June 5, 2007

MEMORANDUM

TO:        Edward Montgomery
            Dean, College of Behavioral and Social Sciences

FROM:      Phyllis Peppe
            Associate Provost for Academic Planning and Programs

SUBJECT:   Proposal to add a Post-Baccalaureate Certificate in Population Studies (PCC log no. 05081)

On March 12, Chancellor Kirwan gave final approval to your proposal to add a Post-Baccalaureate Certificate in Population Studies. The Maryland Higher Education Commission acknowledged this approval on May 29 and will add the certificate to the academic program inventory. A copy of the approved proposal is enclosed.

The Certificate is effective Fall 2007. The College should ensure that the Certificate is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

CWR/

Enclosure

cc:    Richard Ellis, Chair, Senate PCC Committee
       Sarah Bauder, Office of Student Financial Aid
       Mary Giles, University Senate
       Barbara Hope, Data Administration
       Anne Turkos, Archives
       Linda Yokoi, Office of the Registrar
       Gay Gulickson, Graduate School
       Joan Kahn, Sociology
March 12, 2007

Dr. C. D. Mote, Jr.
President
University of Maryland, College Park
1101 Main Administration Building
CAMPUS

Dear Dan:

Thank you for forwarding the request from University of Maryland, College Park to offer a new Post-Baccalaureate Certificate in Population Studies. I am pleased to approve this recommendation.

Sincerely,

William E. Kirwan
Chancellor

cc: Dr. Irwin Goldstein
Ms. Theresa Hollander
Dr. William Destler, Senior Vice President and Provost
May 29, 2007

Dr. C. D. Mote, Jr.
President
University of Maryland, College Park
1101 Main Administration Building
College Park, MD 20742

Dear Dr. Mote:

The Maryland Higher Education Commission has reviewed a request from the University of Maryland, College Park to offer a new Post-Baccalaureate Certificate (P.B.C.) in Population Studies. I am pleased to inform you that the new program has been approved. This decision was based on an analysis of the program in conjunction with the Maryland Higher Education Commission’s Policies and Procedures for Academic Program Proposals and the Maryland State Plan for Postsecondary Education. The program demonstrates potential for success, an essential factor in making this decision.

For purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree Level</th>
<th>HEGIS</th>
<th>CIP</th>
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<tbody>
<tr>
<td>Population Studies</td>
<td>P.B.C.</td>
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Should the program require any substantial changes in the future, please keep the Commission apprised. I wish you continued success.

Sincerely,

James E. Lyons, Sr.
Secretary of Higher Education

JEL:DES:ggs

cc: Ms. Theresa Hollander, USM
We seek to establish an interdisciplinary training program in population research, culminating in a
Graduate Certificate in Population Studies.

Population-related issues increasingly demand interdisciplinary approaches which are rarely taught
within traditional academic departments. Through MPRC, we have the opportunity to train a new
generation of population researchers, making use of the expertise of faculty in Sociology, Economics,
Criminology, and other social science fields. Almost all of the courses for the certificate are already
offered and pose no new costs. However, in order to make some of the more technical courses accessible
to non-majors, we anticipate that approximately $22,500 per year will be needed to support 3 Graduate
Assistants for one semester each to supplement the teaching in the main tools courses.
PROPOSAL FOR

NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND

GRADUATE CERTIFICATE IN POPULATION STUDIES

COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

DEAN EDWARD MONTGOMERY

GRADUATE CERTIFICATE IN POPULATION STUDIES

Award to Be Offered Beginning in Spring 2007
I. OVERVIEW and RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it. [You may want to refer to student demand, market demand for graduates, institutional strengths, disciplinary trends, synergy with existing programs, and/or institutional strategic priorities.]

