UNIVERSITY OF MARYLAND PCC
PROGRAM/CURRICULUM/UNIT PROPOSAL

PROGRAM(s): Master of Professional Studies in Public Safety Leadership and Administration
[Comprised of Graduate Certificate in Criminal Justice Administration (CJA) and Graduate Certificate in Leadership in Diverse Organizations (SOCY) and UMB LAW courses). See separate PCC proposals for the UMD certificates.]

DEPARTMENT / UNIT: Sociology (SOCY) / Criminology & Criminal Justice (CCJS)

PROPOSAL CONTACT PERSON (WITH E-MAIL): Dr. Rashawn Ray, rray@umd.edu

COLLEGE/SCHOOL: BSOS

TYPE OF ACTION: Italics indicate that the proposal must be presented to the full University Senate for consideration.

☐ Curriculum change (including modifying minors, concentrations/specializations, and creating informal specializations)

☐ Curriculum Change is for an LEP Program

☐ Renaming of program or formal Area of Concentration

☐ Establish/Discontinue a formal Area of Concentration

☐ Establish a new academic degree/certificate program

☐ Create an online version of an existing program

☐ Establish a new minor

☐ Suspend/Discontinue a degree/certificate program

☐ Establish a new Master or Certificate of Professional Studies program

☐ XX New Professional Studies program will be administered by Office of Extended Studies

☐ Other:

APPROVAL SIGNATURES: Please print name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).

1. Department Committee Chair: Roberto Patricio Korzeniewicz 4/5/19

2. Department Chair:

3. College/School PCC Chair: 5/3/19

4. Dean: 5/21/19

5. Dean of the Graduate School (if required):

6. Chair, Senate PCC:

7. University Senate Chair (if required):

8. Senior Vice President and Provost

Instructions: When approved by the dean of the college or school, send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Mein Administration Building, Campus-5031, and email the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

Summary of Proposed Action (use additional sheet if necessary):
The following is a proposal to create a 30-credit, online, Master of Professional Studies in Public Safety Leadership and Administration. This is a collaboration between the the University of Maryland-College Park (UMD) and University of Maryland-Baltimore (UMB) and includes the UMD Department of Sociology, the UMD Department of Criminology and Criminal Justice, and the UMB Carey School of Law. The MPS will be comprised of two stackable certificates from College Park departments and courses from the UMB School of Law.

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):
UNIVERSITY OF MARYLAND PCC
PROGRAM/CURRICULUM/UNIT PROPOSAL

PROGRAM(s): Graduate Certificate in Criminal Justice Administration (CC JS)

DEPARTMENT / UNIT: Criminology & Criminal Justice (CC JS)  COLLEGE/SCHOOL: BSOS

PROPOSAL CONTACT PERSON (WITH E-MAIL): Dr. Laura Dugan, ldugan@umd.edu

TYPE OF ACTION: italics indicate that the proposal must be presented to the full University Senate for consideration.
- Curriculum change (including modifying minors, concentrations/specializations, and creating informal specializations)
- Curriculum Change is for an LEP Program
- Renaming of program or formal Area of Concentration
- Establish/Discontinue a formal Area of Concentration
- Establish a new academic degree/certificate program
- Create an online version of an existing program
- Establish a new minor
- Suspend/Discontinue a degree/certificate program
- Establish a new Master or Certificate of Professional Studies program
- XX New Professional Studies program will be administered by Office of Extended Studies
- Other:

APPROVAL SIGNATURES: Please print name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).

9. Department Committee Chair: Laura Dugan 4-5-2019

10. Department Chair: Gary Lafree 4-5-2019

11. College/School PCC Chair:

12. Dean:

13. Dean of the Graduate School (if required):

14. Chair, Senate PCC:

15. University Senate Chair (if required):

16. Senior Vice President and Provost

Instructions: When approved by the dean of the college or school, send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, and email the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

Summary of Proposed Action (use additional sheet if necessary):
The Graduate Certificate in Criminal Justice Administration is part of a stackable degree program—Master of Professional Studies in Leadership in Public Safety Administration.

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):
UNIVERSITY OF MARYLAND PCC
PROGRAM/CURRICULUM/UNIT PROPOSAL

PROGRAM(s): Graduate Certificate in Leadership in Diverse Organizations (SOCY)

DEPARTMENT / UNIT: Sociology (SOCY)  COLLEGE/SCHOOL: BSOS

PROPOSAL CONTACT PERSON (WITH E-MAIL): Dr. Rashawn Ray, rjrjay@umd.edu

TYPE OF ACTION: Italics indicate that the proposal must be presented to the full University Senate for consideration.

☐ Curriculum change (including modifying minors, concentrations/specializations, and creating informal specializations)
☐ Curriculum Change is for an LEP Program
☐ Renaming of program or formal Area of Concentration
☐ Establish/Discontinue a formal Area of Concentration
☐ Establish a new academic degree/certificate program
☐ Create an online version of an existing program
☐ Establish a new minor
☐ Suspend/Discontinue a degree/certificate program
☐ Establish a new Master or Certificate of Professional Studies program
☐ XX New Professional Studies program will be administered by Office of Extended Studies
☐ Other:

APPROVAL SIGNATURES: Please print name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).

17. Department Committee Chair: ____________________________

18. Department Chair: ____________________________ Roberto Patricio Korzeniewicz 4/5/19

19. College/School PCC Chair: ____________________________

20. Dean: ____________________________

21. Dean of the Graduate School (If required):

22. Chair, Senate PCC: ____________________________

23. University Senate Chair (If required): ____________________________

24. Senior Vice President and Provost ____________________________

Instructions: When approved by the dean of the college or school, send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, and email the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

Summary of Proposed Action (use additional sheet if necessary):
The Graduate Certificate in Leadership in Diverse Organizations is part of a stackable degree program—Master of Professional Studies in Leadership in Public Safety Administration.

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):
PURPOSE AND NEED

1. Describe the program and explain why the institution should offer it.

The University of Maryland Strategic Partnership Act of 2016 encourages academic and research collaboration between the University of Maryland-Baltimore (UMB) and the University of Maryland-College Park (UMD). To this end, the UMB Carey School of Law, the UMD Department of Sociology, and the UMD Department of Criminology and Criminal Justice propose a collaboration to provide law enforcement, public safety, and related personnel training in organizational leadership as it relates to crime and policing in order to advance their careers. As noted in Section 2, market research studies and non-credit bearing training offered by the Department of Sociology indicate that there is a need for such a program. This MPS will formalize the cooperation of three departments, across two campuses.

We expect the content of the degree to appeal to public safety personnel like police officers and emergency responders. There are roughly 30 law enforcement agencies in Washington DC alone, while the state of Maryland has over 140 agencies and over 16,000 sworn officers. Military personnel as well as government and non-profit agencies will also be interested in this program for its focus on organizational leadership, ethics, and cultural competency. These potential students include employees of local, county, state and federal agencies, corporations, and not-for-profit organizations that have a crime and safety focus.

Professionals working in these areas may perform duties related to: enforcement of law, detective work, undercover investigation of crimes, education on public safety, disaster preparedness, dispute mediation, juvenile justice, social services to victims of crime, data collection, analysis, and reporting of crime statistics. The curriculum of the program will help all of these types of employees in two ways:

1. To perform their jobs better by educating them on the organizational, social, interpersonal, and legal dynamics of the situations they find themselves in daily, and
2. To prepare them for a leadership role within or outside of their organization.

The key aspects of good leadership in the public safety sector are being a model of ethics and equity, making decisions based on sound evidence, building relationships both within the department and with outside constituents, policy development, and successful policy implementation. To develop these areas of leadership, curriculum content will focus on: interpersonal skills both within and outside of an organization, understanding power dynamics and equity, conflict management and resolution, and evidence-based decision making. To add value to the degree in this modern data-driven world, we provide training in evaluating and interpreting statistics to help students intelligently draw conclusions from different data sources.

The format of the program is a 30-credit Professional Master’s degree that can be completed using stackable Certificates. With three programs contributing content, there will be two unique 12-credit Certificates (one from sociology and one from criminology) and two additional courses from the Law School. If a student does not complete all 30 credits, individual Certificate degrees are still awarded.

2. Provide evidence of student interest and indicate the size of the program at steady state.

Evidence of student interest initially comes from the interactions that UMD Sociology has had with Prince George’s County Police Department (PGPD). Since 2015, members of the UMD Department of Sociology have conducted implicit bias trainings with police cadets (approximately 200). Because of the success of these trainings, faculty received funding from Prince George’s County and PGPD to train the roughly 1700 PGPD officers in an innovative educational program that includes workshops and virtual reality experiments to gauge decision-making. Each week from March through November 2018, 50 different PGPD officers came to the University of

PCC, MPS or GC, OES-Administered, p. 4
Maryland for a day training in implicit bias. Given the relatively high number of officers who have a bachelor’s degree, it became clear that the need for a master’s program of this kind was needed.

