type Full-time

Appendix C - Data Sources and Calculations

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

To maintain the credibility of the MS in Artificial Intelligence, the student learning outcomes will be assessed using a combination of formative and summative assessments throughout the semester and at the completion of each course. These assessments will focus on the direct application of AI technologies to ensure that students can enter the workforce with the skills necessary for success in their future career. For example, many of the elective courses will include final projects, presentations, and assignments where students have to work with real data sets. Students will be expected to process the data, perform tasks and analysis, and make recommendations as if they are entry-level AI professionals. The projects may include hands-on coding assignments, performance evaluations on AI solutions, and other assignments that utilize various machine learning frameworks. These projects may also allow students to explore different applications or areas of AI and can serve as a portfolio for future job searches. Through these assessments, students will demonstrate their problem-solving capabilities, their proficiency in scripting and programming, and their ability to leverage machine learning and computational frameworks and high-performance computing platforms by solving real-world problems in artificial intelligence.

Additionally, each course in the program will have homework assignments, quizzes, and/or other assessments that will be graded with constructive feedback to help assess the student's learning. These smaller, more formative assessments will strengthen students' understanding of the theoretical foundations of AI within each specific course. The formative assessments will be evaluated for their accuracy of the foundational knowledge and reasoning students need for more advanced applications of the materials. Summative and cumulative assessments, such as midterms and final exams or projects, will be used to determine if and to what level the student mastered the core AI concepts and specific learning outcomes for each course.

Many of the program courses will also address concerns of emerging AI, including the ethical, legal, and societal implications of AI. Assessments in these courses may include projects and presentations where students will be expected to effectively communicate AI technologies and applications to both technical and non-technical audiences. Students will also be expected to review case studies and articles in the field and to synthesize the information therein.

Lastly, students will be challenged to complete reflective assessments to apply knowledge and skills in their future professional work. This work will provide students with the skills that will assist them in the job search process and enable them to identify, apply to, and earn positions in artificial intelligence. The assessments will all follow best practices for adult and professional students. By the end of the program, students will have gained the knowledge and experience illustrated through the program-level outcomes, and their performance on the assessments will reflect how well they have achieved these goals.

OES In-House Market Research: Other Institution Comparison

Program Name = Artificial Intelligence, M.S.

Institution	Website	Delivery Method	Degree Name & Type (MPS, MA, MS, MPH, etc.)	Duration	# of Credits	Tuition (course or credit)		Target Population	Prior Education/ Pre-Requisites
						Resident	Non-Resident		
Big Ten Institutions									
Indiana University Harrisburg	https://engineering.indiana.edu/programs/online-intelligent-systems-engineering.html	F2F	Intelligent Systems Engineering, MS	2 Years	30 Credits	\$10,766/Year	\$30,748/Year	In our Master of Science in Intelligent Systems Engineering (ISE) program, you will gain technical expertise in computational engineering and artificial intelligence—the future of engineering and problem solving.	The Luddy graduate admission committees will consider students who have a three- or four-year bachelor's degree. Applicants should have a minimum of a 3.0 (B) or higher GPA. Many doctoral applicants have a GPA of 3.5 (B+) or higher.
Northwestern University	https://www.mccormick.northwestern.edu/artificial-intelligence/	F2F	Master of Science in Artificial Intelligence, MSAI	15 Months	Five-quarter sequence	\$21,228 /quarter		The growth of artificial intelligence and its use in the development of systems that can reason and respond to increasingly complex situations has exploded. This advancement results in an increased demand for individuals who can create complex systems that can partner with, rather than replace or even augment, human users.	Bachelors degree in Computer Science or a related field.
Penn State Harrisburg	https://www.worldcampus.psu.edu/degrees-and-certificates/penn-state-online-artificial-intelligence-masters-degree	Online	Artificial Intelligence, MPS.	Not Noted	33 Credits	\$1,056/Credit		This 33-credit artificial intelligence master's degree will help you gain the skills and knowledge needed to develop intelligent systems and explore new frontiers in artificial intelligence, machine learning, deep learning, natural language processing, reinforcement learning, and computer vision.	For admission to the Graduate School, an applicant must hold either (1) a baccalaureate degree from a regionally accredited U.S. institution or (2) a tertiary (postsecondary) degree that is deemed comparable to a four-year bachelor's degree from a regionally accredited U.S. institution. This degree must be from an officially recognized degree-granting institution in the United States.

Penn State Harrisburg	https://harrisburg.psu.edu/science-engineering-technology/computer-science-and-mathematics/master-science-computer-science/curriculum	F2F	Computer Science, MS	2 Years	30 Credits	\$1,175/credit	\$1,353/credit	Designed to prepare students for employment in industry/ government or for further study in a doctoral program, the Master of Science in Computer Science program emphasizes practical concerns and theoretical background, providing students with the skills and knowledge to perform a variety of tasks, including the development of:	Bachelors degree in Computer Science or a related field. Applicant must have completed courses in analysis of algorithms, operating systems, database, and linear algebra.
Purdue University	https://polytechnic.purdue.edu/degrees/ms-computer-and-information-technology	F2F	Computer Science and Information Technology, M.S.- Autonomy, Intelligence, and Robotics Specialization	2 Years	34 Credits	\$775 /credit	\$800 /credit	With an advanced degree from Purdue University, you will be poised to make high-impact contributions in the field of computer and information technology. Whether you are pursuing a master's degree or PhD, your research-oriented coursework will prepare you for leadership positions in industry, academia, and government in applied research, solution development, entrepreneurial ventures, and management.	computer science, information technology, computer engineering, information systems, informatics, or other computer-related field of study. Minimally, students should have earned 15-18 credit hours of computational coursework.
University of Michigan, Dearborn	https://umdearborn.edu/cecs/departments/computer-and-information-science/graduate-programs/ms-artificial-intelligence	F2F/Online	Artificial Intelligence, MS	2 Years	30 Credits	\$17,744/Year	\$29,440/Year	Students will engage in an extensive core intended curriculum to develop depth in all the core concepts that build a foundation for artificial intelligence theory and practice. Also, they will be given the opportunity to build on the core knowledge of AI by taking a variety of elective courses selected from colleges throughout campus to explore key contextual areas or more complex technical AI applications.	bachelor's degree in a science, technology, engineering, or mathematics (STEM) field earned with an average of B (or better) from an accredited program. An entering student should have completed the relevant courses in programming, mathematics, and statistics (see the list below). A course in calculus III and a course

University of Nebraska Omaha	information-science-and-technology/computer-science/prospective-students/graduate-programs.php	F2F	Computer Science, MS with a concentration in Artificial Intelligence	3-5 semesters	30-33 Credits	\$388/Credit	\$900/Credit	Vision Statement The vision of the department is to create and support dynamic research and teaching environments that promote a computationally empowered society ready to tackle	(GPA) requirement for the MS in computer science program is 3.0 or equivalent score on a 4.0 scale. Applicants should have the equivalent graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements of the Graduate School as well as the program(s). Once you have researched the graduate program(s) you are interested in, apply online.
University of Wisconsin - Madison	https://guide.wisc.edu/graduate/computer-science/computer-sciences-ms/computer-sciences-computer-sciences-ms/	F2F	Computer Science, MS with a concentration in Artificial Intelligence	2 Years	30 Credits	\$12,252/Year	\$25,578/Year	Research specialty areas include artificial intelligence, computational biology, computer architecture, computer graphics, computer networks, computer security, database systems, human-computer interaction, numerical analysis, optimization, performance analysis, programming languages and compilers, systems research, and theoretical computer sciences. See the department website for faculty interests, research activities courses, facilities, and degree requirements.	
State of Maryland System Institutions: Overseen by MHEC (http://mhec.maryland.gov/publications/Pages/research/index.aspx)									
Bowie State University	https://bowiestate.edu/academics/colleges-college-of-arts-and-sciences/departments/computer-science/graduate-programs/masters-degree/	F2F/Online	Computer Science, MS- Artificial Intelligence/Machine Learning Specialization	2 Years	36 Credits	\$448/credit	\$730/credit	The gap between the real world and the virtual world grows smaller and smaller with each passing year. It's easy to fall behind, unless you have an advanced degree from Bowie State. The Master of Science in computer science helps you develop a strong scientific and technical foundation, so you can pursue advanced roles in industry, business or government. You'll find our graduates at NASA's Goddard Space Flight Center and Fort Meade, a national platform for intelligence and cybersecurity. Current As Artificial Intelligence (AI) permeates every aspect of business and modern life professionals with a comprehensive understanding of its complex technology and implications are increasingly invaluable in any industry.	Bachelors degree from an accredited institution and completion of specific mathematics (Calc I and Calc 2 and one course beyond Calc) and computer science (Software Design and Development) accepted — at any time. No GRE or GMAT required. Courses are eight weeks long and are offered in six terms throughout the year. After filing an application, you can begin taking course in the next term. Note, however, that there are deadlines for financial aid.
Capitol Technology University	https://www.capt.edu/degrees-and-programs/masters-degrees/artificial-intelligence-mres	Online	Artificial Intelligence, Master of Research (MRes)	Not Noted	30 Credits	\$630/Credit		The MRes in Artificial Intelligence is a research-intensive program designed for working professionals with AI-related backgrounds to develop the specialized knowledge and skills required to lead, manage, and innovate in AI, robotics, computer	
Johns Hopkins University	https://www.jhu.edu/degrees-and-programs/masters-degrees/artificial-intelligence	Online	Artificial Intelligence, M.S.	2 Years	Core and 6 Electives)	\$6,470/course (but with dean support applied, \$5,270/course)		can meet this demand and advance your career with an online master's degree	college or university. In addition, applicants fo
University of Maryland, Baltimore County	https://www.csee.umbc.edu/graduate/computer-science/m-ph-d/	F2F	Computer Science, MS with a concentration in Artificial Intelligence	2 Years	30 Credits	\$720/credit	\$1,237/credit	Students pursuing a Masters of Science (M.S.) in Computer Science must choose between the thesis and non-thesis options. The thesis option requires the completion of 30 credits, including six credits of CMSC 799. The thesis must be defended with an oral examination and approved by the student's master's thesis committee. The non-thesis option requires the completion of 33 credits. All students must complete CMSC 641 Algorithms, one course chosen from the "system" area, and one course chosen from the "applications" area. The degree must be completed within five years and students must maintain a minimum G.P.A. of 3.0. For more details about the Master's program in Computer Science, see the Computer Science Graduate Handbook (linked in the main menu above).	An applicant to the graduate program in computer science is expected to have a strong background in computer science and mathematics courses. Applicants are expected to have taken the equivalent of the following UMBC courses: CMSC 203: Discrete Structures CMSC 313: Computer Organization & Assembly Languages CMSC 331: Principles of Programming Languages
Colleges & Universities in the Washington DC - Baltimore MD area									
Catholic University of America	https://www.cua.edu/graduate-programs/index.html	F2F	Intelligence Concentration	2 Years	24 SCH(thesis	\$52,190/Year		provide assistance in human-machine cooperative tasks in complex domains such as	in the School of Engineering must have received
George Washington University	https://www.gwu.edu/~systems-technology	Not Noted	Artificial Intelligence, GC	Not Noted	12 Credits	\$2,055/Credit		opportunities that innovations in Artificial Intelligence (AI) afford. AI is the ne	hold a bachelor's degree from a regionally
George Mason University	https://www.gmu.edu/schools/engineering-computing/school	Online	Applied Information Technology, MS	2.5 Years	30 Credits	\$13,132/Year	\$29,584/Year	for high-potential leaders, especially those working on IT solutions that affec	students should plan well in advance to complete the necessary tests and allow time for the Georgetown SCS Office of Admissions (institution code 5986) to receive the results.
Georgetown University	https://scs.georgetown.edu/programs/423/online/online-masters-in-applied-intelligence/	F2F/Online	Applied Intelligence, MPS	2-5 Years	33 Credits	\$51,909/Total		Georgetown University's Online Master of Professional Studies in Applied Intelligence program provides a solid grounding in fundamental intelligence concepts, strategy, and tactics from a global perspective. Students will become an effective leader and decision maker in areas of law enforcement, homeland security, and competitive business intelligence.	There are additional requirements for international applicants.
James Madison University	https://www.jmu.edu/grad/programs/snaps-hotspots/cyber-intelligence.shtml	Online	Cyber Intelligence, GC	Not Noted	18 Hours	\$710/Credit	\$700/Credit	The digital world crosses all local, national, and international boundaries. In this online master's degree program, you'll learn the importance of effective cyber defense and counterintelligence. You'll identify and counteract threats to the security of any organization or state actor, and master the real-time and real-world techniques, tools, and processes to successfully lead your team.	COMPLETED ONLINE APPLICATION Our application is conveniently located online for you to complete at your own pace. If you submit your application by the priority deadline, your application fee will be waived. Applications received after the priority deadline require an application fee. Applicants who have completed at least a bachelor's degree.
Other Major Institutions									
Duke University	https://cee.duke.edu/masters/degrees/ms	F2F	& Machine Learning Concentration	3-4 Semesters	30 Units	Master's students are required to enroll in and pay tuition for at least three semesters		Specialized preparation for industry, research careers or doctoral study sophisticated training for both professional and academic career tracks.	accredited U.S. institution with a 3.0 GPA
Stevens Institute of Technology	https://www.stevens.edu/schaefer-school-engineering-science/departments/electrical-computer-engineering/graduate-programs/applied-artificial-intelligence-masters-program	F2F/Online	Applied Artificial Intelligence, M.S. or MSE	2 Years or Less	\$30	\$42,988/Year		The computer science master's program at Stevens is designed to meet growing demand for skilled professionals in the development and application of information technology. The program provides a solid foundation in theoretical instruction along with practical applications necessary for industry success.	Bachelor's degree, with a minimum GPA of 3.0, from an accredited institution. Undergraduate degree in electrical engineering, computer engineering or a closely related discipline.

EXST/CMNS In-House Market Research: Projected Job Market Information

Program Name = Artificial Intelligence, M.S.

Occupation	# of Jobs in the Field	Where Professionals are Employed	Professional Salary Information	Projected Job Growth
Information from U.S. Bureau of Labor Statistics' Occupational Outlook Handbook (https://www.bls.gov/ooh/)				
Computer and Information Research Scientists	32700 (2019)- National	Federal Government, excluding postal service Computer systems design and related services Research and development in the physical, engineering, and life sciences Software publishers Colleges, universities, and professional schools; state, local, and private	Median Pay Per Year: \$122,840 Median Pay Per Hour: \$59.06 per hour	15% (much faster than average)
	36600 (2023)- National	Projection of ~3,400 openings projected each year over the decade (replacing workers who transfer or exit the labor force)	Median Pay Per Year: \$145,080 Median Pay Per Hour: \$69.75 per hour	26% (much faster than average); 8th highest growth rate over the next 10 years
	2240 (2023)- DMV specifically (Washington-Arlington-Alexandria, DC-VA-MD-WV)		Mean Pay Per Year: \$156,840 Mean Pay Per Hour: \$75.40	Local Quotient: 3.12 (higher share of employment than national average)

Information from State of Maryland's Occupational and Industry Projections (<http://www.dllr.state.md.us/lmi/iandoproj/>)

Computer and Information Research Scientists	2,790 (2019)- MD	Federal Government, excluding postal service Computer systems design and related services Research and development in the physical, engineering, and life sciences Software publishers Colleges, universities, and professional schools; state, local, and private	Median Pay Per Year: \$121,910	15% (much faster than average)
	2333 (2022)- MD			21.5% (much faster than average)
	2310 (2023)- MD	note: decline from 2022- 2023?	Mean Pay Per Year: \$142,570 Mean Pay Per Hour: \$68.54	Local Quotient: 3.72 (higher share of employment than national average)

Five-Year Enrollment Trends		
Year	Bowie State University	Johns Hopkins University
	Computer Science, MS- Artificial Intelligence/Machine Learning Specialization	Artificial Intelligence, M.S.
	<i>Approved in 1984</i>	New program. No data available yet.
2014	53	
2015	52	
2016	39	
2017	32	
2018	31	
2019	30	
2020	25	60
2021	36	191
2022	27	261
Five-Year Degree Recaps		
Year	Bowie State University	Johns Hopkins University
	Computer Science, MS- Artificial Intelligence/Machine Learning Specialization	Artificial Intelligence, M.S.
2014	9	New program. No data available yet.
2015	14	
2016	23	
2017	14	
2018	12	
2019	12	



Amy Chester <alevine@umd.edu>

Library assessment for new program- MS in AI

Daniel C. Mack <dmack@umd.edu>

Thu, Feb 27, 2025 at 2:06 PM

To: Amy Chester <alevine@umd.edu>

Cc: Amitabh Varshney <varshney@umd.edu>, Margaret Z Saponaro <msaponar@umd.edu>, "Daniel C. Mack" <dmack@umd.edu>

Hi Amy:

Thank you for contacting me regarding a library assessment for the new MS in AI. I have reviewed the program proposal and have discussed it with Maggie Saponaro, Director, Collection Development Strategies, copied here. Maggie and I are in agreement that the program would use the same library resources as the BS in AI so a new library assessment will not be necessary.

Please let me know if you have any questions or if you need additional information.

Dan

Daniel C. Mack (Dan: he, his, him)

Interim Dean of Libraries

Associate Dean of Libraries, Collection Strategies and Services

University of Maryland

4119 McKeldin Library | 7649 Library Lane | College Park, MD 20742-7011

email: dmack@umd.edu | voice: 301.405.9264 | fax: 301.405.9191

[Quoted text hidden]

DATE: January 15, 2025

TO: CS Department; Artificial Intelligence Interdisciplinary Institute at Maryland (AIM)

- Jordan Lee Boyd-Graber, Department of Computer Science; Institute of Advanced Computer Studies; iSchool; Language Science Center
- Neda Atanasoski, Chair, Department of Women, Gender, and Sexuality Studies; AIM Associate Director of Education
- Matthias Zwicker, Chair, Department of Computer Science

FROM: On behalf of the University of Maryland Libraries:

- Nevenka Zdravkowska, Head, STEM Library; Library Subject Liaison for Physics and Astronomy
- Kapil Vasudev, Collection Development Strategies Librarian
- Maggie Saponaro, Director, Collection Development Strategies
- Daniel Mack, Associate Dean of Libraries, Collection Strategies & Services and Interim Dean of Libraries

RE: Library Collection Assessment BS in Artificial Intelligence

We are providing this assessment in response to a proposal by the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM) in the Department of Computer Science to create a BS in Artificial Intelligence program. The Artificial Intelligence Interdisciplinary Institute at Maryland (AIM) asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format--that focus on artificial intelligence.

The Libraries subscribe to most of the top ranked journals that are listed in the Computer Science, Artificial Intelligence category in the 2023 Science Edition of *Journal Citation Reports*. * These journals include the following, all of which are available online:

- *Foundations and Trends in Machine Learning*
- *IEEE TRANSACTIONS ON PATTERN ANALYSIS AND MACHINE INTELLIGENCE*
- *Nature Machine Intelligence*
- *Information Fusion*
- *IEEE Transactions on Intelligent Vehicles*
- *IEEE Transactions on Evolutionary Computation*
- *International Journal on Computer Vision*
- *IEEE Transactions on Image Processing*
- *IEEE Transactions on Fuzzy Systems*

- *Medical Image Analysis*
- *Artificial Intelligence Review*
- *IEEE Computational Intelligence Magazine*
- *IEEE Transactions on Neural Networks and Learning Systems*
- *IEEE Transactions on Affective Computing*
- *Energy and AI*

The highly-ranked core journals to which the Libraries do not currently subscribe is *Foundations and Trends in Machine Learning* published by Now Publisher. However, articles in journals that we do not own likely will be available through Interlibrary Loan/Document Delivery. [To check if the UMD Libraries subscribes to a journal, check [UMD Discover](#) (the tab labeled [Journal Search](#)) on the top menu.]

AI research in general is very transparent (at least outside of industry), and most publications are accessible to the general public without a subscription, including:

- NeurIPS - *Neural Information Processing Systems*
- JMLR - *Journal of Machine Learning Research*
- ACL-(Association for Computational Linguistics) Publications: (EMNLP, ACL, NAACL, etc.)
- ICML - *International Conference on Machine Learning*
- UAI - *Uncertainty in Artificial Intelligence*
- ICLR - *International Conference on Learning Representations*
- TACL - *Transactions of the Association for Computational Linguistics*
- CL - *Computational Linguistics*

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

Databases

The Libraries' *Database Finder* (<https://lib.guides.umd.edu/az.php>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Some of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of artificial intelligence are *ACM* and *IEEE Xplore*. Some of the other subject databases that would be relevant to this interdisciplinary curriculum include *Agricola*, *Medline*, *Philosopher's Index with Full Text*, and *ScienceDirect*.

Also, three multidisciplinary databases, *Academic Search Ultimate*, *Scopus* and *Web of Science* are excellent sources of articles relevant to this topic.

In many-and likely in most--cases, these indexes offer full text copies of the relevant journal articles. In those instances, in which the journal articles are available only in print format, the Libraries can make

copies available to students through either the Libraries' Interlibrary Loan service (<https://www.lib.umd.edu/find/ill>). (Note: See below.)

Monographs

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

A search of the University of Maryland Libraries' [UMD Discover](#) catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own [see table below for a list sample numbers and subject terms searched]. As the table shows, the number of items dramatically increases when searching holdings worldwide. As with our own materials, students can request that chapters be copied from books if the books are not available electronically. Most of the books have been published since 2000.

Search	# items UMD only	# items Worldwide
any field, exact phrase artificial intelligence OR any field, contains AI	30,791	874,094
any field, exact phrase artificial intelligence OR any field, contains AI AND ethic*	15,687	165,503
any field, exact phrase artificial intelligence OR any field, contains AI AND irrigat*	15,177	161,164

UMD Discover Advanced Sample Searches UMD only and Worldwide holdings

Interlibrary Loan Services

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

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

Diversity, Equity, and Inclusion

The Libraries work to build, preserve, and provide access to collections of materials that reflect and support the intellectual and cultural interests of the communities we serve. As we recognize the rich diversity of these communities and the importance of developing collections that are inclusive of the identities and contributions of all community members, the Libraries are committed to working closely with our users to fully understand and be responsive to their needs. We are also highly engaged with

critical conversations in the field of collection development that help us identify and address gaps in our collections and anticipate emerging educational and research needs.

In addition to engaging proactively with our users and our peer institutions and colleagues, the Libraries also encourages our patrons to submit requests for new materials to be added to the collection. The subject specialist librarian/s for the discipline/s Sarah Weiss (Computer Science/Engineering), Nevenka Zdravkovska (Physics/Astronomy), Leah DeCeasare (Mathematics/Chemistry/Engineering) are the primary collection manager/s for materials in this/these discipline/s and work collaboratively with users to find solutions to gaps in our collections. Additionally, check the [directory of subject librarians](#) for disciplines not mentioned above.

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

Open Access

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

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

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

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

- Choosing among open access publication options.
- Navigating copyright and authors' rights.

- Building or improving a scholar's online presence.
- Developing plans for data management and publication.
- Selecting an appropriate academic repository to archive research and make it accessible.

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

Additional Materials and Resources

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

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

The patent literature could be another important resource to be considered. There are several databases (many free) available all listed in the [Patent and Trademark guide](#).

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

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 artificial intelligence. These include the Library of Congress, the National Archives, National Library of Medicine, National Agricultural Library, the Smithsonian, and NIST to name just a few.

Conclusion

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

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

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

MS in Artificial Intelligence					
Five-Year Program Budget					
Tuition Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
A. Total enrolled students	9	19	20	21	23
First year enrollment	9	10	10	11	12
Second year enrollment		9	10	10	11
B. Total # of 3-credit Courses (by enrollment year)	8	10	10	10	10
# of courses offered for students in year one of the program	8	8	8	8	8
# of courses offered for students in year two of the program		2	2	2	2
C. Per Course Rate	\$4,146	\$4,270	\$4,398	\$4,530	\$4,666
Total Tuition Revenue	\$298,512	\$418,497	\$439,849	\$489,288	\$550,630
Direct Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
A. Instructor Salaries and Fringe	\$155,685	\$200,696	\$206,716	\$212,918	\$219,305
1. Subtotal: Instructor salaries	\$119,850	\$154,500	\$159,135	\$163,909	\$168,826
Average 3-credit course salary	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
Program specific courses (100% FTE)	7	7	7	7	7
Shared courses (33% FTE)	3	3	3	3	3
2. Fringe Benefits: 29.9%	\$35,835	\$46,196	\$47,581	\$49,009	\$50,479
Total Direct Expenses	\$155,685	\$200,696	\$206,716	\$212,918	\$219,305
Total Annual Tuition Revenue	\$298,512	\$418,497	\$439,849	\$489,288	\$550,630
Total Annual Direct Expenses	\$155,685	\$200,696	\$206,716	\$212,918	\$219,305
Total Annual OES Administrative Fee	\$29,851	\$41,850	\$43,985	\$48,929	\$55,063
Annual Distributable Revenue	\$112,976	\$175,952	\$189,148	\$227,442	\$276,262
Indirect Expenses					
	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative Salaries and Fringe	\$57,421	\$59,144	\$60,918	\$62,746	\$64,628
1. Administrative Salaries	\$42,346	\$43,616	\$44,925	\$46,273	\$47,661
Director (20% FTE)	\$25,846	\$26,621	\$27,420	\$28,243	\$29,090
Faculty Director Stipend	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
Program Manager (33% FTE)	\$16,500	\$16,995	\$17,505	\$18,030	\$18,571
2. Fringe Benefits: 35.6%	\$15,075	\$15,527	\$15,993	\$16,473	16,967
Hourly Wages	\$6,456	\$51,648	\$52,552	\$53,474	\$54,414
1. Hourly Wages	\$6,000	\$48,000	\$48,840	\$49,697	\$50,571
Graders for program specific courses (\$6K per course)	0	42,000	42,840	43,697	44,571
Graders for shared courses (\$2K per course)	6,000	6,000	6,000	6,000	6,000
2. Hourly Wages Benefits: 7.6%	\$456	\$3,648	\$3,712	\$3,777	\$3,843
Marketing	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
1. Marketing	2,500	2,575	2,652	2,732	2,814
Equipment	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
1. Equipment	1,500	1,545	1,591	1,639	1,688
Travel & Recruitment	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
1. Travel & Recruitment	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
Total Indirect Expenses	\$69,377	\$116,457	\$119,305	\$122,229	\$125,232
Net Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
OES Distribution to CMNS	\$112,976	\$175,952	\$189,148	\$227,442	\$276,262
Indirect Expenses	\$69,377	\$116,457	\$119,305	\$122,229	\$125,232
Balance	\$43,598	\$59,495	\$69,843	\$105,212	\$151,030

Faculty Information- Artificial Intelligence

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Maria Cameron	Ph.D., Mathematics, UC Berkeley	Prof & Associate Chair, Mathematics. Affiliate Professor with Computer Science.	MSAI 612: Deep Learning for AI
Sandra Cerrai	Ph.D., Mathematics, Scuola Normale Superiore of Pisa	Prof & Assoc Chair, Mathematics	MSAI 601: Probability and Statistics
Yizheng Chen	Ph.D., Computer Science, Georgia Institute of Technology	Assistant Professor, Computer Science	MSAI 630: Safe and Trustworthy AI
Hal Daume III	Ph.D, Computer Science, University of Southern California	Professor, Computer Science, UMIACS; Director, AIM	MSAI 600: Human-centered and Participatory Approaches to AI MSAI 630: Safe and Trustworthy AI;
Sue Dwyer	Ph.D., Philosophy, MIT	Associate Professor, Philosophy	MSAI 670: Applied Ethics of AI
Naomi Feldman	Ph.D., Cognitive Science, Brown University	Professor, Linguistics and UMIACS	MSAI 632: Generative AI
Jonathan Fernandes	Ph.D., Mathematics, University of Maryland	Senior Lecturer, Mathematics	MSAI 601: Probability and Statistics
Nancy Gallagher	Ph.D., International Relations and National Security Studies, University of Illinois Urbana-Champaign	Research Professor, Public Policy Director, CISSM	MSAI 633: AI Policy
Charles Harry	Ph.D., Public Policy, UMD	Director, GoTech Associate Research Professor, Public Policy Operations Director, MaGIC Senior Research Associate, CISSM	MSAI 633: AI Policy; MSAI 633: AI Policy
John Horty	Ph.D., Philosophy, University of Pittsburgh	Distinguished University Professor, Philosophy Affiliate Professor, UMIACS	MSAI 670: Applied Ethics of AI
Jia-Bin Huang	Ph.D., Electrical and Computer Engineering, University of Illinois Urbana Champaign	Capital One Endowed Associate Professor, Computer Science	MSAI 632: Generative AI
David Jacobs	Ph.D., Computer Science, MIT	Professor, Computer Science, UMIACS	MSAI 632: Generative AI
Leonid Korolov	Ph.D., Mathematics, SUNY at Stony Brook	Prof & Assoc Chair, Mathematics	MSAI 601: Probability and Statistics
Vince Lyzinski	Ph.D., Applied Mathematics & Statistics, Johns Hopkins	Associate Professor	MSAI 651: Big Data Analytics for AI

Kevin McGarry	MA, Political Science and Government, University of California Berkeley	Clinical Professor, Smith School	MSAI 633: AI Policy
Paul Rodrigues	Ph.D., Linguistics, Indiana University Bloomington	Chief Artificial Intelligence Officer, Microsoft: National Security Group	MSAI 651: Big Data Analytics
Craig Schlenoff	Ph.D. Computer Science, Université de Burgundy	Deputy Associate Director of Laboratory Programs (acting) at NIST Lecturer, MATH (Part-time)	MSAI 631: AI and Society
Zoltan Safar	Ph.D., ECE, University of Maryland	Director, Telecommunications	DATA/MSML 650: Cloud Computing
Ido Sivan-Sevilla	PhD, Public Policy and Governance, The Hebrew University of Jerusalem	Assistant Professor, College of Information Affiliate Professor, Public Policy Founder, UMD Tech Policy Hub	MSAI 633: AI Policy
Shabnam Tafreshi	Ph.D., Computer Science, George Washington University	Machine Learning Senior Advisor - NLP Researcher at EviCore by Evernorth	MSAI 641- Natural Language Processing
Mohammad Teli	PhD, Computer Science, Colorado State University	Senior Lecturer, Computer Science	MSAI 605: Computing Systems for Machine Learning
Haizhao Yang	PhD, Mathematics, Stanford University	Associate Professor, Mathematics, Affiliated Associate Professor (UMIACS & CS)	MSAI 603: Principles of Machine Learning for AI
Yun Yang	Ph.D., Statistics, Duke University	Associate Professor, Mathematics	MSAI 603: Principles of Machine Learning for AI
Frauke Kreuter	Ph.D., Social Science Research Methods; Survey Methodology, University of Konstanz	Co-Director of the Social Data Science Center Professor, Joint Program in Survey Methodology	MSAI631: AI and Society
Neda Atanasoski	PhD, Literature and Cultural Studies, University of California San Diego	Professor and Chair, Harriet Tubman Department of Women, Gender and Sexuality Studies Associate Director of Education, AIM	MSAI631: AI and Society
Margrét Bjarnadóttir	PhD, Operations Research, MIT	Associate Professor of Management Science and Statistics, DO&IT group, Smith School	MSAI631: AI and Society

Holly Brewer	PhD, American History, UCLA	Burke Chair of American Cultural and Intellectual History, History Director of Undergraduate Studies, History Associate Professor, History	MSAI631: AI and Society
Elias Gonzales	M.Ed, Curriculum and Instruction, UMD	Lecturer and Curriculum Innovation Lead, Computer Science	MSAI631: AI and Society
Jordan Boyd-Graber	PhD, Computer Science, Princeton University	Associate Professor, Computer Science, UMIACS, and iSchool	MSAI 632: Generative AI MSAI 641: Natural Language Processing for AI
Tianyi Zhou	PhD, Computer Science, University of Washington	Assistant Professor, Computer Science, UMIACS, and AIM	MSAI 632: Generative AI MSAI 612: Deep Learning for AI
Bahar Asgari	PhD, Electrical and Computer Engineering, Georgia Tech	Assistant Professor, Computer Science Affiliate Professor, UMIACS	MSAI 605: Computing Systems for AI
Abhinav Bhatele	PhD, Computer Science, University of Illinois Urbana-Champaign	Associate Professor, Computer Science and UMAICS Affiliate Professor, AIM and AMSC Director, PSSG	MSAI 605: Computing Systems for AI
Sheena Erete	PhD, Technology and Social Behavior, Northwestern (joint degree in computer science and communication)	Associate Professor, College of Information Founder and Director, Community Research and Design Collective	MSAI 606: Human-centered and Participatory Approaches to AI
Katie Shilton	PhD, Information Studies, UCLA	Professor, College of Information	MSAI 606: Human-centered and Participatory Approaches to AI
Furong Huang	PhD, Electrical and Computer Engineering, University of California Irvine	Associate Professor, Computer Science	MSAI 630: Safe and Trustworthy AI MSAI 635: Reinforcement Learning MSAI 664: Meta-Learning and Few-Shot Learning
Behdash Babadi	PhD, Engineering Sciences, Harvard	Associate Professor and Associate Chair for Grad Studies, Electrical and Computer Engineering	MSAI 630: Safe and Trustworthy AI
Sanghamitra Dutta	PhD, Electrical and Computer Engineering, Carnegie Mellon University	Assistant Professor, Electrical and Computer Engineering	MSAI 630: Safe and Trustworthy AI

Soheil Feizi	PhD, EECS, MIT	Associate Professor, Computer Science Director, Reliable AI Lab	MSAI 612: Deep Learning for AI MSAI 660: Probabilistic Graphical Models and Bayesian Learning MSAI 663: Graph Neural Networks and Structured Data Learning
David Jacobs	PhD, Computer Science, MIT	Professor, Computer Science and UMIACS	MSAI 640: Computer Vision for AI
Abhinav Shrivastava	PhD, Artificial Intelligence, Carnegie Mellon University	Associate Professor, Computer Science and UMIACS	MSAI 640: Computer Vision for AI
Philip Resnik	PhD, Computer and Information Science, University of Pennsylvania	Professor, Linguistics and UMIACS Affiliate Professor, Computer Science	MSAI 641: Natural Language Processing for AI
Rachel Rudinger	PhD, Computer Science, Johns Hopkins University	Assistant Professor, Computer Science, UMIACS, and Linguistics	MSAI 641: Natural Language Processing for AI
Mohit Iyyer	PhD, Computer Science, UMD	Associate Professor, Computer Science	MSAI 641: Natural Language Processing for AI
Pratap Tokekar	PhD, Computer Science, University of Minnesota	Assistant Professor, Computer Science and UMIACS	MSAI642: Robotics for AI
Mumu Xu	PhD, Mechanical Engineering, California Institute of Technology	Associate Professor, Aerospace Engineering	MSAI642: Robotics for AI
Abdirisak Abdullahi Mohamed	PhD, Mathematics, University of Karlsruhe (KIT), Germany	Adjunct Faculty, College of Information Development Expert and AI Ambassador, SAP	MSAI 661: Causal Inference and AI Decision Making
Tom Goldstein	PhD, Applied Mathematics, UCLA	Associate Professor, Computer Science Director, Maryland Center for Machine Learning	MSAI 662: Adversarial Machine Learning and Robustness
Heng Huang	PhD, Computer Science, Dartmouth College	Brendan Iribe Endowed Professor, Computer Science, UMIACS, ECE, and CBCB	MSAI 665: AI for Healthcare and Biomedical Applications
Louiqa Raschid	PhD, Electrical Engineering, University of Florida Gainesville	Dean's Professor of Information Systems, Smith School Professor, UMIACS and Computer Science	MSAI 667: AI for Finance and Algorithmic Trading