The MPRC proposes to establish a post-baccalaureate (Graduate) Certificate Program in Population Studies. The goal is to provide solid training in demographic methods, theory and research for graduate students in departments affiliated with MPRC. The current affiliated academic units of MPRC are the departments of African American Studies, Agricultural and Resource Economics, Anthropology, Criminology and Criminal Justice, Economics, Family Studies, Geography, Human Development, Joint Program in Survey Methodology, the School of Public Policy, and Sociology. Historically, the population sciences are born out of the discipline of Demography, a field that boomed during the 1950s around the fears of a world-wide population explosion and its consequences. Demography historically was taught largely within departments of Sociology. Today the field has changed a great deal and researchers worry about issues of low fertility and under population as much as over population. What demographers of the 1950s missed in their dire predictions were unprecedented behavioral changes of families to changing economic circumstances, changing social pressures and changing ideas of what constituted a family. Today, the core of the population sciences is not forecasting population growth and its components (mortality, fertility and immigration) but instead understanding what economic, social and ideational factors affect these components and how changing mortality, fertility and immigration affect other family choices. With the growing emphasis on choice and on the consequences of population change and with the shift from being a field focusing on forecasting to one focusing on understanding causal relationships, training across several fields of study has become necessary. Indeed today, training programs at our peer institutions such as the University of California-Berkeley, the University of California-Los Angeles, the University of Michigan and the University of North Carolina require both substantive and methodological training across multiple social science fields. Recognizing the need for interdisciplinary training of this type, the National Institute of Child Health and Human Development (NICHD) maintains an Institutional Training Grant Program (referred to as the T32 program) for supporting interdisciplinary training of population scientists.

Through MPRC, The University of Maryland is in a position to build an interdisciplinary training program unique among its peers. First, the principle departments in most population science programs -- Economics and Sociology -- are exceptionally strong at Maryland. Second, increasingly, population research relies on access to economic and demographic data and MPRC's unique relationship with the federal statistical agencies would allow us to extend a unique
feature of MPRC’s research mission to a training mission as well. Finally, the University of Maryland should offer such a program because it is increasingly necessary for graduate students to receive such training to succeed on the job market. Students will leave such a program with both increased substantive knowledge and increased technical training that is not possible within one department.

B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?

We plan to start with a modestly sized program, approximately 10 students, and to grow the program as both interest and external funding grow. We expect to draw students immediately from the three affiliated departments that offer Ph.D. training (currently, Economics, Sociology, and Criminal Justice) and soon after to expand the pool of students to other departments who have faculty affiliated with MPRC (including, but not limited to: Public Policy, Family Studies, Anthropology).

II. CURRICULUM

A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

The educational objectives of the Certificate in Population Studies program are to train students in the field of Population Studies. To do this, the program aims to ensure that each student has sufficient technical training in demographic, statistical and modeling methods and substantive training in the demographic sub-areas that the student finds of interest. The program is designed to give flexibility to students in terms of substantive sub-areas but to require a minimum competence of all students in technical areas.

B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

The certificate program will draw from existing courses offered in several departments, as well as a small number of new courses. At the core of the program will be a minimum of 4 courses (12 credits). Students must achieve a GPA of 3.0 or higher in these 4 courses, and all requirements for the certificate must be completed within a five-year period. This is a 12-credit Graduate Certificate with two required core courses (chosen from three) and two electives at least one of which must be from a department other than the student’s home unit.

1. One course in Demographic Methods (SOCY 611).
2. One substantive survey course on Population Issues (either SOCY 630 or ECON 772 Prerequisite: ECON 771 or permission of the department).

3. A choice of two from the following list of courses. Both courses must be distinct from the course that fulfills 2. above, and at least one of the courses must be offered by a department other than the student’s home department.