Working with the officers has dramatically increased the understanding of the training needs and career goals of public safety personnel which has informed the Professional Master’s degree proposed. Officers typically serve their required 20 years and then retire with potentially 20+ more years of time to contribute to the workforce in a different job. Officers are thinking about that next step and often need a Master’s degree or evidence of leadership and management training to successfully transition to a rewarding second career. Typical career paths involve management of public safety units at businesses, hospitals, airports, and universities. Some officers also transition to leadership roles at other police departments or at non-profit and for-profit organizations. The leadership training provided by this degree will prepare officers for these roles.

With the termination of the John’s Hopkins’ Division of Public Safety Leadership (PSL) at the School of Education (SOE), set to end in December 2019, there is now an even larger market to reach students who might have otherwise chosen this program. Further evidence of a desire for this type of training comes from the University of South Florida which has a successful Masters of Arts in Criminal Justice Administration. While not the same, the goals of their curriculum align with ours, focusing on ethics and development of data interpretation skills.

Furthermore, a market research study commissioned by UMB Law found diminishing demand for traditional law enforcement jobs in recent years. This indicates that the job market may be more competitive so that officers with advanced skills would have an advantage. This was evident in a recent search for a local police chief – all candidates chosen by the committee for the final round of interviews had to have a Master’s degree.

As illustrated in the attached budget, after a couple years we expect to reach a steady state of 20+ students per annual cohort. Being online, students will not be required to physically report to a classroom in UMD or UMB and therefore can join the program from anywhere in the United States. Marketing will capitalize on existing relationships with public safety and related personnel from the Washington DC, Baltimore, and surrounding areas. For students outside of Maryland, marketing will emphasize the impressive #1 national ranking of the Criminology Program.

**CHARACTERISTICS OF THE PROPOSED PROGRAM**

3. Provide a full catalog description of the proposed program.

The **Master of Professional Studies in Public Safety Leadership and Administration** provides advanced leadership training to personnel working in the area of public safety either through law enforcement, first response, social services, or administrative agencies coordinating with the judicial system. The curriculum combines lessons in organizational leadership, cultural competency, law enforcement, criminal justice, and data interpretation to prepare law enforcement and public safety professionals for leadership roles. Students will be trained on evaluating organizations for best practices, implementing policies that impact capacity to lead organizations, and understanding social interaction and human behavior to solve complex problems. A student successfully completing this degree will be able to evaluate their organization, provide innovative recommendations, rationally evaluate data and statistics, and more deftly manage interpersonal conflict.

This program is a collaboration between the University of Maryland-Baltimore Carey School of Law, the University of Maryland-College Park Department of Sociology, and the University of Maryland-College Park Department of Criminology and Criminal Justice.
The Graduate Certificate in Criminal Justice Administration (Criminology and Criminal Justice)
The program of graduate study leading to a Certificate in Criminal Justice Administration is intended to prepare criminal justice professionals for their next level of career advancement by providing them with the foundation needed to understand and apply evidence-based research to their professional endeavors. The four courses included in the Certificate will help students become informed consumers of high-quality research through instruction by academic faculty and experienced practitioners. Case studies will also be used to help students learn to apply best practices to complicated real-world challenges, so they can develop a critical and informed understanding of possible criminal justice responses to common problems.

The Graduate Certificate in Leadership in Diverse Organizations (Sociology)
In the 21st century, law enforcement, public safety, organizational and business leaders are tasked with juggling administrative and fiscal responsibilities as well as having the ability to deal with growing challenges related to equity and inclusion. Many public and private organizations are currently working on the development of strategies to meet these challenges and are searching for leaders who have the skill set and credentials to sufficiently deliver on strategic planning promises. One of the biggest skill sets may be the ability for leaders to assess and evaluate their organization and provide innovative recommendations to change organizational and cultural norms. This certificate—Leadership in Diverse Organizations—operated in the Department of Sociology, will provide students with the credentials to be the type of leader that organizations and businesses are looking for. Through understanding social psychology, organizational leadership, and cultural competency, students will be trained on best practices for evaluating their organizations, implementing policies that impact capacity to lead organizations, and understanding social interaction and human behavior to solve complex problems.

This certificate is led primarily by faculty in the Department of Sociology with expertise in social psychology. Their research addresses how organizations and leadership can adopt better strategies for implementing organizational and cultural changes and providing equity and inclusion for employees and stakeholders. The Department of Sociology at the University of Maryland ranks in the top 10 in social psychology and social stratification and has consistently ranked in the top 20 of Sociology graduate programs. The lecturers for the program will be current instructors in the Department of Sociology who have PhDs as well as law enforcement and educational administrative leaders with expertise in organizational leadership, problem-solving, and cultural competency. Courses will offered online with occasional opportunities for local students to meet in-person.

4. List the educational objectives of the program.

A student successfully completing this degree will be able to:
1. evaluate their organization in terms of employee outcomes and best practices
2. provide innovative recommendations to solve existing interpersonal and policy problems
3. identify and understand key constitutional law concepts as they relate to the practice of policing and public safety
4. rationally evaluate data and statistics to make informed decisions.
5. Describe any selective admissions policy or special criteria for students selecting this field of study. Please review the basic requirements of degree programs or certificate programs.

Admission is for the standard 16-week fall or spring semester. As the Graduate School requires:

- 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) or better in all prior undergraduate and graduate coursework.
- Applicants must provide an official copy of a transcript for all of their post-secondary work.
- International applicants must fulfill all requirements relating to international academic credentials, evidence of English proficiency, financial certification, and visa documentation.

6. Course requirements. Indicate the course requirements with course numbers, titles and credits. In an appendix, provide the course catalog information (credits, description, prerequisites, etc.) for all of the courses. Note that suffixed “selected” or “special” topics courses should be avoided. If suffixed-selected or special topic courses are offered regularly in the new program, you should make the courses permanent.

The required courses are noted below, divided by the Certificates they satisfy. All courses are 3 credits. New courses are designated with the department prefix and XXX for the number. These will be submitted to VPAC for approval once the degree is approved. No courses have prerequisites so students can complete them in any order.

A student can achieve the 30-credit Professional Master’s degree by completing two Certificates and taking two courses form the law school (see Figure 1 for an illustration).
Criminology and Criminal Justice Certificate: Criminal Justice Administration (12 credits)
- Foundation Course: Making Sense of Criminal Justice Methods and Statistics (CCJSXXX)
- Ethics in Criminal Justice (CCJSXXX)
- Translating Research into Practice (CCJSXXX)

One of the following courses:
- Building Partnerships with Criminal Justice and Social Service Agencies (CCJSXXX)
- Patterns of and Responses to Terrorism (CCJSXXX)
- Campus Safety (CCJSXXX)
- Technology in Modern Policing (CCJSXXX)

Sociology Certificate: Leadership in Diverse Organizations (12 credits)
- Foundation Course: Leadership in Diverse Organizations (SOCYXXX)
- Public Image Management and Policy Solutions (SOCYXXX)
- Power and Status in Organizations (SOCYXXX)
- Applied Research Methods and Technological Training Approaches (SOCYXXX)

Law: (6 credits): Courses offered by UMB will have to be cross-listed in both the Sociology and Criminology departments.
- Constitutional Law and Public Safety
- Civil Legal Issues in Policing

For course catalog information, see Appendix A.

7. 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.).

As noted in Section 2, relationships established with police departments and public safety organizations in the Baltimore-Washington corridor revealed the needs of officers seeking leadership positions. Also, the faculty of each department commented and advised on the courses comprising each Certificate. This was particularly helpful when developing the learning outcomes and assessment of these outcomes.

8. Sample plan. Provide a term-by-term sample plan that shows how a typical 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.

The program will run on a semester schedule with courses being offered in the fall, spring and at least one of the summer terms. Criminology and Criminal Justice will offer two courses in the fall, one course in the spring, and one course in the summer. Sociology will offer one course in the fall, two courses in the spring, and one course in the summer. The law school will offer one course in the fall semester and one course in the spring semester. If a student is willing to assume full-time status and take 3-4 courses a semester, s/he can complete the entire Master's degree in that same time.

Since we are targeting working professionals, we expect students to take 1 or 2 courses a semester and probably take a semester off occasionally. Therefore, students will likely need at least 2 years to complete the degree. We will encourage students to focus on one Certificate as much as possible so that they can be awarded that Certificate if they find that they cannot complete the entire 30 credits within 5 years (per the Graduate School's policy).
Since the courses do not carry prerequisites, a student is not tied to a particular course sequence. However, completing the Foundation courses early is recommended. Below, we have provided one possible path (of many possible paths) that reflects our preferred order of course completion.