Core/Elective	MSAI Course Number and Name- Proposed ** new proposed course	MSAI Description			
Core	MSAI 601: Probability and Statistics for AI	The course provides a foundational understanding of concepts in probability theory and statistics tailored for artificial intelligence. The course covers the basic probabilistic concepts such as probability spaces, random variables and vectors, expectation, covariance, correlation, probability distribution functions, and hypothesis testing. etc. Conditional probabilities, the Bayes formula, limit theorems, and properties of jointly distributed random variables are also covered. Students will explore practical applications of probabilistic and statistical methods within the field of artificial intelligence through hands-on exercises and real-world problems.	Leonid Korolov, Sandra Cerrai		
Core	MSAI 602: Principles of Data Science for AI	This course provides an introduction to the data science pipeline, including the processes of data collection, cleaning unstructured and messy data, data visualization, and statistical analysis. Students will also explore ethical considerations such as fairness, transparency, and bias mitigation. The course will offer students a broad overview of data science and the common tools and systems used in data science problems. Through case studies, students will consider different AI systems through the lens of data science.	Mohammad Teli		
Core	MSAI 603: Principles of Machine Learning for AI	This course offers an introduction to the core concepts of machine learning. Students will learn fundamental ML techniques, including supervised and unsupervised learning, neural networks, decision trees, clustering, and PCA. The course will also discuss recent applications of machine learning in AI solutions, such as computer vision, data mining, autonomous navigation, and speech recognition. Students will also gain a basic understanding of ethical AI development and AI for social good.	Haizhao Yang, Yun Yang		
Core	MSAI 605: Computing Systems for AI	This course will focus on the programming, software and hardware design, and implementation issues of computing systems for machine learning and artificial intelligence applications. Students will explore a variety of topics, including basic Python program structure, functions and modules, basic I/O, object-oriented programming, database access, computer architecture, CPUs and GPUs, memory and I/O systems, virtual memory, and different processing architectures. The course will also cover AI model deployment, edge computing, and scalability challenges in large-scale AI systems.	Bahar Asgari, Abhinav Bhatele		
Core	MSAI 606: Human-centered and Participatory Approaches to AI**	This course will cover a broad range of issues in developing human-centered AI with a focus on participatory approaches. We will look at approaches to building AI systems that expand human capabilities, and the interplay between human and AI skills. We will explore how to make use of expertise in those communities impacted by AI systems to design them better. Topics include the fundamentals of HCI and AI, interpretability and explainability in machine learning, human-centered design for AI, adaptive user interfaces, and conversational agents. The course will teach students to design machine learning systems that are well integrated with human capabilities and concerns.	Sheena Erete, Katie Shilton		
Core	MSAI 630: Safe and Trustworthy AI**	Recent advances in AI have created powerful new models, but these models are not easily understood, and it is difficult to guarantee that they will behave in safe and predictable ways. In this course we will examine several key aspects of these models ranging from data privacy, secure code generation, bias and fairness, memorization and copyright infringement, poisoning and adversarial attacks on machine learning systems, reliability, robustness and safety.	hal: Furong Huang, Behtash Babadi, Sanghamitra Dutta		
Core	MSAI631: AI and Society**	This course is an interdisciplinary exploration of the social impacts and ethical implications of AI. It examines the histories, social values and power dynamics shaping AI technologies, as well as how AI is reshaping culture, politics, and society. Students will develop a sociotechnical understanding of AI related to policy, education, labor, economic systems, and culture. Using approaches from the humanities and social sciences, students will develop frameworks to address ongoing challenges including digital inequality, bias, and surveillance. Students will also learn how AI has and can be used to foster positive social change.	hal: Frauke Kreuter, Neda Atanasoski, Margrét Bjarnadóttir, Holly Brewer, Elias Gonzales		
Elective	MSAI 632: Generative AI**	The course will explain the fundamental principles and important techniques in building large language models (LLMs), multi-modal LLMs, and image and video generation models. The class will study Transformer architectures and their use in pretraining, and discuss methods of fine-tuning models including the use of reinforcement learning. The class will study methods of data cleaning, including efficient methods of duplicate detection. And the class will examine computing methods for large scale models that are efficient and that can run in parallel. We will also discuss image and video generation methods, such as the use of stable diffusion.	hal: Jordan Boyd-Graber, Tianyi Zhou		
Elective	MSAI 633: AI Policy**	How can regulatory strategies promote innovation while safeguarding public interest? This course provides an examination of national and international regulatory and legal frameworks governing artificial intelligence. Students will learn about topics in policy considerations, including copyright, data privacy, bias and discrimination, and the explainability and accountability of AI systems in sectors finance, healthcare, and national security. Students will also learn about contemporary developments in AI governance, including through international AI regulations, national policies, and the advocacy of standards organizations.	hal: Charles Harry, Nancy Gallagher		

Elective	MSAI 634: AI in Engineering	This course explores the role of artificial intelligence in engineering disciplines. Students will examine how AI technologies, including machine learning and neural networks, can help solve complex engineering problems and optimize processes. The course will cover a variety of topics and applications such as predictive modeling, automation, intelligent systems design, computer-aided design optimization, and environmental engineering. Students will learn how AI tools can be integrated into engineering workflows across various fields.			
Elective	MSAI 604: Introduction to Optimization for AI	This course introduces fundamental optimization techniques essential for artificial intelligence and machine learning. Students will start with an overview of linear algebra techniques, including vector spaces, linear transformations, and eigen-decomposition, before moving to techniques in unconstrained and constrained optimization. The course will also explore global search methods, such as simulated annealing, with a focus on AI applications. Students will develop the skills to formulate and solve optimization problems, improving the efficiency and performance of AI models.			
Elective	MSAI 612: Deep Learning for AI	This course provides a comprehensive introduction to deep learning, a key driver of modern artificial intelligence, with a focus on the main features in deep neural nets and their applications in AI. Students will explore a variety of topics, including backpropagation and its importance, coding tools and their use of parallelization, autoencoders, convolutional neural networks, recurrent and recursive neural networks, and attention-based models. Students will also apply deep learning techniques to real-world problems in computer vision, natural language processing, and classification/clustering questions, gaining practical experience in building AI models.	hal: Soheil Feizi, Tianyi Zhou		
Elective	MSAI 640: Computer Vision for AI	This course provides an in-depth introduction to computer vision, a key field in artificial intelligence that enables machines to interpret and analyze visual data. Students will explore fundamental concepts such as image filtering, correlation, object detection, image segmentation, and scene reconstruction. This course will also include discussion on facial recognition, motion tracking, and ethical considerations in vision-based AI. Students will apply computer vision techniques to real-world AI problems.	hal: David Jacobs, Abhinav Shrivastava		
Elective	MSAI 641: Natural Language Processing for AI	This course provides students with the fundamental concepts related to computers generating and processing natural language, including morphological analysis, phrase structure, word sense disambiguation, word embedding models, and advanced deep learning architectures used in NLP. With a focus on the applications of NLP, students will explore topics related to question answering, sentiment analysis, machine translation, text summarization, and chatbot creation.	hal: Jordan Boyd-Graber, Philip Resnik, Rachel Rudinger, Mohit Iyyer		
Elective	MSAI642: Robotics for AI	This course introduces the design and programming of robotic systems with a focus on AI-driven applications. Students will explore core concepts such as kinematics, differential motion, velocity, dynamics, and forces, along with the integration of sensors, actuators, and drive systems. The course covers trajectory planning, motion control, and the implementation of open-loop and closed-loop controllers. Key AI techniques, including state estimation and Kalman filters, will be examined in the context of robotics. Additionally, students will study recent advancements in machine learning for motion planning, grasping, manipulation, and other AI-powered robotic applications.	hal: Pratap Tokekar, Mumu Xu		
Elective	MSAI 650: Cloud Computing for AI	This course provides an in-depth exploration of state-of-the-art cloud computing technologies and their applications in artificial intelligence. Students will explore topics, including telecommunication needs, architectural models, cloud computing platforms and services, and network and storage virtualization technologies. The course will also include a discussion of key concerns in cloud computing such as security, privacy, and trust management. Students will gain practical experience in utilizing cloud-based tools and services to enhance AI workflows, ensuring robust and scalable AI applications.	Zoltan Safar		
Elective	MSAI 651: Big Data Analytics for AI	This course explores the challenges, tools, and techniques for designing and implementing machine learning algorithms at scale, with a focus on AI applications. Students will learn how to configure and operate distributed computing platforms to efficiently process massive datasets. Key topics include scalable learning techniques, data streaming, data flow analytics, and machine learning on large graphs. The course covers massively parallel computing models such as MapReduce, along with methods to optimize memory, storage, and communication in parallel machine learning algorithms. Additionally, students will gain hands-on experience with SQL and NoSQL databases, distributed file systems, key-value stores, document databases, graph databases, and large-scale data visualization.	Paul Rodrigues		
Elective	MSAI 635: Reinforcement Learning	This course covers both model-free and model-based reinforcement learning (RL), and it explores Markov decision processes, dynamic programming, Q-learning, policy gradient methods, and deep RL. Applications include robotics, game AI, and real-world decision-making systems.	Furong Huang		
Elective	MSAI 636: Explainable and Interpretable AI	As AI becomes more ubiquitous, interpretability is critical. This course explores techniques for understanding deep learning models, such as feature attribution, model distillation, LIME, SHAP, and counterfactual explanations, with an emphasis on ethical and regulatory considerations.	Hal Daumé		
Elective	MSAI 660: Probabilistic Graphical Models and Bayesian Learning	This course focuses on the representation and inference of uncertainty in AI using probabilistic graphical models, such as Bayesian networks and Markov random fields. It also covers variational inference, sampling methods, and applications in decision-making and reasoning.	Soheil Feizi		

Elective	MSAI 661: Causal Inference and AI Decision Making	Unlike traditional correlation-based learning, causal AI seeks to understand cause-and-effect relationships. This course explores Pearl's causal inference framework, causal discovery, and interventions for AI decision systems.	Abdirisak Abdullahi Mohamed		
Elective	MSAI 662: Adversarial Machine Learning and Robustness	This course explores vulnerabilities in AI models, covering adversarial attacks, defenses, and the study of robustness in deep learning models against perturbations.	Tom Goldstein		
Elective	MSAI 663: Graph Neural Networks and Structured Data Learning	Graph neural networks (GNNs) enable AI models to work with non-Euclidean structured data. This course covers graph representation learning, message passing, and applications in social networks, bioinformatics, and knowledge graphs.	Soheil Feizi		
Elective	MSAI 664: Meta-Learning and Few-Shot Learning	This course explores learning-to-learn approaches, including model-agnostic meta-learning (MAML), few-shot classification, and applications in fast model adaptation.	Furong Huang		
Elective	MSAI 665: AI for Healthcare and Biomedical Applications	Applications of AI in medicine, including medical imaging, genomics, drug discovery, and personalized healthcare solutions.	Heng Huang		
Elective	MSAI 666: AI for Cybersecurity and Threat Detection	Examines AI-driven cybersecurity measures, including anomaly detection, malware analysis, adversarial robustness, and security threats in machine learning systems.	Yizheng Chen		
Elective	MSAI 667: AI for Finance and Algorithmic Trading	Covers AI applications in finance, including reinforcement learning for trading strategies, risk modeling, fraud detection, and AI-driven market forecasting.	Louqi Raschid		
	MSAI 670: Applied Ethics of AI	As artificial intelligence tools are increasingly used in high stakes scenarios throughout our lives, it is increasingly important to understand the ethical considerations behind their use. This course will introduce students to applied ethics, a major subfield of contemporary Philosophy, as a way of making sense of how AI tools can be built and used ethically. The course will consider a broad range of topics, ranging from human-robot interaction to algorithmic bias, from autonomous weapon systems to algorithmic accountability and opacity. The tools students learn in this course will be broadly applicable to all forms of artificial intelligence, both present and future.	Sue Dwyer, John Horty		

Cell: A1

Comment: When we are ready to submit this for the proposal, I'd suggest we remove columns A-C showing the ML courses and descriptions. I just included them here for your reference
-Amy Chester



PCC Proposal to Establish a Bachelor of Arts in Public Service Interpreting and Translation (Senate Document #24-25-33)

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

REVIEW DATES SEC – April 9, 2025 | SENATE – April 24, 2025

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT**

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

ISSUE

The College of Arts and Humanities proposes to establish a Bachelor of Arts in Public Service Interpreting and Translation (PSIT). The PSIT program represents a collaborative effort between the Department of Communication and the School of Languages, Literatures, and Cultures. This program will provide students with a fundamental understanding of how to communicate messages between speakers of one language and speakers of a different language through the spoken (interpreting) and written word (translation) in community-based settings. There is a growing and unmet need across Maryland for trained interpreters and translators, particularly in Spanish, to support communication in schools, hospitals, legal services, and other public sectors. This program responds directly to that demand by preparing bilingual students with the skills and credentials to serve diverse communities across the state and region. The program is targeted to speakers of Spanish and English with particular focus on heritage speakers of Spanish.

This program will be offered at the Universities at Shady Grove and is mainly intended for students who have completed an associate's degree from a Maryland public community college. The program requires 45 credits of major courses including:

- 6 credits of lower-level Communication courses (likely taken before entering the program)
- 6 credits of theory and method course work in intercultural communication
- 12 credits in interpretation and translation courses, including a practicum and an advanced course in either interpretation or translation chosen by the student
- 9 credits of upper-level Communication courses
- 12 credits of upper-level Spanish courses

Graduates will be equipped to work in education, healthcare, law, migrant services, and other public sectors where bilingual communication is essential.

As a Shady Grove program, the program will be funded through its own tuition revenue. The Department of Communication currently offers a Communication major at Shady Grove, and therefore has the administrative infrastructure to accommodate students in the program. An Extended Studies analysis indicated that the program is feasible and sustainable.

The proposal was approved by the Senate Programs, Curricula, and Courses committee on April 4, 2025.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on April 4, 2025. Shawn Parry-Giles, from the Department of Communication, and Manel Lacorte from the School of Languages, Literatures, and Cultures presented the proposal and answered questions from the committee. They were joined by Audran Downing, from the College of Arts and Humanities. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate does not approve the proposal, the university will miss an opportunity to establish a feasible, career-oriented program that supports a critical regional need.

FINANCIAL IMPLICATIONS

There are no significant new financial implications for the university. The program will be supported by existing faculty and administrative infrastructure in the participating departments and is designed to be self-sustaining through tuition revenue.

984: PUBLIC SERVICE INTERPRETING AND TRANSLATION

In Workflow

1. D-SLLC Curriculum Manager (ncooper@umd.edu)
2. D-COMM Curriculum Manager (leahwaks@umd.edu; spg@umd.edu)
3. D-SLLC PCC Chair (elisag@umd.edu)
4. D-COMM PCC Chair (leahwaks@umd.edu)
5. D-SLLC Chair (mscullen@umd.edu; elisag@umd.edu)
6. D-COMM Chair (spg@umd.edu)
7. ARHU Curriculum Manager (myuen@umd.edu; audran@umd.edu; malucas@umd.edu; qtmills@umd.edu)
8. ARHU PCC Chair (myuen@umd.edu; malucas@umd.edu; audran@umd.edu; qtmills@umd.edu)
9. ARHU Dean (myuen@umd.edu; audran@umd.edu; qtmills@umd.edu)
10. Shawn Parry-Giles (spg@umd.edu)
11. Academic Affairs Curriculum Manager (mcolson@umd.edu)
12. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
13. University Senate Chair (mcolson@umd.edu)
14. President (mcolson@umd.edu)
15. Board of Regents (mcolson@umd.edu)
16. MHEC (mcolson@umd.edu)
17. Provost Office (mcolson@umd.edu)
18. Undergraduate Catalog Manager (lyokoi@umd.edu)

Approval Path

1. Mon, 04 Nov 2024 15:20:26 GMT
Nicco Cooper (ncooper): Approved for D-SLLC Curriculum Manager
2. Mon, 04 Nov 2024 17:48:52 GMT
Leah Waks (leahwaks): Approved for D-COMM Curriculum Manager
3. Thu, 05 Dec 2024 23:00:14 GMT
Elisa Gironzetti (elisag): Approved for D-SLLC PCC Chair
4. Fri, 06 Dec 2024 00:59:02 GMT
Leah Waks (leahwaks): Approved for D-COMM PCC Chair
5. Fri, 06 Dec 2024 01:19:16 GMT
Elisa Gironzetti (elisag): Approved for D-SLLC Chair
6. Fri, 06 Dec 2024 01:59:51 GMT
Shawn Parry-Giles (spg): Approved for D-COMM Chair
7. Tue, 11 Feb 2025 02:07:14 GMT
Audran Downing (audran): Approved for ARHU Curriculum Manager
8. Tue, 11 Feb 2025 21:56:54 GMT
Melissa Lucas (malucas): Approved for ARHU PCC Chair
9. Thu, 20 Feb 2025 22:45:07 GMT
Audran Downing (audran): Approved for ARHU Dean
10. Tue, 04 Mar 2025 18:45:35 GMT
Shawn Parry-Giles (spg): Approved for spg
11. Fri, 28 Mar 2025 19:26:18 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager

New Program Proposal

Date Submitted: Mon, 04 Nov 2024 14:09:29 GMT

Viewing: 984 : Public Service Interpreting and Translation

Last edit: Tue, 04 Mar 2025 18:04:40 GMT

Changes proposed by: Carlin Bokal (cbokal)

Program Name

Public Service Interpreting and Translation

Program Status

Proposed

Effective Term

Fall 2025

Catalog Year

2025-2026

Program Level

Undergraduate Program

Program Type

Undergraduate Major

Delivery Method

Off Campus

Does an approved version of this program already exist?

No

Departments**Department**

Communication

School of Languages, Literatures, and Cultures

Colleges**College**

Arts and Humanities

Degree(s) Awarded**Degree Awarded**

Bachelor of Arts

Proposal Contact

Dr. Manel Lacorte: mlacorte@umd.edu and Dr. Shawn Parry-Giles: spg@umd.edu

Proposal Summary

Proposal to create a new joint major between COMM and SLLC to be housed at the Universities at Shady Grove.

(PCC Log Number 24060)

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 B.A. in Public Service Interpreting and Translation (PSIT) provides students with a fundamental understanding of how to communicate messages between speakers of one language and speakers of a different language through the spoken (interpreting) and written word (translation) in community-based settings. Students must be able to speak and write in English and one other language that is featured in the PSIT program (e.g., Spanish). At present, the PSIT program features one language combination with a focus on Spanish and English interpreting and translation with the option of adding other languages in the future. As a joint major with 45 credits, PSIT features coursework in the history, theory, and practice of Communication, Languages, and Interpreting and Translation with in-depth study of intercultural communication. Students will deepen their language and vocabulary skills in speaking and writing in their working languages (English and Spanish).

Students will gain training in both interpreting and translation and can specialize in one or the other in their senior year. Students can also specialize in different communication contexts by taking coursework in legal, health, and/or organizational communication.

Graduates of the PSIT program will fulfill a diversity of community needs in business, education, health, and law. Students will gain real-world experience through their practicum credits as they prepare for their multicultural careers in interpreting and translation. As bilingual speakers, for example, interpreters and translators will ensure patients understand their medical needs, clients gain proper legal advice, parents learn of children's

educational needs, drivers take driving tests, survivors of violence receive proper protections, refugees obtain housing and food, victims of natural disasters are kept safe, and consumers access business services across the DMV's diverse communities.

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

Course	Title	Credits
Oral Communication		3
COMM107	Oral Communication: Principles and Practices	
Modes of Communication Inquiry		3
COMM250	Introduction to Communication Inquiry	
Public Service Interpreting and Translation		
Theory and Method		6
SPAN374	Spanish in the Community	
COMM382	Essentials of Intercultural Communication	
Interpreting and Translation		12
PSIT310	Course PSIT310 Not Found (Fundamentals of Translation)	
PSIT320	Course PSIT320 Not Found (Fundamentals of Interpreting)	
PSIT388	Course PSIT388 Not Found (Public Service Interpreting and Translation Practicum)	
Select one of the following:		
PSIT410	Course PSIT410 Not Found (Public Service Translation)	
PSIT420	Course PSIT420 Not Found (Public Service Interpreting)	
Select two of the following Communication Studies Courses		6
COMM390	Health Communication	
or COMM424	Communication in Complex Organizations	
COMM434	Course COMM434 Not Found (Legal Communication)	
One of the Following Language Courses (English)		3
COMM407	Course COMM407 Not Found (Advanced Public Speaking)	
COMM406	Course COMM406 Not Found (English Writing in Professional Communication)	
Four Language Courses (Spanish)		12
SPAN325	Hispanic Linguistics I: Grammar and Society	
SPAN370	Spanish for Business I	
SPAN420	Spanish and Spanish-Speaking Communities in the US	
SPAN476	Central Americans in the DMV	
Total Credits		45

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.

See Attachment (Academic Plan).

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

Learning Outcomes

Show advanced competence in speaking, reading, writing, and understanding English in order to communicate in culturally sensitive ways.

Show advanced competence in speaking, reading, writing, and understanding at least one other language spoken in the United States in order to communicate in culturally sensitive ways.

Translate and interpret written and verbal messages from one language to another for public service agencies (e.g., medical, education, community services, and law enforcement).

Apply major theories and concepts that could facilitate the effective use of intercultural communication competence skills within diverse cultural and professional communities.

Demonstrate specialized knowledge in health, education, law, and/or institutional operations and terminologies.

New Program Information

Mission and Purpose

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

The Department of Communication is collaborating with the Department of Spanish and Portuguese (in the School of Language Literatures and Cultures) to create an interdisciplinary B.A. degree in Public Service Interpreting and Translation (PSIT). This new College of Arts & Humanities program also draws on coursework from the Department of Communication's former M.P.S. degrees in the Graduate Studies in Interpreting and Translation that was suspended in Fall 2023 after ten years of educating students. The new PSIT program will be delivered at the Universities at Shady Grove. The program fulfills the State of Maryland's Language Access requirements and the increasing need of language support in the State's schools, hospitals, community services supporting migrants and refugees, legal offices, law enforcement offices, and businesses.

The program will feature theoretical, skills-based, and applied instruction in interpreting (spoken word) between English and Spanish and translation (written word) between English and Spanish with the option of adding languages as the program expands. With a focus on public service (or community-based) interpreting and translation, students will gain training in interpreting (consecutive interpreting, introduction to simultaneous interpreting) and translation (including sight translation), English and Spanish speaking and writing, intercultural communication, and specialized knowledge in such public service settings as education, health, law, migrant services, and business operations. The program is targeted to speakers of Spanish and English with particular focus on heritage speakers of Spanish.

The PSIT major will fulfill all four pillars of UMD's Strategic Plan: 1) humanities grand challenges; 2) investing in people and communities; 3) partnering to advance the public good, and 4) reimagining learning. The program fulfills these pillars in the following ways.

First, the State of Maryland and the DMV in particular are facing grand challenges and grand opportunities given the rich diversity of the state's residents. In the 2020 census, Maryland shifted from a "majority White to majority non-White" population, making Maryland the most "diverse state on the East Coast" as reported by the Washington Post in 2021. These language demands are especially impacting Maryland's educational systems and public services. The Maryland State Department of Education (MSDE) reported in January-February of 2023 that Spanish-speaking students reached nearly 80,000 in number. Spanish-speaking students are bringing a wealth of language diversity to our state while also creating an immediate need for language-gap services. Although language needs extend beyond Spanish, Spanish represents the most critical language need in the state. As the MSDE notes, Spanish-speaking students constitute 75 percent of the students in need of language services. And the families of Maryland's Spanish-speaking students are in great need of the state's public services. The PSIT will first target Spanish and English-speaking students with the option of adding language combinations in future years.

The PSIT program will ensure that more Spanish-English speaking students will gain the training needed to return back to our communities to provide such language support that helps meet this grand challenge. In the process, UMD, through the PSIT program, will fulfill UMD's second pillar of investing in people and communities by offering specialized educational training that will advance the students' economic potential as they meet the needs of the people in our communities across the State of Maryland and the DMV more broadly.

PSIT is likewise offering opportunities for partnership, fulfilling the UMD's third pillar. We are building partnerships with one community college by completing an articulation agreement with Montgomery College. We anticipate creating additional articulation agreements once the program is launched. We will likewise build partnerships with area organizations, particularly non-profit organizations, that are in need of language support. These partnerships will offer our students opportunities to gain practicum experiences and internships.

Finally, PSIT fulfills UMD's fourth pillar by reimagining learning through featuring an interdisciplinary program in communication, Spanish, and interpreting and translation coursework that fulfills a significant community need.

Once the program is beyond its first two to three years, we aim to have 15-25 students per cohort.

The future aim is to offer the PSIT program through a blended model of online and on-campus classes.

Program Characteristics

What are the educational objectives of the program?

The educational objectives of this program are designed to produce skilled students who can fill the growing need for interpreters and translators in the State of Maryland and the DMV. Students receiving a B.A. degree in Public Service Interpreting and Translation will gain theoretical and skills-based knowledge in interpreting (spoken word) and translation (written word) with a specialization in consecutive interpreting, translation, and sight translation in public service contexts with an introduction to simultaneous interpreting.

They will also gain in-depth knowledge of intercultural communication theories. Students are expected to work professionally in K-12 schools, hospitals, law offices, refugee and migrant services, community services, businesses, and law enforcement.

Students will deepen their language skills, including writing and speaking skills, in two languages (e.g., English and Spanish).

They will deepen their understanding of intercultural communication theory and practices with a specialization in Spanish-speaking cultures and contexts. They will demonstrate an understanding of public service contexts and the relevant communication theories and vocabularies for each context (e.g., health, legal, business).

They will gain a grounding in professional and ethical principles as community interpreters and translators in their interpreting and translation classes.

See attached Curriculum Map that shows the alignment between the learning outcomes and what is taught in the curriculum.

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

Language Proficiency Requirements for PSIT as Part of the Admissions Process

A rating of "Advanced Low" after taking the ACTFL Oral Proficiency Interview (OPI). Note: Applicants may take an in-house version of this test free of charge with examiners from the Department of Spanish and Portuguese at the University of Maryland, or

An Advanced Placement (AP) score of 5 ("Extremely qualified") in Spanish, or

An International Baccalaureate program score of 6 (equivalent to ACTFL's "Advanced Low") in Spanish, or

Completion of Spanish 311-Advanced Communication I at the University of Maryland or equivalent in other institutions with a minimum grade of B.

English proficiencies will be tested through TOEFL, IELTS, or other UMD approved English admissions exams required for Shady Grove enrollment for international students.

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.).

COMM graduated its last students in the Graduate Studies in Interpreting and Translation (GSIT) program in summer 2023. GSIT provided graduate training (MPS degrees, graduate certificates) in interpreting and translation between 2013-2023 as a professional studies graduate program. Admissions efforts were suspended in the GSIT program in the Fall 2023 because enrollment dipped as international graduate student populations decreased across the country prior to the pandemic—a trend worsened by COVID-19. Spanish has likewise been offering undergraduate and graduate coursework in translation with an interest in developing further professional training in such translation and interpreting skills. Spanish has also offered a community-based translation service with undergraduate and graduate students for several years.

COMM and Spanish began brainstorming a way to re-envision the GSIT program in FY24 given the widespread need in the DMV for public service interpreting and translation. Migrants from the U.S. southern border were being bussed to the DMV and dropped on city streets, magnifying the need for such language support in our local communities. As we were talking about a joint program, COMM and Spanish were contacted separately by two area community colleges—Montgomery College and Anne Arundel Community College. These two schools were hearing from K-12 schools in their county about the near crisis situation they were experiencing to provide language support for parents and students in Spanish in particular. Lacking sufficient interpreting support especially, many schools rely on students to interpret for their parents. We have met with both community colleges several times over the last year to plan the curriculum to ensure that students completing their associate's degree in community colleges could transition easily into the PSIT program at USG. In conversations with USG, we also learned that USG administrators were receiving similar calls for interpreting and translation support from area businesses and other public service organizations like law offices, police stations, and hospitals. COMM and Spanish continue to receive calls for translation and interpreting support from the State of Maryland, UMD, public aid groups supporting migrants, and public health groups providing health care for migrants and refugees. We also consulted with organizations providing community service interpreting and translation support.

We have also had conversations with former instructors of the GSIT program and Spanish-English graduates, which includes professionals working in community and diplomatic language services (e.g., Children's Hospital, International Rescue Committee, Maryland Courts, U.S. District Courts, IMF, Voices of America, the U.S. State Department).

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

COMM has an existing recruiter for COMM majors at USG who visits area community colleges to promote the B.A. in Communication. The recruiter will also promote the PSIT B.A. degree. UMD's Admissions Office will also begin advertising the PSIT degree one-year before students are matriculated into the program. COMM, Spanish and SLLC, and ARHU will all promote the program.

Because the USG Shady Grove campus is smaller than UMD-CP and because the major is smaller (approximately 80 students in COMM), students in the major receive more one-on-one attention which helps with retention. The advisors know each of the students and many are engaged in campus activities. For example, COMM at USG supports an Undergraduate Communication Association that provides a space for students to meet one another, plan activities, and to share feedback with COMM advisors. The PSIT program will be even smaller to start off, which means the students will have access to advisors and will get to know the advisors and instructors well. There are greater opportunities for following-up with students who may be struggling.

Faculty have offices at USG and can offer in-person office hours.

Retention efforts are strengthened with USG's support services. USG features writing support programs that involve peer mentoring. USG features Disability Support Services and a Center for Counseling and Well Being. USG also encourages students, staff, and faculty to seek out support for DEI concerns. USG also features a mentoring program to help students with career planning and networking. PSIT features a practicum requirement to help students build networks and career experiences. Both COMM and Spanish have community connections to help students gain practicum and internship connections.

Students will have access to UMD Health Center through virtual or in-person appointments. Students similarly will have access to scholarship and financial aid opportunities open to other UMD students.

COMM at USG currently features a website (<https://shadygrove.umd.edu/academics/degree-programs/ba-communication>) with important information for students. USG provides information about the program, admissions criteria, financial aid, grievance procedures, and payment policies. The COMM website at USG will be expanded to include specific information for the PSIT students in terms of admissions criteria, the curriculum and degree criteria, and complaint processes. COMM at UMD-College Park and Spanish and Portuguese at UMD-College Park will likewise feature links to the USG website for their joint B.A. program in PSIT.

Both UMD College Park and USG have computer labs available to any of its students.

Off Campus

Indicate the location for this off-campus program.

Universities at Shady Grove

Describe the suitability of the site for the off-campus programs.

As discussed above, USG currently hosts UMD degree programs. The Department of Communication has offered its B.A. degree in Communication for nearly 25 years. USG provides support services outlined above and USG students also have access to support services at UMD College Park. USG has a strong track record of featuring UMD degrees through its USG campus.

Describe the method of instructional delivery, including online delivery, on-site faculty, and the mix of full-time and part-time instructors (according to MHEC 13B.02.03.20.D(2), "At least # of the classes offered in an off-campus program shall be taught by full-time faculty of the parent institution").

We are proposing an on-campus delivery of the PSIT B.A. degree at USG. Students will graduate with a B.A from UMD.

We feel confident that at least 50 percent of the PSIT instructors will be full-time faculty members. COMM currently staffs its courses at USG with predominantly full-time professional track-faculty members. Spanish will likewise staff its Spanish courses with full-time PTK faculty members and some TTK faculty members. We anticipate hiring more part-time faculty to teach the four interpreting and translation classes who have M.A. degrees and work as professional interpreters and translators. Students in the B.A. in COMM and and B.A. in PSIT will populate some of the same COMM courses.

Discuss the resources available for supporting faculty at the location. In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

USG features IT support on site. COMM's administrative office also provides support for PSIT instructors in terms of instructional needs. The administrative office schedules classes and liaisons with instructors in terms of their schedules and curricular needs. Additional support is identified above in the list of USG offices. Instructors will be under contract with UMD and will have full access to all of UMD's resources.

See attached list of faculty expected to teach in the PSIT program.

Discuss how students will have reasonable and adequate access to the range of student support services (library materials, teacher interaction, advising, counseling, accessibility, disability support, and financial aid) needed to support their learning activities.

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

The PSIT program at USG is a UMD program, ensuring that students at USG have access to all services UMD provides in College Park. The USG counseling and tutoring support is explained above.

Discuss how the off-campus program will be comparable to the existing program in terms of academic rigor. What are the learning outcomes for the online offering? Do they differ from the existing on-site program?

This is an on-campus program. This is a new B.A. degree. The academic rigor reflects the rigor of COMM's and SLLC's B.A. degrees. Such rigor is shown in the learning outcomes, course requirements, and admissions criteria.

Describe the quality control and evaluation of the off-campus program's effectiveness. How will the program be evaluated?

The learning outcomes will be evaluated as required by any UMD degree program to ensure the program is fulfilling the learning outcomes of the program and the individual courses. PTK faculty teaching in the program will go through the routine instructor evaluation as required of all PTK (e.g., in COMM, such evaluations take place very two years).

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.

Courses derive from the Department of Communication, the Department of Spanish and Portuguese (SLLC), and the former Graduate Studies in Interpretation and Translation. The curriculum for the PSIT major does not draw on courses outside of COMM or Spanish.

Many of the COMM classes at USG have space for additional students so this will not be an additional financial burden on the Department of Communication. We do not anticipate adding more than one new course in COMM per semester, which can accommodate both COMM and PSIT students, serving as a cost-saving strategy for both majors.

The program's content does not overlap with other programs at UMD. The OES needs analysis showed no other B.A. program in interpreting and translation in this region. The following coursework is provided in interpreting and translation in the region:

Howard Community College: Health Care Interpreter Certificate with a focus in English and Chinese (we plan to pursue an articulation agreement with HCC if they express an interest in a focus on English and Spanish).

Howard University—coursework in translation and interpreting at the undergraduate level in Spanish and English. No degree or certificate is advertised on their website.

Other interpreting and translation programs are located in the following:

New York University (MS degrees)
 Middlebury Institute of International Studies at Monterey (M.S. degrees)
 University of Illinois (MA degrees)
 Kent State University (BA, MA, and PhD in Translation)

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.

No

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

We have completed an articulation agreement between PSIT/USG and Montgomery College. We will explore other articulation agreements with area community colleges.

Faculty and Organization

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

Department of Communication/Department of Spanish and Portuguese (SLLC)

COMM—PTK Faculty at USG (Full Time). The COMM faculty have taught similar courses at USG or UMD College Park in the past. In addition, we will hire alums of the GSIT and SLLC graduate programs to teach the skills classes in interpreting and translation who are working in such fields locally.

See attached list of full-time faculty.

As noted above, we feel confident that at least 50 percent of the PSIT instructors will be full-time faculty members.

Indicate who will provide the administrative coordination for the program

The administrative support will be provided by the Department of Communication with support from the School of Language, Literatures, and Cultures. COMM currently has an administrative office at USG associated with its B.A. in Communication. The administrative team includes: Dr. Shawn Parry-Giles, Chair and Professor, Department of Communication; Dr. Leah Waks, Director of Undergraduate Studies, Department of Communication; Ms. Raimonda Nuredini, Assistant Director, Department of Communication at USG, and Mr. Stephen Soza, Program Administrative Specialist, Department of Communication at USG. Support will also be provided for admissions exams from the SLLC. COMM's B.A. degree has decreased in majors by approximately 40 students since the pandemic (it currently has approximately 80 majors). Staff thus have the room to advise additional PSIT majors.

As the PSIT program grows and the revenue increases, we intend to hire an additional staff member to manage advising. In the early years, COMM's staff at USG will advise students in the B.A. in COMM and students in the B.A. in PSIT. They will be mentored by Drs. Lacorte and Parry-Giles before taking on such advisory roles. Drs. Lacorte and Parry-Giles will also be available for any questions.

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 the attached library report from the librarians from McKeldin and USG.

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

We are proposing an on-campus delivery of the PSIT B.A. degree at the USG. Students will graduate with a B.A. from UMD.

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.

Students will be integrated into the COMM courses (required and elective) in its COMM B.A. at USG. These courses are typically taught by PTK faculty members and occasionally a TTK faculty member. Spanish is adding new classes at USG that can be taken by PSIT students and other UMD students at USG who are proficient in the relevant language skills (e.g., Spanish and English). These classes will be taught by existing PTK faculty members primarily and some TTK faculty members. COMM has a permanent PTK Liaison position. Part of that role is to provide ELMS support to PTK faculty.

The interpreting and translation coursework will be taught by a combination of faculty members, including SLLC PTK faculty members, former GSIT instructors who are working professionals in interpreting and translation, and GSIT and SLLC master's degree graduates who are likewise working in public service interpreting and translation. We will post a job announcement whenever we are hiring new instructors for the PSIT courses. We will go through an interview process that includes COMM and SLLC representatives.

PSIT at USG will be a revenue-generating program run through Extended Studies. COMM and SLLC will split the costs and the profits from the PSIT program. Both units will rely on fund balances if the PSIT program experiences any losses in the first few years as we build the enrollment. COMM's profits from its B.A. in COMM at USG will offset any losses for COMM's contribution to the budget. The SLLC's new Spanish classes at USG will also help offset any losses for SLLC's contribution to the budget. Budgetary costs will be lessened because COMM has the administrative structure in place at USG, which can absorb the recruiting and advising costs. PSIT students will be integrated in COMM's existing classes that will likewise reduce the cost of instruction for both B.A. programs.

IT will provide classroom support for the courses taught at USG.

The syllabi for the new classes with this program are drafted and will be submitted through the course-approval portal with this proposal.

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

COMM's Chair (Dr. Shawn Parry-Giles), Director of Undergraduate Studies (Dr. Leah Waks) and Assistant Director at USG (Ms. Raimonda Nuredini), and Spanish/Portuguese's Chair (Dr. Manel Lacorte) will provide administrative support. Ms. Nuredini will serve as the primary advisor. Drs. Lacorte and Parry-Giles from Spanish and COMM will continue to oversee the admissions process and offer guidance as the program is launched. They will be available to meet with students. They will oversee the practicum credits early on. TTK and PTK faculty members in Spanish will complete the admissions exams as needed (as referenced above, there are multiple ways that students can demonstrate language proficiency in Spanish during the admissions process).

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

See the accompanying budget.

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

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

The Hispanic population makes up 12 percent of Maryland's overall population. In some counties, such as Prince George's County and Montgomery County, Hispanic residents now account for over 20 percent of the total population according to the WJLA. Of the Spanish speakers in the state, 2022 data from the Migration Policy Institute indicates that across Maryland, 47.1 percent of Spanish speakers possess limited English proficiency (LEP), which is greater than the national average of 39.9 percent.

The language needs are not being met across the state. And when they are met, they are often met by untrained bilingual speakers and students. Our community college partners report that K-12 administrators and teachers too often turn to students to serve as interpreters for their families because of the lack of professionals trained in interpreting (spoken word) and translation (written word). Schools likewise struggle to meet the language access needs of children entering the U.S. public school system for the first time as heritage speakers of Spanish. Public service agencies and state businesses that cannot keep up with the demand for trained English-Spanish interpreters and translators turn to untrained bilingual speakers without an expertise in complex subject areas like health care, law enforcement, legal services, juvenile justice, migrant services, and Maryland social services. Miscommunication is common when untrained interpreters and translators are used. The NIH's National Library of Medicine reports that "Trained interpreters were 70 percent less likely to have clinical errors than untrained ones."

The PSIT program meets the aims of the Maryland State Plan for Postsecondary Education. The program embraces diversity with a focus on intercultural communication, sharing messages across languages and cultures, and fulfilling a need to support Spanish speakers in Maryland and the DMV.