- Population and Society (SOCY630)
- Population Economics (ECON 772) Prerequisite: ECON 771 or permission of the department.
- Social Aspects of Fertility (SOCY 635)
- Population and Development (SOCY636) Prerequisite: permission of instructor.
- Family Demography (SOCY 653) Prerequisite: permission of instructor.
- Demography of the Labor Force (SOCY 637) Prerequisite: permission of instructor.
- Migration (SOCY 627)
- Demography of Aging (SOCY 626)
- Population Policy in Social Context (SOCY 640)
- Poverty and Welfare (SOCY 666)
- Event History Analysis (SOCY 709) Prerequisite: permission of instructor.
- Empirical Microeconomics (ECON 626) Prerequisite: ECON 622 or ECON 721 or permission of instructor.
- Public Policy and the Distribution of Income (ECON 652) Prerequisite: ECON 604 and ECON 621; or ECON 624.
- Economic Development I (ECON 615) Prerequisite: ECON 603 or permission of department.
- Economic Development II (ECON 616) Prerequisite: ECON 615 or ECON 415.
- Crime and the Life Course (CCJS 661)

Other courses may be substituted with the approval of a graduate co-coordinator of the certificate program.

We will provide additional instruction needed for students taking courses outside their home disciplines, specifically in ECON 772, ECON 626, and SOCY 611. ECON 772 is a basic Population Economics course. Non-economics students are unlikely to have the mathematical modeling background for this. ECON 626 is a basic applied econometrics course. Here we anticipate that non-economics students may not have the statistical training necessary. For each of these courses, a 2-3 week non-credit-bearing short course covering background material will be offered before the Fall semester begins to non-economics students lacking sufficient background. The same advanced teaching assistants who teach these preparatory courses will also be available during the semester for students. Faculty in Econ 626 and 772 will prepare the background material for each
course. Similarly, for SOCY 611, an advanced teaching assistant will provide the substantive background on the use of demographic tools to non-sociology students as needed through the course of the semester.

**COURSE DESCRIPTIONS**

**SOCY 611 Demographic Techniques (3 credits)**
Survey of standard demographic methods for the description and analysis of population size, structure and composition, including techniques for the analysis of fertility, mortality and migration.

**SOCY 630 Population and Society (3 credits)**
Selected problems in the field of population; quantitative and qualitative aspects; American and world problems.

**SOCY 635 Social Aspects of Fertility (3 credits)**
Demographic and socioeconomic aspects of fertility behavior; causes and consequences of fertility decline; relationship between women’s status and fertility; determinants of adolescent and nonmarital fertility; differential fertility by race/ethnicity and migration status.

**SOCY 636 Population and Development (3 credits)**
Population issues as linked to social and economic change; primary focus on developing nations and regions.

**SOCY 637 Demography of the Labor Force (3 credits)**
Demographic trends as related to the composition of the U.S. labor force and trends in income; employment status of immigrants, women, and minorities; relationship between skills and jobs; types of data available for study of the labor force.

**SOCY 638 Migration (3 credits)**
Examines theories of immigration and immigrant adaptation, empirical patterns of migration and immigration, the economic and social effects of immigration, as well as immigration policy issues.

**SOCY 639 Demography of Aging (3 credits)**
Examines the demographic foundations of population aging, focusing on macro and historical patterns as well as on trends immortality, health and disability. Also examines the relationship between aging and social institutions such as the family, the economy and public policy.

**SOCY 640 Population Policy in Social Context (3 credits)**
This course examines both implicit and explicit population policies from an international perspective, and the political and social context in which they
occur. Of special interest are the assumptions that underlie population policies about the nature of the family and gender relations and the role of ideology in the science-policy nexus.

**SOCY 653 Family Demography (3 credits)**
Demographic perspective on family and household relationships; relationships among economic institutions, family structure, and the content of family life; research from contemporary U.S., historical and cross-cultural sources.

**SOCY 666 Poverty and Welfare (3 credits)**
Examines the nature and extent of poverty in the U.S. including topics such as poverty measurement, the characteristics of the poverty population, international comparisons, underlying causes of poverty, and government policies that address poverty.