Possible Course Sequence
This hypothetical sequence is for a student focused on completing the Sociology and Criminology Certificates and then achieving the Master’s by taking the 2 required courses from the Law Certificate (foundation course and chosen elective).

Fall, year 1
- Foundation Course: Making Sense of Criminal Justice Methods and Statistics (CCJSXXX)
- Foundation Course: Leadership in Diverse Organizations (SOCYXXX)

Spring, year 1
- Power and Status in Organizations (SOCYXXX)
- Constitutional Law and Public Safety

Summer, year 1
- Building Partnerships with Criminal Justice and Social Service Agencies (CCJSXXX)
- Public Image Management and Policy Solutions (SOCYXXX)

Fall, year 2
- Applied Research Methods and Technological Training Approaches (SOCYXXX)
- Translating Research into Practice (CCJSXXX)

(At this point, the student could be awarded the Sociology Certificate – all 12 credits are satisfied.)

Spring, year 2
- Ethics in Criminal Justice (CCJSXXX)
- Civil Legal Issues in Policing

(At this point, the student has completed the requirements for the Criminology & Criminal Justice Certificate and the additional 2 courses required from the MPS.)

Possible Plans of Study: MPS & GCs

<table>
<thead>
<tr>
<th>Term</th>
<th>Yr</th>
<th>Unit</th>
<th>GC</th>
<th>Course</th>
<th>MPS in Leadership in Public Safety Administration, 30 credits, Part-time</th>
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<td>1</td>
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<td>CIA</td>
<td>CCJS*** Making Sense of Criminal Justice Methods and Statistics (Foundation Course)</td>
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<td>Summer</td>
<td>1</td>
<td>CCJS</td>
<td>CIA</td>
<td>CCJS*** Building Partnerships with Criminal Justice and Social Service Agencies OR</td>
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<td></td>
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<td></td>
<td></td>
<td>CCJS*** Patterns of and Responses to Terrorism OR</td>
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PCC, MPS or GC, OES-Administered, p. 9
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<td>CCJS***</td>
<td>Campus Safety OR</td>
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<td></td>
<td></td>
<td>CCJS***</td>
<td>Technology in Modern Policing</td>
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<td>Summer</td>
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<tr>
<td>Spring</td>
<td>LPSS</td>
<td>x-listed</td>
<td>Civil Legal Issues in Policing</td>
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9. Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body. We will be sure to target a diverse range of police and public safety organizations such as the Hispanic Police Officer Association (HPOA) and the National Black Police Association (NBPA). However, it should be noted that police departments in the greater Washington area are much more racially-diverse than other areas. For example, PGPD officers are 55% non-white male with about 40% of the officers being Black males.

STUDENT LEARNING OUTCOMES AND ASSESSMENT

10. List the intended student learning outcomes.

The Learning Outcomes for the MPS are:
Students will be able to:
- demonstrate their understanding of key statistical methods by interpreting tables and graphs
• demonstrate their ability to distinguish between high and low quality evaluations
• apply leadership strategies to accommodate the diversity of an organization
• better understand human interaction and human behavior to better work with organizational members to solve complex problems
• identify and understand key constitutional law concepts as they relate to the practice of policing and public safety
• analyze public safety issues that arise under the Fourth, Fifth and Sixth Amendments

11. Include a general assessment plan for the learning outcomes.

All of learning outcomes for the MPS will be emphasized in the foundation courses, since these are the only required courses that all students must take to complete the degree.

**Foundation Course: Making Sense of Criminal Justice Methods and Statistics (CCJSXXX)**

This course will teach students how to better understand research that relies on statistics and to then apply this understanding to common criminal justice problems. The course will introduce basic statistical concepts that are necessary for analyzing crime and evaluating criminal justice programs and policies. Students will learn to interpret and assess the quality of reports that present crime trends, descriptive statistics, correlations, data mining efforts, geo-spatial and social media analytics, risk analysis for repeat offenders, hot spots of crime, and experimental research. By the end of the semester, students will learn to assess critically the quality of published research and evaluate its implications for criminal justice policy.

**Learning Outcomes**
Students will be able to:
• demonstrate their understanding of key statistical methods by interpreting tables and graphs
• demonstrate their ability to distinguish between high and low quality evaluations
• articulate the relevance of research findings for a specific criminal justice program or agency
• and discuss how improvements can be made in programs or agencies based on research findings.

**Evaluation**
Students will be given up to three reports that use statistical methods to assess a criminal justice program or policy. Students will be expected to: 1) compare the research described in each report, 2) delineate the strengths and weaknesses of each report, and 3) select the report with the most valid findings bases on 1 and 2. Students will then interpret the key findings of the selected report, draw conclusions, and apply those conclusions to a specific criminal justice program or agency, discussing whether and how improvements can be made in that program or agency.

**Foundational Course: Leadership in Diverse Organizations (SOCY XXX)**

Students will learn how to formulate goals for the organization as well as implement individual employee goals for maximum production and buy-in. Assignments will center on SWOT analysis of their organizations and developing strategic plans. The class will include a series of subject matter experts who are well versed in leadership. These experts will provide practical insights to solutions to everyday issues that leaders face in public safety and the nonprofit sector.

**Learning Outcomes**
Students will be able to:
• apply leadership strategies to accommodate the diversity of an organization
• evaluate empirical research and theories for best practices
• understand policies that impact capacity to lead organizations

PCC, MPS or GC, OES-Administered, p. 11
• better understand human interaction and human behavior to better work with organizational members to solve complex problems

Evaluation
Students will read academic research grounded in organizational theories that suggest best practices for changing organizational culture and diversifying the composition of employees and membership. Students will participate in class lectures to discuss best practices and ways to implement strategies to improve diversity in their organizations. As a final paper, students will write an implementation plan for their organization to enhance the diversity of their organization.

Constitutional Law and Public Safety
The course covers topics related to constitutional issues inherent to the practice of policing, including Fourth, Fifth and Sixth amendment concerns.

Learning Outcomes
Students will be able to:
• identify and understand key constitutional law concepts as they relate to the practice of policing and public safety
• analyze public safety issues that arise under the Fourth, Fifth and Sixth Amendments

Evaluation
Throughout the course there will be in-depth discussion aimed at these learning outcomes and students will be assessed on quality of participation. At the end of the course, students will produce a final paper demonstrating knowledge and mastery of the learning outcomes.

ORGANIZATION

12. Oversight Committee. The committee should be composed of a regular member of the graduate faculty from the "core" area who will serve as the Graduate Director, a second member of the graduate faculty, a representative from the Graduate School, and an administrative manager. Both the Graduate Director and second faculty member must have the approval of their respective department chairs. This committee will provide the academic and administrative oversight for the duration of the degree or certificate program.

Graduate School Representative
Dr. Steve Fetter, Associate Provost and Dean of the Graduate School

Graduate Director(s)
• Sociology – Dr. Rashawn Ray
• Criminology – Dr. Laura Dugan
• Law – Barbara Gontrum, Senior Associate Dean and Law School Professor

Office of Extended Studies Administrative Support
Terrie Hruz, Director of Programs

13. Indicate who will provide the academic coordination for the program.
The academic unit provides academic and advising oversight to incoming and admitted students. In addition, the academic unit is responsible for all instructor selections and appointments and works with The Graduate School to ensure that instructors are graduate faculty members.
Each department contributing to this degree will appoint an academic coordinator. Each coordinator noted below has been invested in the creation of this program from the beginning.

- Sociology – Dr. Rashawn Ray
- Criminology – Dr. Laura Dugan
- Law – Crystal Edwards, Assistant Dean for Academic Affairs and Lecturer in Law

These faculty members meet once a semester to coordinate decisions about admissions, courses, instructors, and course schedules. They will communicate over email as needed in between. While these faculty provide the vision and key decision making for the team, the administrative coordinator will prompt them to meet as issues arise.

14. Indicate who will provide the administrative coordination for the program.

The Office of Extended Studies will provide program management (UMD policies and procedures compliance, program website, data requests), student and program services (admission support, scheduling, registration, billing and payment, graduation, appeals), financial management (faculty contracts, payment processing, course charge processor, net revenue distribution), and marketing, if requested.

In addition, the departments based at UM-CP, Sociology and Criminology, will share an administrative coordinator (to be named later). This will be a newly hired professional track faculty member with mutual interests in policing, criminology, and public safety. The coordinator will spend 50% of their time managing the program and the other 50% teaching in the program.

UMB will appoint their own administrative coordinator, Megan Timmins, to manage their Certificate and communicate with the UM-CP coordinator.