The PSIT program is innovative in integrating coursework in Communication and Languages (e.g., Spanish) with the specialized professional skill development in interpreting and translation. The interdisciplinary nature of this program is rare yet captures the totality of the interpreting and translation process that necessitates proficient language skills in English and Spanish, an understanding of cultural differences, an ability to communicate clearly in speaking and writing, and an understanding of a diversity of communication contexts.

The PSIT program is also designed to support those who "go beyond the notion of a traditional student" by featuring the B.A. degree at USG. USG is a commuter campus that enrolls traditional students and non-traditional students. Many of their students work part-time or full-time as they complete their education. The USM reports that in 2023, the average student age was 26.17 and the average number of credits students took each semester was 9.69. The student body is diverse, with 26.7 percent self-identifying as Black, 24.0 percent self-identifying as Hispanic, 19.6 percent self-identifying as White, and 16.9 percent self-identifying as Asian. The PSIT program is targeted to heritage speakers of Spanish and is open to any student with spoken and written proficiency in English and Spanish. The B.A. degree in PSIT will provide a new career pathway for speakers of Spanish and English.

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

See attached OES needs analysis.

According to a Lightcast Occupation Overview analyzing Interpreting and Translation jobs in DC, MD, and VA, regional growth in this field is projected to exceed the national average over the decade from 2023 to 2033. Specifically, the DMV area anticipates a growth rate of 26.9 percent in this industry, compared to the national average of 16.5 percent. Moreover, the Lightcast Occupation Overview revealed that the median advertised salary in interpreting and translating job postings in DC, Maryland, and Virginia from July 2022 to June 2023 was \$84.4k, compared with a national median

advertised salary of \$65.2k. This highlights the economic opportunity for Spanish-speaking Marylanders who receive training to support public services.

The Lightcast Occupation Overview also showed that 48 percent of interpreting and translation job postings in the US require candidates to have a bachelor's degree, while 70 percent specify at least an associate degree. This highlights the importance of higher education credentials in accessing employment opportunities in this field. Expertise exists within Maryland's flagship university and community colleges to provide communication skills and context expertise, support language access needs, and equip English and Spanish-speaking students not only with the necessary skills, but also with the desired credentials to excel in a career in Public Service Interpreting and Translation.

Students growing up in Spanish-speaking homes and communities can gain the necessary educational training to address the state's interpreting and translation needs in public schools and public services. Once trained, these heritage-speakers of Spanish can enter the workforce quickly and earn a living wage that can likewise help address the wage gap across the state within migrant communities.

“Lightcast Q2 2023 Data Set,” Lightcast, July 2023.

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

The OES needs analysis showed no other B.A. program in interpreting and translation this in the region. The following coursework is provided in interpreting and translation in the region:

Howard Community College: Health Care Interpreter Certificate with a focus on English and Chinese (we plan to pursue an articulation agreement with HCC if they express interest in a focus on English and Spanish).

Howard University—coursework in translation and interpreting at the undergraduate level in Spanish and English. No degree or certificate is advertised on their website.

Other interpreting and translation programs are located in the following:

New York University (MS degrees)

Middlebury Institute of International Studies at Monterey (M.S. degrees)

University of Illinois (MA degrees)

Kent State University (BA, MA, and PhD in Translation)

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 only evidence of interpreting and translation coursework in Maryland exists at Howard Community College. The HCC's focus, however, is on Chinese and English in healthcare contexts. In time, PSIT could explore an articulation agreement with the HCC if they are interested in adding a specialization in English and Spanish interpreting.

Supporting Documents

Attachments

PSIT Draft Budget.xlsx

Collection_Assessment_Public Service Interpreting and Translation.docx

Profile_Analytics_Interpreters_Translators_in_United_States_4202.pdf

Job_Posting_Analytics_Interpreters_and_Translators_in_3_States_9940.pdf

Job_Posting_Analytics_Interpreters_and_Translators_in_United_States_5223.pdf

Occupation_Overview_Interpreters_and_Translators_in_3_States_5531.pdf

Occupation_Overview_Interpreters_and_Translators_in_United_States_272.pdf

Profile_Analytics_Interpreters_Translators_in_3_States_7031.pdf

MC UMD Public Service Interpreting & Translation proposed pathway(4).docx

PSIT Faculty List Template (1).docx

PSIT_Curriculum Map 10_23(2).docx

PSIT Academic Plan(2).xlsx

PSIT_Appendix A_ Course Descriptions(1).docx

Key: 984

TABLE 1: TUITION REVENUE

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$ -	\$ -	\$ -	\$ -	\$ -
2. Tuition/Fee Revenue (c+g below)	\$ 136,761	\$ 207,941	\$ 214,179	\$ 234,837	\$ 241,882
a. #FT Students	9	14	14	15	15
b. Annual Tuition/Fee Rate	\$ 13,025	\$ 13,415	\$ 13,818	\$ 14,232	\$ 14,659
c. Annual FT Revenue (a x b)	\$ 117,222	\$ 187,816	\$ 193,451	\$ 213,487	\$ 219,891
d. # PT Students	3	3	3	3	3
e. Credit Hour Rate	\$ 542.74	\$ 559.02	\$ 575.79	\$ 593.07	\$ 610.86
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$ 19,539	\$ 20,125	\$ 20,729	\$ 21,350	\$ 21,991
3. Grants, Contracts, & Other External	\$ -	\$ -	\$ -	\$ -	\$ -
4. Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL (Add 1 - 4)	\$136,761	\$207,941	\$214,179	\$234,837	\$241,882

Undergraduate (FY2025)	Full time	Part Time	Full time	Part time
	annual	per credit hour		
resident tuition	\$ 10,087	\$ 420.24	1.03	0.90
non-resident tuition	\$ 39,464	\$ 1,645.26		0.10

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$104,278	\$155,142	\$159,796	\$164,590	\$169,528
a. #FTE	1.125	1.625	1.625	1.625	1.625
b. Total Salary	\$79,723	\$118,610	\$122,169	\$125,834	\$129,609
c. Total Benefits	\$24,555	\$36,532	\$37,628	\$38,757	\$39,919
2. Admin. Staff (b+c below)	\$17,339	\$17,860	\$18,395	\$18,947	\$19,516
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$12,731	\$13,113	\$13,506	\$13,911	\$14,329
c. Total Benefits	\$4,609	\$4,747	\$4,889	\$5,036	\$5,187
3. Total Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. OES Fee (10% of Revenue)	\$13,676	\$20,794	\$21,418	\$23,484	\$24,188
TOTAL (Add 1 - 4)	\$135,293	\$193,796	\$199,610	\$207,021	\$213,232

REVENUE - EXPENDITURES	\$1,468	\$14,145	\$14,570	\$27,816	\$28,650
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TABLE 3: SALARY CALCULATIONS

Public Service Interpreting and Translation Major
Required number of courses: 13 (39 credits)

PSIT Major Courses	Year 1	Year 2	Year 3	Year 4	Year 5
Fall - Junior	5	5	5	5	5
Spring - Junior	4	4	4	4	4
Fall - Senior		2	2	2	2
Spring - Senior		2	2	2	2
PSIT # of courses offered	9	13	13	13	13

Instructor salary calculation

FY25 COMM average instructor salary per 3-credit	8,078
FY25 SPAN average instructor salary per 3-credit c	8,621
FY25 PSIT instructor salary per 3-credit course	8,350
Inflation	1.03
Faculty Benefits	30.8%

	Year 1 (FY27)	Year 2 (FY28)	Year 3 (FY29)	Year 4 (FY30)	Year 5 (FY31)
Per course salary rate	8,858	9,124	9,398	9,680	9,970
Faculty Salary	79,728	118,610	122,169	125,834	129,609
Faculty Benefits	24,555	36,532	37,628	38,757	39,919
Faculty salary and benefits	104,278	155,142	159,796	164,590	169,528

Staff salary calculation

Staff salary	60,000
Inflation	1.03
Staff Benefits	36.2%

	Year 1 (FY27)	Year 2 (FY28)	Year 3 (FY29)	Year 4 (FY30)	Year 5 (FY31)
Staff FTE	0.2	0.2	0.2	0.2	0.2
Staff salary (annual)	63,654	65,564	67,531	69,556	71,643
Staff salary (prorated)	12,731	13,113	13,506	13,911	14,329
Staff benefits	4,609	4,747	4,889	5,036	5,187
Staff salary and benefits	17,339	17,860	18,395	18,947	19,516

Total salary and benefits	121,617	173,002	178,192	183,537	189,044
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DATE: August 26, 2024

TO: Shawn Parry-Giles,
Professor and Chair, Department of Communication

FROM: On behalf of the University of Maryland Libraries:
Irene Münster, Director, Priddy Library, Universities at Shady Grove
Maggie Saponaro, Director Collection Development Strategies
Kapil Vasudev, Collection Development Strategies Librarian
Daniel Mack, Associate Dean of Libraries, Collection Strategies & Services

RE: Library Collection Assessment for Bachelor of Arts (BA) in Public Service
Interpreting and Translation

We are providing this assessment in response to a proposal by Dr. Shawn Parry-Giles in the Department of Communication to create a Bachelor of Arts (BA) in Public Service Interpreting and Translation. Dr. Parry-Giles asked that we at the University of Maryland Libraries, and particularly the Universities at Shady Grove (USG) assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Collection

The Shannon and Michael Priddy Library at the Universities at Shady Grove (USG) supports the University of Maryland, College Park (UMCP) students. As an off-campus branch of the UMCP Libraries, we provide easy access to a wealth of online databases and e-journals subscribed to by this institution in the library and/or on campus. Students can access print textbooks required for their classes through the Priddy Library's Course Reserves program, a critical service considering the rising costs of textbooks. Students and faculty can access e-books subscribed to by the UMCP library, as well as those subscribed to by the USMAI consortium.

The Priddy Library fosters a collaborative approach to collection development. We actively encourage UMCP faculty members to participate in this process by suggesting materials that align with the student's curriculum and research needs. Through the Priddy Library, students, faculty, and staff also gain access to additional resources housed at the university partner libraries in the University System of Maryland and Affiliated Institutions (USMAI) to support their research needs. They can also request materials through Document Delivery services or materials not owned by USMAI libraries through the Interlibrary Loan services.

Staffing pertinent to the provision of library services to Public Service Interpreting and Translation students

The Priddy Library is committed to providing personalized support to the Public Service Interpreting and Translation Program. We will assign a subject-specialist librarian as the liaison to this program. This librarian, specifically trained to assist students in this program, will be available for one-to-one and/or small-group research consultations and to answer research questions via chat and e-mail, ensuring that students feel cared for and supported in their academic journey.

Equipment/Technology and Spaces

The Priddy Library is committed to enhancing the learning experience for students and faculty by continually seeking new technology to support their teaching and research needs. One significant investment has been in increasing our interactive and collaborative spaces, which cater to various learning styles and activities. Most areas of the library are designed to allow students to interact with or manipulate the space to create the ideal settings for their needs.

Library patrons can access scanners, which are another heavily used technology item at the library. Students and faculty can scan documents, books, and other items and save the scans or send them directly to their email to view or listen to later. This technology is instrumental when paired with our course reserves program, allowing students to scan the information they need for class. Recently, we incorporated a smart dock allowing customers to transfer the scanned pages to any smart device without using the institution's WiFi bandwidth.

The Library provides iPads, laptops, digital audio recorders for check-out to students, faculty, and staff, and desktop computers throughout the Library. The Library also maintains six laptop docking stations, allowing students and faculty to use 2- or 3-monitor workspaces with either one of the library's devices or their own. The library launched its first Virtual Reality Lab (VR Lab) with three fixed stations, each with eight virtual headsets and a library of games, educational learning applications, and experiential content. During designated walk-in hours, students and faculty are welcome to experience the emerging VR technology. The lab can provide technical support to programs, and the Public Service Interpreting and Translation program can benefit from this resource. The library also has two VR headsets available for loan that students and faculty can take home.

The library has designated different areas to cater to the diverse needs of library users, whether they need a quiet or interactive group work environment. The Silent and Quiet Study Areas provide a perfect environment for individuals to concentrate. The rest of the library is an open area where conversations, food, and drink are permitted, and groups can collaborate on projects or socialize. Students can reserve any of the eight group study rooms to work on group projects for their classes or engage in collaborative learning. These rooms are equipped with flat-screen monitors and whiteboards.

Strengths, areas of concern, projections

The USG library depends on the ongoing subscriptions of UMCP to access online databases and e-journals. The continual rise in the cost of online material poses a challenge to the library's budget and collection development. This is particularly apparent in the area of course reserves,

so the Library has made a concerted effort to promote the use of open and affordable course materials.

Librarians assist with locating and evaluating potential open educational resources (OER) for courses. The Library holds a subscription to an institutional Pressbooks network. Pressbooks is an online authoring platform that allows faculty, staff, and students at USG to create, adapt, and publish OER materials. Pressbooks can help facilitate a shift from higher-cost commercial textbooks or course materials to OER, which saves students money. They can also allow for great academic freedom for faculty and foster the incorporation of constructivist pedagogies in courses.

Circulation policies and procedures

The Priddy Library follows UMCP Libraries borrowing policies and procedures:

<http://www.lib.umd.edu/access/borrow-policies>

Information Literacy Sessions and Workshops

Librarians at USG deliver course-specific information literacy sessions, as requested, orientations for new students and faculty, and create helpful subject and course-specific guides (online resource tools) on the Springshare LibGuide platform (<http://libguides.shadygrove.umd.edu>) which often serve as a primary teaching tool.

Priddy Library staff develop and deliver a series of hands-on, drop-in workshops focused on various software tools and skills they can use in their classes and future careers. The workshops are held in multiple formats. In-person workshops are held at the Library's Engagement Hub, a collaborative space that students, faculty, and staff can also reserve for student club meetings, faculty or student-led discussions, and informal presentations. It is an area for engaging in debates, working on projects, and sharing ideas. Workshops are also offered in both hybrid and purely virtual formats.

Topics include everything from designing academic posters to using the citation manager, Zotero, or creating StoryMaps, storytelling with data, using AI in the research and writing process, among others.

Diversity, Equity, and Inclusion

The UMCP Libraries, as a whole, work to build, preserve, and provide access to collections of materials that reflect and support the intellectual and cultural interests of the communities we serve. At the Priddy Library, we recognize the rich diversity found on our campuses and the importance of developing collections that are inclusive of the identities and contributions of all community members. Clear examples of this can be found in our children's book collection, which focuses on not only award-winning children's books, but those that represent the immigrant experience, multiculturalism, and the diverse experiences of young people. We promote the use of open educational resources, which can be adapted to better reflect the lived

realities of students at USG and uplift often marginalized voices. The Priddy Library is committed to working closely with our users to fully understand and be responsive to their needs.

We are also highly engaged with critical conversations in the field of collection development that help us identify and address gaps in our collections and anticipate emerging educational and research needs. In addition to engaging proactively with our users and our peer institutions and colleagues, the Libraries also encourages our patrons to submit requests for new materials to be added to the collection. The subject specialist librarian/s for the discipline will be the primary collection manager/s for materials in this discipline and work collaboratively with users to find solutions to gaps in our collections.

Library Hours

- 9:00am to 8:00pm from Monday to Thursday,
- 9:00am to 5:00pm on Friday,
- Closed on Saturdays,
- 12:00pm – 8:00pm on Sundays.

Conclusion

With our services and the additional support resources that UMCP and USMAI provide, the Priddy Library believes it can meet the curricular and research needs of the **Public Service Interpreting and Translation** program.

UMCP libraries are faced with resource inflation costs and a finite budget allocation each year. The Libraries cannot guarantee that we will continue to have access to these resources in the near future. Although journal articles, books and book chapters can be requested and received via Interlibrary Loan (ILL), access to databases cannot be fulfilled this way. The Priddy Library, however, will work collaboratively and creatively to provide the necessary resources for the Public Service Interpreting and Translation program.

Profile Analytics

Lightcast Q2 2023 Data Set

July 2023

Parameters

Profile Graduation Year: Any

Job Title:

Results should include

Description

Interpreters/Translators

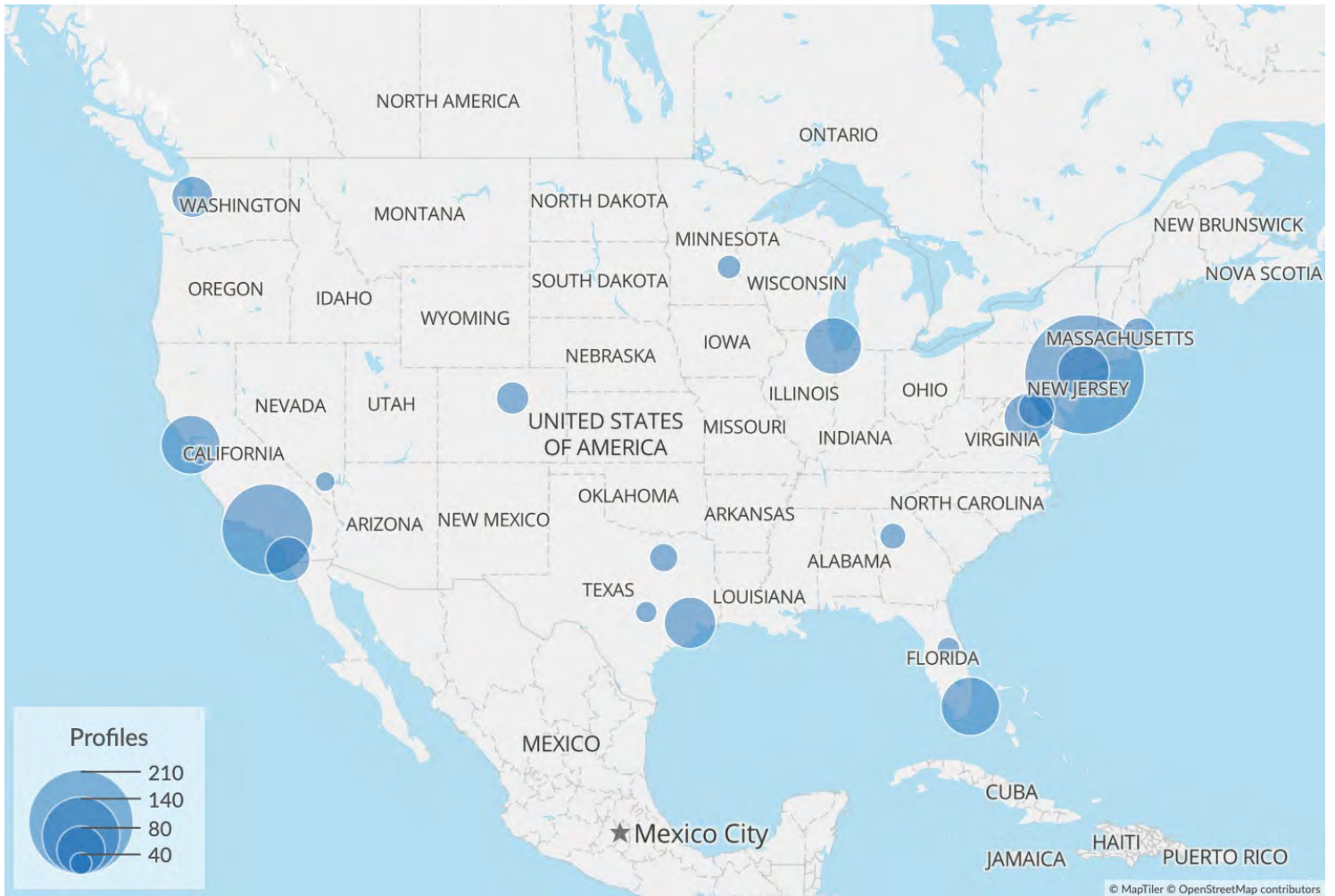
Education Level: Any

Keyword Search:

Profiles in This Report Have Had Activity or Been Updated Since: 2020

5,161

Profiles (updated since 2020)



Top Cities

City	Profiles	Percent
New York, NY	254	4.92%
Los Angeles, CA	172	3.33%
San Francisco, CA	99	1.92%
Miami, FL	98	1.90%
Chicago, IL	95	1.84%
Houston, TX	85	1.65%
Washington, DC	84	1.63%
San Diego, CA	75	1.45%
Seattle, WA	70	1.36%
Baltimore, MD	59	1.14%

Top States

State	Profiles	Percent
California	1,051	20.36%
New York	469	9.09%
Florida	393	7.61%
Texas	376	7.29%
Illinois	192	3.72%
North Carolina	172	3.33%
Maryland	165	3.20%
Washington	164	3.18%
Massachusetts	155	3.00%
Virginia	140	2.71%

Top Companies

Company	Profiles	Percent
LanguageLine Solutions	28	0.54%
Stanford Health Care	16	0.31%
United States Army	16	0.31%
Free Lance	14	0.27%
Honda	14	0.27%
United State Department of State	12	0.23%
Language Services Associates	11	0.21%
Catholic Charities USA	11	0.21%
Mission Essential	10	0.19%
Lionbridge	9	0.17%

Top Occupations

Occupation (SOC)	Profiles	Percent
Interpreters and Translators	5,010	97.07%
Postsecondary Teachers	13	0.25%
News Analysts, Reporters, and Journalists	12	0.23%
Chief Executives	10	0.19%
Secondary School Teachers, Except Special and Career/Technical Education	6	0.12%
Technical Writers	6	0.12%
First-Line Supervisors of Office and Administrative Support Workers	6	0.12%
Teachers and Instructors, All Other	5	0.10%
Editors	5	0.10%
Managers, All Other	4	0.08%

Top Job Titles

Job Title	Profiles	Percent
Interpreters/Translators	5,161	100.00%

Top Schools

School	Profiles	Percent
Middlebury College	109	2.11%
New York University	56	1.09%
University of California, Los Angeles	35	0.68%
University of California-Berkeley	32	0.62%
San Francisco State University	31	0.60%
National Autonomous University of Mexico	30	0.58%
University of Phoenix	26	0.50%
Georgetown University	25	0.48%
Hunter College	24	0.47%
Miami Dade College	24	0.47%

Top Programs

Program	Profiles	Percent
English Language and Literature, General	410	7.94%
Romance Languages, Literatures, and Linguistics	325	6.30%
Business Administration, Management and Operations	259	5.02%
Education, General	191	3.70%
Linguistic, Comparative, and Related Language Studies and Services	145	2.81%
Communication and Media Studies	109	2.11%
Liberal Arts and Sciences, General Studies and Humanities	95	1.84%
Economics	89	1.72%
Psychology, General	86	1.67%
Area Studies	79	1.53%

Top Specialized Skills

	Frequency in Profiles	Profiles with Skill / Total Profiles (2020 - 2023)
Language Translation	95%	4,912 / 5,161
Language Interpretation	87%	4,498 / 5,161
Proofreading	17%	879 / 5,161
Linguistics	11%	565 / 5,161
Technical Translation	10%	533 / 5,161
Localization	10%	503 / 5,161
Legal Translation	9%	457 / 5,161
Bilingual (Spanish/English)	8%	431 / 5,161
Marketing	8%	407 / 5,161
Simultaneous Interpretation	8%	401 / 5,161

Top Common Skills

	Frequency in Profiles	Profiles with Skill / Total Profiles (2020 - 2023)
English Language	30%	1,572 / 5,161
Spanish Language	20%	1,043 / 5,161
Editing	20%	1,022 / 5,161
Research	18%	942 / 5,161
Microsoft Office	17%	852 / 5,161
Teaching	16%	838 / 5,161
Customer Service	16%	824 / 5,161
Multilingualism	16%	817 / 5,161
Public Speaking	15%	754 / 5,161
Foreign Language	15%	750 / 5,161

Top Qualifications

	Profiles with Qualification
Certified Translator	51
Certified Medical Interpreter	36
Court Interpreter Certification	31
Cardiopulmonary Resuscitation (CPR) Certification	26
Security Clearance	24
Test Of English As A Foreign Language (TOEFL)	19
Teaching Certificate	17
Teaching English As A Foreign Language	17
Registered Nurse (RN)	11
American Red Cross (ARC) Certification	10

Appendix A - Data Sources and Calculations

Lightcast Profiles

Lightcast profiles are collected from various public online sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography. Lightcast performs additional filtering and processing to improve compatibility with Lightcast data.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Job Posting Analytics

Lightcast Q2 2023 Data Set

July 2023

Parameters

Select Timeframe: Jul 2022 - Jun 2023

Occupations:

Code	Description
27-3091	Interpreters and Translators

Regions:

Code	Description	Code	Description
11	District of Columbia	51	Virginia
24	Maryland		

Minimum Experience Required: Any

Advertised Salary: Include all postings regardless

Education Level:

Description	Description
Associate degree	Bachelor's degree

Job Type: Include Internships

Keyword Search:

Posting Type: Newly Posted

Job Postings Overview

1,103

Unique Postings
2,602 Total Postings

186

Employers Competing
76,266 Total Employers

30 Days

Median Posting Duration
Regional Average: 29 Days

2 : 1

Posting Intensity



Regional Average: 3 : 1

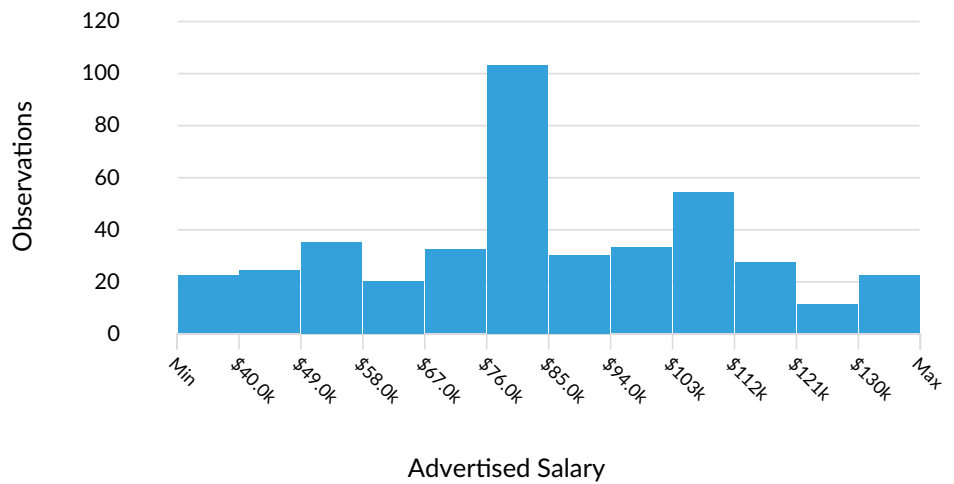
Advertised Salary

There are 413 advertised salary observations (37% of the 1,103 matching postings).

\$84.4K

Median Advertised Salary

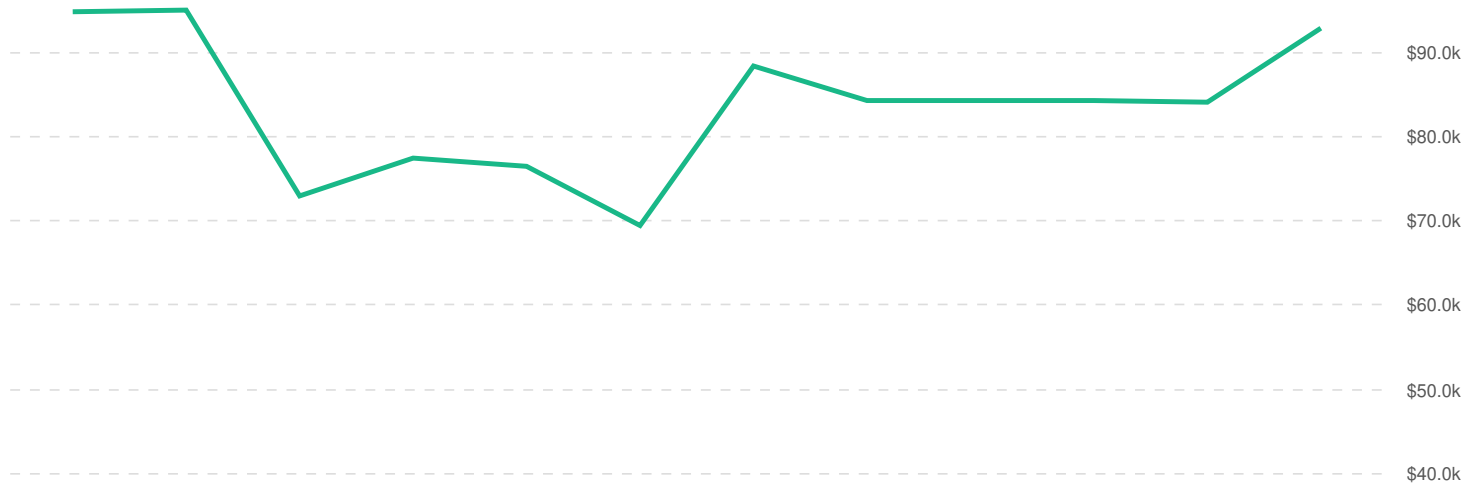
This is \$9.5K above the government recorded median salary for Interpreters and Translators in your region.



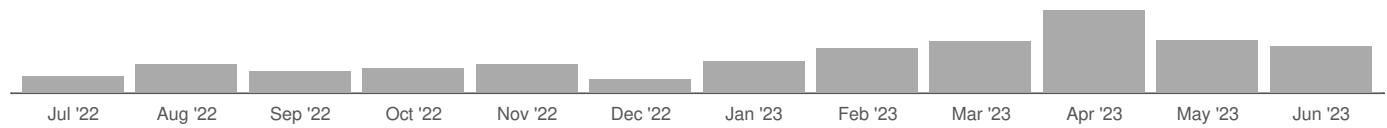
Advertised Wage Trend

▼ 2.2% Jul 2022 - Jun 2023

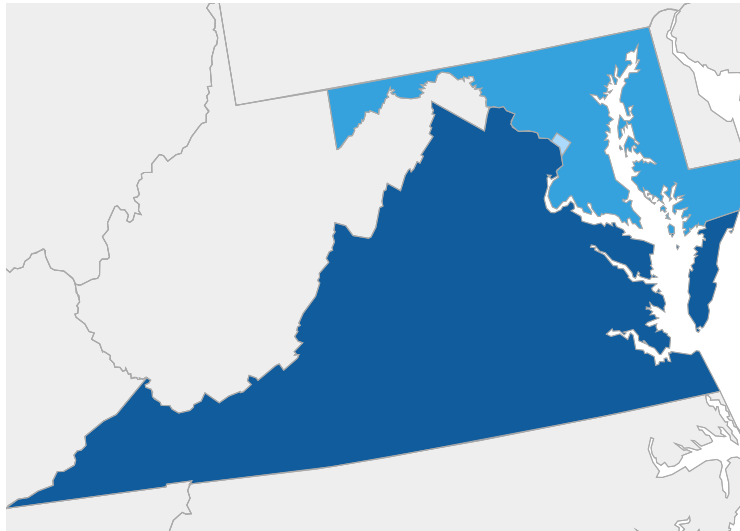
\$84.4k Median



414 Job Postings

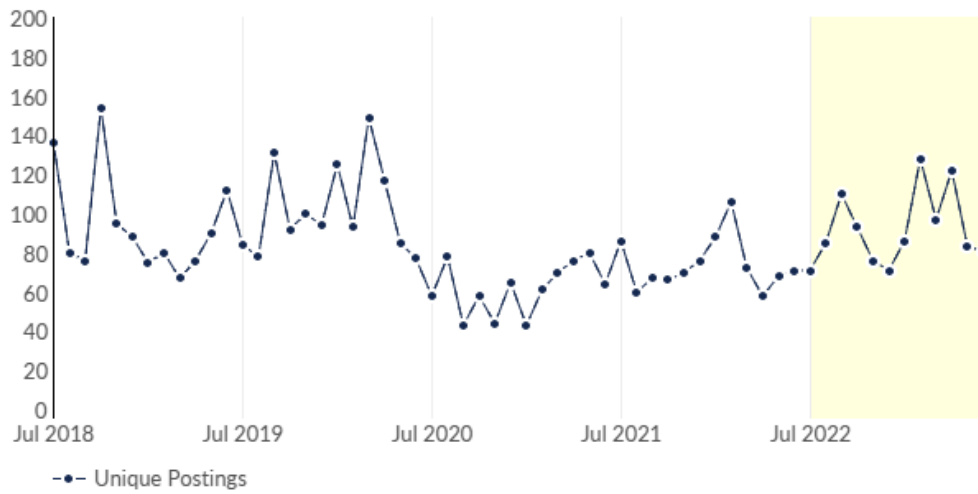


Job Postings Regional Breakdown



State	Unique Postings (Jul 2022 - Jun 2023)
Virginia	679
Maryland	300
District of Columbia	124

Unique Postings Trend



Month	Unique Postings	Posting Intensity
Jun 2023	81	2 : 1
May 2023	83	2 : 1
Apr 2023	122	2 : 1
Mar 2023	97	4 : 1
Feb 2023	128	2 : 1
Jan 2023	86	2 : 1
Dec 2022	71	4 : 1
Nov 2022	76	3 : 1
Oct 2022	93	2 : 1
Sep 2022	110	2 : 1
Aug 2022	85	2 : 1
Jul 2022	71	2 : 1

Education Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	0	0%
High school or GED	175	16%
Associate degree	268	24%
Bachelor's degree	922	84%
Master's degree	197	18%
Ph.D. or professional degree	33	3%










Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	175	0	16%
Associate degree	161	46	15%
Bachelor's degree	767	122	70%
Master's degree	0	175	0%
Ph.D. or professional degree	0	33	0%











Experience Breakdown

Minimum Experience	Unique Postings	% of Total
No Experience Listed	376	34%
0 - 1 Years	71	6%
2 - 3 Years	286	26%
4 - 6 Years	191	17%
7 - 9 Years	154	14%
10+ Years	25	2%

Top Companies Posting

	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Leidos	945 / 295	3 : 1 	23 days
Ad Astra	97 / 72	1 : 1 	36 days
Acclaim Technical Services	88 / 69	1 : 1 	14 days
Perspecta	53 / 24	2 : 1 	21 days
Valiant Integrated Services	40 / 20	2 : 1 	33 days
Multilingual Solutions	63 / 20	3 : 1 	20 days
Sosi International	25 / 18	1 : 1 	22 days
E3 Federal Solutions	19 / 17	1 : 1 	49 days
Sorenson Communications	36 / 16	2 : 1 	n/a
Johns Hopkins	54 / 15	4 : 1 	n/a

Top Cities Posting

City	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Reston, VA	539 / 241	2 : 1 	22 days
Washington, DC	334 / 124	3 : 1 	34 days
Baltimore, MD	132 / 69	2 : 1 	28 days
Bethesda, MD	264 / 56	5 : 1 	21 days
Arlington, VA	209 / 47	4 : 1 	23 days
Quantico, VA	74 / 47	2 : 1 	49 days
Vienna, VA	86 / 30	3 : 1 	12 days
Herndon, VA	56 / 29	2 : 1 	21 days
Springfield, VA	78 / 27	3 : 1 	48 days
Fairfax, VA	44 / 26	2 : 1 	50 days

Top Posted Occupations

	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Interpreters and Translators	2,602 / 1,103	2 : 1	30 days

Top Posted Occupations

Occupation (O*NET)	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Interpreters and Translators	2,602 / 1,103	2 : 1	30 days

Top Posted Occupations

Occupation	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Interpreter / Translator	2,078 / 852	2 : 1	29 days
Network Engineer / Architect	44 / 20	2 : 1	23 days
Surveying / Mapping Technician	51 / 19	3 : 1	50 days
Security / Defense Intelligence Analyst	39 / 19	2 : 1	32 days
Bilingual / ESL / Foreign Language Teacher	49 / 16	3 : 1	32 days
Travel / Tour Guide	25 / 16	2 : 1	34 days
Cyber / Information Security Engineer / Analyst	19 / 7	3 : 1	53 days
Interviewer	7 / 6	1 : 1	10 days
Training and Development Specialist	8 / 6	1 : 1	14 days