The UMB and UM-CP coordinators will communicate about class schedules, classroom space, technology set-up in the classroom, cross-listing courses, collaborations on marketing, recommendations for admission of new students, orientation activities for new cohorts, graduation activities, and other administrative tasks that arise.

Individually, both coordinators will prepare applications for new course numbers, communicate with instructors, facilitate training of faculty and students on technology and course tools, and answer simple technology and course tool problems.

Admissions and student records will be handled at UM-CP. Therefore, the UMD-CP coordinator will have greater responsibility for communicating with perspective and current students, serving as a liaison to the Graduate School, staying on top of policy changes, and directing admissions and graduation activities. UMB will compensate UM-CP for this.

FACULTY

Faculty selection and appointments are made by the academic unit. The faculty may include Professional Track faculty, retired faculty, and professionals in the field. All faculty must be approved by the Dean of the Graduate School. UMD faculty who in teach in the program will be compensated using overloads. A faculty member may only receive payment for teaching courses above their regular appointment if s/he has met the requirements of the position and the supervisor has approved the overload. The overload is submitted via PHR. Teaching on an overload basis requires approval each year. Faculty members who buy out of an on-load course (e.g. with research grant funds) would have to consult with a college and agency official to determine if they can be paid for teaching an overload course. For complete information regarding the UMD overload policy, see:

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http://www.provost.umd.edu/pers-bud/forms/oladguide2.html. Additionally, programs must follow Maryland Higher Education Commission Code of Maryland (COMAR) regulations. In particular, COMAR 13B.02.03.11 requires that at least 50% of the total semester credit hours within the proposed program be taught by full-time faculty. For off-campus programs, COMAR 13B.02.03.20 states that at least 1/3 of the classes offered in an off-campus program shall be taught by full-time faculty of the parent institution.

15. List the faculty who will teach in the program. Include their titles, credentials, and courses they may teach for the program.

**Faculty selected to teach the Sociology Certificate Courses:**

**Dr. Brian Conner** is a Lecturer in the Department of Sociology at the University of Maryland. He obtained his Ph.D. in sociology from the University of Massachusetts in 2014. He specializes in political and cultural sociology. Dr. Conner was awarded as the Most Valuable Professor by the UMD Men’s Soccer Team. Dr. Conner is positioned to teach Leadership in Diverse Organizations and Power and Status in Organizations.

**Dr. Long Doan** is an Assistant Professor of Sociology at the University of Maryland. He is broadly interested in how various social psychological processes motivate behavior and explain patterns of inequality. In particular, Doan is interested in the intersections of sexuality, gender, and race. His work examines how seemingly subtle differences in evaluations of individuals based on their social characteristics lead to larger, more concrete implications, such as the acceptance or denial of legal rights or decisions related to hiring. His current projects examine (1) the ways in which people's gender and race jointly affect others' interpretations of their emotion displays and, in turn, subsequent evaluations of them; (2) Americans' attitudes toward the division of housework within same-sex families compared to heterosexual families; (3) the role of status, power, and emotions in escalating or reducing intergroup conflict; and (4) predictors of sexual identity disclosure and the health consequences of sexual identity discrepancy. He is also involved in methodological work developing a general framework for comparing marginal effects across models. Doan’s work primarily uses experimental and survey methods, and he is a member of the Group Processes Lab in the Department of Sociology. He teaches courses in the sociology of emotions, social psychology, and research methods. Dr. Long is positioned to teach Power and Status in Organizations as well as Applied Research Methods and Technological Training Approaches.

**Dr. Meredith Kleykamp** is currently an associate professor of Sociology at the University of Maryland and director of the Center for Research on Military Organization. She is also a faculty associate of the Maryland Population Research Center (MPRC). Prior to joining the Maryland faculty in 2010, she was an assistant professor at the University of Kansas, and previously taught at the United States Military Academy (West Point). She received a PhD from Princeton University in 2007, and a BA in sociology from the University of Texas at Austin. As a sociologist Dr. Kleykamp is interested in how forces outside individuals can shape individual lives. Her research focuses on people’s work lives—their jobs, earnings, and careers. Kleykamp’s past and current research examines the connections between the labor market and three specific institutions: the military, prison, and unions. She explores how these institutions influence patterns of employment and how each institution’s influence varies along racial, ethnic, class, and gender lines. Dr. Kleykamp’s primary research program focuses on the military as a unique labor market institution, and draws conceptual and methodological inspiration from past collaborative work on the prison as a labor market institution. Fundamentally, she is interested in understanding why people join the military and how military service influences their lives, especially in the current context of multiple wars fought with a small volunteer force. She has a particular interest in elucidating the mechanisms underlying differences between civilians and veterans, and how the societal context of reception of military veterans shapes their transition from military to civilian life. Although primarily a quantitative researcher, her work has included a field experiment of hiring practices, a general population experiment in public attitudes, statistical analyses of large datasets, and in-depth individual interviews. Her work has been published in journals such as American Sociological...
Review, Future of Children, Social Forces, and Armed Forces and Society. Professor Kleykamp currently teaches graduate courses in military sociology and statistics. She has previously taught undergraduate courses in statistics, research methods, demography and military sociology. She is positioned to teach Leadership in Diverse Organizations and Applied Research Methods and Technological Training Approaches.

**Dr. Jeff Lucas** is Associate Dean for Research in the College of Behavioral and Social Sciences (BSOS) and Professor in the Department of Sociology. In his role in BSOS, Dr. Lucas oversees the dean’s vision for research in the college. The University of Maryland ranks fourth among U.S. universities in federal funding for social science research, and BSOS researchers secure more than $50 million in external research awards each year. Dr. Lucas’s role is to help facilitate an environment for faculty and students in the college conducive to maintaining the excellence in research that these award levels reflect. To this end, he promotes research activity across the college, facilitates interdisciplinary research, and assists faculty and students in the college in the pursuit of rigorous social and behavioral research. He additionally is responsible for maintaining research compliance in the college with the policies and guidelines of the university and government agencies. And, he oversees the Dean’s Research Initiative Program, which has since 2010 provided over $2.7 million in awards that have generated more than $77 million in grant proposals and more than $8 million in external research funding. Dr. Lucas received his B.B.A. in Business Administration (1992) and PhD in Sociology (2000) from the University of Iowa. He joined the Maryland faculty in 2004. In sociology, he teaches courses on social psychology, research methods, group processes, and leadership. In his research, he carries out experimental group processes studies, largely on power, status, and leadership, that have received funds from agencies including the National Science Foundation, National Institute of Health, and Army Research Institute. In the Department of Sociology, he has served as Graduate Director, Director of Research, Associate Chair, and Director of the Group Processes Research Laboratory. Dr. Lucas is positioned to teach Power and Status in Organizations and Applied Research Methods and Innovation Training Approaches.

**Dr. Stanley Presser** is a Distinguished University Professor in the Department of Sociology. He is interested in the interface between social psychology and survey measurement. His research focuses on questionnaire design and testing, the accuracy of survey responses, nonresponse, and ethical issues stemming from the use of human subjects. His books include *Questions and Answers in Attitude Surveys* (with Howard Schuman), *Survey Questions* (with Jean Converse), and *Methods for Testing and Evaluating Survey Questionnaires* (chief editor). In addition to being professor of sociology, he teaches in the Joint Program in Survey Methodology, which he founded in 1992 with colleagues at the University of Michigan and Westat, Inc. He has served as editor of *Public Opinion Quarterly*, was president of the American Association for Public Opinion Research, and is an elected fellow of the American Statistical Association. Presser was director of the Maryland Survey Research Center from 1989 to 2000. He is positioned to teach Power and Status in Organizations and Applied Research Methods and Innovation Training Approaches.

**Dr. Rashawn Ray** is Associate Professor of Sociology and Executive Director of the Lab for Applied Social Science Research (LASSR) at the University of Maryland, College Park. He is also one of the co-editors of *Contexts Magazine: Sociology for the Public*. Formerly, Ray was a Robert Wood Johnson Foundation Health Policy Research Scholar at the University of California, Berkeley. Ray’s research addresses the mechanisms that manufacture and maintain racial and social inequality with a particular focus on police-citizen relations and men’s treatment of women. His work also speaks to ways that inequality may be attenuated through racial uplift activism and social policy. Ray has published over 40 books, articles, book chapters, and op-eds. Recently, Ray published the book *How Families Matter: Simply Complicated Intersections of Race, Gender, and Work* (with Pamela Braboy Jackson) and another edition of *Race and Ethnic Relations in the 21st Century: History, Theory, Institutions, and Policy*, which has been adopted nearly 40 times in college courses. Ray has written for *New York Times*, *Huffington Post*, *NBC News*, *The Conversation*, and *Public Radio International*. Selected as 40 Under 40 Prince George’s County and awarded the 2016 UMD Research Communicator Award, Ray has appeared on *HLN, Al Jazeera, NPR, Fox*, and *MSNBC*. His research is cited in *CNN, Washington Post, Marshalltown*.

Faculty selected to teach the Criminology Certificate Courses:

William Braniff is the Director of the National Consortium for the Study of Terrorism and Responses to Terrorism (START) and a Professor of the Practice at the University of Maryland. His research interests include Terrorism and Society, Violent Groups and Movements, Counterterrorism, Countering Violent Extremism and Radical Beliefs and Behavior.

Dr. David Bierle is a Lecturer in the Department of Criminology and Criminal Justice at the University of Maryland. He is currently a statistician for the U.S. Marshals Service. Over the years he helped build the Behavioral Analysis Unit there where he consulted on fugitive investigations, conducted research, and built data driven tools to assist in the planning and execution of operations. Prior to that he was a research criminologist at the U.S. Federal Bureau of Prisons.

John Conroy is a Lecturer in the Department of Criminology and Criminal Justice at University of Maryland. He has been a Montgomery County Police Officer since 2002, where he currently holds the rank of Detective Sergeant. He currently supervises two units in the Special Investigations Division: the Electronic and Technical Surveillance Unit and the Digital Intelligence and Analysis Unit. He previously held Detective assignments in the Computer Crimes Unit, the Major Crimes/Division/Robbery Section, and the Criminal Investigations Division/Silver Spring Investigative Section.

Dr. Laura Dugan is a Professor of Criminology and Criminal Justice at University of Maryland. Her research interests include Causes and Consequences of Violence, Violence Prevention, Terrorism, Intimate Partner Violence, Victimization, Quantitative Advances in Methodology, Gender and Crime and Public Policy.

Dr. Gary LaFree is a Professor and Chair of the Department of Criminology and Criminal Justice at University of Maryland. He previously served as the Founding Director of the National Consortium for the Study of Terrorism and Responses to Terrorism (START). His current research focuses on criminal and political violence.

Dr. Wade Jacobson is an Assistant Professor of Criminology and Criminal Justice at University of Maryland. His research interests include social and behavior outcomes of school punishment and juvenile justice involvement, social networks and their effect on punishment and subsequent behavior.

Dr. Jean McGloin is a Professor of Criminology and Criminal Justice at University of Maryland. Her research interests include Peer Influence, Co-offending and Offending Specialization.

Dr. Greg Midgette is an Assistant Professor of Criminology and Criminal Justice at University of Maryland. His interests include Alcohol and Drug Policy, Community Corrections, Technological Change, Program Evaluation and Empirical Research Methods.

David Mitchell is a Lecturer in the Department of Criminology and Criminal Justice as well as the Director of Public Safety and Chief of Police at University of Maryland. He previously served as the Chief of Police in Prince George's County and the Secretary of the Department of Safety and Homeland Security.
Dr. Lauren Porter is an Assistant Professor of Criminology and Criminal Justice at University of Maryland. Her interests include Punishment, Consequences of Incarceration, Social Demography, Crime and Place, and Health.

Dr. Sarah Tahanont is an Assistant Professor of Criminology and Criminal Justice at University of Maryland. Her interests include Corrections, Causal Inference, Criminal Careers and the Economics of Crime.

Dr. Kathryn Zaff is a Professional Track Lecturer in the Department of Criminology and Criminal Justice at the University of Maryland. Previously she was a Senior Associate for Research with the Pew Charitable Trusts’ public safety performance project where she worked on evaluating state criminal justice policy reforms to inform the national conversation about sentencing and corrections. Her professional interests include the intersection of criminal justice and public policy, drug policy specific to the heroin and opioid epidemic, crime and delinquency prevention, and innovations in evaluation research methodology.

Faculty selected to teach the Law Certificate Courses:

Deborah Thompson Eisenberg is a Professor of Law and Faculty Director of the Center for Dispute Resolution at the University of Maryland Francis King Carey School of Law. She writes and teaches in the areas of employment law, dispute resolution, and civil procedure. She also provides professional trainings and workshops on negotiation, mediation, and workplace dispute resolution and serves as a mediator in civil and employment cases. Professor Eisenberg came to the law school as a Visiting Assistant Professor of Law in 2007 and has taught civil procedure, legal analysis and writing, employment discrimination, and the Workers’ Rights Clinic. She currently teaches the Mediation Clinic. Prior to academia, Professor Eisenberg practiced civil litigation for more than fifteen years. Her diverse practice included work at a large commercial law firm, a public interest advocacy organization, and a boutique litigation firm where she focused on employment law and complex civil rights litigation.

David Gray is Professor of Law at the University of Maryland Francis King Carey School of Law. He teaches criminal law, criminal procedure, evidence, international criminal law, and jurisprudence. His scholarly interests focus on criminal law, criminal procedure, constitutional theory, and transitional justice. He is the author of The Fourth Amendment in the Age of Surveillance, published by Cambridge University Press in 2016 and co-editor of the Cambridge Handbook of Surveillance Law. He has also published dozens of articles and book chapters in leading journals and collections. Prior to joining the School of Law Faculty, Professor Gray practiced law at Williams & Connolly LLP, was a Visiting Assistant Professor at Duke University School of Law, and served as a clerk in the chambers of The Honorable Chester J. Straub, U.S. Court of Appeals for the Second Circuit, and The Honorable Charles S. Haight, Jr., U.S. District Court for the Southern District of New York. Professor Gray is admitted to the Massachusetts, Pennsylvania, and District of Columbia bars.

Michael Greenberger is the Founder and Director of the University of Maryland Center for Health and Homeland Security (CHHS) and a professor at the University of Maryland Francis King Carey School of Law. With a staff of more than 40 professionals, CHHS works on a broad range of homeland security and emergency response issues for federal, state, and local governmental agencies, as well as universities and public health entities. Professor Greenberger teaches “Homeland Security and the Law of Counterterrorism,” and “National Security, Foreign Intelligence, and Privacy” at the School of Law. He is a member of the Baltimore Washington Cyber Task Force; served by appointment of the Governor of Maryland on the Commission on Maryland Cybersecurity Innovation and Excellence, and now serves by appointment of the Maryland Attorney General on the Maryland Cybersecurity Council. He is a member of the American Bar Association’s Law and National Security Advisory Committee, and a member of The National Academies’ Committee on Science, Technology, and Law. He has also previously served as both the Vice Chair and Chair of the Maryland Governor’s Emergency Management Advisory Council. In 1999, Professor Greenberger began service as Counselor to the United States Attorney General, and then became the Justice
Department’s Principal Deputy Associate Attorney General. In the latter capacity, Professor Greenberger assisted the United States Attorney General and Associate Attorney General in supervising the work of the Justice Department’s Civil, Civil Rights, Environmental, Antitrust, and Tax Divisions. Also within his portfolio of responsibilities were several counterterrorism projects concerning both law enforcement and public health policy, including organizing a nationwide counterterrorism war game ("TOP-Off I.") Prior to entering government service, Professor Greenberger was a partner for over 20 years in the Washington, D.C. law firm of Shea & Gardner, where he served as lead litigation counsel before courts of law nationwide, including the United States Supreme Court.

Markus Rauschecker serves as Cybersecurity Program Manager for the Center for Health and Homeland Security at the Francis King Carey School of Law. In this capacity he works with government agencies and the private sector to increase their understanding of the many legal and policy issues they face in cybersecurity. As an adjunct faculty member he teaches "The Law and Policy of Cybersecurity" and the "Law and Policy of Cyber Crime" in the law school’s JD and MSL programs. Prior to joining the Center, Mr. Rauschecker served as Special Assistant to the Chief of Staff of the National Capital Region (NCR) Senior Policy Group, providing legal and policy analysis to the NCR’s Homeland Security Advisors. Mr. Rauschecker has also been a lead Planner for the District of Columbia’s Continuity of Operations (COOP) program. Mr. Rauschecker worked on two Presidential inaugurations, providing both management and operational support.

PROGRAM DELIVERY (If applicable)

FOR ONLINE DELIVERY:

16. Discuss how courses will be taught using online technologies. Will courses be synchronous, asynchronous, or a combination of both? What technologies will be used to present material and evaluate the quality and authenticity of student work?

The online component may attract a wider pool of applicants.

The online component may be synchronous or asynchronous at the instructor’s discretion. Asynchronous meetings may involve the use of discussion forums or meetings of project teams who then post videos or forums items for other students to respond to. Synchronous meetings may be instruction or discussion via video conferencing.