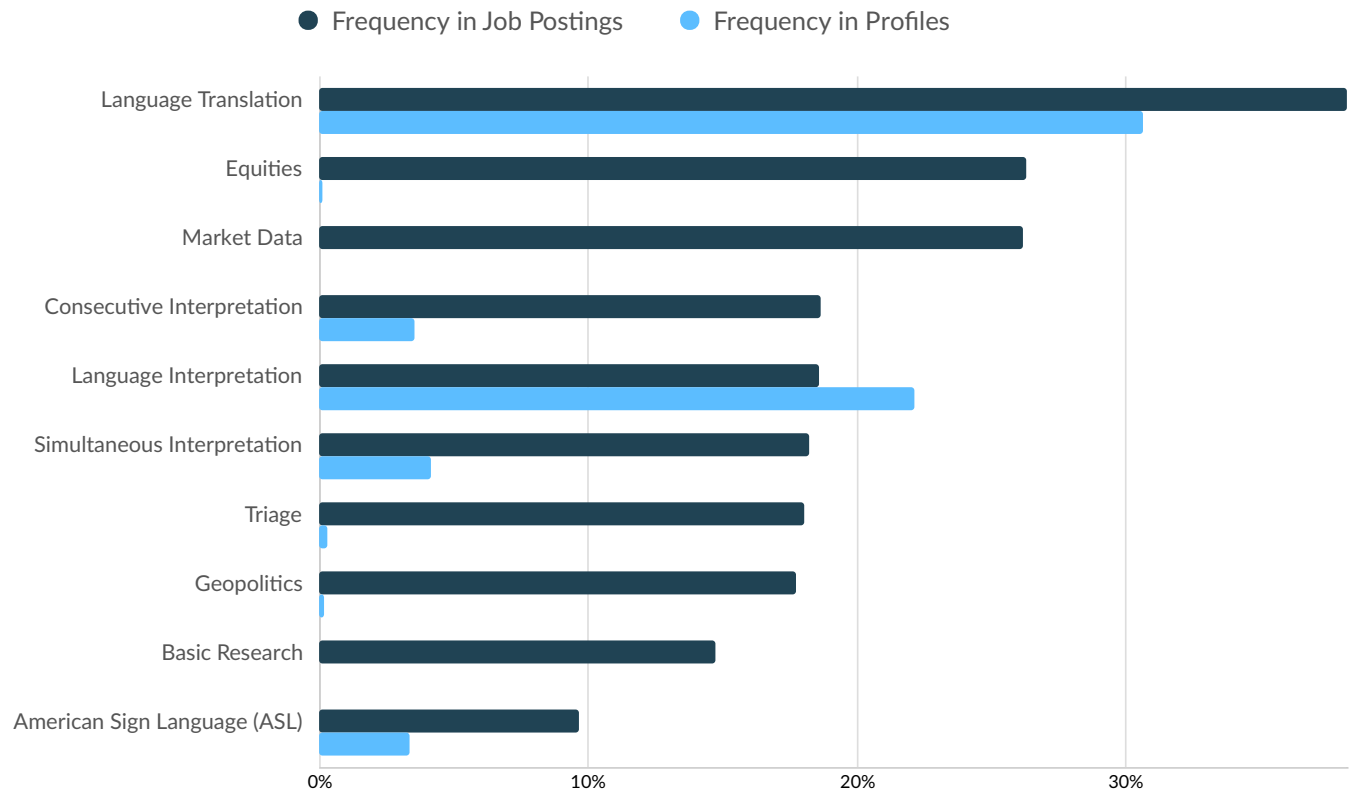
Top Posted Job Titles

	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Linguists	291 / 125	2 : 1	32 days
Chinese Linguists	194 / 79	2 : 1	20 days
Russian Linguists	168 / 63	3 : 1	22 days
Interpreters	131 / 49	3 : 1	36 days
Sign Language Interpreters	86 / 44	2 : 1	28 days
American Sign Language Interpreters	170 / 41	4 : 1	21 days
Linguists/Translators	94 / 37	3 : 1	34 days
Arabic Linguists	114 / 30	4 : 1	24 days
Spanish Linguists	54 / 28	2 : 1	50 days
Translators	61 / 25	2 : 1	34 days

Top Industries

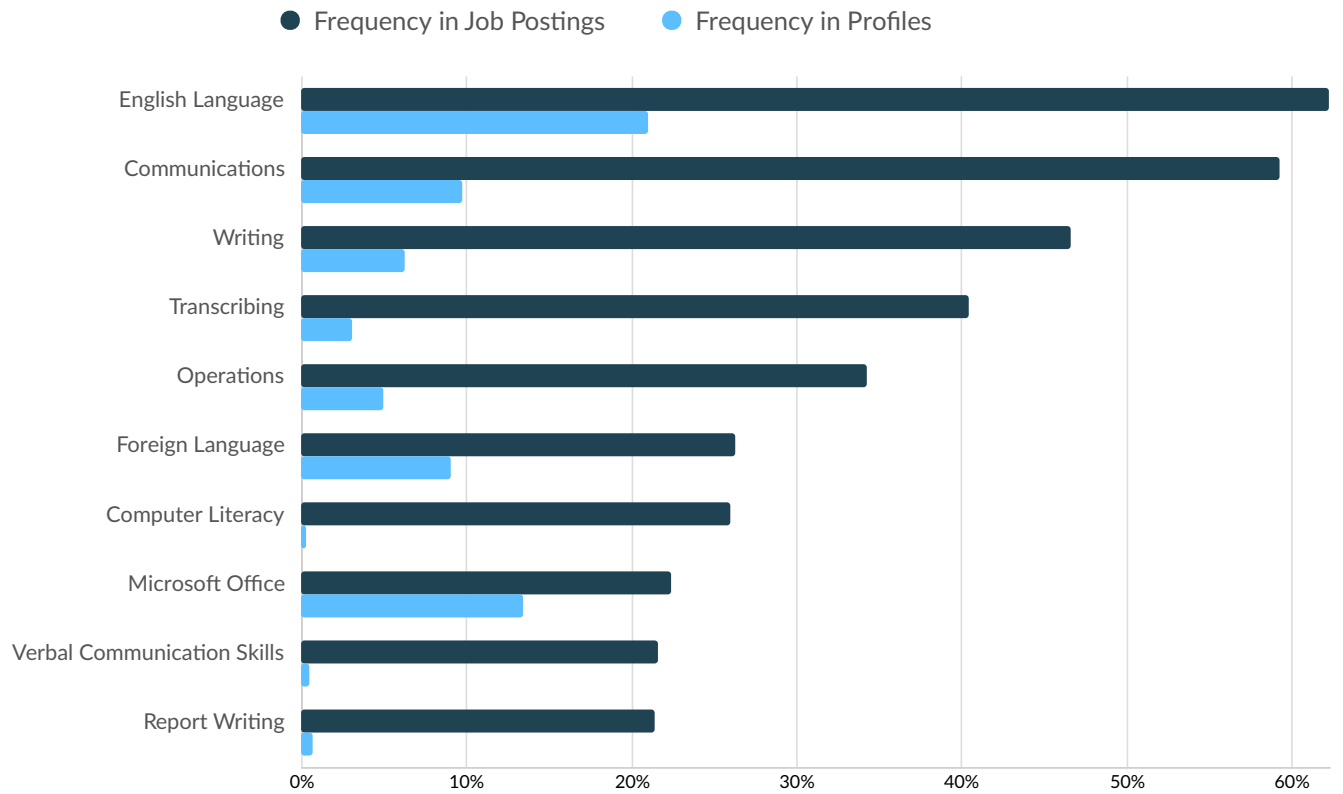
	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Engineering Services	956 / 300	3 : 1	23 days
Translation and Interpretation Services	321 / 131	2 : 1	20 days
Other Management Consulting Services	100 / 75	1 : 1	33 days
Colleges, Universities, and Professional Schools	129 / 46	3 : 1	28 days
Elementary and Secondary Schools	74 / 37	2 : 1	40 days
Administrative Management and General Management Consulting Services	54 / 33	2 : 1	46 days
Data Processing, Hosting, and Related Services	54 / 25	2 : 1	21 days
General Medical and Surgical Hospitals	45 / 23	2 : 1	24 days
Commercial and Institutional Building Construction	44 / 21	2 : 1	33 days

Top Specialized Skills



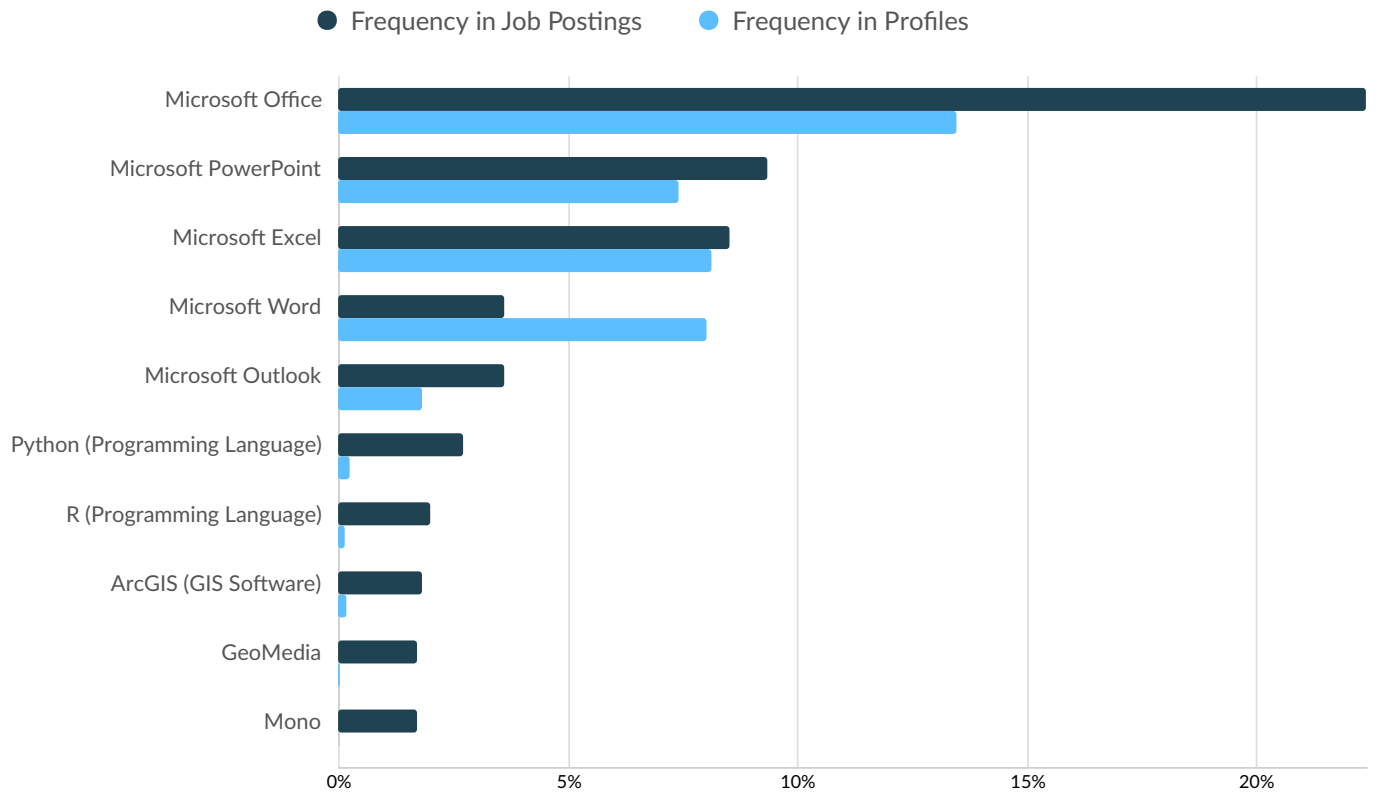
	Postings	% of Total Postings	Profiles	% of Total Profiles
Language Translation	422	38%	2,109	31%
Equities	290	26%	9	0%
Market Data	289	26%	0	0%
Consecutive Interpretation	206	19%	245	4%
Language Interpretation	205	19%	1,525	22%
Simultaneous Interpretation	201	18%	287	4%
Triage	199	18%	22	0%
Geopolitics	196	18%	13	0%
Basic Research	163	15%	0	0%
American Sign Language (ASL)	107	10%	231	3%

Top Common Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles
English Language	687	62%	1,443	21%
Communications	654	59%	669	10%
Writing	514	47%	430	6%
Transcribing	446	40%	211	3%
Operations	378	34%	344	5%
Foreign Language	290	26%	621	9%
Computer Literacy	287	26%	18	0%
Microsoft Office	247	22%	927	13%
Verbal Communication Skills	238	22%	34	0%
Report Writing	236	21%	50	1%

Top Software Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Office	247	22%	927	13%
Microsoft PowerPoint	103	9%	509	7%
Microsoft Excel	94	9%	560	8%
Microsoft Word	40	4%	552	8%
Microsoft Outlook	40	4%	126	2%
Python (Programming Language)	30	3%	18	0%
R (Programming Language)	22	2%	10	0%
ArcGIS (GIS Software)	20	2%	12	0%
GeoMedia	19	2%	3	0%
Mono	19	2%	0	0%

Top Qualifications

	Postings with Qualification
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	458
Security Clearance	178
Top Secret Clearance	89
Secret Clearance	58
Valid Driver's License	55
Counter Intelligence Polygraph (CI Clearance)	48
National Interpreter Certification (NIC)	24
Registered Nurse (RN)	16
Master Of Business Administration (MBA)	13
American Translators Association (ATA) Certification	12

Appendix A

Top Posting Sources

Website	Postings on Website (Jul 2022 - Jun 2023)
simplyhired.com	277
indeed.com	194
jobsinrockville.com	164
myworkdayjobs.com	163
jobsinalexandria.com	156
clearancejobs.com	142
recruitenetworks.com	110
latpro.com	80
dejobs.org	60
maryland.gov	54
gettinghired.com	48
arkansasjobboard.com	42
virginia.gov	39
careerjet.com	36
chesapeakerecruiter.com	18
icims.com	15
peopleadmin.com	15
careerbuilder.com	14
disabledperson.com	14
ultipro.com	14
topschooljobs.org	13
taleo.net	11
jtg-inc.com	10
ziprecruiter.com	10
glassdoor.com	9

Appendix B

Sample Postings

Linguists – Perspecta in Silver Spring, MD (Jun 2023 - Active)

Junior Linguist Analyst

Link to Live Job Posting: www.indeed.com

Location: Silver Spring, MD

O*NET: 27-3091.00

Company: Perspecta

Job Title: Linguists

Junior Linguist Analyst Peraton Silver Spring, MD 20910 Remote \$86,000 - \$138,000 a year - Full-time Peraton 207 reviews Read what people are saying about working here. Job Company Job details No matching Salary \$86,000 - \$138,000 a year

Job Type Full-time Responsibilities:

The Junior Linguist Analyst with Peraton Labs will conduct the full lifecycle of advanced Chinese language exploitation, from the curation and collection of Chinese language sources to the dissemination of high-quality analytic production in the furtherance of customer missions. The Junior Linguist Analyst will be expected to: Perform collection of publicly available Chinese language source documents, either using in-depth subject matter expertise in conjunction with cutting-edge software tools. Collaborate with technical staff to ingest, process, and structure collected data in preparation for analytic exploitation. Exploit collected data to produce high-quality analytical deliverables. Present analytical findings to industry subject matter experts and executive audiences. We are hiring multiple junior Chinese linguist analysts in this role. Individual job responsibilities will be tailored to each candidates background and experience.

Qualifications:

Skills and Experience Required:

Bachelors degree or HS Diploma with 6-8 years of experience 2-4 years of experience performing analysis using Chinese language skills in lieu of degree, 4 years of experience can be supplemented Advanced Chinese reading skills. Current proficiency can be validated either by standardized testing scores (ILR 2+ for reading) and/or by relevant work experience, writing samples, or references Effective verbal and written communication skills Proficiency in MS Office programs (Word, Excel, PowerPoint), Chinese language aid software (e.g., Wenlin, Pleco) Ability to work individually

Minimum Clearance Required:

Active Top Secret required

US Citizenship:

Required Who were looking for:

China Subject Matter Experts :

We are looking for staff with a strong interest (and ideally a track record) in China research w/ strong linguistic and analytic skills.

Generalists:

You'll typically focus your work on the domain(s) of your specialty or preference, but a strong multi-domain awareness and ability is required. You should have a curiosity to learn new technology.

Peraton Overview:

Peraton drives missions of consequence spanning the globe and extending to the farthest reaches of the galaxy. As the worlds leading mission capability integrator and transformative enterprise IT provider, we deliver trusted and highly differentiated national security solutions and technologies that keep people safe and secure. Peraton serves as a valued partner to essential government agencies across the intelligence, space, cyber, defense, civilian, health, and state and local markets. Every day, our employees do the cant be done, solving the most daunting challenges facing our customers.

Target Salary Range:

\$86,000 - \$138,000. This represents the typical salary range for this position based on experience and other factors. EEO Tagline (Text Only): An Equal Opportunity Employer including Disability/Veteran.

Chinese Linguists – Parsons in Annapolis Junction, MD (Jun 2023 - Active)

Chinese Linguist

Link to Live Job Posting: www.clearancejobs.com

Location: Annapolis Junction, MD

O*NET: 27-3091.00

Company: Parsons

Job Title: Chinese Linguists

Chinese LinguistParsons

APPLY NOW

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TodayTop Secret/SCIUnspecifiedPolygraphLinguistAnnapolis Junction, MD (ON-SITE/OFFICE)In a world of possibilities, pursue one with endless opportunities. Imagine Next! When it comes to what you want in your career, if you can imagine it, you can do it at Parsons. Imagine a career working with intelligent, diverse people sharing a common quest. Imagine a workplace where you can be yourself. Where you can thrive. Where you can find your next, right now. We've got what you're looking for.

Job Description:

When it comes to what you want in your career, if you can imagine it, you can do it at Parsons. Imagine a career working with intelligent, diverse people sharing a common quest. Imagine a workplace where you can be yourself. Where you can thrive. Where you can find your next, right now. We've got what you're looking for. Parsons is looking for a motivated Chinese Linguist with exceptional translation, research, and analytic skills to join our growing team! In this role you will work alongside the development team conducting research, translation, and analysis onsite with the Mission Partner. You will provide essential analysis in support of mission needs. This is not a academic position and will directly support essential missions.

What You'll Be Doing:

Provide written translation of technical and non-technical dataWrite summaries of materialsConduct open source researchWrite reports in EnglishRespond to requests for informationScan and process large amounts of material in the target language and identify critical and essential elements of information as defined by the governmentProvide written translations of technical and non-technical material using correct syntax and expression from the native language to EnglishConduct target language open-source research and compiling research findings into comprehensive reports in support of specific intelligence requirementsWork independently with minimal or no oversight and as part of a teamCollaborate with technical staff to process, and structure collected data in preparation for analytics

What Required Skills You'll Bring:

Requires a current DoD TS/SCI with polygraphBA degree and 4 - 7 years of prior relevant experienceAdditional years of experience may be substituted in lieu of a degreeThe ideal candidate will meet the minimum language proficiency requirements as defined by the Interagency Language Roundtable scale (within the past 12 months)ILR Skill Level 3 in Audio or GraphicFirst and foremost, all applicants must have full professional fluency in American English, including a command of common idioms and expressionsExcellent written and verbal communication, competent cross-team collaboration abilitiesAbility to self-research and problem solveMust have good interpersonal skills and ability to interact with personnel from diverse culturesProficient with MS Office applications

What Desired Skills You'll Bring:

WHAT DESIRED SKILLS YOU'LL BRING.

Familiarity with basic software development principles
A strong interest in China research w/ strong linguistic and analytic skills
Interest in learning new technology
Ability to work in a fast-paced environment
Minimum Clearance Required to

Start:

Top Secret SCI w/Polygraph
This position is part of our Federal Solutions team. Our Federal Solutions segment delivers resources to our US government customers that ensure the success of missions around the globe. Our diverse, intelligent employees drive the state of the art as they provide services and solutions in the areas of defense, security, intelligence, infrastructure, and environmental. We promote a culture of excellence and close-knit teams that take pride in delivering, protecting, and sustaining our nation's most critical assets, from Earth to cyberspace. Throughout the company, our people are anticipating what's next to deliver the solutions our customers need now.

Salary Range:

\$81,500.00 - \$142,600.00
We value our employees and want our employees to take care of their overall wellbeing, which is why we offer best-in-class benefits such as medical, dental, vision, paid time off, 401(k), life insurance, flexible work schedules, and holidays to fit your busy lifestyle! The position may require a COVID vaccination or an approved accommodation/exemption for a disability/medical condition or religious belief as required by customer requirements and some cases federal, state, provincial or local mandates. Parsons is an equal opportunity employer committed to diversity, equity, inclusion, and accessibility in the workplace. Diversity is ingrained in who we are, how we do business, and is one of our company's core values. Parsons equally employs representation at all job levels for minority, female, disabled, protected veteran and LGBTQ+. We truly invest and care about our employee's wellbeing and provide endless growth opportunities as the sky is the limit, so aim for the stars! Imagine next and join the Parsons quest-**APPLY TODAY!**

GROUP ID

10118733RRecruiter

Linguists and Cultural Advisor – Sosi International in Reston, VA (Jun 2023 - Active)

Cultural Advisor and Linguist (OCONUS)

Link to Live Job Posting: dejobs.org

Location: Reston, VA

O*NET: 27-3091.00

Company: Sosi International

Job Title: Linguists and Cultural Advisor

Cultural Advisor and Linguist (OCONUS) SOSi - 3.7

Reston, VA Job Details Estimated:

\$60K - \$75.9K a year 3 hours ago Qualifications Military Writing skills Arabic Secret Clearance English Microsoft Office Master's degree Bachelor's degree 1 year Communication skills Full Job Description Overview SOSi is seeking a Cultural Advisor and Linguist in support a U.S. Government program in Iraq. The primary mission of the program is to advise and assist Executive U.S. military and civilian personnel engaged in mentoring and assisting various Iraqi government security ministries and other offices that support U.S., COALITION and foreign military Sales programs. The goal is to help these organizations improve performance in order to attain the capability to organize, train, equip, and sustain all Iraqi Security Forces. Responsibilities Advisor to senior Ministry of Defense. Assist OSC-I with the responsibility to manage and execute the duties at the ministerial level. Advise and assist OSC-I with the development of Ministerial engagement strategies to enhance the systemic capability and continued functional development of an effective Iraqi Ministry of Defense. Assist OSC-I in the development of strategies to facilitate timely and effective decision-making, and information sharing capabilities, through daily observation and written reports. Develop solid professional and cultural relationships with MoD senior officials, and other ministries and agencies, to enhance and further OSC-Is efforts to foster a sound working relationship with our Iraqi counterparts. The CA shall be responsible for daily and frequent personal contact with MoD/MoP leadership and officials to establish a relationship built on trust, confidence, and confidentiality. The CA will assist in the development, implementation, and oversight of policies and procedures to enhance the personal and professional effectiveness in execution of official duties. Conduct travel by military air or ground transportation within Iraq. Conduct Temporary Duty (TDY) internationally in support to the client and Government of Iraq officials. Qualifications Active in Scope Secret clearance. Bachelor's degree in a relevant discipline. Native fluency in Arabic and full professional fluency in English (Listening, Speaking, Reading, and Writing). Possess a sound and current working knowledge of Iraqi MoD, MOI, PMNOC, CTS organizational structure and operations. Previous strategic experience with U.S. Forces in Iraq since 2011 as a civilian contractor or as a uniformed service member. Significant knowledge, education, and experience in civil-military relations in a democratic government. Excellent written and oral communication skills. Must be able to translate written documents from English to Arabic and Arabic to English. This may be done in memo or slide presentation for senior US military leadership. Proficiency in other Microsoft Office applications. Preferred Qualifications Master's degree in Middle Eastern Studies/Culture, or related discipline. One (1) year or more of experience working with Iraqi MoD officials. Working Conditions Fast paced, deadline driven environment. Personnel will be subject to various pre-deployment medical screenings and must be of sufficient physical health to endure at least 320 days of 365 deployed to potentially hostile and austere locations. SOSi is an equal employment opportunity employer and affirmative action employer. All interested individuals will receive consideration and will not be discriminated against on the basis of race, color, religion, sex, national origin, disability, age, sexual orientation, gender identity, genetic information, or protected veteran status. SOSi takes affirmative action in support of its policy to advance diversity and inclusion of individuals who are minorities, women, protected veterans, and individuals with disabilities.

Court Interpreters – Leidos in Arlington, VA (Jun 2023 - Active)

Malay Court Simultaneous Interpreter

Link to Live Job Posting: www.snagajob.com

Location: Arlington, VA

O*NET: 27-3091.00

Company: Leidos

Job Title: Court Interpreters

Malay Court Simultaneous InterpreterLeidos

APPLY NOW

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YesterdayTop Secret/SCIUnspecified50%UnspecifiedLinguistArlington, VA (ON-SITE/OFFICE)

R-00086373

Description Job Description:

Leidos currently has an opening for highly qualified Malay Simultaneous linguists to support a DoD customer in the National Capital Region (NCR) and Guantanamo Bay, Cuba. Provide language court room support services including court room simultaneous interpretation, translation, and transcription for Military Commissions hearings that are held in Guantanamo Bay, Cuba. The linguist will provide Malay simultaneous interpretation, translation, and transcription for Military Commissions hearings. Place of performance shall vary with requirements. A significant amount of the work will occur at the Office of Military Commissions (OMC) deployed facility at US Naval Station, Guantanamo Bay, Cuba, and some other overseas locations. Additional work shall be performed on site at the OMC facilities in the National Capital Region. Primary Responsibilities The linguist must be able to interpret in the simultaneous mode required by the setting and provide almost completely accurate renditions of complex, colloquial, and idiomatic speech, as well as formal and some highly formal discourse. Conveys the meaning of the speaker faithfully, including most, if not all, details and nuances, reflecting the style, register, and cultural context of the source language, without omissions, additions or embellishments. Demonstrates mastery of the skills required for interpretation, including command of both working languages and their cultural context, expertise in some specialized fields, and ability to prepare new specialized topics rapidly and routinely. Very good delivery, with pleasant voice quality and only occasional hesitations, repetitions or corrections. Performance reflects the highest standards of professional conduct and ethics Able to translate the full meaning of a written text from one language to another. Provide accurate and thorough translations from English into a foreign language or from a foreign language into English. Able to transcribe audio/video discovery material into English. Basic Qualifications BA/BS and or equivalent formal military training and 15+ years of related work experience Must have the ability to obtain an active DoD TS/SCI level clearance

Basic Qualifications :

Achieve a minimum score of an Interagency Language Roundtable (ILR) 4 in respective foreign language and 4 in English for Reading, Listening, Speaking, and Writing. . Demonstrated history of working on translation projects and in maintaining the integrity and meaning of the translated material. Ability to conduct and prepare accurate translation, and/or transcriptions of general and technical legal materials. Ability to write and interpret in a clear, concise, and professional manner in the specified foreign language and English. Ability to write and interpret clearly and coherently in target language(s) and English. Ability to read a variety of unfamiliar subjects, relate ideas, make intelligent inferences, and rarely misunderstand the intent of the writer. Ability to translate or interpret conversations accurately and clearly. Be proficient in MS Office programs (Word, Excel, and PowerPoint) and be computer literate. Preferred Qualifications Native-level proficiency in

foreign language Ability to deploy to Guantanamo Bay, Cuba and other overseas locations on short notice for an extended period, staying in housing based on availability for Commission hearings, and will be required to attend all sessions of trial. Ability to interact positively with Leidos government customer and co-workers at all times. Team player who is able to communicate effectively with colleagues, addresses tasks quickly and efficiently, and collaborates on group projects. Willing to work long hours to meet mission demands. Sufficient technical aptitude to gain a working knowledge on job-required tools and processes.

Deployment Criteria:

Ability to deploy to Guantanamo Bay, Cuba and other overseas locations on short notice for an extended period, staying in housing based on availability for Commission hearings, and will be required to attend all sessions of trial.

Pay Range:

Pay Range - - The Leidos pay range for this job level is a general guideline only and not a guarantee of compensation or salary. Additional factors considered in extending an offer include (but are not limited to) responsibilities of the job, education, experience, knowledge, skills, and abilities, as well as internal equity, alignment with market data, applicable bargaining agreement (if any), or other law.

GROUP ID

SCNCAP12RRecruiter

Spanish Interpreters – The Language Group in Woodbridge, VA (Jun 2023 - Active)

Spanish Interpreter - Full Time	
Link to Live Job Posting: www.careerjet.com	
Location: Woodbridge, VA	O*NET: 27-3091.00
Company: The Language Group	Job Title: Spanish Interpreters
<p>Spanish Interpreter - Full Time</p> <p>THE LANGUAGE GROUP</p> <p>Woodbridge, VA Permanent Full-time 23 hours ago Apply easily •</p> <p>MUST LIVE IN OR AROUND THE WOODBRIDGE, VA AREA</p> <ul style="list-style-type: none">•The Language Group is a localization services company. We are an award-winning firm, founded in 1999, and located in Virginia Beach. Our people are friendly, hardworking, and self-motivated. It is a uniquely rewarding experience to be part of a rapidly growing multicultural company. Full Time Position with Benefits located at Sentara Northern Virginia Medical Center. Monday-Friday Position Summary This position works with Spanish speaking patients at Northern Virginia Medical Center. The position acts as a conduit between patients and medical professionals by listening to the professional and orally interpreting information into a patient's native language. The medical interpreter then interprets the patient's response back to the professional, using proper medical terminology. Interpreters may interpret such information as the reason for a medical visit, past medical history and family medical history, as well as explaining medical and surgical procedures, giving medical care instructions, providing drug information and scheduling follow-up appointments. Duties and Responsibilities Interpreters duties include but are not limited to: Interpreting for: Rounds on LEP/Spanish Patients to assist RN/MD Medical Reconciliation Discharge Mammogram Mobile Unit Registration Pre-OP Family Updates PACU Cardiac Rehab Diabetes Education Patient Experience Discharge Calls Assist patients in arranging out-patient MD follow-up visits. Weekly system update/troubleshoot with VRI/SaLLi to ensure communication in a box auxiliary aids are included with each device. Appointment reminders. General customer service. Additional duties to be agreed between client and contractor. Qualifications MUST have 40 hour interpreter training Minimum two years experience working in an operational role in a language services company. Bachelor's degree in a related field or an equivalent combination of education and experience. Specialized Skills Strong verbal and written communication. Ability to manage competing demands while being adaptable and flexible in a quickly changing environment. Skilled at problem solving, and decision making. Ability to organize and prioritize your own work. Ability to quickly learn and adapt to innovative technologies. Powered by JazzHR Forward this job to your email to apply later Share	

Appendix C - Data Sources and Calculations

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Job Posting Analytics

Lightcast Q2 2023 Data Set

July 2023

Parameters

Select Timeframe: Jul 2022 - Jun 2023

Occupations:

Code	Description
27-3091	Interpreters and Translators

Regions:

Code	Description
0	United States

Minimum Experience Required: Any

Advertised Salary: Include all postings regardless

Education Level:

Description	Description
Associate degree	Bachelor's degree

Job Type: Include Internships

Keyword Search:

Posting Type: Newly Posted

Job Postings Overview

8,770

Unique Postings
22,536 Total Postings

1,458

Employers Competing
996,129 Total Employers

32 Days

Median Posting Duration
Regional Average: 30 Days

3 : 1

Posting Intensity



Regional Average: 3 : 1

Advertised Salary

There are 3,862 advertised salary observations (44% of the 8,770 matching postings).

\$65.2K

Median Advertised Salary

This is \$15.1K above the government recorded median salary for Interpreters and Translators in the United States.



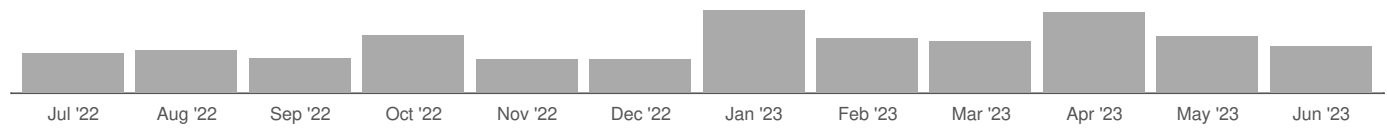
Advertised Wage Trend

▲ 1.2% Jul 2022 - Jun 2023

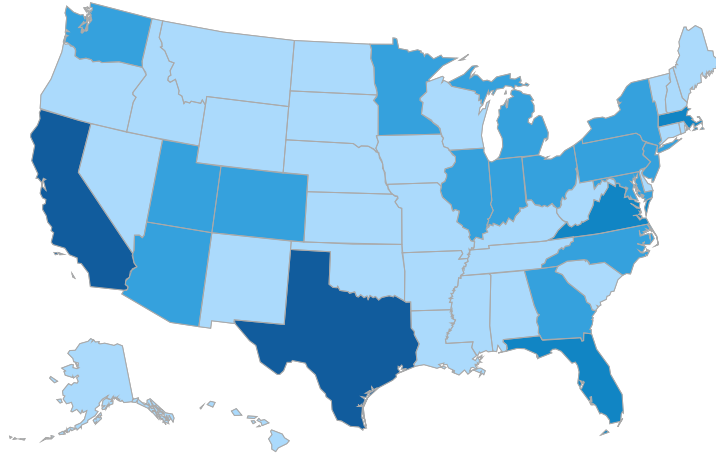
\$65.2k Median



3,863 Job Postings

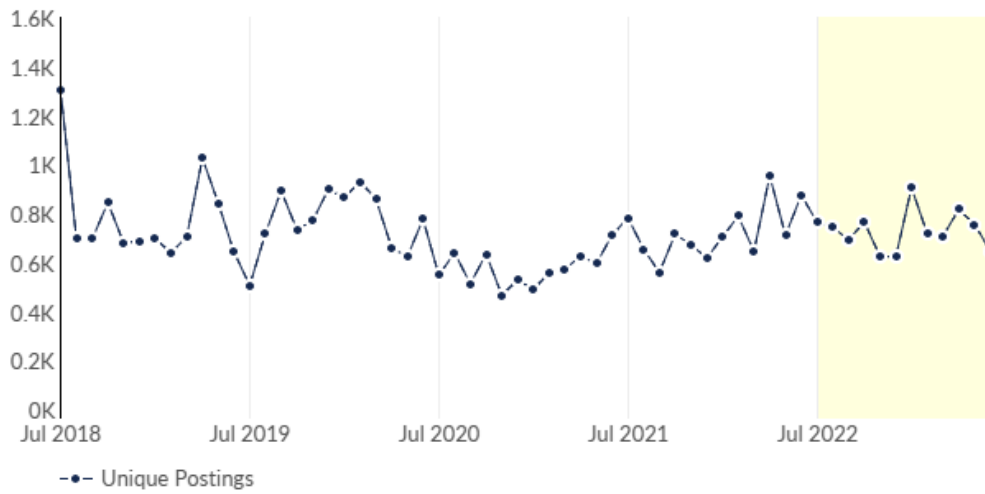


Job Postings Regional Breakdown



State	Unique Postings (Jul 2022 - Jun 2023)
Texas	875
California	868
Virginia	679
Massachusetts	587
Florida	582

Unique Postings Trend



Month	Unique Postings	Posting Intensity
Jun 2023	648	2 : 1
May 2023	756	2 : 1
Apr 2023	817	2 : 1
Mar 2023	709	3 : 1
Feb 2023	717	3 : 1
Jan 2023	906	2 : 1
Dec 2022	623	4 : 1
Nov 2022	626	2 : 1
Oct 2022	765	2 : 1
Sep 2022	693	2 : 1
Aug 2022	744	3 : 1
Jul 2022	766	3 : 1

Education Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	0	0%
High school or GED	2,666	30%
Associate degree	3,428	39%
Bachelor's degree	6,831	78%
Master's degree	1,161	13%
Ph.D. or professional degree	178	2%











Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	2,666	0	30%
Associate degree	1,904	661	22%
Bachelor's degree	4,200	2,450	48%
Master's degree	0	1,040	0%
Ph.D. or professional degree	0	178	0%











Experience Breakdown

Minimum Experience	Unique Postings	% of Total
No Experience Listed	2,831	32%
0 - 1 Years	1,722	20%
2 - 3 Years	3,048	35%
4 - 6 Years	839	10%
7 - 9 Years	251	3%
10+ Years	79	1%

Top Companies Posting

	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Leidos	1,540 / 506	3 : 1 	23 days
Sorenson Communications	883 / 466	2 : 1 	36 days
Federal Bureau of Investigation	1,061 / 330	3 : 1 	40 days
Masterword Services	266 / 166	2 : 1 	37 days
Accenture	237 / 134	2 : 1 	17 days
Ad Astra	116 / 89	1 : 1 	29 days
UnitedHealth Group	197 / 76	3 : 1 	46 days
Orange County Public Schools	337 / 73	5 : 1 	26 days
Intermountain Healthcare	141 / 69	2 : 1 	40 days
Acclaim Technical Services	88 / 69	1 : 1 	14 days

Top Cities Posting

City	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Reston, VA	539 / 241	2 : 1 	22 days
Boston, MA	612 / 231	3 : 1 	33 days
New York, NY	423 / 198	2 : 1 	34 days
Houston, TX	447 / 187	2 : 1 	34 days
Tampa, FL	585 / 184	3 : 1 	46 days
Washington, DC	334 / 124	3 : 1 	34 days
Dallas, TX	277 / 116	2 : 1 	38 days
San Diego, CA	376 / 108	3 : 1 	40 days
Austin, TX	382 / 105	4 : 1 	39 days
Chicago, IL	353 / 97	4 : 1 	27 days

Top Posted Occupations

	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Interpreters and Translators	22,536 / 8,770	3 : 1	32 days

Top Posted Occupations

Occupation (O*NET)	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Interpreters and Translators	22,536 / 8,770	3 : 1	32 days

Top Posted Occupations

Occupation	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Interpreter / Translator	15,901 / 6,386	2 : 1	32 days
Bilingual / ESL / Foreign Language Teacher	353 / 152	2 : 1	32 days
Software QA Engineer / Tester	226 / 136	2 : 1	17 days
Travel / Tour Guide	167 / 113	1 : 1	31 days
Patient Advocate / Navigator	228 / 94	2 : 1	31 days
Medical Transcriptionist	345 / 84	4 : 1	33 days
Customer Service Representative	135 / 62	2 : 1	49 days
Program Manager	111 / 57	2 : 1	41 days
Registered Nurse	143 / 53	3 : 1	30 days