UMD’s learning management system, ELMS, is hosted in Canvas by Instructure. ELMS supports online instruction and learning and provides access to static course content (e.g., syllabi, schedules, announcements, and lecture notes), as well as access to interactive tools (e.g., discussion groups, live chats, and online assessments) for online programs. Student quality and authenticity of work will be evaluated in ELMS/Canvas through the Turnitin "Originality Checker" tool. Students will also be required to read and confirm the UMD honor pledge in online courses. Kaltura media hosting, Panopto lecture capture, and WebEx technology will be used to present material online. A complete list of teaching technologies may be accessed at https://umd.service-now.com/itsc?id=sc_category&sys_id=327500fc6f16e20051281ecbbb3ee447&t=so&filter=stafffaculty.

17. Provide evidence of faculty involvement in the development of the program and in the oversight of the program.

The Academic Coordinators named in section 13 are faculty at UMD. They and other faculty from the three departments involved have met regularly since early 2018 to coordinate this effort.

18. Discuss the resources available for training and supporting faculty in regard to instructional technology. Indicate any other unit or vendor that will be used to administer or deliver the program.

PCC, MPS or GC, OES-Administered, p. 18
The University of Maryland’s Division of Information Technology (DIT) offers a rich array of services to support online instruction. Learning Technology Design Services (consultation, training, and online course development support) is provided by the ATI Learning Technology Design Team. The team provides expert support in the instructional technology tools and pedagogical strategies that foster online learning and teaching at the university. The team offers documentation, customized workshops, templates, and learning modules. A complete overview of services may be accessed via: https://umd.service-now.com/ltsc?id=service&service=bc40857f3708c20041271f95439900ce&l=s. In addition, the university’s Teaching and Learning Transformation Center (TLTC) offers faculty professional development activities that help advance teaching, collect evidence of effectiveness, and leverage innovative, evidence-based approaches for online instruction. A complete overview of such services, including training and individualized consultations, may be accessed via https://tltc.umd.edu/.

Instructors will be required to complete the trainings designated. Once completed, instructors will have an online meeting with the Admin. Coordinators to show that they can manipulate the technology and to ask any remaining questions.

Students will learn about the technology as part of a larger online orientation module. Admin. and Acad. Coordinators will host an online meeting with all new students (and any current students who need a refresher) to welcome them, make introductions, talk about the program format and expectations, and introduce students to the technology. Prior to orientation, students will be required to create the necessary user accounts and complete some basic training modules. Orientation will be held twice a year for the fall and spring cohorts.

19. 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. Also, discuss how the program will provide students with clear, complete, and timely information on the curriculum, technological competence and equipment needed for the program, admissions criteria, financial aid resources, and cost and payment policies.

After officially admitted to UMD, students in this program obtain a UID, a directory ID, and other authentication devices. Once a student activates the authentication information, s/he will have access to all University resources that are accessible in the online environment. Students are assessed the online student services fee which supports access to University online resources. Students access online course work through ELMS which supports online instruction and learning and provides access to static course content (e.g., syllabi, schedules, announcements, and lecture notes), as well as access to interactive tools (e.g., discussion groups, live chats, and online assessments). DIT offers a plethora of services specifically for students which may be accessed in the online environment with the student authentication. See https://umd.service-now.com/ltsc?id=sc_home&filter=student. UMD Libraries extends a number of online resources and services through its website: www.lib.umd.edu/UMCP. Per the university’s Accessibility Guidelines and state and federal government regulations, instructors have an obligation to ensure that their web-based courses and materials are accessible to all students. The Division of Information Technology works with instructors to ensure that online course content is accessible to all students. The academic unit provides academic oversight and advising to both incoming and admitted students. Advising is provided face to face, online, or via phone to accommodate all students. Graduate students who are eligible for a range of financial resources to fund their studies including loans (federal and private), scholarships, grants, or institutional aid work directly with the Office of Student Financial Aid.

Information about the curriculum, requirements for degree completion, hardware and software needed, admissions criteria and cost will be provided on the program’s website. The course websites will provide all of the course materials needed. Students should not have to use the library.
20. **Intellectual Property Rights:** The proposal must clearly delineate ownership and usage rights for materials that may be developed for courses in the program.

   Intellectual property rights for both the program and online courses will align with IV-3.20(A) UNIVERSITY OF MARYLAND INTELLECTUAL PROPERTY POLICY (Approved by the President April 21, 2017, Approved by the Chancellor January 10, 2018, effective January 10, 2018) On-line at https://www.president.umd.edu/administration/policies/section-iv-research/iv-320a.

**OTHER ISSUES**

21. **Are students in other program permitted to enroll in courses in this program? Can students substitute courses from other institutions?**

   Students from other programs are permitted to enroll. We encourage Non-degree Seeking students and UMD students from other programs to take courses as electives to see if they want to pursue a complete Certificate or Master’s.

   Students cannot substitute courses from other institutions. The design of the courses relies heavily on interaction with classmates and learning from others who work daily in public safety. In the unusual circumstance that student has completed a course designed for public safety personnel that achieves the same learning outcomes, these will be reviewed on a case-by-case basis by the Faculty coordinators and transfer credit may be awarded.

22. **What are the protocols for students unwilling or unable to follow courses in sequence, e.g. would they have to wait for the next cycle or next cohort?**

   Since there is not a rigid sequence, students should be able to find classes to take each semester. If the department recognizes a significant need to offer a particular course in a specific term, the department may opt to offer the course to meet students’ needs.

23. **What is the exit strategy if the program proves not to be viable? How are canceled courses handled?**

   The Department fully expects to offer courses as proposed; however, if a course is canceled, it will be either offered in a subsequent term/semester or students may take one term/semester longer to complete the program.

   If the program does not prove to be viable, and the program must be terminated, the departments will give students one year advance notice. In that time, the program will continue to offer courses as designated in the program requirements and encourage students to complete appropriate Certificates. If after that year, a student is 6 – 9 credits from completing the Master’s degree, the departments can substitute courses from other programs to satisfy the remaining requirements and award that student an MPS.

**RESOURCE NEEDS AND SOURCES**

24. **Library resources required, to be determined in cooperation with the Libraries. Please contact your departmental/programmatic library liaison or Daniel Mack at dmack@umd.edu, Associate Dean of Collections, to request a library assessment that will be added as an appendix.**

   See Appendix B.

25. **Discuss the adequacy of physical facilities, infrastructure and instructional equipment.**
Not applicable.

26. 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.

Eventually tuition revenue will cover all program expenses (salaries, benefits, program materials, marketing, and physical resources) as shown in the budget. Each department (Crim, Soc, Law) is responsible for paying the instructors and support for the courses it offers. Each department will keep the tuition from the courses it runs*. So it is in the interest of the department to attract students to their Certificate program. A successful MPS will bolster the individual Certificate programs and vice versa. This program will be self-supporting and have no impact on the unit's traditional programs. *As agreed upon, UMB will pay a fraction of their tuition revenue to UM-CP on a semester basis to cover the extra burden on enrolling, processing and graduating students from the program.

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

We would like to offer this program as a stackable degree. Students can be awarded Certificates as they complete all of the requirements. They can continue taking courses in the program until they complete all 30 credits required for the Master's degree. Once achieved, the Graduate School will award the MPS.

The Administrative Coordinators will actively advise students during the admissions process of this program and encourage them to focus on completing entire Certificates rather than partially completing all Certificates. Additional advisors are not necessary. The administrative coordinator will seek information from the Acad. Coordinators as needed or ask the Acad. Coordinators to speak to students with more complicated questions.

28. Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program’s financial plan for the next five years. Add these tables as attachments. See https://docs.google.com/spreadsheets/d/1V6iZG05edMlW6CAOXjCoG058Gf6VXxPqacKfhrhZ4/edit?gid=0.

See Appendix C.
Appendix A: Course Descriptions

Criminology and Criminal Justice Certificate: Criminal Justice Administration

1. Foundation Course: Making Sense of Criminal Justice Methods and Statistics (CCJSXXX)

This course will teach students how to better understand research that relies on statistics and to then apply this understanding to common criminal justice problems. The course will introduce basic statistical concepts that are necessary for analyzing crime and evaluating criminal justice programs and policies. Students will learn to interpret and assess the quality of reports that present crime trends, descriptive statistics, correlations, data mining efforts, geo-spatial and social media analytics, risk analysis for repeat offenders, hot spots of crime, and experimental research. By the end of the semester, students will learn to assess critically the quality of published research and evaluate its implications for criminal justice policy.

2. Ethics in Criminal Justice (CCJSXXX)

This course will offer an introduction into theories of ethics and morality. Then, it will focus on how management in law enforcement can balance legal, cultural, political and practical matters in making decisions that are ethical, moral, and just.

3. Translating Research into Practice (CCJSXXX)

Law enforcement policy and practice is increasingly “evidence based.” This course will focus on understanding data sources and the fundamentals of research methodology, focusing on how data and methodological choices shape the conclusions that can be drawn. At the end of this course, students will be able to discern between research of good and poor quality and understand the crucial benefits of evaluation.

4. One of the following courses:

Building Partnerships with Criminal Justice and Social Service Agencies (CCJSXXX)

This course will emphasize research on how criminal justice professionals can work across social service agencies. Evidence and best practices for how police and other criminal justice professionals can work with mental health experts, counselors, emergency room doctors, drug rehabilitation experts and other social service resources.

Patterns of and Responses to Terrorism (CCJSXXX)

Recent events demonstrate the importance of understanding patterns of terrorism, both domestic and international, as well as the effectiveness of various response options. This course will review cutting-edge research emerging from the University of Maryland’s Center for the Study of Terrorism and Responses to Terrorism (START), a DHS Center of Excellence.

Campus Safety (CCJSXXX)

Recent events (e.g., mass shootings, sexual assault, bias crimes) call attention to the importance of understanding crime on university campuses. This course will focus on issues such as working with campus law enforcement, the role of university administration and student services, relevant university policies, and the connection between such crimes and crime in the surrounding community.

Technology in Modern Policing (CCJSXXX)
This course covers a range of topics that include how leaders and managers in the criminal justice system can use various technology resources to better track employee/unit-level performance, effectively deploy resources, and respond to crime trends. It delves into both the challenges and opportunities presented by modern technology and covers a wide range of issues (such as use of body cameras, overt cameras like Baltimore's City Watch program) and other technological advances used in modern policing. Given that many agencies have adopted a Compstat-like model, this class also helps students develop the technical skills necessary to succeed.

Sociology Certificate: Leadership in Diverse Organizations

1. Foundation Course: Leadership in Diverse Organizations (SOCYXXX)

Students will learn how to formulate goals for the organization as well as implement individual employee goals for maximum production and buy-in. Assignments will center on SWOT analysis of their organizations and developing strategic plans. Students will work in small groups to conduct diversity and racial equity evaluations of organizations. They will then be required to write a final paper that does the same for their own organization to better prepare them for the future.

2. Public Image Management and Policy Solutions (SOCYXXX)

This course will teach students how to mitigate and solve problems that arise in their organization. Students will learn how to evaluate their organization, make recommendations for future development, and implement the practical aspects of the solution. Problems arise daily in organizations. Leaders need effective strategies to mitigate and solve these problems. While some problems are structural, daily problems often focus on social interactions among people. The course will focus on evaluating the source of problems, enhancing cultural competency among employees, restructuring and rebranding the organization, managing public image, and forming and implementing innovative policy solutions for long-term goals.

3. Power and Status in Organizations (SOCYXXX)

This course will focus on the social psychological dimensions of power and status. Power and status are frequent drivers of social interactions. This course will focus on understanding the minds of employees, mastering human interactions and organizational culture, managing emotions in the workplace, and leverage the power of language.

4. Applied Research Methods and Technological Training Approaches (SOCYXXX)

This course will focus on understanding and evaluating organization data to make comparisons across time and with other organizations. Students will learn how to find and access data, learn how to sample their organizations and constituents, analyze and interpret data, such as crime and education statistics, by understanding ratios and predicted probabilities, and present data in tables, graphs, and reports.

UMB Law:

1. Constitutional Law and Public Safety

The course covers topics related to constitutional issues inherent to the practice of policing, including Fourth, Fifth and Sixth amendment concerns.
2. Civil Legal Issues in Policing

This course covers civil legal issues, such as private rights of actions by citizens against police officers and departments, including constitutional and statutory tort liability, qualified immunity, citizen remedies, and damage exposure to individual police officers and police departments. It will also cover Justice Department and/or state civil rights “pattern and practice” litigation.
Appendix C: Five-Year Financial Plan, UMD Certificates Only

GC-CIA (Criminology / Criminal Justice) & GC-LDO (Sociology) [No Carey Law School Enrollment]

<table>
<thead>
<tr>
<th>Estimated Program Revenue &amp; Support</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Totals for Both Graduate Certificates (Law School not included)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Total Revenue</td>
<td>$142,800</td>
<td>$166,464</td>
<td>$191,017</td>
<td>$216,486</td>
<td>$242,898</td>
</tr>
<tr>
<td>2. Total Student Enrollment</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>3. Total Credits</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td><strong>A. Total Revenue: GC-CIA (Criminology / Criminal Justice)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student Enrollment</td>
<td>$71,400</td>
<td>$83,232</td>
<td>$95,509</td>
<td>$108,243</td>
<td>$121,449</td>
</tr>
<tr>
<td>2. Credits</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>B. Total Revenue: GC-LDO (Sociology)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student Enrollment</td>
<td>$71,400</td>
<td>$83,232</td>
<td>$95,509</td>
<td>$108,243</td>
<td>$121,449</td>
</tr>
<tr>
<td>2. Credits</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>C. Specific Program Tuition Per Credit Rate (assumes 2% Increase)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$850</td>
<td>$867</td>
<td>$884</td>
<td>$902</td>
<td>$920</td>
</tr>
<tr>
<td><strong>II. Other Support</strong></td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Dean Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Department Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Other program support (grant/vendor)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Estimated Program Revenue &amp; Support</strong></td>
<td>$142,800</td>
<td>$166,464</td>
<td>$191,017</td>
<td>$216,486</td>
<td>$242,898</td>
</tr>
</tbody>
</table>

Estimated Program Expenses

<table>
<thead>
<tr>
<th>I. Total Instructional and Academic Administration</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$146,120</td>
<td>$149,042</td>
<td>$152,023</td>
<td>$155,064</td>
<td>$158,165</td>
</tr>
</tbody>
</table>

Instructional Totals for Both Graduate Certificates (Law School not included)

| 1. Total Instructional Costs (Salaries + FICA) | $42,120 | $42,962 | $43,822 | $44,698 | $45,592 |
| 2. Total # of Instructors                     | 6       | 6       | 6       | 6       | 6       |
| A. Instructional TTL: GC-CIA (Criminology / Criminal Justice) | $21,060 | $21,481 | $21,911 | $22,349 | $22,796 |
| 1. Instructor Salary TTL                      | $19,500 | $19,890 | $20,288 | $20,694 | $21,107 |
| a. Instructor Average Salary (assumes a 2% increase) | $6,500 | $6,630 | $6,763 | $6,898 | $7,036 |
| b. Total # of Instructors                     | 3       | 3       | 3       | 3       | 3       |
| 2. Benefits: Total FICA (8%)                   | $1,560  | $1,591  | $1,623  | $1,655  | $1,689  |

PCC, MPS or GC, OES-Administered, p. 26
<table>
<thead>
<tr>
<th>B. Instructional TTLs: GC-LDO (Sociology)</th>
<th>$21,060</th>
<th>$21,481</th>
<th>$21,911</th>
<th>$22,349</th>
<th>$22,796</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructor Salary TTL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Instructor Average Salary (assumes a 2% increase)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Total # of Instructors</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2. Benefits: Total FICA (8%)</td>
<td>$1,560</td>
<td>$1,591</td>
<td>$1,623</td>
<td>$1,655</td>
<td>$1,689</td>
</tr>
<tr>
<td>C. Academic Administration Totals (assumes a 2% increase)</td>
<td>$104,000</td>
<td>$106,080</td>
<td>$108,202</td>
<td>$110,366</td>
<td>$112,573</td>
</tr>
<tr>
<td>1. Administrative Coordinator (teaches 2 courses)</td>
<td>80,000</td>
<td>$81,600</td>
<td>$83,232</td>
<td>$84,897</td>
<td>$86,595</td>
</tr>
<tr>
<td>2. Benefits: Total (30%)</td>
<td>24,000</td>
<td>24,480</td>
<td>24,970</td>
<td>25,459</td>
<td>25,978</td>
</tr>
<tr>
<td>II. Materials &amp; Supplies (Law School not included)</td>
<td>$1,050</td>
<td>$1,920</td>
<td>$2,160</td>
<td>$2,400</td>
<td>$2,640</td>
</tr>
<tr>
<td>A. Cost per course (estimated)</td>
<td>$15</td>
<td>$15</td>
<td>$15</td>
<td>$15</td>
<td>$15</td>
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<tr>
<td>B. Total number of courses</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>C. Total number of students</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>III. Marketing</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>A. In-house Marketing (print materials, advertisements)</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>IV. Equipment</td>
<td>$4,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>A. Computer-related (laptop, tablet)</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td>B. Other Devices (printer, scanner, etc)</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>V. Library</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>A. Library</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>VI. Other Operational Expenses</td>
<td>$11,000</td>
<td>$11,000</td>
<td>$11,000</td>
<td>$11,000</td>
<td>$11,000</td>
</tr>
<tr>
<td>A. Travel (for recruitment)</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>B. In-person marketing (conference booths, etc)</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>C. Other</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>Total Estimated Program Expenses</td>
<td>$177,170</td>
<td>$179,962</td>
<td>$183,183</td>
<td>$186,464</td>
<td>$189,805</td>
</tr>
<tr>
<td>Total Estimated Program Revenue &amp; Support</td>
<td>$142,800</td>
<td>$166,464</td>
<td>$191,017</td>
<td>$216,486</td>
<td>$242,898</td>
</tr>
<tr>
<td>Total Estimated Program Expenses</td>
<td>$177,170</td>
<td>$179,962</td>
<td>$183,183</td>
<td>$186,464</td>
<td>$189,805</td>
</tr>
<tr>
<td>Net Revenue</td>
<td>-$34,370</td>
<td>-$13,498</td>
<td>$7,834</td>
<td>$30,023</td>
<td>$53,093</td>
</tr>
</tbody>
</table>
DATE: 12/21/18