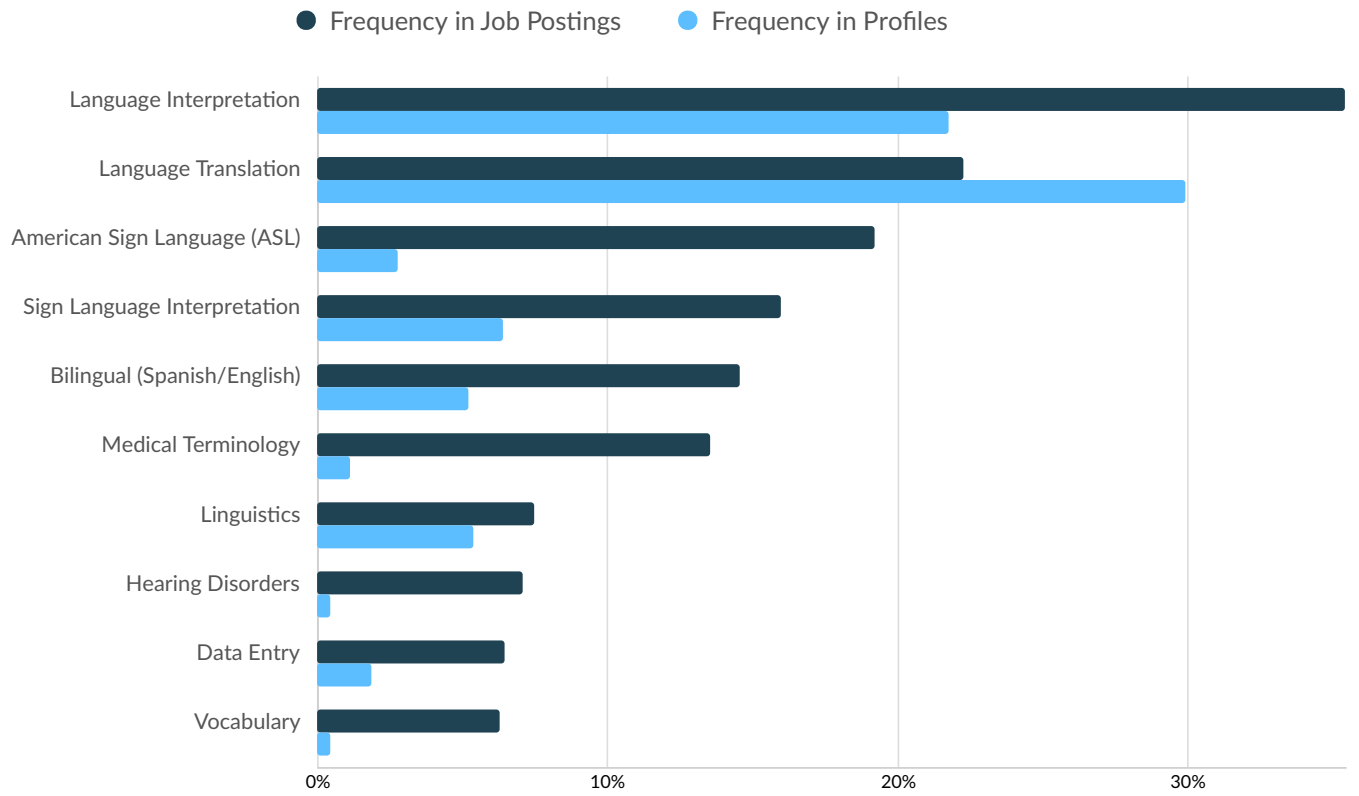
Top Posted Job Titles

	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Sign Language Interpreters	1,934 / 1,051	2 : 1	33 days
Interpreters	1,184 / 586	2 : 1	31 days
Linguists	1,311 / 402	3 : 1	39 days
American Sign Language Interpreters	1,717 / 399	4 : 1	34 days
Spanish Interpreters	790 / 321	2 : 1	37 days
Spanish Medical Interpreters	602 / 260	2 : 1	32 days
Interpreters/Translators	535 / 202	3 : 1	34 days
Medical Interpreters	545 / 194	3 : 1	35 days
Chinese Linguists	463 / 172	3 : 1	23 days
Translators	493 / 165	3 : 1	29 days

Top Industries

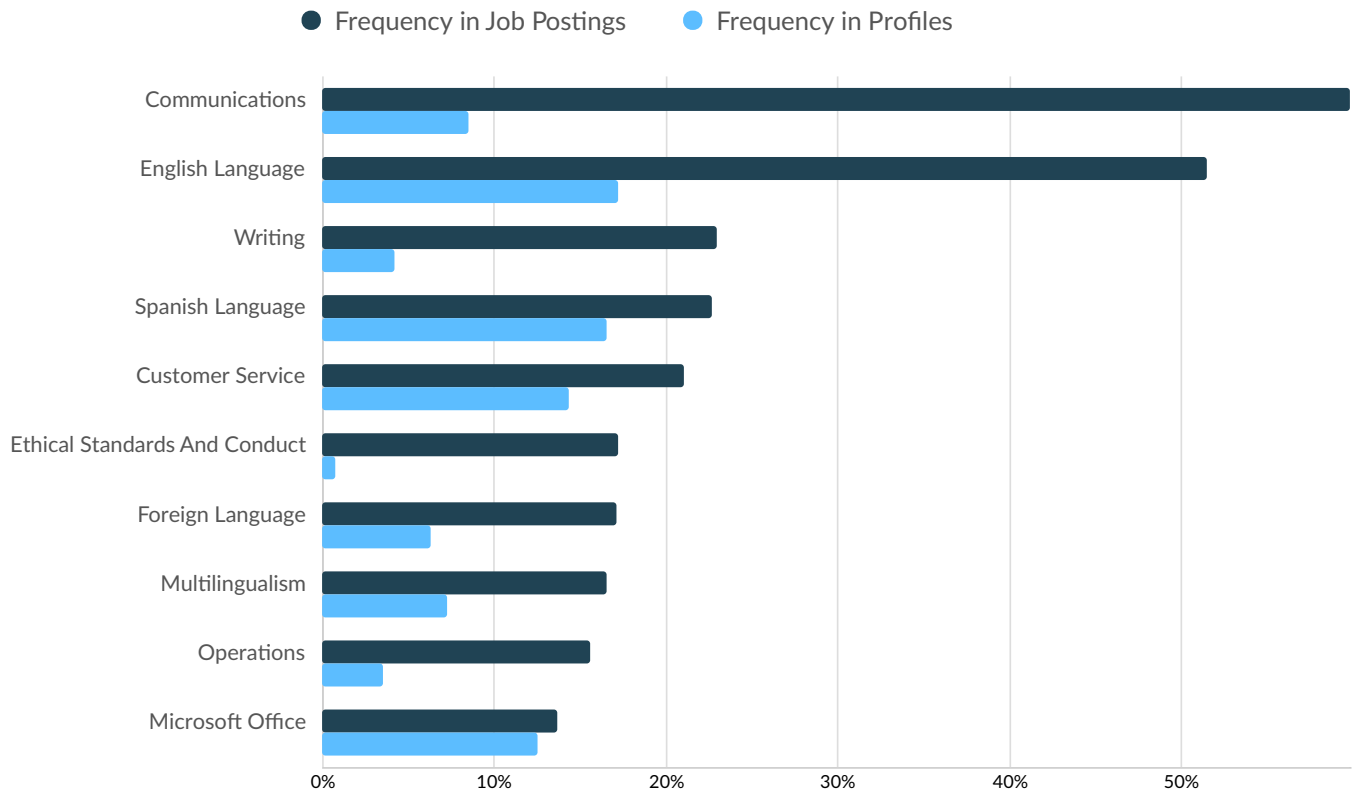
	Total/Unique (Jul 2022 - Jun 2023)	Posting Intensity	Median Posting Duration
Translation and Interpretation Services	2,176 / 948	2 : 1	34 days
Elementary and Secondary Schools	1,542 / 678	2 : 1	30 days
General Medical and Surgical Hospitals	1,411 / 542	3 : 1	33 days
Engineering Services	1,586 / 527	3 : 1	23 days
Offices of Physicians (except Mental Health Specialists)	1,340 / 389	3 : 1	31 days
Colleges, Universities, and Professional Schools	822 / 361	2 : 1	33 days
Police Protection	1,086 / 347	3 : 1	39 days
Junior Colleges	416 / 200	2 : 1	33 days
Computer Systems Design Services	350 / 195	2 : 1	17 days

Top Specialized Skills



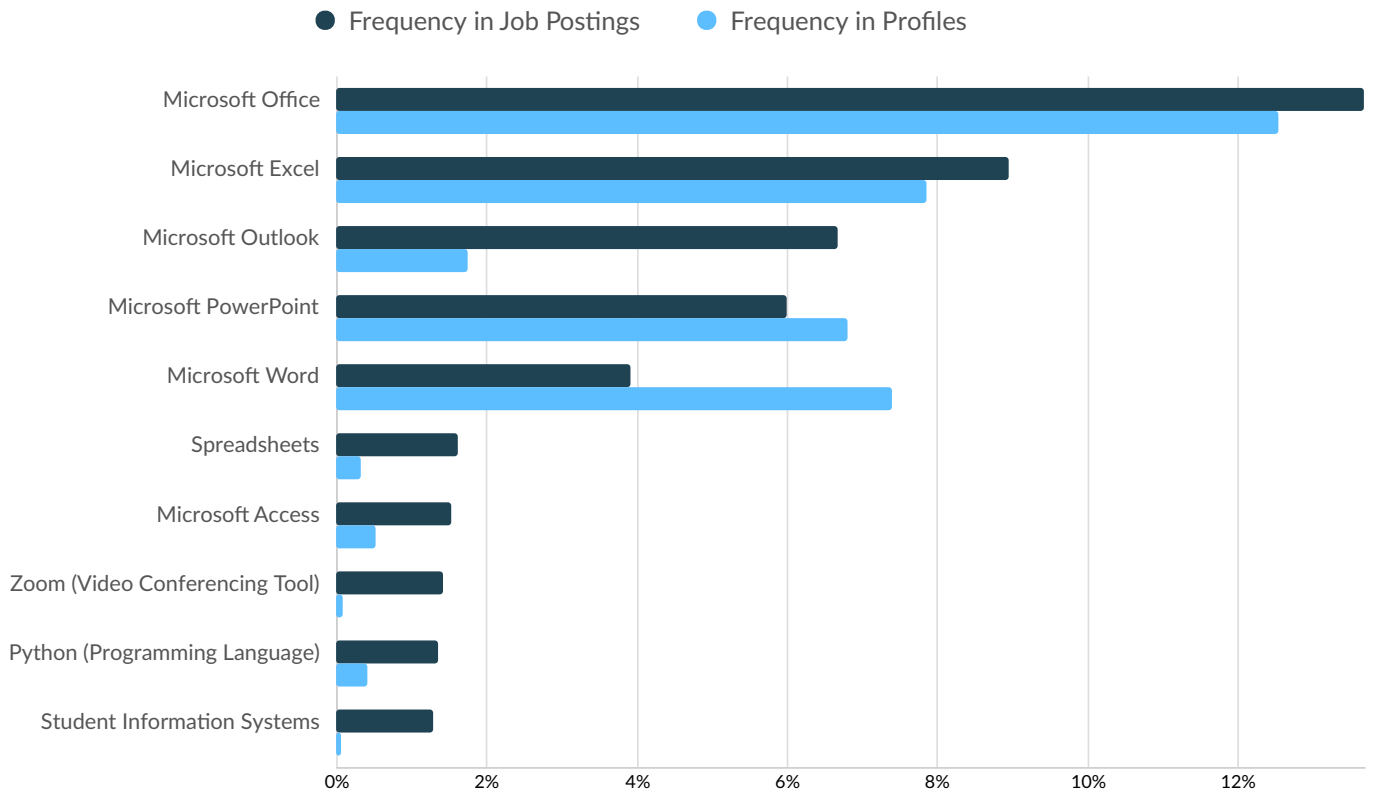
	Postings	% of Total Postings	Profiles	% of Total Profiles
Language Interpretation	3,107	35%	20,607	22%
Language Translation	1,956	22%	28,349	30%
American Sign Language (ASL)	1,685	19%	2,649	3%
Sign Language Interpretation	1,402	16%	6,068	6%
Bilingual (Spanish/English)	1,280	15%	4,928	5%
Medical Terminology	1,187	14%	1,056	1%
Linguistics	656	7%	5,116	5%
Hearing Disorders	619	7%	436	0%
Data Entry	568	6%	1,750	2%
Vocabulary	550	6%	403	0%

Top Common Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	5,246	60%	8,069	9%
English Language	4,514	51%	16,360	17%
Writing	2,015	23%	4,010	4%
Spanish Language	1,992	23%	15,651	17%
Customer Service	1,845	21%	13,567	14%
Ethical Standards And Conduct	1,510	17%	766	1%
Foreign Language	1,499	17%	5,978	6%
Multilingualism	1,455	17%	6,893	7%
Operations	1,364	16%	3,314	3%
Microsoft Office	1,200	14%	11,890	13%

Top Software Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Office	1,200	14%	11,890	13%
Microsoft Excel	786	9%	7,449	8%
Microsoft Outlook	585	7%	1,663	2%
Microsoft PowerPoint	526	6%	6,453	7%
Microsoft Word	343	4%	7,009	7%
Spreadsheets	142	2%	319	0%
Microsoft Access	135	2%	493	1%
Zoom (Video Conferencing Tool)	124	1%	90	0%
Python (Programming Language)	119	1%	386	0%
Student Information Systems	114	1%	55	0%

Top Qualifications

	Postings with Qualification
Valid Driver's License	1,301
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	1,048
Security Clearance	283
Top Secret Clearance	276
Secret Clearance	230
Registered Nurse (RN)	208
National Interpreter Certification (NIC)	198
Certified Medical Interpreter	142
Teaching Certificate	123
Certified Nursing Assistant (CNA)	117

Appendix A

Top Posting Sources

Website	Postings on Website (Jul 2022 - Jun 2023)
indeed.com	2,881
simplyhired.com	2,654
dejobs.org	853
recruitenetworks.com	679
myworkdayjobs.com	448
clearancejobs.com	289
arkansasjobboard.com	274
ultipro.com	253
schoolspring.com	216
latpro.com	208
taleo.net	196
icims.com	174
jobsinrockville.com	168
jobsinalexandria.com	163
ziprecruiter.com	146
mass.gov	144
careerjet.com	136
topschooljobs.org	135
higherjobs.com	127
governmentjobs.com	108
applitrack.com	96
gettinghired.com	92
thelegaljob.com	90
mitalent.org	89
monster.com	86

Appendix B

Sample Postings

French Translators – Uline in Lake Forest, IL (Jun 2023 - Active)

French Translation Specialist	
Link to Live Job Posting: www.careerjet.com	
Location: Lake Forest, IL	O*NET: 27-3091.00
Company: Uline	Job Title: French Translators
<p>French Translation Specialist Uline Lake Forest, IL Permanent Full-time 14 hours ago French Translation Specialist Corporate Headquarters 12575 Uline Drive, Pleasant Prairie, WI 53158 Are you bilingual in both French and English? Are you skilled in translating a message that maintains its meaning in both languages? Then you belong at Uline! Join us as a French Translation Specialist to help us provide the best experience for our French-speaking customers! Better together than apart. This position is on-site, and we are looking for good people who share our passion. Position Responsibilities Translate online and printed materials like product descriptions, brochures and pamphlets. Proofread translated copy to ensure it accurately relays style and tone, as well as maintains the same meaning as the original language. Refer to reference sources as needed to ensure translation accuracy. Coordinate with translation vendors to ensure quality translations and resolve any issues. Minimum Requirements Bachelor's degree. 2+ years of experience with French Canadian translation - with experience working with French translations for Quebec Province, Canada preferred. Excellent communication, organizational and multi-tasking skills. Benefits Complete medical, dental, vision and life insurance coverage, Flexible Spending Accounts and wellness programs. 401(k) with 5% employer match. Paid holidays and generous paid time off. Tuition Assistance Program that covers professional continuing education. Bonus programs that include annual performance, sales goals and profit sharing. Employee Perks On-site cafe with executive chefs and seasonal dinner-to-go options. First-class fitness center with complimentary personal trainers. Over four miles of beautifully maintained walking trails. About Uline Uline is North America's leading distributor of shipping, industrial and packaging materials. We're a family-owned company known for incredible service, quality products and same-day shipping of our huge in-stock inventory. With over 9,000 employees across 13 locations, it's time you joined Uline. Uline is proud to operate as a drug-free workplace. All new hires must complete a pre-employment hair follicle drug screening. EEO/AA Employer/Vet/Disabled #LI-MW3 #CORP (#IN-PPINT) Our employees make the difference and we are committed to offering exceptional benefits and perks! Explore to learn more! Forward this job to your email to apply later Share</p>	

Interpreters – Masterword Services in San Antonio, TX (Jun 2023 - Active)

Chin (Haka) Interpreters

Link to Live Job Posting: www.indeed.com

Location: San Antonio, TX

O*NET: 27-3091.00

Company: Masterword Services

Job Title: Interpreters

Chin (Haka) Interpreters MasterWord Services San Antonio, TX 78201 MasterWord Services 53 reviews Read what people are saying about working here. We are currently seeking individuals who speak both Chin (Haka) and English fluently. The opportunity we currently have available allows the successful candidate to make a difference in their community by helping those with limited English proficiency. If you meet the requirements below and are looking for flexibility in your work hours and the ability to make a positive impact to the community in which you live and serve, please follow the instructions to apply. •

IN PERSON ASSIGNMENTS

-

Requirements:

Have informal or professional interpretation experience Are fluent in both Chin (Haka) and English It is preferred to have at least a two-year degree (or equivalent from two-year college or technical school; or six months to one year of related experience and/or training; or equivalent combination of education and experience). Experience in the healthcare industry experience is preferred, although not required (for example, pharmacy tech/pharmacist, nursing home, hospital, hospice, patient tech, practicum hours as part of a nursing program, pharmaceutical rep, CNA, LVN, RN, volunteering at a hospital, etc.). It is preferred to have at least a two-year degree (or equivalent from two-year college or technical school; or six months to one year of related experience and/or training; or equivalent combination of education and experience). Experience in the healthcare industry experience is preferred, although not required (for example, pharmacy tech/pharmacist, nursing home, hospital, hospice, patient tech, practicum hours as part of a nursing program, pharmaceutical rep, CNA, LVN, RN, volunteering at a hospital, etc.). If you require alternative methods of application or screening, you must approach the employer directly to request this as Indeed is not responsible for the employer's application process.

<h2>Spanish Medical Interpreter</h2>	
<p>Link to Live Job Posting: jobquest.dcs.eol.mass.gov</p>	
<p>Location: Lowell, MA</p>	<p>O*NET: 27-3091.00</p>
<p>Company: Lowell Community Health Center</p>	<p>Job Title: Spanish Medical Interpreters</p>
<p>Spanish Medical Interpreter</p> <p>LOWELL COMMUNITY HEALTH CENTER</p> <p>Lowell, MA 01852 Full-time</p> <p>LOWELL COMMUNITY HEALTH CENTER 71</p> <p>reviews Read what people are saying about working here. Job details No matching</p> <p>Job Type Full-time SUMMARY:</p> <p>Lowell CHC seeks a fast thinking and empathetic Spanish Medical Interpreter (MI) to ensure a mutual understanding between healthcare providers and patients who do not speak a shared language. The MI is responsible for conveying medical, behavioral, and dental information to patients in an understood language, as well as informing the health care provider of any information provided by the patient. Under the direction of the Director of Patient Experience and supervision by the Interpreter Services Supervisor, the MI serves as an interpreter for patients and staff and supports the operations of the department. Relays medical information between speakers of two different languages in compliance with all Health Center policies and procedures, respecting patient's confidentiality and informed consent, passing performance of competencies listed in the International Medical Interpreter Association (IMIA) Standards of Practice, and the Code of Ethics. This position is a Hybrid Position .</p> <p>ESSENTIAL DUTIES AND RESPONSIBILITIES</p> <p>Provides accurate interpretation of medical information to patients and staff via telephone, video and in person and ensure understanding of information between doctors, nurses, medical staff, and patients. Helps facilitate successful delivery of services to linguistically diverse patients. Explains Health Center resources, office protocols, and limitations to providers, clinicians, and patients; makes appropriate referrals; serves as a cultural and linguistic resource to both patients and providers to contribute to successful outcomes. Performs duties in a spirit of teamwork and cooperation. Adheres to Health Center policies on customer service. Understands the Health Centers approach to service delivery. Completes written translations as required in patient encounters such as filling out forms and medical instructions, and medication schedules; administrative translations such as letters to patients, documents, and patient materials. Supports the office operations by answering the phone, taking requests, calling patients to confirm appointments, documenting encounters in the interpreter tracking system, entering data, verifying and scheduling appointments when necessary, general troubleshooting, filing, and photocopying. Utilizes various online systems such as the EHR, Microsoft, Kronos, Interpreter tracking system, and text and video platforms. Participates in staff meetings and completes necessary departmental reports. Works on special projects and other duties as assigned.</p> <p>QUALIFICATIONS</p> <p>English and Spanish fluency both oral and written, and a minimum of Advanced Mid proficiency level as evidenced through language assessment test results from a recognized body such as: https://www.actfl.org/resources/actfl-proficiency-guidelines-2012 Ability to work accurately in consecutive mode and sight translate into and from working/target language(s). Ability to use both languages fluently and accurately on all levels pertinent to professional needs. A minimum of 2-5 years of experience in a healthcare setting as a medical interpreter.</p>	

accurately on all levels pertinent to professional needs. A minimum of 3-5 years of experience in a healthcare setting as a medical interpreter with strong medical vocabulary (including vocabulary of medical specialties) Bachelors degree in any area related to science or human services preferred Proof of satisfactory completion of medical interpreter training, minimum of 40 hours High level of customer service and a positive approach Familiarity and ability to work with diversity of cultural/socio-economic backgrounds General knowledge of cultural backgrounds of patients to be served Good interpersonal, organizational, and time-management skills Knowledge of computer systems

SKILLS/ ABILITIES/ COMPETENCIES REQUIRED

Strong linguistic skills: understands a variety of regional accents and linguistic styles and registers selects appropriate mode of interpretation for each situation interprets with highest degree of accuracy and completeness in consecutive, simultaneous, and sight translation modes self-corrects, understands own linguistic limitations, seeks clarification, and accepts correction notices cues from encounter participants regarding level of understanding and/or need for clarification possesses strong writing skills and understanding of translation process **Strong cultural awareness competencies:** understands language as an expression of culture, recognizes the underlying assumptions of each party about medicine, the encounter, the illness etc.; uses this understanding to empower patient and provider to better understand each other intervenes as intercultural mediator when culture-bound messages compromise communication uses culturally appropriate behavior and may need to clarify or interject appropriately by respecting the goals of the encounter possesses awareness of personal values, beliefs, and cultural characteristics, which may be a source of conflict or discomfort in certain situations, with the ability to acknowledge these and/or to withdraw from encounters when these may interfere with successful interpretation. avoids generalizations and stereotyping **Strong interpreting skills:** explains role of the interpreter to patient and provider (pre-session) recognizes the complexity of the clinical encounter and added factor of linguistic barrier encourages and fosters direct communication between provider and patient sets tone of the patient/provider encounter to manage spatial configuration and flow of communication to preserve accuracy and completeness, and to assess and address potential areas of discomfort for patient (age, gender of interpreter, no previous experience with interpreters) maintains professional distance and integrity diffuses conflict between parties by remaining calm and impartial clarifies instructions, follow up steps in a diplomatic, effective manner **Ethical competency:** understands and abides by Health Center policies on patient confidentiality, informed consent, non-discrimination; abides by interpreters code of ethics and standards of practice **Interpersonal and customer service skills:** projects positive attitude about the department and the Health Center, and offers services to ensure positive experience works as a team with colleagues and providers addresses concerns raised during or after an encounter by encouraging provider to make appropriate referral and/or assisting with making of appointment with right resource and booking interpreter as needed **Organizational skills:** works well under pressure to manage stressful situations demonstrates flexibility to meet scheduling needs and can handle changes exhibits sound judgment and confidence handles multiple tasks demonstrates attention to detail and accuracy Keeps time to all scheduled appointments

WORKING CONDITIONS

Fast-paced clinical and office environment, with frequently changing priorities. Physically demanding with a lot of walking and standing time. Can be emotionally challenging at times due to some interactions may be highly stressful requiring maturity, composure & sound judgment.

WORKING REMOTELY

Mostly working remotely , although there will be times the interpreter may be required to work onsite , depending on patient, meetings, and department needs. Daily/Weekly interaction with the other members of the team and immediate supervisor is required. The following is required while working from home: Desktop Computer or Laptop (laptops & other hardware needs may be provided) High Speed Internet HIPAA Compliant space in your home that can be closed off If you require alternative methods of application or screening, you must approach the employer directly to request this as Indeed is not responsible for the employer's application process.

French Translators – Uline in Libertyville, IL (Jun 2023 - Active)

French Translation Specialist

Link to Live Job Posting: www.recruitenetworks.com

Location: Libertyville, IL

O*NET: 27-3091.00

Company: Uline

Job Title: French Translators

French Translation Specialist Uline Libertyville, IL Permanent Full-time 14 hours ago French Translation Specialist Corporate Headquarters 12575 Uline Drive, Pleasant Prairie, WI 53158 Are you bilingual in both French and English? Are you skilled in translating a message that maintains its meaning in both languages? Then you belong at Uline! Join us as a French Translation Specialist to help us provide the best experience for our French-speaking customers! Better together than apart. This position is on-site, and we are looking for good people who share our passion. Position Responsibilities Translate online and printed materials like product descriptions, brochures and pamphlets. Proofread translated copy to ensure it accurately relays style and tone, as well as maintains the same meaning as the original language. Refer to reference sources as needed to ensure translation accuracy. Coordinate with translation vendors to ensure quality translations and resolve any issues. Minimum Requirements Bachelor's degree. 2+ years of experience with French Canadian translation - with experience working with French translations for Quebec Province, Canada preferred. Excellent communication, organizational and multi-tasking skills. Benefits Complete medical, dental, vision and life insurance coverage, Flexible Spending Accounts and wellness programs. 401(k) with 5% employer match. Paid holidays and generous paid time off. Tuition Assistance Program that covers professional continuing education. Bonus programs that include annual performance, sales goals and profit sharing. Employee Perks On-site cafe with executive chefs and seasonal dinner-to-go options. First-class fitness center with complimentary personal trainers. Over four miles of beautifully maintained walking trails. About Uline Uline is North America's leading distributor of shipping, industrial and packaging materials. We're a family-owned company known for incredible service, quality products and same-day shipping of our huge in-stock inventory. With over 9,000 employees across 13 locations, it's time you joined Uline. Uline is proud to operate as a drug-free workplace. All new hires must complete a pre-employment hair follicle drug screening. EEO/AA Employer/Vet/Disabled #LI-MW3 #CORP (#IN-PPINT) Our employees make the difference and we are committed to offering exceptional benefits and perks! Explore to learn more! Forward this job to your email to apply later Share Similar Jobs Save Uline Mundelein, IL French Translation Specialist Corporate Headquarters 12575 Uline Drive, Pleasant Prairie, WI 53158 Are you bilingual in both French and English? Are you skilled in translating 14 hours ago more...

View similar jobs:

Save Uline Great Lakes, IL French Translation Specialist Corporate Headquarters 12575 Uline Drive, Pleasant Prairie, WI 53158 Are you bilingual in both French and English? Are you skilled in translating 15 hours ago more...

View similar jobs:

Save Uline Lake Forest, IL French Translation Specialist Corporate Headquarters 12575 Uline Drive, Pleasant Prairie, WI 53158 Are you bilingual in both French and English? Are you skilled in translating 14 hours ago more...

View similar jobs:

Clinical Receptionists – Chicago Market in Westwego, LA (Jun 2023 - Jul 2023)

HIRING* Spanish-Speaking Medical Receptionist / Westwego Clinic

Link to Live Job Posting: Posting is no longer active

Location: Westwego, LA

O*NET: 27-3091.00

Company: Chicago Market

Job Title: Clinical Receptionists

HIRING• Spanish-Speaking Medical Receptionist / Westwego Clinic JenCare Senior Medical Center Westwego, LA 70094 Full-time JenCare Senior Medical Center 706 reviews Read what people are saying about working here. Job Company Job details No matching Job Type Full-time Shift and Schedule 8 hour shift Day shift Monday to Friday Job Description The Care Facilitator is one of a patients first contact with our ChenMed family and, as such, serves as a patient advocate delivering and providing exceptional customer service. The incumbent in this role checks patients in to and out of the medical clinic and provides basic secretarial and administrative support. A successful Care Facilitator possesses a strong commitment to providing superior service and views every interaction as an opportunity to build a trusting relationship with the patient.

ESSENTIAL JOB DUTIES/RESPONSIBILITIES

Interacts appropriately with patients and records information while greeting, checking-in, checking-out or scheduling appointments for patients. Utilizes computer equipment and programs to add new patient information, prints out relevant forms for processing and schedule appointments. Ensures patient contact and emergency contact information is accurately documented in the system. Answers telephones, takes detailed and accurate messages, and ensures messages are directed to the appropriate individual. Clearly communicates information about ChenMed clinical personnel to patients and other individuals. Verifies patient insurance via phone or website and collects any necessary copays for services. Assists with scheduling follow-up and in-house Specialist referral appointments, when necessary. Escorts patients to exam rooms and ensures their comfort and well-being prior to leaving. Acts as HEDIS champion for the PCP by providing visibility of HEDIS needs for scheduled patients. Presents patients with customer service survey during check out and escalates if needed for immediate service recovery. Participates in daily and weekly huddles to provide details on patients.

Other responsibilities may include:

Maintains the confidentiality of patients personal information and medical records. Reviews patients personal and appointment information for completeness and accuracy. Transmits correspondence by mail, email or fax. Performs other duties as assigned and modified at managers discretion

KNOWLEDGE, SKILLS AND ABILITIES

Exceptional customer service skills and passion for serving others Working knowledge of medical insurance and/or knowledge of electronic medical record EMR systems Knowledge of ChenMed Medical products, services, standards, policies and procedures Skilled in operating phones, personal computers, software and other basic IT systems Ability to communicate with employees, patients and other individuals in a professional and courteous manner Detail-oriented to ensure accuracy of reports and data Outstanding verbal and written communication skills Demonstrated strong listening skills Positive and professional attitude Knowledge of ChenMed Medical products, services, standards, policies and procedures Proficient in Microsoft Office Suite products including Excel, Word and Outlook Ability and willingness to travel locally and regionally up to 10% of the time Spoken and written fluency in English\ EDUCATION

AND EXPERIENCE CRITERIA

High school diploma or equivalent education required Graduation from a nationally accredited Medical Assistant program preferred A minimum of 1 year of work experience in a medical clinic or similar environment required BLS for Healthcare Providers preferred

Job Type:

Full-time Benefits:

401(k) Dental insurance Health insurance Paid time off Vision insurance Healthcare setting: Clinic Medical specialties:

Geriatrics Primary Care Schedule:

8 hour shift Day shift Monday to

Friday Experience:

Customer service: 1 year (Preferred)

Language:

Spanish (Required)

Work Location:

In person If you require alternative methods of application or screening, you must approach the employer directly to request this as Indeed is not responsible for the employer's application process.

Appendix C - Data Sources and Calculations

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.



Interpreters and Translators in 3 States

Contents

What is Lightcast Data?	1
Report Parameters	2
Executive Summary	3
Jobs	4
Compensation	7
Job Posting Activity	8
Demographics	11
Occupational Programs	14
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What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumé, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



Report Parameters

1 Occupation

27-3091 Interpreters and Translators

3 States

11 District of Columbia

24 Maryland

51 Virginia

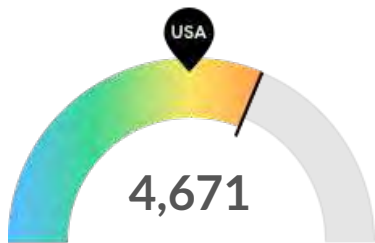
Class of Worker

QCEW Employees and Non-QCEW Employees

The information in this report pertains to the chosen occupation and geographical areas.

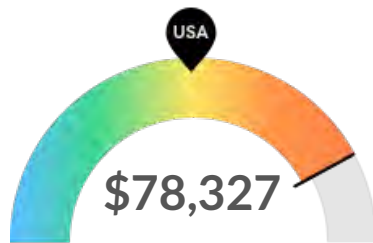
Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



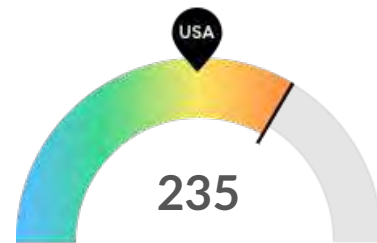
Jobs (2020)

Your area is a hotspot for this kind of job. The national average for an area this size is 3,285* employees, while there are 4,671 here.



Compensation

Earnings are high in your area. The national median salary for Interpreters and Translators is \$49,109, compared to \$78,327 here.



Job Posting Demand

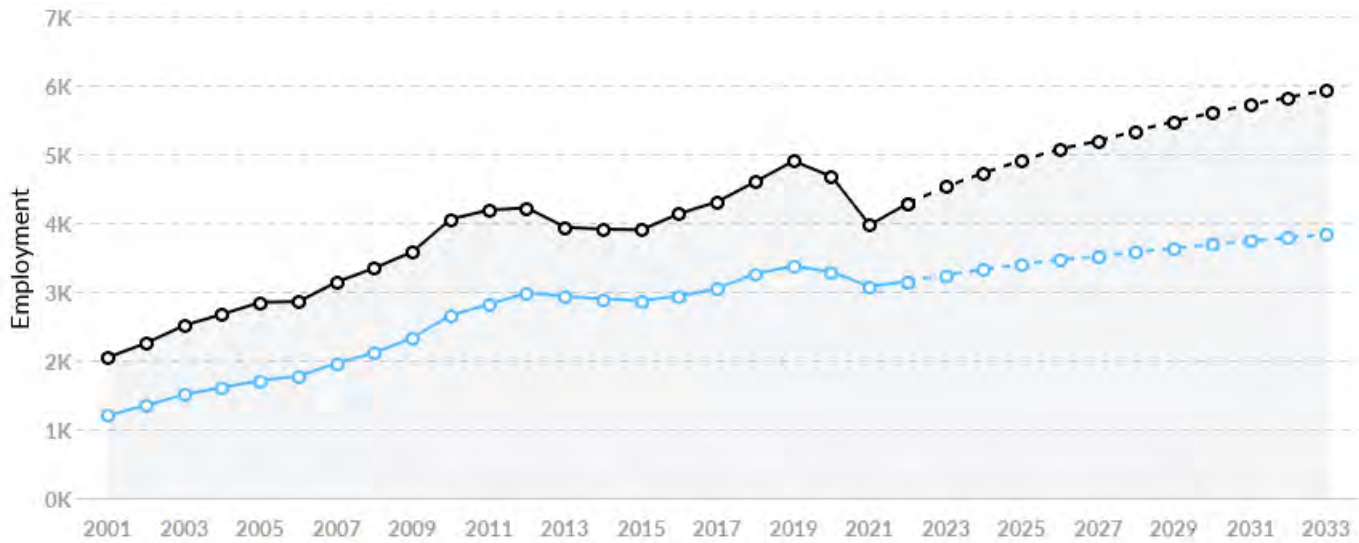
Job posting activity is high in your area. The national average for an area this size is 147* job postings/mo, while there are 235 here.

*National average values are derived by taking the national value for Interpreters and Translators and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

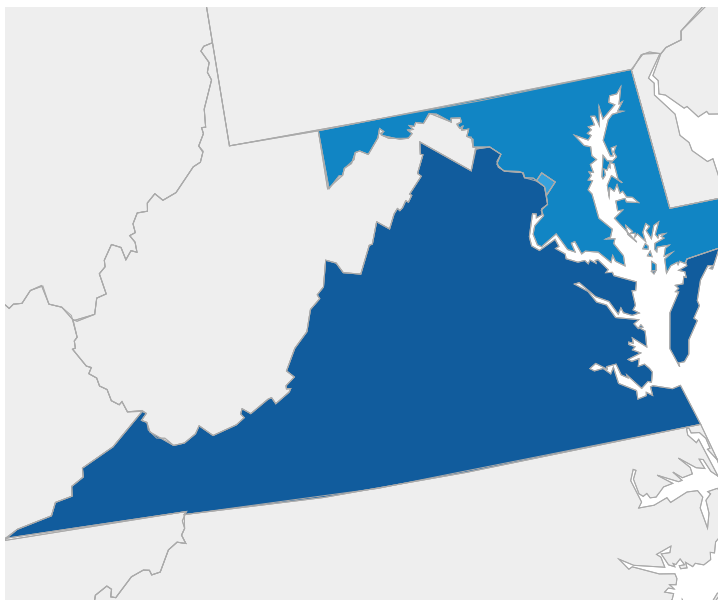
An average area of this size typically has 3,285* jobs, while there are 4,671 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2020 Jobs	2033 Jobs	Change	% Change
● 3 States	4,671	5,926	1,255	26.9%
● National Average	3,285	3,829	543	16.5%

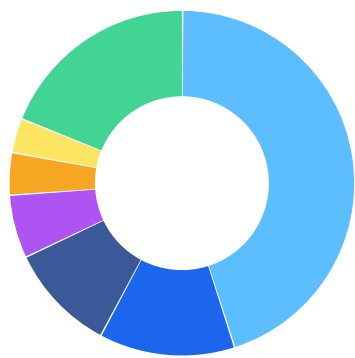
*National average values are derived by taking the national value for Interpreters and Translators and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



State	2020 Jobs
Virginia	2,465
Maryland	1,424
District of Columbia	781

Most Jobs are Found in the Other Professional, Scientific, and Technical Services Industry Sector

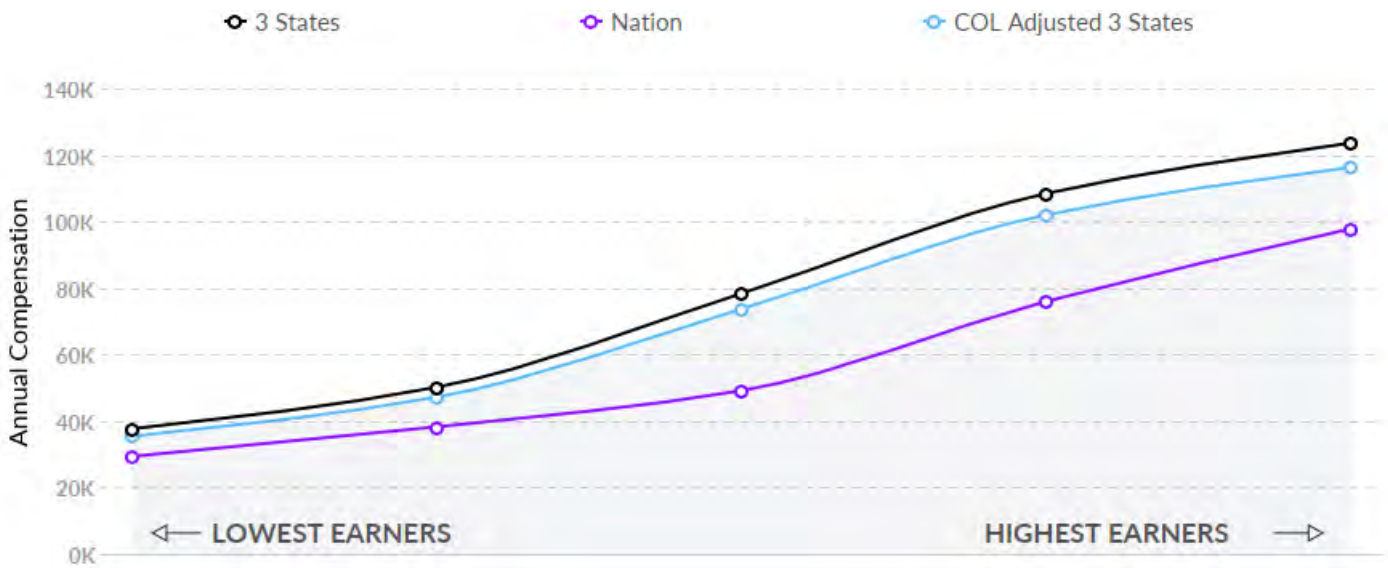


Industry	% of Occupation in Industry (2020)
Other Professional, Scientific, and Technical Services	45.0%
Education and Hospitals (Local Government)	12.7%
Federal Government, Military	10.2%
General Medical and Surgical Hospitals	5.9%
Education and Hospitals (State Government)	4.0%
Federal Government, Civilian	3.2%
Other	19.0%

Compensation

Regional Compensation Is 59% Higher Than National Compensation

For Interpreters and Translators, the 2021 median wage in your area is \$78,327, while the national median wage is \$49,109.



Job Posting Activity



9,886 Unique Job Postings

The number of unique postings for this job from Jan 2020 to Jun 2023.



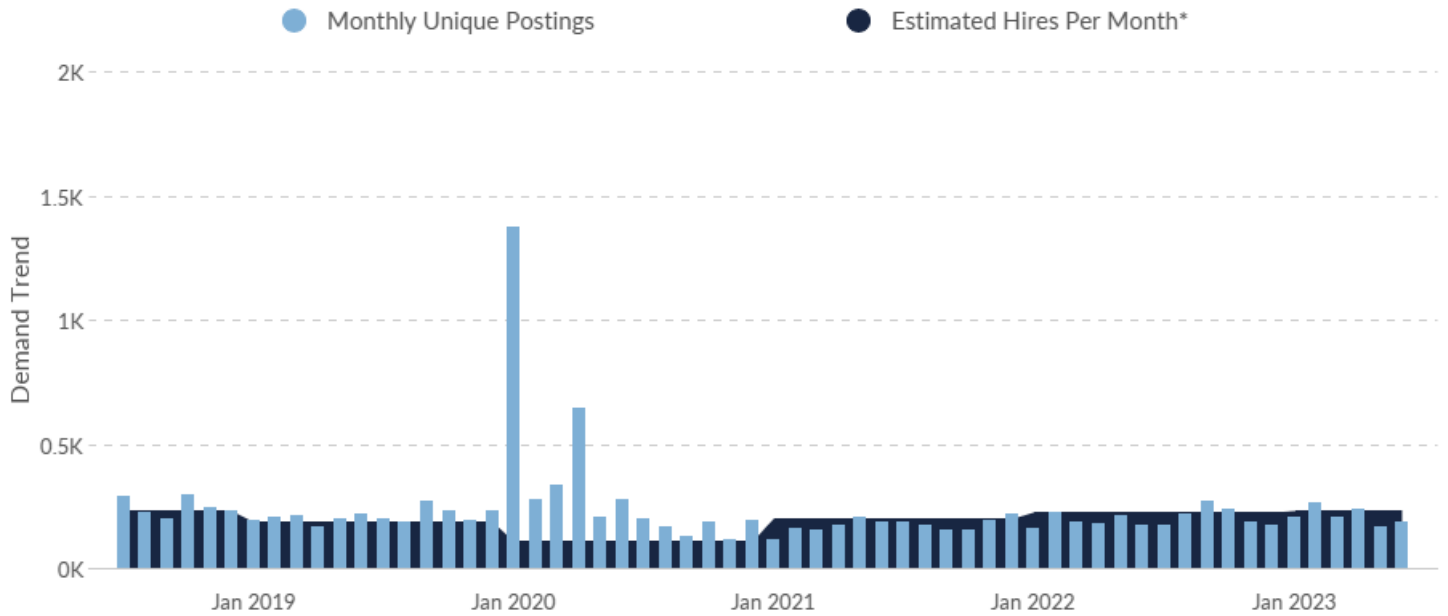
861 Employers Competing

All employers in the region who posted for this job from Jan 2020 to Jun 2023.



29 Day Median Duration

Posting duration is 1 day longer than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2020 - Jun 2023)	Avg Monthly Hires (Jan 2020 - Jun 2023)
Interpreters and Translators	235	186

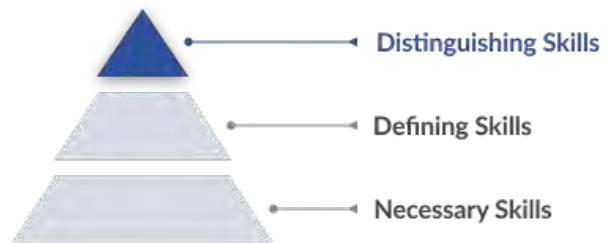
*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
LanguageLine Solutions	1,512
Leidos	701
Acclaim Technical Services	376
Ad Astra	263
Liberty Language Services	237
Sunbelt Staffing	237
Valiant Integrated Services	181
CACI International	129
A.G International Group	127
Sosi International	123

Top Job Titles	Unique Postings
Linguists	725
Sign Language Interpreters	720
Interpreters	484
American Sign Language Interpr...	435
Russian Linguists	313
Chinese Linguists	299
Spanish Interpreters	250
Arabic Linguists	247
Spanish Linguists	214
Medical Interpreters	194

Top Distinguishing Skills by Demand

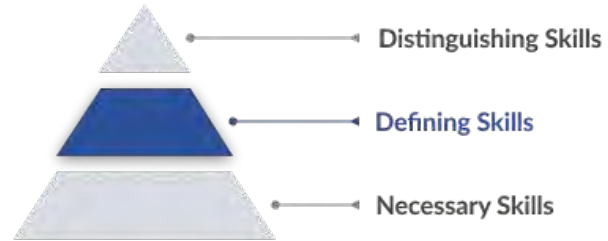
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting
Pronunciation		1,811
Source Language		345

Top Defining Skills by Demand

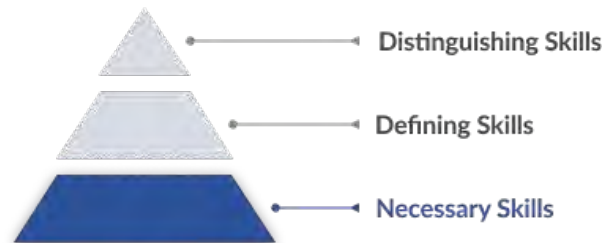
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting
Language Translation	✘	3,672
Language Interpretation	✘	1,905
Sign Language Interpretation	✔	1,027
American Sign Language (ASL)	✘	913

Top Necessary Skills by Demand

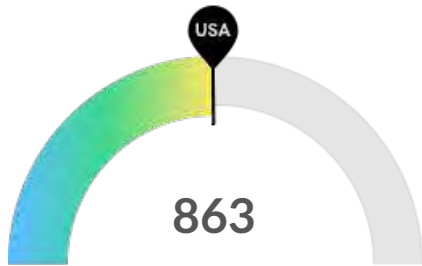
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting
Bilingual (Spanish/English)	✘	623
Valid Driver's License	✘	440
Medical Terminology	✘	339

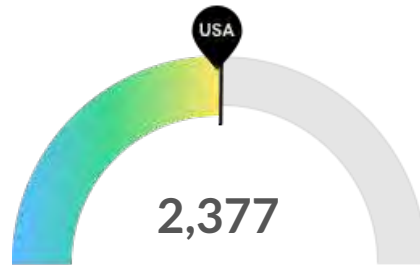
Demographics

Retirement Risk Is About Average, While Overall Diversity Is About Average



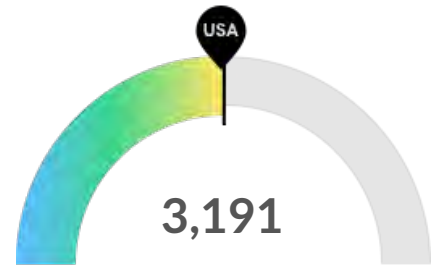
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 872* employees 55 or older, while there are 863 here.



Racial Diversity

Racial diversity is about average in your area. The national average for an area this size is 2,353* racially diverse employees, while there are 2,377 here.

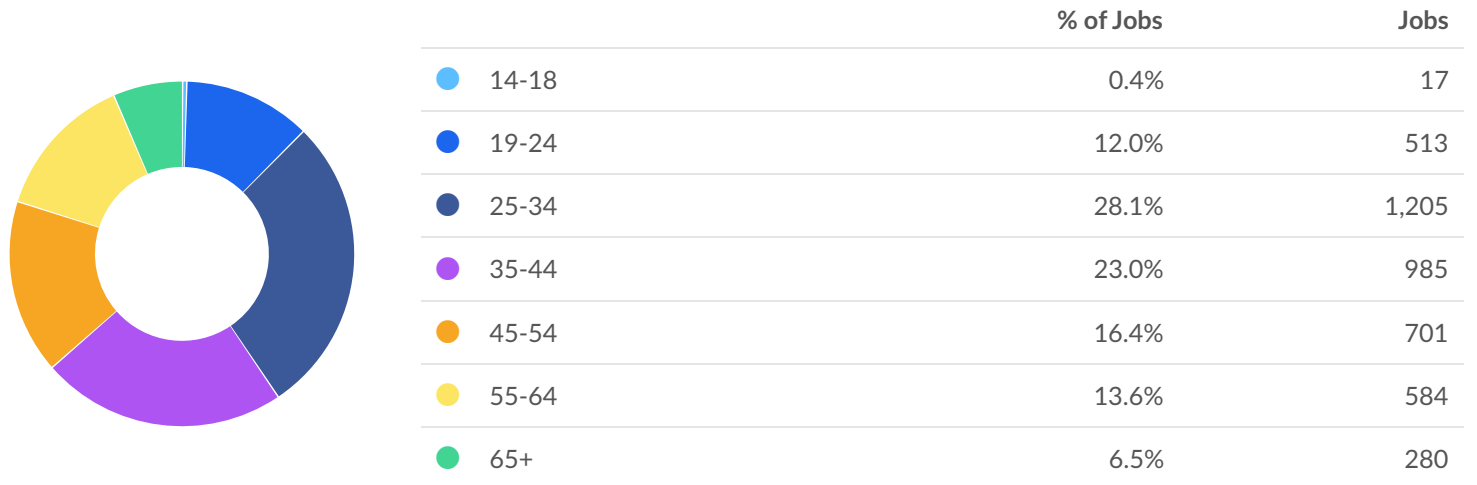


Gender Diversity

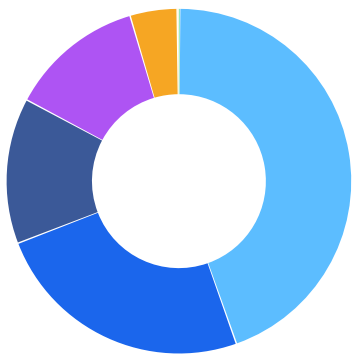
Gender diversity is about average in your area. The national average for an area this size is 3,177* female employees, while there are 3,191 here.

*National average values are derived by taking the national value for Interpreters and Translators and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

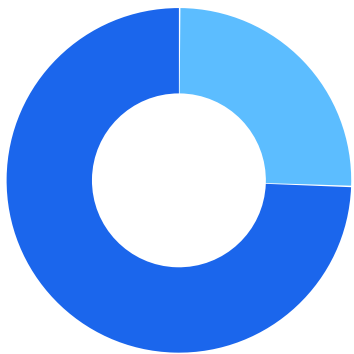


Occupation Race/Ethnicity Breakdown



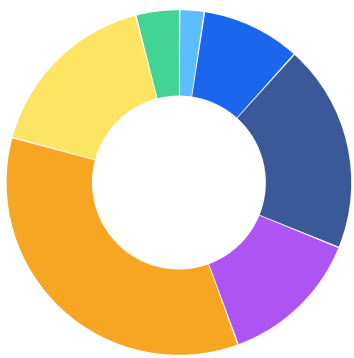
	% of Jobs	Jobs
● White	44.5%	1,907
● Hispanic or Latino	24.6%	1,052
● Asian	13.7%	585
● Black or African American	12.6%	541
● Two or More Races	4.4%	189
● American Indian or Alaska Native	0.2%	7
● Native Hawaiian or Other Pacific Islander	0.1%	3

Occupation Gender Breakdown



	% of Jobs	Jobs
● Males	25.5%	1,092
● Females	74.5%	3,191

National Educational Attainment



	% of Jobs
● Less than high school diploma	2.3%
● High school diploma or equivalent	9.3%
● Some college, no degree	19.5%
● Associate's degree	13.3%
● Bachelor's degree	34.8%
● Master's degree	16.8%
● Doctoral or professional degree	4.1%

Occupational Programs



58 Programs

Of the programs that can train for this job, 58 have produced completions in the last 5 years.



5,201 Completions (2021)











The completions from all regional institutions for all degree types.



767 Openings (2021)

The average number of openings for an occupation in the region is 1,460.

CIP Code	Top Programs	Completions (2021)
13.1001	Special Education and Teaching, General	1,184
38.0201	Religion/Religious Studies	972
24.0103	Humanities/Humanistic Studies	431
16.0905	Spanish Language and Literature	390
16.0101	Foreign Languages and Literatures, General	368
16.0901	French Language and Literature	163
05.0102	American/United States Studies/Civilization	146
16.1603	Sign Language Interpretation and Translation	141
16.0102	Linguistics	123
05.0201	African-American/Black Studies	119

Top Schools	Completions (2021)	
Liberty University	1,226	
George Mason University	420	
University of Virginia-Main Campus	310	
Northern Virginia Community College	278	
Georgetown University	277	
University of Maryland-College Park	273	
William & Mary	169	
Virginia Commonwealth University	161	
George Washington University	151	
University of Maryland Global Campus	138	

Appendix A

Interpreters and Translators (SOC 27-3091):

Interpret oral or sign language, or translate written text from one language into another.

Sample of Reported Job Titles:

Deaf Interpreter
Court Interpreter
Translator
Spanish Interpreter
Medical Interpreter
American Sign Language Interpreter (ASL Interpreter)
Technical Translator
Spanish Translator
Sign Language Interpreter
Linguist

Related O*NET Occupation:

Interpreters and Translators (27-3091.00)

A photograph of three business professionals in dark suits standing outdoors. An older man with glasses is in the center, gesturing with his hands as he speaks to a younger man on the left and a woman on the right. The woman has her hair in a ponytail. The background is a blurred outdoor setting with steps.

Interpreters and Translators in the United States

Contents

What is Lightcast Data?	1
Report Parameters	2
Executive Summary	3
Jobs	4
Compensation	7
Job Posting Activity	8
Demographics	11
Occupational Programs	14
Appendix A	16

What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumé, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



Report Parameters

1 Occupation

27-3091 Interpreters and Translators

1 Nation

0 United States

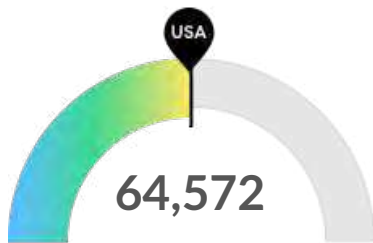
Class of Worker

QCEW Employees and Non-QCEW Employees

The information in this report pertains to the chosen occupation and geographical area.

Executive Summary

Average Job Posting Demand Over an Average Supply of Regional Jobs



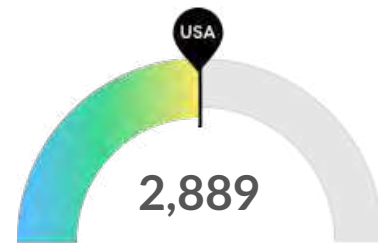
Jobs (2020)

United States is about average for this kind of job. The national average for an area this size is 64,572* employees, while there are 64,572 here.



Compensation

Earnings are about average in United States. The national median salary for Interpreters and Translators is \$49,109, compared to \$49,109 here.



Job Posting Demand

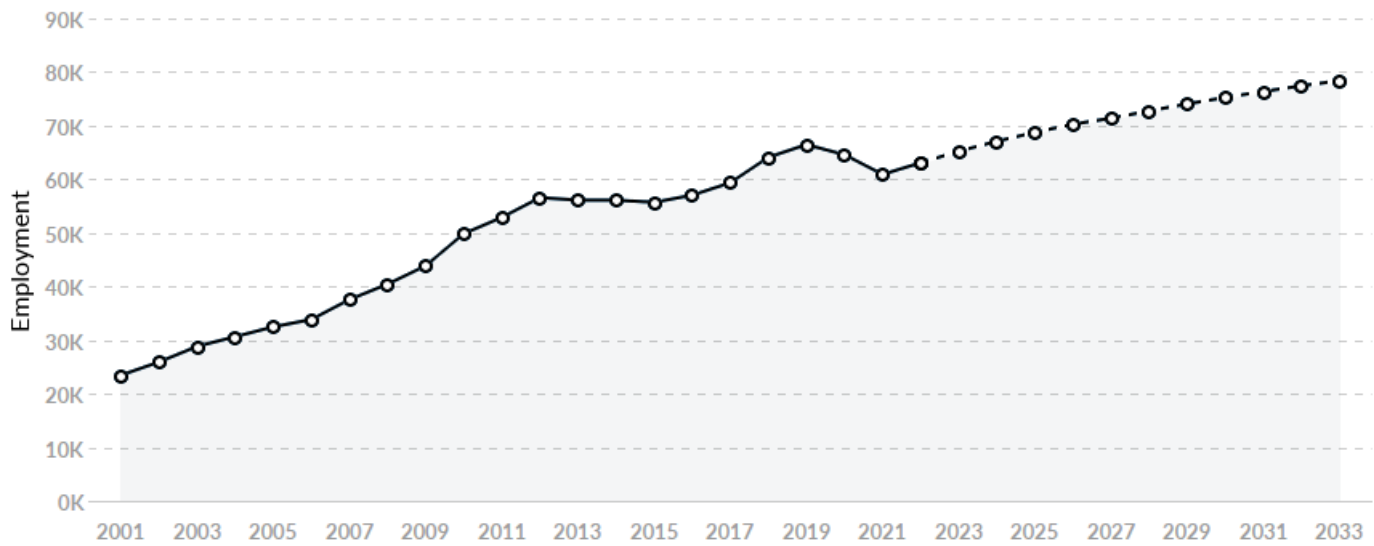
Job posting activity is about average in United States. The national average for an area this size is 2,889* job postings/mo, while there are 2,889 here.

*National average values are derived by taking the national value for Interpreters and Translators and scaling it down to account for the difference in overall workforce size between the nation and United States. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is About Equal to the National Average

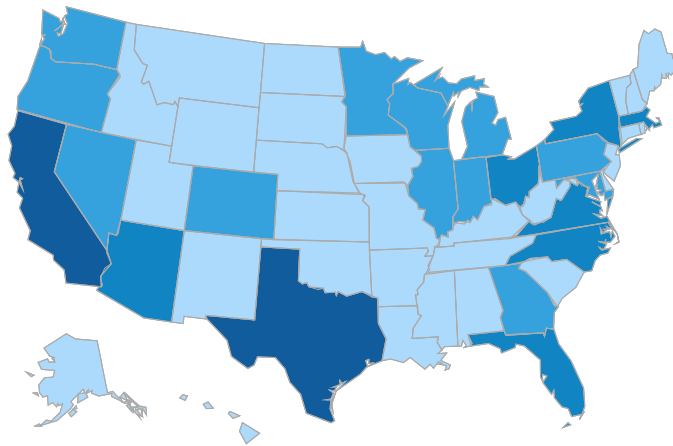
An average area of this size typically has 64,572* jobs, while there are 64,572 here.



Region	2020 Jobs	2033 Jobs	Change	% Change
● United States	64,572	78,400	13,828	21.4%
● National Average	64,572	78,400	13,828	21.4%

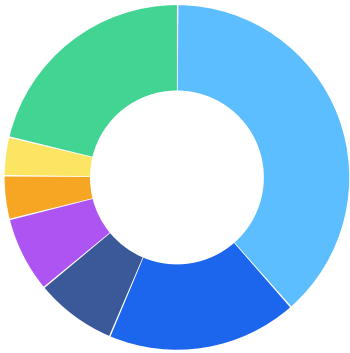
*National average values are derived by taking the national value for Interpreters and Translators and scaling it down to account for the difference in overall workforce size between the nation and United States. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



State	2020 Jobs
California	8,001
Texas	6,432
New York	3,504
Florida	3,286
North Carolina	2,810

Most Jobs are Found in the Other Professional, Scientific, and Technical Services Industry Sector

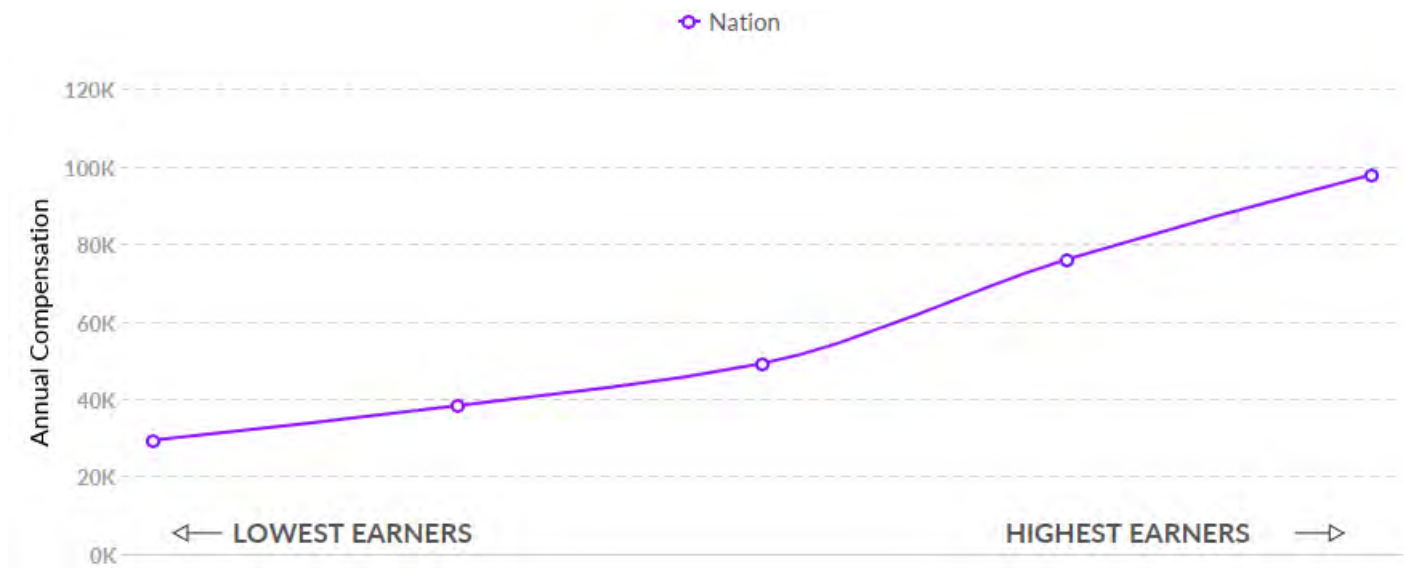


Industry	% of Occupation in Industry (2020)
Other Professional, Scientific, and Technical Services	38.5%
Education and Hospitals (Local Government)	17.8%
Federal Government, Military	7.6%
General Medical and Surgical Hospitals	7.1%
Education and Hospitals (State Government)	4.1%
Local Government, Excluding Education and Hospitals	3.6%
Other	21.3%

Compensation

Regional Compensation Is the Same Cost as the Nation

In 2021, the median compensation for Interpreters and Translators in the United States is \$49,109.



Job Posting Activity



121,341 Unique Job Postings

The number of unique postings for this job from Jan 2020 to Jun 2023.



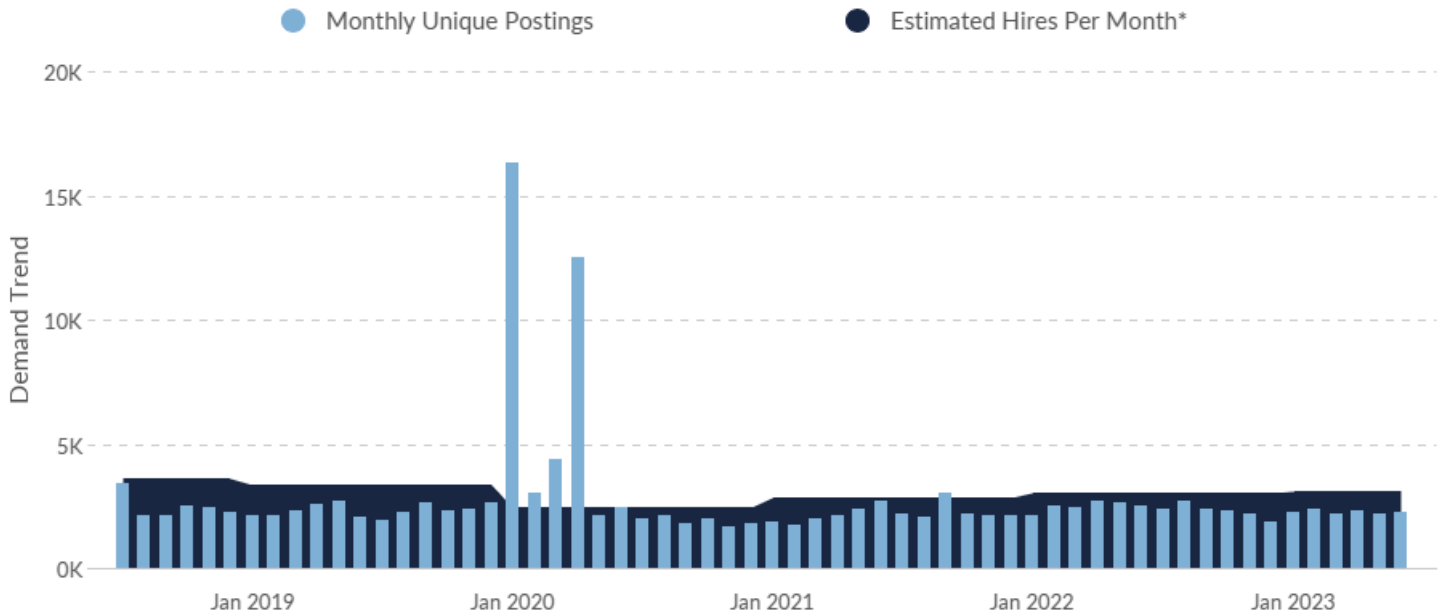
9,686 Employers Competing

All employers in the region who posted for this job from Jan 2020 to Jun 2023.



31 Day Median Duration

Posting duration is 1 day longer than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2020 - Jun 2023)	Avg Monthly Hires (Jan 2020 - Jun 2023)
Interpreters and Translators	2,889	2,824

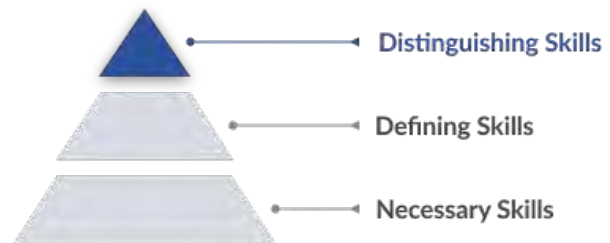
*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
LanguageLine Solutions	26,596
Kelly Services	1,889
Sorenson Communications	1,709
Soliant Health	1,645
Amazon	1,614
Soar Transportation Group	1,489
ProCare Therapy	1,137
Leidos	1,045
Sunbelt Staffing	874
Federal Bureau of Investigation	850

Top Job Titles	Unique Postings
Sign Language Interpreters	8,405
Interpreters	7,613
American Sign Language Interpr...	5,040
Spanish Interpreters	4,601
Linguists	2,463
Medical Interpreters	2,252
Translators	1,845
Spanish-English Interpreters	1,776
Community Interpreters	1,770
Interpreters/Translators	1,764

Top Distinguishing Skills by Demand

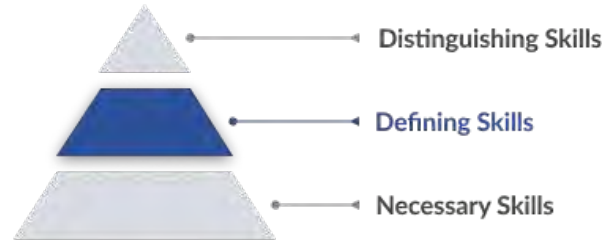
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting
Pronunciation		29,359
Source Language		2,920

Top Defining Skills by Demand

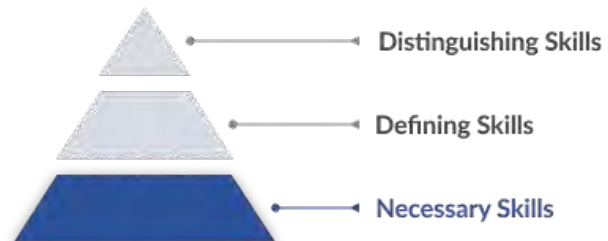
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting
Language Translation	✗	44,047
Language Interpretation	✗	29,875
American Sign Language (ASL)	✗	13,237
Sign Language Interpretation	✓	11,550

Top Necessary Skills by Demand

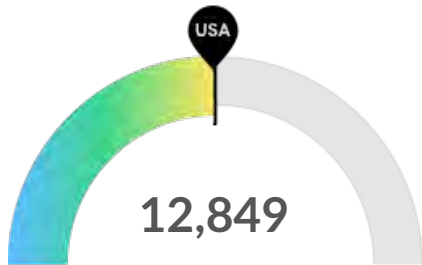
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting
Bilingual (Spanish/English)	✗	12,205
Valid Driver's License	✗	9,933
Medical Terminology	✗	8,704

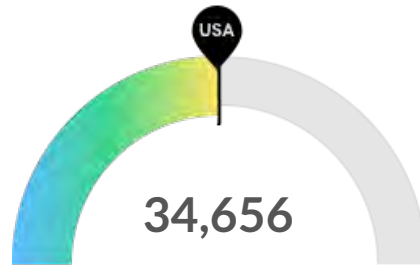
Demographics

Retirement Risk Is About Average, While Overall Diversity Is About Average



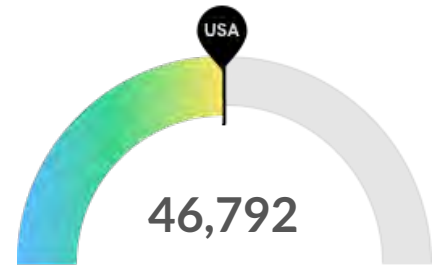
Retiring Soon

Retirement risk is about average in the United States. The national average for an area this size is 12,849* employees 55 or older, while there are 12,849 here.



Racial Diversity

Racial diversity is about average in the United States. The national average for an area this size is 34,656* racially diverse employees, while there are 34,656 here.

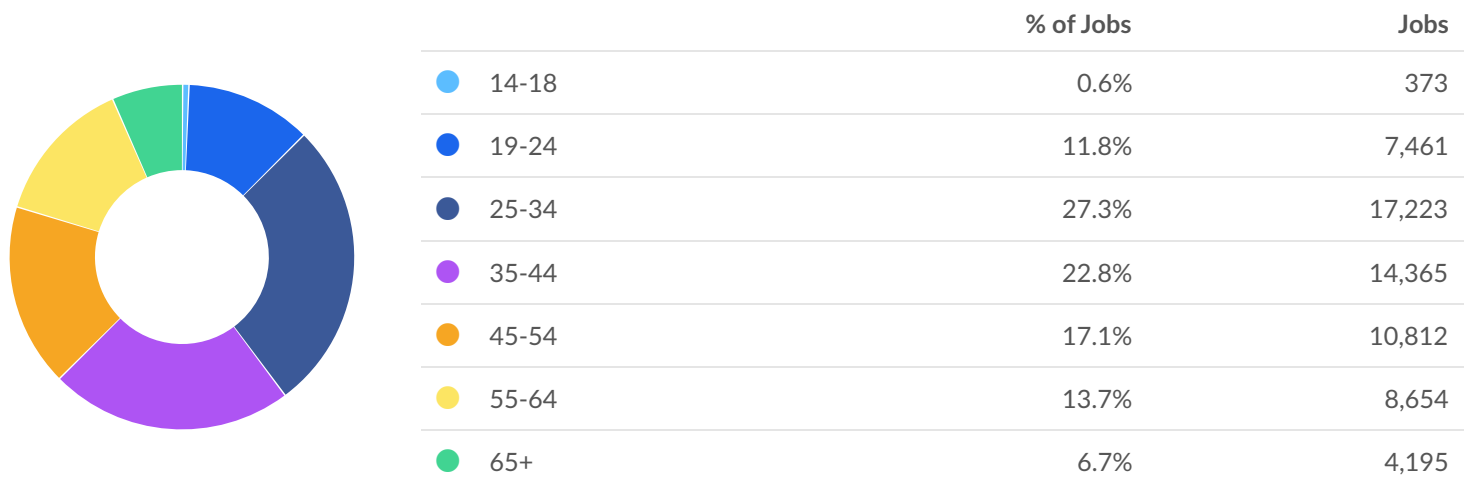


Gender Diversity

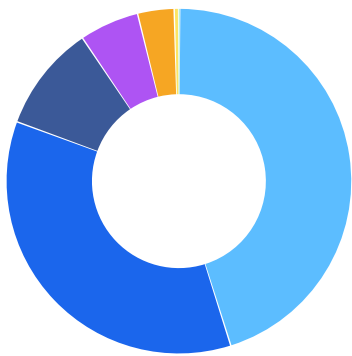
Gender diversity is about average in the United States. The national average for an area this size is 46,792* female employees, while there are 46,792 here.

*National average values are derived by taking the national value for Interpreters and Translators and scaling it down to account for the difference in overall workforce size between the nation and the United States. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

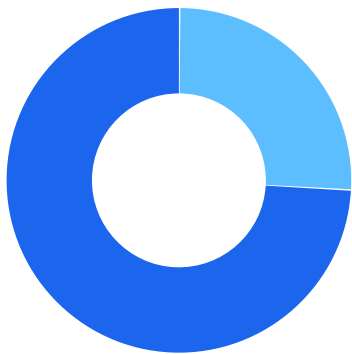


Occupation Race/Ethnicity Breakdown



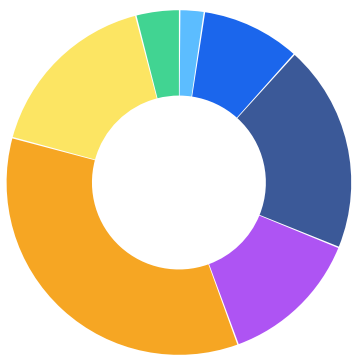
	% of Jobs	Jobs
White	45.1%	28,428
Hispanic or Latino	35.5%	22,369
Asian	10.0%	6,287
Black or African American	5.6%	3,523
Two or More Races	3.4%	2,154
American Indian or Alaska Native	0.4%	262
Native Hawaiian or Other Pacific Islander	0.1%	60

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	25.8%	16,291
Females	74.2%	46,792

National Educational Attainment



	% of Jobs
● Less than high school diploma	2.3%
● High school diploma or equivalent	9.3%
● Some college, no degree	19.5%
● Associate's degree	13.3%
● Bachelor's degree	34.8%
● Master's degree	16.8%
● Doctoral or professional degree	4.1%

Occupational Programs



103 Programs

Of the programs that can train for this job, 103 have produced completions in the last 5 years.



97,038 Completions (2021)











The completions from all regional institutions for all degree types.



9,456 Openings (2021)

The average number of openings for an occupation in the region is 30,608.