TO: Matthew M. Nessan, Associate Director, Programs, Office of Extended Studies

FROM: On behalf of the University of Maryland Libraries:
Patricia Kosco Cossard, Art/Sociology Librarian
Celina Nichols McDonald, Government Documents & Criminology
Maggie Saponaro, Director of Collection Development Strategies
Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Sociology / Criminology & Criminal Justice Departments in the College of Behavioral and Social Science to create Master of Professional Studies in Leadership in Public Safety Administration (PSLA). Matthew M. Nessan, Associate Director, Programs, in the Office of Extended Studies asked that we, at the University of Maryland Libraries, assess our library resources to determine how well the Libraries support the curriculum of this proposed program.

The Master of Professional Studies in Leadership in Public Safety Administration will be a 30-credit, online program taught in collaboration between the University of Maryland-Baltimore (UMB) and the University of Maryland-College Park (UMD) and includes the UMB Carey School of Law, the UMD Department of Sociology, and the UMD Department of Criminology and Criminal Justice.

Faculty Resources

The Subject Specialist Librarians for the disciplines of Criminology and Sociology serve as an important resource to programs such as this one. They can provide a number of research and instructional services ([https://www.lib.umd.edu/rc/services](https://www.lib.umd.edu/rc/services)) such as:

- Consultations to design assignments with a research component
- Information Literacy instruction that cover a range of concepts from navigating library databases, locating open access and government publications, evaluating information resources for credibility, integrating sources into research papers and projects, citing and managing sources,
- Provide one-on-one research assistance,
- Purchase materials (including data) for the University Libraries that facilitate research and instruction
- Provide instruction on performing literature reviews and help identify gaps in the literature for research projects
- Expert searching and systematic review services to faculty, students and research staff.
Serial Publications

Since this is an online course, it is likely that course assignments will rely heavily upon online journals. The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format—that focus on Criminology and Sociology.

The Libraries subscribe to nine of the top ten ranked journals that are listed in the Criminology and Penology category in the Social Sciences Edition of *Journal Citation Reports*. These journals include the following, all of which are available online:

10 Top Criminology Journals

- *Trauma Violence & Abuse*
- *Journal of Quantitative Criminology*
- *Journal of Experimental Criminology*
- *Criminology*
- *Sexual Abuse-A Journal of Research and Treatment*
- *Journal of Criminal Justice*
- *Journal of Research in Crime and Delinquency*
- *Journal of School Violence*
- *Psychology of Violence*
- *British Journal of Criminology*

The Libraries also subscribe to these top ranked journals that are listed in the Sociology, Social Psychology, and Management categories in the 2017 Social Sciences Edition of *Journal Citation Reports*.

10 Top Sociology, Organizational Leadership, and Social Psychology Journals

- *Annual Review of Sociology*
- *American Sociological Review*
- *American Journal of Sociology*
- *Sociological Methods & Research*
- *Journal of Health and Social Behavior*
- *Personality and Social Psychology Review*
- *Journal of Personality and Social Psychology*
- *Basic and Applied Social Psychology*
- *Leadership & Organization Development Journal*
- *Annual Review of Organizational Psychology and Organizational Behavior*

One highly-ranked core journal to which the Libraries does not currently subscribe is the *Psychology of Violence*, published by the Educational Publishing Foundation and American Psychological Association. However, articles in journals that we do not subscribe to are owned by UMBC and likely will be available through Interlibrary Loan/Document Delivery.
Databases

The Libraries’ Database Finder (http://www.lib.umd.edu/dbfinder) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of Public Safety Administration are:

Criminology

- Criminal Justice Abstracts
- Encyclopedia of Human Rights
- National Criminal Justice Reference Service Abstracts
- ProQuest Criminal Justice Periodicals

Some of the other subject databases that would be relevant to this curriculum include:

- Gale Encyclopedia of Everyday Law
- HeinOnline Legal
- Nexis Uni

Sociology

- Ethnic NewsWatch
- Violence & Abuse Abstracts
- Social Sciences Citation Index
- SocIndex with Full Text

Additionally, three general/multidisciplinary databases, Academic Search Ultimate, JSTOR, and PAIS Index, 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 graduate students through either the Libraries’ Scan & Deliver Program (http://www.lib.umd.edu/access/scan-deliver) or via Interlibrary Loan. (Note: see below.)

Monographs

The departments partnering in the creation of this new undergraduate program have long tenures at UMD. The Libraries have historically supported the research goals of these programs and regularly acquire scholarly monographs in the disciplines of Criminology, Sociology, and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

Even though most library research for this course/program likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as e-books. Even in instances when the books are only available in print,
graduate students will be able to request specific chapters for online delivery through the Libraries’ Scan & Deliver program (Note: see below).

**Scan & Deliver and Interlibrary Loan**

These services offer 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. Scan & Deliver and Interlibrary Loan are available free of charge.

The Scan & Deliver 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, Scan & Deliver will automatically refer the request to Interlibrary Loan (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.

**Additional 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. Library Media Services (http://www.lib.umd.edu/lms) houses media in a variety of formats that can be utilized both on-site and via ELMS course media. GIS Datasets are available through the GIS Data Repository (http://www.lib.umd.edu/gis/dataset) while statistical consulting and additional research support is available through the Research Commons (http://www.lib.umd.edu/rc) and group study rooms, technology/printing support and equipment loan services are available through the Terrapin Learning Commons (http://www.lib.umd.edu/tlc).

**Big Ten Academic Alliance**

With a number of Big Ten Schools ranking in the top 25 nationally for the disciplines comprising this new program, the Libraries’ membership in the Big Ten Academic Alliance (BTAA) dramatically increases the resources available in these subject areas:

**Big Ten Academic Alliance Top 25 programs in Criminology**

- Michigan State University
- Pennsylvania State University

**Big Ten Academic Alliance Top 25 programs in Public Management and Leadership**

- Indiana University
- Ohio State University
- University of Minnesota
- University of Wisconsin

**Big Ten Academic Alliance Top 25 programs in Sociology**
Indiana University
Northwestern University
Ohio State
Pennsylvania State University
University of Wisconsin
University of Michigan
University of Minnesota

BTAA’s Uborrow program allows students access to monographs from member institutions more quickly and on less restrictive terms than traditional ILL. Additionally, as with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

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. These include the Library of Congress, the National Archives, Federal Agencies, the Smithsonian, and other institutions.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in Criminology and Sociology, and allied subject disciplines, including the proposed Master of Professional Studies in Leadership in Public Safety Administration. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Scan & Deliver and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Master of Professional Studies in Leadership in Public Safety Administration.
September 19, 2019

Dear University of Maryland, College Park PCC Approval Committee,

University of Maryland-Baltimore Carey School of Law has entered into a partnership with University of Maryland, College Park to offer a Master of Professional Studies in Leadership in Public Safety Administration. Departments of Sociology and Criminology and Criminal Justice at UMD are each providing 12-hour certificates. For the master's program, the Carey School of Law will provide two mandatory courses (Constitutional Law and Public Safety and Civil Legal Issues in Policing). We will provide one course in the fall of each academic year and the other course in the spring of each academic year. We will provide law faculty for teaching the courses (total of 6 credits per academic year) and work with the Director of the program on logistics and marketing. Altogether, we are fully committed to making this program a success and look forward to working with the College of Behavioral and Social Sciences.

Please let me know if you have any additional questions or concerns.

Respectfully,

Donald B. Tobin
Dean and Professor of Law
University of Maryland
Francis King Carey School of Law