CIP Code	Top Programs	Completions (2021)
13.1001	Special Education and Teaching, General	24,327
24.0103	Humanities/Humanistic Studies	22,283
16.0905	Spanish Language and Literature	11,063
38.0201	Religion/Religious Studies	3,618
16.0102	Linguistics	3,242
16.0101	Foreign Languages and Literatures, General	2,802
16.0901	French Language and Literature	2,532
05.0299	Ethnic, Cultural Minority, Gender, and Group Studies, Other	2,142
16.1603	Sign Language Interpretation and Translation	1,762
05.0102	American/United States Studies/Civilization	1,419

Top Schools	Completions (2021)	
Grand Canyon University	1,777	
Riverside City College	1,394	
Arizona State University Digital Immersion	1,361	
Western Governors University	1,256	
Liberty University	1,226	
Chaffey College	1,193	
University of Missouri-Columbia	1,152	
San Joaquin Delta College	1,108	
Nassau Community College	1,021	
Pasadena City College	988	

Appendix A

Interpreters and Translators (SOC 27-3091):

Interpret oral or sign language, or translate written text from one language into another.

Sample of Reported Job Titles:

Deaf Interpreter
Court Interpreter
Translator
Spanish Interpreter
Medical Interpreter
American Sign Language Interpreter (ASL Interpreter)
Technical Translator
Spanish Translator
Sign Language Interpreter
Linguist

Related O*NET Occupation:

Interpreters and Translators (27-3091.00)

Profile Analytics

Lightcast Q2 2023 Data Set

July 2023

Parameters

Regions:

Code	Description	Code	Description
11	District of Columbia	51	Virginia
24	Maryland		

Profile Graduation Year: Any

Job Title:

Results should include

Description

Interpreters/Translators

Education Level:

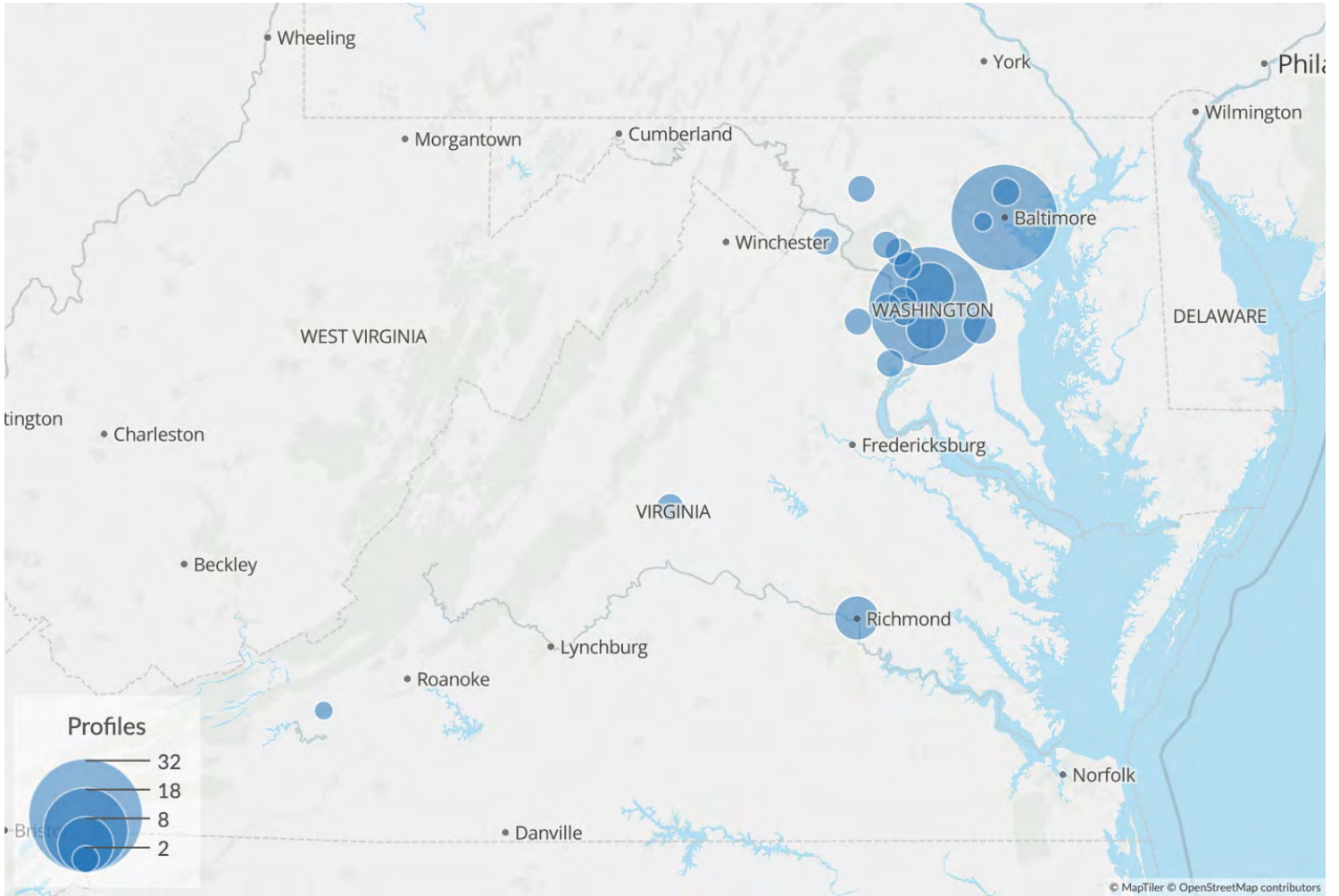
Description	Description
Associate Degree	Bachelor's Degree

Keyword Search:

Profiles in This Report Have Had Activity or Been Updated Since: 2020

144

Profiles (updated since 2020)



Top Cities

City	Profiles	Percent
Washington, DC	35	24.31%
Baltimore, MD	28	19.44%
Silver Spring, MD	6	4.17%
Richmond, VA	5	3.47%
Alexandria, VA	4	2.78%
Upper Marlboro, MD	3	2.08%
Centreville, VA	2	1.39%
Charlottesville, VA	2	1.39%
Falls Church, VA	2	1.39%
Frederick, MD	2	1.39%

Top Companies

Company	Profiles	Percent
Lionbridge	2	1.39%
Language Services Associates	2	1.39%
Fairfax County Public Schools	2	1.39%
United State Department of State	2	1.39%
Enka İnşaat Ve Sanayi A.ş. Engineering For A Better Future	1	0.69%
Strata Language Services	1	0.69%
Organización De Los Estados Americanos	1	0.69%
Yale Interpretation Network	1	0.69%
Consequence Forum	1	0.69%
Free Lance	1	0.69%

Top States

State	Profiles	Percent
Maryland	61	42.36%
Virginia	48	33.33%
District of Columbia	35	24.31%

Top Occupations

Occupation (SOC)	Profiles	Percent
Interpreters and Translators	133	92.36%
News Analysts, Reporters, and Journalists	3	2.08%
Chief Executives	2	1.39%
Financial Managers	1	0.69%
Industrial Production Managers	1	0.69%
Managers, All Other	1	0.69%
Social and Human Service Assistants	1	0.69%
Securities, Commodities, and Financial Services Sales Agents	1	0.69%
Customer Service Representatives	1	0.69%

Top Job Titles

Job Title	Profiles	Percent
Interpreters/Translators	144	100.00%

Top Schools

School	Profiles	Percent
Georgetown University	9	6.25%
University of Maryland, College Park	7	4.86%
American University	6	4.17%
University of Maryland-University College	6	4.17%
ADDIS ABABA UNIVERSITY	4	2.78%
Brown University	4	2.78%
Middlebury College	4	2.78%
University of Orléans	4	2.78%
Harvard University	3	2.08%
Miami Dade College	3	2.08%

Top Programs

Program	Profiles	Percent
Romance Languages, Literatures, and Linguistics	29	20.14%
English Language and Literature, General	28	19.44%
Business Administration, Management and Operations	18	12.50%
Education, General	13	9.03%
Political Science and Government	10	6.94%
Economics	9	6.25%
International Relations and National Security Studies	9	6.25%
Legal Support Services	7	4.86%
Communication and Media Studies	6	4.17%
Teacher Education and Professional Development, Specific Levels and Methods	6	4.17%

Top Specialized Skills

	Frequency in Profiles	Profiles with Skill / Total Profiles (2020 - 2023)
Language Translation	93%	134 / 144
Language Interpretation	83%	120 / 144
Proofreading	28%	41 / 144
International Relations	21%	30 / 144
Project Management	17%	24 / 144
Public Relations	16%	23 / 144
Linguistics	16%	23 / 144
Legal Translation	15%	21 / 144
Bilingual (Spanish/English)	15%	21 / 144
Consecutive Interpretation	15%	21 / 144

Top Common Skills

	Frequency in Profiles	Profiles with Skill / Total Profiles (2020 - 2023)
English Language	47%	67 / 144
Research	37%	53 / 144
Editing	35%	51 / 144
Spanish Language	28%	41 / 144
Foreign Language	27%	39 / 144
Microsoft Office	27%	39 / 144
Management	26%	37 / 144
Public Speaking	24%	35 / 144
Teaching	24%	34 / 144
French Language	22%	32 / 144

Top Qualifications

	Profiles with Qualification
Security Clearance	4
Cardiopulmonary Resuscitation (CPR) Certification	2
Court Interpreter Certification	2
American Red Cross (ARC) Certification	2
Certified Medical Interpreter	2
Automated External Defibrillator (AED) Certification	1
Life Insurance License	1
AFAA Group Fitness Instructor Certification	1
Athletics And Fitness Association Of America (AFAA) Certification	1
Top Secret Clearance	1

Appendix A - Data Sources and Calculations

Lightcast Profiles

Lightcast profiles are collected from various public online sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography. Lightcast performs additional filtering and processing to improve compatibility with Lightcast data.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

MONTGOMERY COLLEGE NOTES

Suggested 1st Semester

Suggested 2nd Semester

Suggested 3rd Semester

Suggested 4th Semester

*If needed for ENGL102. If not, becomes Elective.

† MATH117 or higher

Foreign Language Sequence

Spanish

- SPAN 103: Intensive Elementary Spanish †† (Sequence 1)
- SPAN 201: Intermediate Spanish I †† (Sequence 2)
- SPAN 202: Intermediate Spanish II (Sequence 3)
- SPAN 215: Advanced Spanish Conversation & Composition (Sequence 4)
- SPAN 216: Advanced Readings in Spanish: Introduction to Latin American Literature (Sequence 5)

French

- FREN 101: Elementary French I †† (Sequence 1)
- FREN 102: Elementary French II †† (Sequence 2) %
- FREN 201: Intermediate French I †† (Sequence 3)
- FREN 202: Intermediate French II (Sequence 4)
- FREN 207: Readings in French Literature or FREN 208: Readings in French Literature II (Sequence 5)

†† Students with previous knowledge of a language should take the [language placement test](#). Students who have completed the placement test or received equivalent course credit for AP, IB or CLEP tests should consult a program advisor for world languages or work with the world languages/humanities departments on their language placement for this track. Completion of WL 202 and higher courses for the selected language are required for students intending to pursue this major at UMD after transfer.

% Suggested for Winter Session

^Suggested Electives: PHIL140 Introduction to the Study of Ethics; LING200 Introduction to Linguistics; CCJS110 Administration of Justice; HINM115 Medical Terminology I; HINM116 Medical Terminology II

UNIVERSITY OF MARYLAND NOTES

Faculty Information

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Manel Lacorte	Ph.D., University of Edinburgh, Scotland	Professor	SPAN325, SPAN420, SPAN370, Fundamentals of translation
Jose Magro	Ph.D., The CUNY Graduate Center, New York	Assistant Clinical Professor	SPAN420, SPAN370, SPAN476
Barbara Zocal Da Silva	Ph.D., Spanish, University of Sao Paulo, Brazil	Assistant Clinical Professor	SPAN374, Fundamentals of translation and interpreting
Elisa Gironzetti	Ph.D., Texas A&M University-Commerce and Ph.D.	Associate Professor	Fundamentals of translation and interpreting, SPAN325, SPAN420, SPAN476
Chris Lewis	Ph.D, University of Maryland		SPAN420, practicum, Fundamentals of translation and interpreting
Mollie Kaufer	M.A., Carnegie Mellon	Lecturer	COMM 4XX, English Writing in Professional Communication; 4XX Advanced Public Speaking
Skye de Saint Felix	Ph.D., University of Maryland	Lecturer	COMM 4XX, English Writing in Professional Communication, 4XX Advanced Public Speaking
Daniel Foster	Ph.D., University of Denver	Lecturer	COMM 424, Organizational Communication
John Leach	Ph.D., University of Maryland	Lecturer	COMM 390, Health Communication
Maggie Williams	Ph.D. University of Illinois–Chicago	Lecturer	COMM 382, Intercultural Communication
Jade Olson	Ph.D., University of Maryland	Lecturer	COMM 4XX, Legal Communication

Ayo Otusanya	Ph.D., George Mason Univ.	Lecturer	COMM 390, Health Communication; COMM 382, Intercultural Communication
Shawn Parry-Giles	Ph.D., Indiana University	Professor	PSIT 3XX, Public Service Interpreting and Translation Practicum

NOTE: You must meet with an advisor to complete this form within 90 days of your major advisor's signature/date.

Name:

UID:

Semester started at UMD:

Planned graduation semester:

College of Arts and Humanities - Public Service Interpreting and Translation Academic Plan Checklist

* = NEEDS TO COMPLETE

Major Code: _____

General Education Requirements				Major Requirements			
Fundamental Studies				Requirements	Course	Sem.	Grade
Requirements: 15 credits/5 courses	Course	Sem.	Grade	COMM 107			
Academic Writing (AW) (Min. Grade: C-)	ENGL101			COMM 250			
Professional Writing (PW)				<i>Two Theory and Method Courses:</i>			
				SPAN 374*			
Oral Comm. (OC)				COMM 382			
Math (MA)				<i>Four Interpreting and Translation Courses:</i>			
Analytic Reasoning (AR)				PSIT 310			
Distributive Studies				PSIT 320			
Requirements: 25 credits/8 courses	Course	Sem.	Grade	PSIT 410 or PSIT 420			
Natural Science Lab (NL)				PSIT 388			
Natural Sciences (NS)				<i>Two Communication Studies Courses:</i>			
History/Social Sciences (HS)				COMM 390, COMM424 , or COMM434			
History/Social Sciences (HS)				COMM 390, COMM424 , or COMM434			
Humanities (HU)				<i>One Language Course (English):</i>			
Humanities (HU)				COMM 407 or COMM 406			
Scholarship in Practice (SP)				<i>Four Language Courses (Spanish):</i>			
Scholarship in Practice SP (non major)				SPAN 325*			
Big Question (May overlap with Distributive Studies)				SPAN 370*			
Requirements: 6 credits/2 courses	Course	Sem.	Grade	SPAN 420**			
Big Question (IS)				SPAN 476***			
Big Question (IS)				<i>Students must meet with Spanish advisor for a comprehensive language proficiency assessment in lieu of, or in addition to, these prerequisites.</i>			
Diversity (May overlap with Distributive Studies)							
Requirements: 4-6 credits/2 courses	Course	Sem.	Grade	<small>*Prerequisites: [SPAN 301 or SPAN 306]; and SPAN 303; and (SPAN 311 or SPAN 316), or permission of instructor.</small>			
Understanding Plural Soc. (UP)				<small>**Prerequisite: SPAN 325, SPAN 425, or permission of instructor.</small>			
Understanding Plural Soc. (UP) or Cultural Competency (CC)				<small>***Prerequisite: SPAN 331, SPAN 332, SPAN 333, SPAN 361 SPAN 362 or SPAN 372 or permission of instructor.</small>			
ARTS AND HUMANITIES							
Global Engagement	Course	Sem.	Grade				
Language Sequence, Exemption Score, or Study Abroad Contract							
ARHU158 or equivalent (if applicable)				<small>Some courses for the major may also count toward General Education requirements.</small>			
39 Upper Level (3xx-4xx) Credit Requirement:				Major Advisor's Notes:			

Major Advisor Signature/Date:				1. _____			
To complete major declaration process, meet with an ARHU advisor:				https://arhu.umd.edu/academics/advising			
ARHU Credit Audit:							
If you successfully complete your _____ semester courses, with _____, you will need _____ new credits to reach 120 (_____ new credits to reach 150); of these, you will need _____ new upper level credits to reach 39.							
College Advisor Signature/Date:				2. _____			
Student Signature/Date:				3. _____			

Public Service Interpreting and Translation - Four Year Academic Plan

Year 1	Fall	Spring
Gateway Requirements	Year 1	
COMM 107, 200, or 230	ENGL 101 (AW)* {Min. Grade: C-}	Natural Sciences (NS)**
COMM 250	Math (MA)*	Humanities (HU)**
	History/Social Sciences (HS)**	COMM 250
<i>Must be completed by 45 credits</i>	COMM 107 or 200 (OC)	Elective 1xx-4xx
Benchmark Review _____ (sem.)	ARHU 158	Elective 1xx-4xx
	<i>*Must attempt by 30 cr.</i>	
Benchmark 2 Requirements	Year 2	
One additional major requirement	Scholarship in Practice (SP) #1**	Humanities (HU)**
	Global Engagement #1	Global Engagement #2
	Analytic Reasoning (AR)	Scholarship in Practice (SP) #2**
Benchmark Review _____ (sem.)	Lab Science (NL)**	History/Social Sciences (HS)**
	Elective 1xx-4xx	Elective 1xx-4xx
Benchmark 3 Requirements	Year 3	
Four additional major requirements	COMM 382	SPAN 370
	COMM 390	SPAN 374
	SPAN 325	PSIT 320
Benchmark Review _____ (sem.)	PSIT 310	Elective 1xx-4xx
	Elective 1xx-4xx	Elective 1xx-4xx
Acknowledgement of Benchmarks	Year 4	
Advisor Initials _____	SPAN 420	COMM 406 or COMM 407
	COMM 434	PSIT 388
	Professional Writing (PW)	PSIT 410 or PSIT 420
	Elective 1xx-4xx	SPAN 476
Student Initials _____	Elective 1xx-4xx	Elective 1xx-4xx

Notes:

- Minimum Grade Requirement: Major courses & ENGL 101= C-; Arts and Humanities (ARHU) and General Education = D- . (Subject to change).
 See current catalog for details.
- In order to graduate, you must have at least a 2.0 G.P.A. Students sometimes exceed 120 credits in order to fulfill all graduation requirements.
- If you repeat a course in which you have received at least a "D -", you will not receive any additional credit.
- **All students must complete two Distributive Studies courses that are approved for Big Question courses. The Understanding Plural Societies and Cultural Competence courses may also fulfill Distributive Studies categories.

Appendix A: Course Descriptions (New Courses)

PSIT 310: Fundamentals of Translation (3 credits)

Description: Seeks to improve translation skills. The focus will be on building the basic theories and practices of translation. These include solving problems and selecting the necessary translation techniques between two languages. Prerequisite:

PSIT 320: Fundamentals of Interpreting (3 credits)

Description: Seeks to improve consecutive interpreting skills. The focus will be on building the requisite skills, approaches and knowledge needed for top performance, including but not limited to active listening and analysis, effective use of memory, delivery /presentation, note-taking and proper understanding of the communicative function of interpreting. Prerequisite:

PSIT 420: Public Service Interpreting (3 credits)

Description: Builds upon the systematic, reflective approach to interpreting in real-world settings introduced in Fundamentals of Interpreting. Consecutive interpreting skills are consolidated through individual and group practice, and any remaining challenges related to consecutive interpreting sub-skills are identified and addressed. The ability to perceive essential meaning is reinforced, as note-taking skills are refined. We expand our active vocabulary, as exercises grounded in authentic, domain-specific settings are prepared and completed. Prerequisite:

PSIT 410: Public Service Translation (3 credits)

Description: Builds upon the systematic, reflective approach to translation introduced in Fundamentals of Translation by addressing the development of translation skills required for specialization in specific domains. In written and sight translation exercises, we develop approaches to researching specialized subject material, such as locating and assessing source and target language resources, developing and maintaining domain-specific terminology, and consulting experts in the field. We complete authentic, real-world translation tasks and projects. Prerequisite:

PSIT 388: Public Service Interpreting and Translation Practicum (3 hours)

Description: Designed to help guide students in the pursuit of experiences to practice their skills in a workplace setting through internships, volunteering, and practice sessions. Prerequisite:

COMM 434: Legal Communication (3 credits)

Description: Designed for professionals working in legal communication fields. The course is centered on knowledge of the legal process, legal terminology, theoretical and practical knowledge of legal communication, and knowledge of the U.S. legal system at the city, county, state, and federal levels. Prerequisite:

COMM 407 Advanced Public Speaking (3 credits)

Description: Enhance skills in public speaking, including strengthening research, organizational, resource-support, and presentational skills for professional settings. Prerequisite:

COMM 406: English Writing in Professional Communication Contexts (3 credits)

Description: Enhance skills in professional writing for professional communicators across such contexts as business, health, law, politics, and education. Prerequisite:



Review of University of Maryland Policy on Excused Absence (V-1.00(G))

PRESENTED BY	Shannon Buenaflor, Chair
REVIEW DATES	SEC – April 9, 2025 SENATE – April 24, 2025
VOTING METHOD	In a single vote
RELEVANT POLICY/DOCUMENT	V-1.00(G) – University of Maryland Policy on Excused Absence
NECESSARY APPROVALS	Senate, President

ISSUE

In May 2024, a Senator brought forward at the University Senate meeting a concern about a possible misalignment of the University of Maryland (UMD) Policy on Excused Absence ([V-1.00\(G\)](#)) with the University Systems of Maryland (USM) Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance; Campus Space for Faith-Based or Religious Practices ([III-5.10](#)). In December 2023, the USM Policy was updated to align with the Maryland Code, Section 15, Subsection 137, to mandate that each institution of higher education in Maryland adopt a written policy providing reasonable academic accommodations for students to practice sincerely held faith-based or religious beliefs.

In October 2024, the SEC charged (Appendix 1) the APAS committee with reviewing the proposal and asked the committee to make recommendations to the Senate on whether changes to the current excused absence policy are needed. The APAS committee’s deadline was March 2025.

RECOMMENDATIONS

The APAS Committee recommends that the proposed revisions to the UMD Policy on Excused Absence (V-1.00(G)), as shown immediately following this report, be approved.

COMMITTEE WORK

The APAS Committee began review of the proposal at the October 2024 committee meeting. During this meeting, the committee began by reviewing the UMD Excused Absence Policy and the USM Policy. Committee members observed that UMD’s Excused Absence Policy appears to be in alignment with the USM Policy that was updated in December 2023.

The UMD Excused Absence Policy states that events related to religious observances are a justified excused absence that receive academic accommodations. Additionally, should a student be denied, the UMD Policy contains the process to appeal a denied excused absence or denied accommodations for an excused absence.

A change of the UMD Policy that the committee quickly identified was that the UMD Policy, Section III first sentence contains language that is no longer present in the USM Policy. Members came to consensus that a UMD Policy change would remove the direct quote and be broadened by referring to the USM Policy without directly quoting the policy to avoid any misquotes should future USM updates occur.

In November 2024, the committee met with a representative from the Office of General Counsel (OGC) and the Undergraduate Ombuds Officer to address any concerns regarding potential misalignment between the two policies or issues with implementation. The consultation confirmed that the policies are aligned. In December 2024, the Faculty Affairs Committee members provided feedback indicating that the two policies are aligned, with no concerns or issues raised regarding the UMD Policy.

The APAS Committee discussed concerns about a student's ability to successfully complete a course if a substantial number of classes or assignments are missed. Policy language was included directing students to consult with their instructor and academic advisor for extra guidance.

At the January committee meeting, members voted to revise the policy language to remove the direct quote referencing the USM policy, and added additional language to ensure students will consult with their instructors and academic advisors. In March 2025, OGC provided further guidance of the Policy revisions. Language was included to provide a clearer framework about reasonable accommodations. This language is in alignment with USM Policy language about reasonable accommodations. Members voted to include this language by an email vote, and the Committee Chair updated OGC of the results of the vote and final policy recommendations.

ALTERNATIVES

The Senate could choose not to accept these revisions to the UMD Policy on Excused Absence.

RISKS

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

FINANCIAL IMPLICATIONS

There are no known financial implications to adopting these recommendations.



Review of University of Maryland Policy on Excused Absence (V-1.00 (G))

2024-2025 Committee Members

Shannon Buenafior (Chair)
Sarah Balcom (Faculty)
Ana Navarro Cebrian (Faculty)
William Cohen (Ex-Officio- Provost's Rep)
Linda Coleman (Faculty)
Adrian Cornelius (Ex- Officio- University Registrar Rep)
Crystal Davis (Faculty)
Addison Hanratti (Undergraduate Student)
Jason Farman (Faculty)
Sonia Jallah (Faculty)
Shannon Gundy (Ex-Officio-Director of Undergraduate Admissions Rep)
Judi Khalifa (Undergraduate Student)
Lisa Kiely (Ex-Officio- Undergraduate Studies Rep)

Michael Kio (Faculty)
Sun Young Lee (Faculty)
Marilee Lindmann (Faculty)
Ryan Long (Ex-Officio- Graduate School Rep)
Celina McDonald (Faculty)
Kellie Rolstad (Faculty)
Mira Tadimalla (Undergraduate Student)
Assion Tetteh (Graduate Student)

Date of Submission

March 7, 2025

BACKGROUND

In May 2024, a Senator brought forward at the University Senate meeting a concern about a possible misalignment of the University of Maryland (UMD) Policy on Excused Absence ([V-1.00 \(G\)](#)) with the University Systems of Maryland (USM) Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance; Campus Space for Faith-Based or Religious Practices ([III-5.10](#)).

In December 2023, the USM Policy was updated to align with the Maryland Code, Section 15, Subsection 137, to mandate that each institution of higher education in Maryland adopt a written policy providing reasonable academic accommodations for students to practice sincerely held faith-based or religious beliefs. An overview of the relevant section updates requires:

- A policy that offers accommodations, including excused absences, for students to observe religious holidays or participate in religious activities.
- The provision of reasonable alternative accommodations for students who miss examinations or other academic requirements due to such excused absences.
- A grievance procedure to report non-compliance with the policy.

In October 2024, the SEC charged (Appendix 1) the APAS Committee with reviewing the proposal, the UMD Policy on Excused Absence (V-1.00(G)), and the USM Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance; Campus Space for Faith Based or Religious Practices (III-5.10). The charge included consultations with the Senate Faculty Affairs Committee, the Undergraduate Ombuds Officer, and the Office of General Counsel (OGC) regarding any concerns of misalignment between the two policies. The committee was also charged with considering whether the principles and procedures related to UMD Policy on Excused Absence (V-1.00(G)) align with the USM Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance; Campus Space for Faith-Based or Religious Practices (III-5.10).

The SEC asked the committee to make recommendations to the Senate on whether changes to the current excused absence policy are needed. The APAS committee's response was due to the Senate Office no later than March 2025.

COMMITTEE WORK

The APAS Committee began review of the proposal at the October 2024 committee meeting. During this meeting, the committee began by reviewing the UMD Excused Absence Policy and the USM Policy. Committee members observed that UMD's Excused Absence Policy appears to be in alignment with the USM Policy that was updated in December 2023.

The UMD Excused Absence Policy states that events related to religious observances are a justified excused absence that receive academic accommodations. Additionally, should a student be denied, the UMD Policy contains the process to appeal any denied excused absence or denied accommodations for an excused absence. When reviewing the reporting procedures for noncompliance, the committee concluded that UMD complies with reporting procedures mandated by USM reporting standards. There was wide agreement among members that reporting procedures regarding noncompliance are an implementation aspect that would not be included in a policy.

A change of the UMD Policy that the committee quickly identified was that the UMD Policy, Section III first sentence contains language that is no longer present in the USM Policy. It refers to the USM policy (USM III-5.10) with the quote,

“Students shall not be penalized because of observances of their religious holidays and shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.”

Members came to consensus that a UMD Policy change would remove the direct quote and be broadened by referring to the USM Policy without directly quoting policy language to avoid any misquotes should future USM updates occur.

In November 2024, the committee met with a representative from the Office of General Counsel (OGC) and the Undergraduate Ombuds Officer to address any concerns regarding potential misalignment between the two policies or issues with implementation. The consultation confirmed that the policies are aligned. It was noted that religious observances during the spring semester can be challenging due to their alignment with the lunar calendar, causing dates to vary each year. However, faculty are reminded to allow flexibility for religious accommodation requests. The OGC representative emphasized that reasonable travel time for religious observances should be permitted. Additionally, the Undergraduate Ombuds Officer confirmed that any updated guidance on religious holiday practices requiring additional days off would be provided to the Directors of Undergraduate Studies for implementation.

In December 2024, the Faculty Affairs Committee (FAC) members provided feedback indicating that the two policies are aligned, with no concerns or issues raised regarding the UMD Policy. A FAC member commented that the USM policy mandates institutions to provide campus space for religious practices. A subsequent review of UMD's resources for religious practices confirmed that appropriate spaces are provided on campus.

The APAS Committee discussed concerns about a student’s ability to successfully complete a course if a substantial number of classes or assignments are missed. Policy language was included directing students to consult with their instructor and academic advisor for extra guidance.

At the January committee meeting, members voted to revise the policy language to remove the direct quote referencing the USM Policy and added additional language to ensure students will consult with their instructors and academic advisors. The OGC was consulted on the proposed policy revisions.

In March 2025, OGC provided further guidance of the Policy revisions. Language was included to provide a clearer framework about reasonable accommodations. This language is in alignment with USM Policy language about reasonable accommodations. Members voted to include this language by an email vote, and the Committee Chair updated OGC of the results of the vote and final policy recommendations.

RECOMMENDATIONS

The APAS Committee recommends that the proposed revisions to the University of Maryland Policy on Excused Absence [V-1.00(G)], as shown immediately following this report, be approved.

APPENDICES

Appendix 1 — Charge from the Senate Executive Committee



V-1.00(G) UNIVERSITY OF MARYLAND POLICY ON EXCUSED ABSENCE
(Approved by the President May 6, 2016; Technical Amendments August 7, 2017; Technical Amendments October 1, 2019, Amended December 08, 2022, **Amended XX xx, 2025**)

I. Policy

An excused absence is an absence for which the student has the right to receive, and the instructor has the responsibility to provide, **a reasonable academic accommodation pursuant to the terms of this Policy¹**.

Students are expected to take full responsibility for their own academic work and progress. Students, to progress satisfactorily, must meet all of the requirements of each course for which they are registered. Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials. Excused absences must be requested promptly and must be supported by appropriate documentation.

Excused absences do not alter the academic requirements for the course. Students are responsible for information and material missed on the day of absence. Students are within reason entitled to receive any materials provided to the class during the absence. Students are responsible for making provision to determine what course material they have missed and for completing required exercises in a timely manner.

Events that justify an excused absence include religious observances; mandatory military obligation; physical or mental health conditions of the student or an immediate family member; participation in university activities at the request of university authorities; and compelling circumstances beyond the student's control (e.g., death in the family, required court appearance). Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence.

II. Notification and Documentation

To receive accommodation for an excused absence:

¹ **The Policy implements and incorporates by reference USM Policy III-5.10 "Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance."**

1. The student must notify the instructor in a timely manner. The notification should be provided either prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period. All other absences must be reported as soon as is practical.
 - a. The student must provide appropriate documentation of the absence. The documentation must be provided in writing to the instructor by the means specified in the syllabus. For health-related absences, including mental and physical health: students may, one time per course per semester, provide a self-signed excuse as documentation of an absence from a single class (e.g., lecture, recitation, or laboratory session) that does not coincide with a major assessment or assignment due date. For all other health-related absences, a course instructor may request that students provide documentation from a health care provider or the University Health Center to verify an absence. In cases where students are asked to provide verification, the course instructor may request the dates of treatment or the time frame that the student was unable to meet academic responsibilities, but may not request diagnostic information.
 - b. For all other absences students must provide verifiable documentation upon request (e.g., religious calendar, court summons, death announcement, etc.).
2. Providing false information to University officials is prohibited under Part 10.e.1 of the University of Maryland *Code of Student Conduct* (V-1.00[B]) and may result in disciplinary action.

III. Academic Accommodations

~~In keeping with the USM III-5.10 Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance, “S students shall not be penalized because of observances of their religious holidays, and shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.”~~

~~For all other excused absences, the student must be provided academic accommodation. The accommodation provided should, within reason, neither advantage nor disadvantage either the student or the rest of the class.~~

Absences excused pursuant to this Policy do not impact participation grades or other measures of course assessment, but do not otherwise relieve the student from complying with all course requirements. Students shall receive an accommodation for excused absences by having the opportunity to make up missed assignments and assessments as required by the instructor. If the accommodation an excused absence results in a missed assessment or assignment and is a makeup assessment is necessary, it must be timely, at a time and place reasonably determined agreed upon by the instructor and student, cover the same material, and be at the same level of difficulty as the original assessment or assignment. The makeup assessment or other makeup work by the student should, to the extent possible, neither advantage nor disadvantage either the student or the rest of the class. In the event

that a group of students requires the same makeup assessment, one time and place may be scheduled. The makeup assessment must not interfere with the student's regularly scheduled classes, and must be consistent with ~~the~~ **Policy V-1.00(A) University of Maryland Policy on the Conduct of Undergraduate Classes and Student Grievance Procedure.**

If makeup work is not feasible, a **reasonable** ~~an~~ alternate accommodation for excused absences will be provided, **so long as the alternate accommodation does not fundamentally alter the essential nature of the course or program.** Alternate accommodations will be according to the principles established by the unit offering the course.

Students who miss a substantial number of class sessions or course assignments, **or are in jeopardy of not being successful in the course,** should **consult with their instructor about their progress in the course and with** ~~seek guidance from~~ an academic advisor with respect to academic options.

Extended absences stemming from active military duty are addressed in the USM V-7.00 Policy on Students who are called to Active Military Duty during a National or International Crisis or Conflict.

Absences related to a student's disability are addressed in the VI-1.00(D) University of Maryland Disability & Accessibility Policy and Procedures.

IV. Appeals

Students who feel that they have unfairly been denied either excused absence or appropriate **reasonable** accommodation for an excused absence should first seek to resolve the disagreement with the course instructor. If the student and instructor are unable to find a mutually agreeable resolution, the student may file an appeal with the head of the administrative unit offering the class. In most cases this will be the Chair of the Department. In the case of non-departmentalized units and interdepartmental programs, this role will be taken by the Dean (or the Dean's designee).

The unit head should use procedures similar to those specified in the III-1.20(B) University of Maryland Procedures for Review of Alleged Arbitrary and Capricious Grading – Undergraduate Students – but with clear indication that the appeal is with regard to excused absence, not arbitrary and capricious grading.

Replacement for:

~~*Policy III-5.10(A) University of Maryland Policies and Procedures Concerning Academic Assignments on Dates of Religious Observances*~~

Policy V-1.00(G) University of Maryland Policy for a Student's Medically Necessitated Absence from Class



Charged: October 28, 2024 | Deadline: March 7, 2025

Review of USM Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance; Campus Space for Faith-Based or Religious Practices (III-5.10) (Senate Document #24-25-10)

APAS Committee | Chair: Shannon Buenafior

The Senate Executive Committee (SEC) and Senate Chair Sly request that the Academic Procedures & Standards (APAS) Committee review the University of Maryland Policy on Excused Absence [V-1.00(G)].

The APAS Committee should:

1. Review:

- The proposal titled “Review the University System of Maryland (USM) Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance; Campus Space for Faith-Based or Religious Practices.”
- The University System of Maryland (USM) Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance; Campus Space for Faith-Based or Religious Practices ([III-5.10](#)).
- The University of Maryland Policy on Excused Absences [[V-1.00\(G\)](#)].

2. Consult with:

- The Office of General Counsel regarding any concerns of misalignment between the UMD Policy on Excused Absence [V-1.00(G)] and the USM Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance; Campus Space for Faith-Based or Religious Practices (III-5.10).
- The Faculty Affairs Committee.
- The Undergraduate Ombuds Officer.

3. Consider whether the principles and procedures related to UMD Policy on Excused Absence [V-1.00(G)] align with the USM Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance; Campus Space for Faith-Based or Religious Practices (III-5.10).

4. Consult with the Office of General Counsel on any proposed policy revisions.

5. If appropriate, recommend whether revisions to the UMD policy are necessary.

We ask that you submit a report to the University Senate Office no later than **March 7, 2025**. If you have questions or need assistance, please contact the University Senate Office staff at senate-admin@umd.edu.



Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care

PRESENTED BY Shannon Buenaflor, Chair

REVIEW DATES SEC – April 9, 2025 | SENATE – April 24, 2025

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [V-1.00\(G\)](#) – University of Maryland Policy on Excused Absence

NECESSARY APPROVALS Senate, President

ISSUE

In December 2023, University of Maryland (UMD) doctoral students submitted a proposal, Bereavement Policies and Practices Towards an Inclusive Community of Care. The proposal highlighted the prevalence and impact of bereavement among college students, noting that a significant portion of college students experience the death of someone that is close to them.

The UMD Policy on Excused Absence ([V-1.00\[G\]](#)) allows for bereavement-related absences under “compelling circumstances.” The proposal noted that the current policy lacks specific guidelines for accommodations, leaving decisions to individual instructors. The process creates challenges as students attempt to navigate different responses from instructors seeking accommodations during a time of bereavement. The proposal asked for a comprehensive review and redesign of the University’s policies to ensure clear, compassionate, and inclusive support for students while also providing faculty with guidance on how to respond effectively.

In February 2024, the Senate Executive Committee (SEC) charged (Appendix 1) the APAS committee with reviewing the proposal and asked the committee to make recommendations to the Senate on whether changes to the current excused absence policy are needed. The APAS committee’s deadline was December 2024 which was extended to March 2025 (Appendix 2).

RECOMMENDATION(S)

The APAS Committee recommends that the proposed revisions to the University of Maryland Policy on Excused Absence (V-1.00[G]), as shown immediately following this report, be approved.

In addition to the proposed revisions, the APAS committee has two recommendations to be considered by the University:

- **Improve Awareness:** Enhancing communication about existing policies and developing additional resources that students can use to help them navigate options available when experiencing a death of someone close to them. For example, additional information could be added to the Mental Health website in order to support students in understanding what they

should do when they need an excused absence for bereavement. One specific way to improve awareness is by leveraging campus technology to help students and faculty better connect with campus resources. For example, could TerpAI be a tool that could allow students to ask questions about how to navigate difficult situations?

- Provide Ongoing Professional Development to Instructors: It is important to provide onboarding and ongoing professional development to classroom instructors related to classroom policies so that instructors understand how to navigate absences in an equitable and compassionate manner.

COMMITTEE WORK

In May 2024 the APAS Committee began reviewing and discussing the SEC issued charge (Appendix 1), the proposal, the UMD Policy on Excused Absence (V-1.00[G]) and data on policy and procedures from BIG10 universities, and peer institutions (Appendix 3). In reviewing data from peer institutions, members noticed that the majority of policies indicate that students are expected to inform the instructor of the need for an excused absence and the instructor has the discretion of how to academically accommodate the excused absence. Another trend was that if a number of days are quantified in a policy, five days is the average amount permitted for student to miss class for the death of an “immediate” family member. Some institutions centralized the process with the Dean of Students, removing faculty involvement.

In comparison to the peer data reviewed, committee members observed that UMD’s current policy is more flexible than many peer institutions, which can accommodate various circumstances but lacks specific guidelines for implementation. After reviewing the information, the committee members determined that additional data was needed on the extent of the issue at UMD, the frequency of bereavement-related absences, how faculty handle such absences, and the awareness of available resources. The committee’s objective of the consultations was to gather feedback on the policy’s clarity, consistency, awareness of resources, and inclusivity through consultations with stakeholders, including students, faculty, and administrative representatives.

Consultations were conducted throughout the Fall 2024 semester. A sentiment shared broadly across the campus community was that the open-ended structure of the current policy was the best option to ensure that there is flexibility provided to meet students’ individual needs. Many members of the UMD community noted the difficulty of quantifying a minimum number of days permitted in a policy, since everyone’s experience with grief is different. Several constituents highlighted the importance of providing students better guidance on how to advocate for themselves rather than revise the policy to include a specific number of days.

Based on stakeholder feedback, the committee concluded that while the current policy did not require drastic changes, there were two areas in need of revision: explicitly including bereavement as an excused absence rather than including it as an example of a compelling reason for an excused absence and expanding the definition of “family” to be more inclusive. Since grief is distinct from other types of absences, expanding the policy to specifically mention bereavement as an excused absence, ensures that students receive the support they need in these vulnerable moments while still allowing for the flexibility needed in different academic contexts. This modification would validate the experience of grief without introducing unnecessary complexity. The expansion of the definition of “family” within the policy would ensure that it better reflects the reality of students’ lives and the variety of relationships that contribute to their well-being. This revision to the policy would make it more inclusive and responsive to the diverse needs of the student

population, ensuring that students can receive the appropriate accommodations during a time of bereavement.

The committee also deliberated at length about the need for supporting documentation. In speaking with representatives across campus, it was determined that some documentation is necessary. However, the policy does currently allow one health-related absence without documentation. The committee recommends that this exception be broadened beyond health-related absences to be appropriate for any absence.

After due consideration, the APAS Committee voted on final policy revisions and recommendations at its January 2025 meeting. The revised policy was shared with the Office of General Counsel (OGC) for a legal review of the committee's proposed revisions.

ALTERNATIVES

The Senate could choose not to accept these recommendations and revisions to the UMD Policy On Excused Absence.

RISKS

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

FINANCIAL IMPLICATIONS

There are no known financial implications to adopting these recommendations.



Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care

2024-2025 Committee Members

Shannon Buenafior (Chair)

Sarah Balcom (Faculty)

Ana Navarro Cebrian (Faculty)

William Cohen (Ex-Officio- Provost's Rep)

Linda Coleman (Faculty)

Adrian Cornelius (Ex- Officio- University Registrar Rep)

Crystal Davis (Faculty)

Addison Hanratti (Undergraduate Student)

Jason Farman (Faculty)

Sonia Jallah (Faculty)

Shannon Gundy (Ex-Officio-Director of Undergraduate Admissions Rep)

Judi Khalifa (Undergraduate Student)

Lisa Kiely (Ex-Officio- Undergraduate Studies Rep)

Michael Kio (Faculty)

Sun Young Lee (Faculty)

Marilee Lindmann (Faculty)

Ryan Long (Ex-Officio- Graduate School Rep)

Celina McDonald (Faculty)

Kellie Rolstad (Faculty)

Mira Tadimalla (Undergraduate Student)

Assion Tetteh (Graduate Student)

Date of Submission

March 7, 2025

BACKGROUND

In December 2023, University of Maryland (UMD) doctoral students submitted a proposal, Bereavement Policies and Practices Towards an Inclusive Community of Care. The proposal highlighted the prevalence and impact of bereavement among college students, noting that a significant portion of college students experience the death of someone that is close to them, which can negatively affect their academic performance, concentration, and sense of belonging.

The UMD Policy on Excused Absence (V-1.00[G]) allows for bereavement-related absences under "compelling circumstances." The proposers highlighted that the current policy lacks specific guidelines for accommodations, leaving decisions to individual instructors. This process creates challenges as students attempt to navigate different responses from instructors to seek accommodations while simultaneously experiencing bereavement. This inconsistency can create challenges for grieving students, particularly those from marginalized backgrounds. The proposal asked for a comprehensive review and redesign of the University's policies to ensure clear, compassionate, and inclusive support for grieving students while also providing faculty with guidance on how to respond effectively.

In February 2024, the SEC charged (Appendix 1) the APAS Committee with reviewing the proposal and asked the committee to make recommendations to the Senate on whether changes to the current excused absence policy are needed. The APAS Committee's deadline was December 2024 which was extended to March 2025 (Appendix 2).

COMMITTEE WORK

The APAS Committee began review of the proposal at the May 2024 committee meeting. During this initial meeting, the committee began by reviewing the current UMD Policy on Excused

Absences in the context of the proposal. Members noted that the policy does not state specific details about how much time a student can or cannot request as circumstances may be very different for each student and each class. Multiple members voiced concerns about outlining a specific amount of days within the policy. Reasons for not including a minimum numbers of days provided for bereavement include: the amount of days can be misunderstood as the expectation as opposed to providing guidance (which may lead students to receive fewer days than needed for their unique circumstance), an overly specific excused absence policy can lead to micromanagement of faculty regarding all excused absences, and an overly specific policy removes the faculty member's right to determine when a student has missed too much and thereby will not be academically successful. Members of the committee felt that keeping the policy broad by not stating a specified amount of days provides more flexibility for students. Further, members felt that the policy should not limit the nature of the relationship the person has to the student as a way to better support students.

One member suggested that the committee should seek data about the breadth of the problem to have a better understanding of what is happening on campus with the current policy. They endorsed the suggestion that the committee get more data about how the UMD policy is working and suggested a survey be conducted to ascertain how bereavement-related absences are handled and how often they occur.

Data was collected regarding bereavement policies that exist among Big Ten and peer institutions (Appendix 3). In reviewing data from peer institutions, members noticed that a majority of policies indicate that students are expected to inform the instructor of the need for an excused absence and the instructor has the discretion of how to academically accommodate the excused absence. Another trend was that if a number of days are stated in a policy, 5 days is the average amount for a "close" relative (e.g., parents, siblings). Some institutions have very specific policies that give bereavement leave for certain relationships and state that a mother or father get a higher amount of days whereas other relationships such as grandparents/cousin/aunt/uncle are granted a fewer amount of days. Some institutions centralized the process under the Dean of Students, removing faculty involvement.

In comparison to the peer data reviewed, committee members noted that UMD's current policy is more flexible than many peer institutions, which can accommodate various circumstances but lacks specific guidelines for implementation. Committee members were supportive of a broad and flexible policy that would allow more discretion to meet students' individual needs within the context of the course.

Following the initial committee discussion in May, the bulk of the committee work took place in the Fall 2024 semester. During the first committee meeting in fall 2024, the APAS Committee began drafting consultation questions to gain feedback about the breadth of the problem; the frequency with which bereavement absences are requested; how faculty handle bereavement related absences; awareness of available resources among faculty, students, and staff; and input about the advantages or disadvantages of adding more specificity to the language in the policy.

Consultations were conducted with the representatives of the following key stakeholders:

- Proposers
- Dean of Undergraduate Studies
- Dean of Students
- Undergraduate Ombudsman
- Graduate School Ombudsman

- Office of Faculty Affairs
- Director of the Counseling Center
- Director of Letters & Sciences and Assistant Dean for Undergraduate Studies
- Directors of Undergraduate Studies- Chemistry, Computer Science, Economics, Information, Math, Psychology, and Theater, Dance, and Performance Studies.
- Senate Student Affairs Committee

The committee began meeting with stakeholders in late September and engaged in ongoing dialogues regarding the consultations and policy throughout the standing committee meetings. Consultations with the proposers and members of the Student Affairs Committee identified challenges with the current policy, including the burden faced by students when notifying multiple faculty about a bereavement related absence and the mixed level of responses received from faculty when making request. Proposers voiced the concern that a lack of standardization in the process of requesting a bereavement related absence makes it difficult for students to advocate for themselves, especially during emotionally challenging times. Students are further challenged when the loss is not an “immediate family member” since instructors’ support for a grieving student can vary depending on the student’s relationship with the person leading to inconsistent treatment based on the nature of the relationship. It was emphasized that a loss of close friends, often considered “chosen family,” can be just as impactful as losing a family member. The proposers and members of the Student Affairs Committee expressed that not all professors understand the significance of “chosen family.” The burden of providing written documentation verifying a death was another concern as it can feel jarring and as though the student needs to validate the loss. Some students acknowledged awareness of the appeal process, but said it is flawed due to the power dynamics between professors and students. Students also shared that many undergraduates do not feel empowered to pursue an appeal because challenging an authority figure may be culturally unfamiliar, especially for underrepresented students.

Consultations with representatives of the Dean of Undergraduate Studies, the Dean of Students, the Undergraduate Ombudsman, and the Graduate School Ombudsman indicated that they experienced very few (if any) issues in their professional roles related to bereavement. There does not appear to be a pervasive problem among faculty accommodating an excused absence. They felt that over 95% of excused absence requests are resolved directly with the faculty or the relevant Director of Undergraduate Studies representative within the department. A student’s ability to appeal a decision of not being granted academic accommodation for an excused absence was reviewed. Ultimately, very few cases are brought to the Dean of Students Office.

In early November, the committee consulted with the following Directors of Undergraduate Studies (DUGS): Chemistry, Computer Science, Math, Economics, Information, Math, Psychology, and Theater, Dance, and Performance Studies. Across these conversations, DUGS pointed out the challenges their departments face with excused absences. They acknowledged the burden faced by students when notifying multiple faculty about an absence and the burden that comes with providing written documentation verifying a death. They also noted several challenges faced by faculty when scheduling makeup exams, lab work, or other assignments. Notably, DUGS felt as though the policy was implemented inconsistently across campus. Many indicated that more training would be useful in order to support faculty when interpreting the policy. This suggestion was supported by the Office of Faculty Affairs representative, who recommended more streamlined onboarding for faculty in an effort to educate faculty on classroom related policies. Further, in a survey administered to campus DUGS, over half of the respondents indicated that, rather than changing the current excused absence policy, the university should work to ensure that students, faculty and staff are better aware of existing resources.

Additional consultations were held with the Director of Letters & Sciences and Assistant Dean for Undergraduate Studies and the Director of the Counseling Center. The Director of Letters & Sciences/ Assistant Dean for Undergraduate Studies shared that excused absences are not a pervasive issue among his students. Rather, a noted problem was the inconsistency of accommodations provided. Some students know how to advocate for themselves whereas other (such as first-generation students) may not know the process to advocate for their needs. However, he does feel as though enhanced training through New Student Orientation and Canvas would be useful to ensure that students understand their rights.

The committee consulted with the Director of the Counseling Center. A key takeaway of the conversation was that it is difficult to quantify the number of days in a policy that would be appropriate for students when they are navigating grief, because everyone's experience with grief is different. The Director explained that the stages of grief do not occur in a linear process but more of a cycle by which the loss is eventually integrated into a person's life enough to not influence day-to-day functioning. A person may need the flexibility to ask for more support and understanding at any point during their experience. It was also noted throughout our consultations that there are various needs for travel when student experience bereavement. The campus community and the committee felt that it is difficult to quantify the number of days appropriate for travel given the unique cultural needs of students, depending on their context.

A sentiment shared broadly across the campus community was that the open-ended structure of the current policy was the best option to ensure that there is flexibility provided to meet students' individual needs. Several constituents highlighted the importance of providing better guidance to students on how to advocate for themselves rather than revise the policy to outline a specific number of days.

Committee members considered the information gained by the numerous consultations. While the majority of individuals that we spoke with did not advocate for wide sweeping changes or the creation of a new policy, there were two major areas that warranted revision. There was consensus to emphasize bereavement as a specific reason for needing an excused absence and that the existing policy should expand its definition of "family."

Rather than creating a new policy specifically for bereavement, members decided it would be more effective to expand the current excused absence policy to explicitly include bereavement. This approach addresses the unique needs of students dealing with grief. Members discussed the importance of clear communication regarding available resources, such as counseling and academic advising, to ensure both students and faculty are aware of the support options. It was noted that students' needs in cases of bereavement vary greatly, depending on personal circumstances and the requirements of their specific courses. For example, in lab-based or performance-driven courses, where attendance is critical, the impact of an absence can be more significant, requiring flexibility in how absences are handled.

A major concern raised was the assumption that all instructors should accommodate bereavement absences in the same way, overlooking the unique structure and demands of each course. By explicitly including bereavement in the existing policy, the University can acknowledge it as an excused absence while still allowing for the flexibility needed in different academic contexts. This modification would validate the experience of grief without introducing unnecessary complexity. While grief is distinct from other types of absences, expanding the policy to specifically mention bereavement ensures that students receive the support they need in these vulnerable moments, while maintaining the adaptability required.

Currently, the policy only references “death in the family” as an example of why a student may need an excused absence. This was the second area of the policy that members easily decided needed revision. The term “family” needed to be broadened. They noted that by limiting the definition to just family members, the policy fails to account for the diverse and complex relationships that students may have with non-immediate family members or close friends.

Many students experience deep emotional loss from individuals who may not fall under the traditional definition of “immediate family,” such as a close friend, mentor, or extended family member. By restricting the policy to a narrow definition of family, it overlooks the emotional impact that these losses can have on students, potentially leaving them without the support they need. Expanding the definition of “family” within the policy would ensure that it better reflects the reality of students’ lives and the variety of relationships that contribute to their well-being. This revision to the policy would make it more inclusive and responsive to the diverse needs of the student population, ensuring that all students can receive the necessary accommodations to cope with loss.

The committee also deliberated at length about the need for supporting documentation. In speaking with representatives across campus, it was determined that some documentation is necessary. However, the policy does currently allow one health-related absence without documentation. The committee recommends that this exception be broadened beyond health-related absences to be appropriate for any absence.

Final policy recommendations were approved at the January 2025 committee meeting. The Office of General Counsel (OGC) was consulted on the proposed policy revisions with OGC’s suggestions considered by the committee.

RECOMMENDATIONS

The APAS Committee recommends that the proposed revisions to the University of Maryland Policy on Excused Absence [V-1.00(G)], as shown immediately following this report, be approved.

In addition to the proposed revisions, the APAS committee has recommendations to be considered by the University:

- **Improve Awareness:** Enhancing communication about existing policies and developing additional resources that students can use to help them navigate options available when experiencing a death of someone close to them. For example, additional information could be added to the Mental Health website in order to support students in understanding what they should do when they need an excused absence for bereavement. One specific way to improve awareness is by leveraging campus technology to help students and faculty better connect with campus resources. For example, could TerpAI be a tool that could allow students to ask questions about how to navigate difficult situations?
- **Provide Ongoing Professional Development to Instructors:** It is important to provide onboarding and ongoing professional development to classroom instructors related to classroom policies so that instructors understand how to navigate absences in an equitable and compassionate manner.

APPENDICES

Appendix 1 — Original Charge from the Senate Executive Committee

Appendix 2 — Updated Charge from the Senate Executive Committee Peer Institution Data

Appendix 3 — Peer Institution Data



V-1.00(G) UNIVERSITY OF MARYLAND POLICY ON EXCUSED ABSENCE
(Approved by the President May 6, 2016; Technical Amendments August 7, 2017; Technical Amendments October 1, 2019, Amended December 08, 2022, **Amended XX xx, 2025**)

I. Policy

An excused absence is an absence for which the student has the right to receive, and the instructor has the responsibility to provide academic accommodation.

Students are expected to take full responsibility for their own academic work and progress. Students, to progress satisfactorily, must meet all of the requirements of each course for which they are registered. Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials. Excused absences must be requested promptly and must be supported by appropriate documentation.

Excused absences do not alter the academic requirements for the course. Students are responsible for information and material missed on the day of absence. Students are within reason entitled to receive any materials provided to the class during the absence. Students are responsible for making provision to determine what course material they have missed and for completing required exercises in a timely manner.

Events that justify an excused absence include religious observances; mandatory military obligation; physical or mental health conditions of the student or an immediate family member; **death of someone close to the student**; participation in university activities at the request of university authorities; and compelling circumstances beyond the student's control (e.g., ~~death in the family~~, required court appearances). Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence.

II. Notification and Documentation

To receive accommodation for an excused absence:

1. The student must notify the instructor in a timely manner. The notification should be provided either prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period. All other absences must be reported as soon as is practical.
2. The student must provide appropriate documentation of the absence. The documentation must be provided in writing to the instructor by the means specified in the syllabus.

- ~~a. For health-related absences, including mental and physical health: students may, one time per course per semester, provide a self-signed excuse as documentation of an absence from a single class (e.g., lecture, recitation, or laboratory session) that does not coincide with a major assessment or assignment due date. For all other health-related absences, a course instructor may request that students provide documentation from a health care provider or the University Health Center to verify an absence. In cases where students are asked to provide verification, the course instructor may request the dates of treatment or the time frame that the student was unable to meet academic responsibilities, but may not request diagnostic information.~~
- 3. One time per course per semester, students may provide a self-signed excuse as documentation of an absence from a single class (e.g., lecture, recitation, or laboratory session) that does not coincide with a major assessment or assignment due date.**
- 4. For all additional absences, a course instructor may request that students provide documentation to verify an absence. In cases where students are asked to provide verification, the course instructor may request the time frame that the student is/was unable to meet academic responsibilities, but may not request protected personal information.**
- ~~a. For all other absences students must provide verifiable documentation upon request (e.g., religious calendar, court summons, death announcement, etc.).~~
- 5. 5. Providing false information to University officials is prohibited under ~~Part 10.e.1~~ **Section VII.E** of the University of Maryland *Code of Student Conduct* (**Policy V-1.00**) and may result in disciplinary action.**

III. Academic Accommodations

In keeping with the USM III-5.10 Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance, “Students shall not be penalized because of observances of their religious holidays and shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.” For all other excused absences, the student must be provided academic accommodation. The accommodation provided should, within reason, neither advantage nor disadvantage either the student or the rest of the class.

If the accommodation is a makeup assessment, it must be timely, at a time and place agreed upon by the instructor and student, cover the same material, and be at the same level of difficulty as the original assessment. In the event that a group of students requires the same makeup assessment, one time and place may be scheduled. The makeup assessment must not interfere with the student's regularly scheduled classes, and must be consistent with the V-1.00(A) University of Maryland Policy on the Conduct of Undergraduate Classes and Student Grievance Procedure.

If makeup work is not feasible, an alternate accommodation for excused absences will be provided. Alternate accommodations will be according to the principles established by the unit offering the course.

Students who miss a substantial number of class sessions or course assignments should seek guidance from an academic advisor with respect to academic options.

Extended absences stemming from active military duty are addressed in the USM V-7.00 Policy on Students who are called to Active Military Duty during a National or International Crisis or Conflict.

Absences related to a student's disability are addressed in the VI-1.00(D) University of Maryland Disability & Accessibility Policy and Procedures.

IV. Appeals

Students who feel that they have unfairly been denied either excused absence or appropriate accommodation for an excused absence should first seek to resolve the disagreement with the course instructor. If the student and instructor are unable to find a mutually agreeable resolution, the student may file an appeal with the head of the administrative unit offering the class. In most cases this will be the Chair of the Department. In the case of non-departmentalized units and interdepartmental programs, this role will be taken by the Dean (or the Dean's designee).

The unit head should use procedures similar to those specified in the III-1.20(B) University of Maryland Procedures for Review of Alleged Arbitrary and Capricious Grading – Undergraduate Students – but with clear indication that the appeal is with regard to excused absence, not arbitrary and capricious grading.

Replacement for:

Policy III-5.10(A) University of Maryland Policies and Procedures Concerning Academic Assignments on Dates of Religious Observances

Policy V-1.00(G) University of Maryland Policy for a Student's Medically Necessitated Absence from Class



Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care (Senate Document #23-24-27)

Academic Procedures & Standards Committee | Chair: Amy Karlsson

The Senate Executive Committee (SEC) and Senate Chair Jarzynski request that the Academic Procedures & Standards Committee review the University of Maryland Policy on Excused Absence (V-1.00[G]).

Specifically, the Academic Procedures & Standards Committee should:

1. Review the proposal entitled Bereavement Policies and Practices Toward an Inclusive Community of Care (Senate Document #23-24-27).
2. Review University of Maryland Policy on Excused Absence ([V-1.00\[G\]](#)).
3. Review similar policies and procedures at Big 10 and other peer institutions.
4. Consult with the proposers.
5. Consult with the Office of Faculty Affairs.
6. Consult with the Office of Undergraduate Studies.
7. Consult with the Undergraduate Ombuds Officer.
8. Consult with the Assistant Vice President and Dean of Students.
9. Consult with Directors of Undergraduate Studies in departments with large enrollment classes including but not limited to Math, Computer Science, Information Science, Psychology, and Economics.
10. Consult with the Student Affairs Committee.
11. Consider if there should be a separate policy for student bereavement leave or if it should be included in V-1.00(G).
12. Consider if the Policy should define specific academic accommodations for students who need bereavement leave.
13. Consider if the Policy should define length of time students can use bereavement accommodations.
14. Consider if the Policy should extend beyond immediate family members and how this could impact various student communities.
15. Consider diversity, equity, and inclusion across student groups in any policy recommendations.
16. Consult with a representative from the Office of General Counsel on any proposed changes to the University's policy.
17. If appropriate, recommend whether the policy should be revised and if so, provide suggested revisions.

We ask that you submit a report to the University Senate Office no later than **December 6, 2024**. If you have questions or need assistance, please contact the University Senate Office, senate-admin@umd.edu.



Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care (Senate Document #23-24-27)

Academic Procedures & Standards Committee | Chair: Shannon Buenafior

The Senate Executive Committee (SEC) and Senate Chair Sly request that the Academic Procedures & Standards Committee review the University of Maryland Policy on Excused Absence (V-1.00[G]).

Specifically, the Academic Procedures & Standards Committee should:

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14. Consider if the Policy should extend beyond immediate family members and how this could impact various student communities.
15. Consider diversity, equity, and inclusion across student groups in any policy recommendations.
16. Consult with a representative from the Office of General Counsel on any proposed changes to the University's policy.
17. If appropriate, recommend whether the policy should be revised and if so, provide suggested revisions.

We ask that you submit a report to the University Senate Office no later than **March 7, 2025**. If you have questions or need assistance, please contact the University Senate Office, senate-admin@umd.edu.

				BIG 10 and Peer Institution Website Policy Data					
	Existence of Student Bereavement accommodations (yes/no)	Link to policy described	policy description of key points	specific academic accommodations	length of time students can use	does it allow for the use of bereavement leave beyond immediate family members	other notes of interest about the institution's policy on bereavement		
UMD	no	https://policies.umd.edu/student-affairs/university-of-maryland-policy-on-excused-absence	excused absences need documentation for instructor to give academic accommodations	For all other excused absences, the student must be provided academic accommodation. The accommodation provided should, within reason, neither advantage nor disadvantage either the student or the rest of the class.					
University of Illinois	yes	Student Bereavement Guidelines - https://odos.illinois.edu/resources/students/bereavement#guidelines	Instructor Discretion: can excuse absences, even with documentation. Notification and Documentation: Students must inform instructors and provide documents to the Dean's Office. Absence Letter: Available for specified periods based on the relationship to the deceased.	In applying the guidelines, students are strongly encouraged to use their judgment about the time they need and can afford to take given their academic responsibilities and goals. Similarly, students should use their discretion about the need to take more extended time through mechanisms such as late course drops, withdrawal (undergraduates and graduate students) or leave of absence (graduate students).	Up to five days of bereavement leave in the event of the death of an immediate family member	yes-Up to three days of bereavement in the event of the death of an uncle, aunt, niece, nephew, or cousin. Relatives in law and step relatives in the categories above are covered by this policy.	travel considerations-Students who need to travel outside of North America may be approved by the Office of the Dean of Students for up to four additional absence days. These days will be approved based upon a documented travel itinerary.		
Penn State	no	https://undergrad.psu.edu/aappm/E-11-class-attendance.html and https://senate.psu.edu/students/policies-and-rules-for-undergraduate-students/42-00-acquisition-of-credit/#42-27	Reasons for Absence: Acknowledges legitimate reasons for missing class, including university-approved activities, unavoidable circumstances, elections, and religious observances. Making Up Missed Events: Expects instructors to provide reasonable opportunities for students to complete missed evaluative events due to covered absences. Absence Notification: Students or their representatives are expected to inform instructors of absences, and instructors may require the use of a class absence form.	Class attendance is a critical element of student success and one of the most important ways students learn and understand course materials. Students may need to miss a class meeting to participate in a regularly scheduled university-approved curricular or extracurricular activity or due to unavoidable or other legitimate circumstances (including participation in local, state, and federal governmental elections and religious observances) as defined by University Faculty Senate Policy 42-27 (see also Senate Policies 44-25, 44-30, and 44-35, and Procedures AAPP F-4 and F-5 for situations related to examinations). When an absence or other circumstance covered in such policies results in a student being unable to complete an evaluative event that contributes to the final grade, the student or their representative is expected to inform their instructor, who is expected to provide the student, within reason, the opportunity to complete missed evaluative events. The instructor may require use of the class absence form. Even if the absence meets the expectations of University policies listed above, in some situations, making up missed classes or missed evaluative events may not be possible.					
U of Iowa	no	https://uc.uiowa.edu/taking-university-college-courses/absence-policies	Make-Up Exams: Required for illness, religious obligations, or University activities. Authorized Absences: Require written statements for approved absences.	Individual instructors, course directors, or departments determine the policy on class attendance. Students are required to observe the regulations as announced for the course whether the course is face-to-face in a classroom, online, or through Guided Independent Study (GIS). However, University policy requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, or other unavoidable circumstances or University activities.	Students who are absent for medical or personal reasons may be expected to present evidence to verify the reason. Students in face-to-face courses may report absences from class of five days or less by completing an Absence from Class form, available at the Registration Center and online through the Registrar's Office, and by presenting the form to the instructor. Students who are absent for more than five days may ask the Registration Center to send notification of the absence to each instructor.	not specific			
U of Michigan	no-difficult to find even a basic excused absence policy	LSA - https://lsa.umich.edu/advising/class-registrations-grade/class-attendance/reporting-an-illness.html	Instructors may require documentation for missed work due to illness or unforeseen circumstances and have discretion in making up for it. Accommodations must align with academic integrity standards.						
Michigan State	yes	https://reg.msu.edu/ROInfo/Notices/GriefAbsence.aspx	Authorized Absences: Require written statements for approved absences.	The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in their classes or other academic work (e.g. research). For undergraduate and master's (Plan B) students without research responsibilities, it is the responsibility of the student to: a) notify the Associate Dean or designee of their college of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the Associate Dean, and c) complete all missed work as determined in consultation with the instructor. It is the responsibility of the Associate Dean or designee to: a) determine with the student the expected period of absence - it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) notify the faculty that the student will be absent, and c) receive verification of the authenticity of a grief absence request upon the student's return. It is the responsibility of the instructor to work with the student to make reasonable accommodations and to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence.	not specific	not specific	professional schools have different adherence: Students in the graduate professional colleges (CHM, COM, CVM, LAW) with their own grief absence policies are excluded from the above and should follow their own policies.		

				BIG 10 and Peer Institution Website Policy Data					
	Existence of Student Bereavement accommodations (yes/no)	Link to policy described	policy description of key points	specific academic accommodations	length of time students can use	does it allow for the use of bereavement leave beyond immediate family members	other notes of interest about the institution's policy on bereavement		
U of Minnesota	yes	https://policy.umn.edu/education/makeupwork	University policy acknowledges legitimate reasons for missing coursework and guarantees accommodations for makeup work, including final examinations. Students must plan their schedules to avoid conflicts with course requirements. Instructors cannot penalize students for absences due to unavoidable circumstances such as illness (student or dependent), pregnancy-related medical conditions, athletic events, subpoenas, jury duty, military service, bereavement, religious observances, formal university governance participation, college entrance exams for PSEO students, or university-sponsored activities approved by the senior academic officer or designee.	excused absences may have academic accommodations	not specific	The death of a family member is typically included in the absences related to bereavement circumstances. In addition, there may be other bereavement circumstances when a student is affected by the death of a person who was close to the student, and was not a relative (for example, the death of a roommate or friend). The student is responsible for explaining the circumstances and requesting to be able to make up the work. Instructors should consider the factors surrounding the bereavement, including cultural practices and distance traveled. A student need not have travel to attend services. During the COVID-19 pandemic, restrictions may not allow students to travel or attend services, but bereavement leave may still be needed to provide students time to grieve.	broad policy that covers all absences from jury duty, medical, pregnancy, bereavement, voting. States specific colleges and academic units may establish more specific criteria for notifying instructors and completing the associated make-up work, especially when the absence involves activities that may not be possible to make up, such as laboratory or clinical sessions and performances.		
U of Nebraska-Lincoln	yes	https://registrar.unl.edu/academic-standards/policies/class-attendance-0/ More info - https://studentadvocacy.unl.edu/student-absence-policy-notifications/	A student grieving from a personal tragedy, such as the loss of a loved one, may need to be excused from a class, lab, studio meeting, or required class activity to attend a funeral or manage grief. It is the student's responsibility to contact the Office of the Vice Chancellor for Student Affairs to request that a notice of their leave be sent to instructors. This notice is for the instructor's information only and does not relieve the student of contacting instructors as soon as possible. Upon their return, the student will provide documentation of the loss to each instructor and the Office of the Vice Chancellor for Student Affairs. Consistent with course requirements, instructors should seek to make reasonable accommodations for the grieving student, and should attempt to provide the opportunity to earn similar or equivalent credit for missed assignments or assessments. Upon their return, the student should consider visiting the Counseling	Consistent with course requirements, instructors should seek to make reasonable accommodations for the grieving student, and should attempt to provide the opportunity to earn similar or equivalent credit for missed assignments or assessments	not specific	not specific			
Northwestern	no	https://www.northwestern.edu/studentaffairs/sass/medical-leave/ and https://www.northwestern.edu/studentaffairs/sass/resources-support/staff-and-faculty-resources.html	policy written to direct a medical leave of absence are granted for a semester or longer if needed. The Dean of Students Office grants and approves MLOAs, each leave is tailored to individual needs. Benefits may include tuition adjustments, later course withdrawals, and time for treatment planning. For international students, an MLOA may enable them to stay in the U.S. legally while seeking treatment. No policy for short absence-the staff of SASS are expected to help faculty work with student requesting absence of shorter duration.	Professors who need verification of other unexpected life events such as the loss of a close friend or family member can refer students to SASS for both verification of the event as well as referral to support and resources. The final decision about how and what accommodations will be made for students missing work is made by individual professors and academic deans. Professors should encourage students to use the Health Service protocol to verify illness but will ultimately have to decide whether the requested flexibility keeps students on pace to meet the core and essential requirements of the class.					
Ohio State	no	https://senate.osu.edu/sites/default/files/links_files/Excused%20Absences%20draft%20Sept.pdf	absence policy, vague, accommodations are at the discretion of the instructor.						
Purdue	yes	Grief Absence Policy for Students (GAPS) - https://www.purdue.edu/advocacy/students/absence-policies.html	Bereavement leave allows students to be excused from class attendance without penalty. Students can make up coursework as outlined in the course syllabus. Gives specific amount of days based on relationship and distance student needs to travel. Extended grief absence can be petitioned through the Office of the Dean of Students. Students must contact the Office of the Dean of Students to request leave notification to instructors and provide documentation of the death or funeral service. In cases of impending death, students should contact instructors or the Office of the Dean of Students for assistance in notifying instructors and arranging accommodations.	Students will be excused with no penalty to a student's attendance and the student will be given the opportunity to make up coursework as defined in the course syllabus for bereavement leave. This also includes being granted leave even in those incidences where a student does not travel from campus. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments.	Immediate Family: Students are eligible for up to five (5) days of excused absence, over a two-week period, of the semester in which the death occurs, for the death of a spouse, parent, child, grandparent, grandchild or sibling, or a corresponding in-law or step-relative.	Other Relationships: Students are eligible for up to three (3) days of excused absence, over a two-week period, of the semester in which the death occurs, for the death of relatives or friends falling outside of the category of immediate family.	Travel considerations: Within 150 mile radius of West Lafayette - no additional excused absence days Between 150-300 mile radius of West Lafayette - one additional excused absence days Beyond 300-mile radius of West Lafayette - two additional excused absence days Outside the 48 contiguous United States - four additional excused absence days.		
Rutgers-New Brunswick	no	https://policies.rutgers.edu/PublicPageViewHome.aspx and https://policies.rutgers.edu/B.aspx?BookId=11908&PageId=459225&Search=student%20absences							
Wisconsin-Madison	yes	https://doso.students.wisc.edu/guide/class-attendance/#required https://doso.students.wisc.edu/guide/accommodations-for-life-events/	very vague, accommodations are based on instructor discretion	Our students come from a variety of cultures and family configuration. In general, it is appropriate to grant an accommodation for a significant death in a student's life. While it is also appropriate to ask for documentation, please note it may not be available in all circumstances.	not specific	not specific			

BIG 10 and Peer Institution Website Policy Data								
	Existence of Student Bereavement accommodations (yes/no)	Link to policy described	policy description of key points	specific academic accommodations	length of time students can use	does it allow for the use of bereavement leave beyond immediate family members	other notes of interest about the institution's policy on bereavement	
Indiana University-Bloomington	no	https://studentlife.indiana.edu/student-support/care-and-resource-center/attendance.html	vague, no specifics	only mentions that if 20% of semester is missed (3 weeks), student should consider withdrawing				letter from health center declining instructor request for student absence https://healthcenter.indiana.edu/doc/abou/ut/medical-excuse-policy-11_2021.pdf
Chapel Hill	no	https://catalog.unc.edu/policies-procedures/attendance-grading-examination/	5 days or more missed, approval of absence request is given through the Office of the Dean of Students	with an approved absence, Instructors will provide reasonable alternatives that permit course objectives and learning outcomes to be met. Alternatives may include a make-up exam, alternative assessment, an additional paper or project of equivalent intellectual effort, an electronically-mediated participation opportunity, a due date extension, or other option that allows students to demonstrate what they have learned without being penalized for the University approved absence.	?	not specific	https://uaao.unc.edu/ , faculty FAQ - https://uaao.unc.edu/faculty-faq/	
UCLA	no	https://registrar.ucla.edu/registration-classes/enrollment-policies/class-policies/class-attendance	no policy about excused absences, only that attendance is required					
UC Berkeley	no	https://teaching.berkeley.edu/guide-handling-student-absences-due-minor-illness	policy mentions illness, students have 3 days for unexcused absences, 5 "slip days" to turn in assignment after due date however if more than 3 finals are scheduled a student must use slip day to accommodate	none				
University of Southern California (USC)	no	https://campussupport.usc.edu/students/academic/	a few scenarios (short/semester long absence/health/non-health related) are given with different for either short time frame of a week or withdraw for semester. No middle ground option (couple week absence) policy	at the discretion of instructor for short absence,				
University of Oregon	NO (Just Staff/ Faculty) https://hr.uoregon.edu/bereavement-leave	Focuses on Student Leave. https://policies.uoregon.edu/vol-3-administrations-student-affairs/g3-5-student-records/student-leave	Outlines the process for voluntary leave of absence, which requires approval from the Dean of Students and, for graduate students, the Graduate School. The Dean may request a recommendation from the student's treatment provider and may consult with relevant university officials. The university must offer the option of voluntary leave before considering mandatory leave.	From the Student Leave. Dean of Students can instruct the Registrar to withdraw them if necessary and process tuition refunds. Additionally, the Dean may explore or implement reasonable accommodations.	N/A		For resuming student status, a written plan is required outlining how the student will address the reasons for their leave, such as ongoing medical or psychological care, maintaining responsibility, and transitioning back into the university community if residing in the halls.	
University of Washington	NO (Just Staff/ Faculty) https://hr.uw.edu/ops/holidays-time-off/bereavement/							