**ECON 626 Empirical Microeconomics (3 credits)**
Empirical techniques that are particularly valuable in the analysis of microeconomic data. Topics include panel data, nonlinear optimization, limited dependent variables, truncated, censored, and selected samples, the analysis of natural experiments, and quantile regressions.

**ECON 652 Public Policy and the Distribution Income (3 credits)**
The characteristics and effects of government programs whose role is redistribution and social insurance are considered. Examples include cash welfare assistance, unemployment insurance, and Social Security. The focus is on U.S. programs, though other countries may be considered. Both theories of program design and empirical research on program effects will be covered. Topics in empirical methodology generally will also be stressed.

**ECON 772 (To be formally renamed as:) The Role of Human Capital Investment, Labor Market Discrimination, and Household Decision-Making in the Economic Status of Americans (3 credits)**
This course concentrates on a single question: Why have some groups done so well in the U.S. economy, while others have not? We will look at how differences in human capital across groups correlate with success in the labor market and how discrimination might also play a role. We will investigate the effectiveness of government policies aimed at limiting discrimination. We investigate how labor market choices are integrated into choices of marriage and childbearing and how they affect women and immigrants in the labor market.

**ECON 615 Economic Development I (3 credits)**
This is a new course being developed by Christopher McKelvey, a development economist and economic demographer trained at UCLA. The course will likely concentrate on microeconomic aspects of decision-making, especially decision-making in a family context. The course may also include material on fielding surveys in
developing countries including issues of survey instrument development, sampling and issues of implementation.

**ECON 616 Economic Development II (3 credits)** The course is broadly divided in two parts. The first part addresses some aspects of individuals’ decisions that are intimately linked to development. We will focus on decisions regarding educational investments and fertility, and on the consequences of these to the evolution of inequality. Also, we will discuss the effects of changes in health on the incentives of individuals to invest in human capital. These will provide the theoretical background for the analysis of the demographic transition and other features of the process of economic development. The second part will discuss the determinants of the economic environment within which individuals act. We will analyze how initial conditions – natural, historical, and institutional – may impact a country’s development prospects, and why one might expect these initial forces to have long-lasting effects.

**CCJS 661 Crime and the Life Course (3 credits)** In this seminar, the life course will be examined as a theoretical orientation, a research methodology, and as an empirical field of study with special reference to crime and deviance. Key research issues will be analyzed and discussed including the development of criminal behavior and criminal careers; stability and change in criminal behavior across developmental stages; trajectories, transitions, and turning points through life; quantitative and qualitative approaches to studying crime and the life course; and social change and its link to individual lives.

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

Students will be selected by a committee comprised of faculty affiliates of MPRC. Students will be selected from among current graduate students who have expressed an interest in population studies, as well as from among applicants to the graduate programs of affiliated units. Students must be enrolled in a Ph.D. program in an affiliated unit. Students will apply to MPRC for admission to the certificate program and an interdisciplinary admissions committee appointed by the MPRC director will do selection of applicants to the program.

**III. FACULTY AND ORGANIZATION**

A. Who will provide academic direction and oversight for the program?

[This might be a department, a departmental subgroup, a list of faculty members, or some other defined group.]

Administrative oversight will be provided by a training committee consisting of two faculty from the Departments of Economics and Sociology (the two co-coordinators of the Graduate Certificate Program).
B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure. This should include at least the following:

i. Participating units.

ii. Academic home and reporting relationship of the program director.

iii. Composition and authority of a faculty oversight committee. Process for appointment of this committee.

iv. Process for assigning faculty to needed courses, and agreements with departments for releasing faculty or for allowing faculty overload for this purpose. Source for teaching assistants, if needed.

v. Arrangements for student advisement. For a graduate program, arrangements for research mentoring, assistantships, laboratory access, access to other resources, etc., as applicable.

vi. Process for recommending and proposing program changes. Process and schedule for program review.

MPRC is a unique unit in BSOS. While in some ways we are a single academic unit, in other ways we are a mechanism for cooperation across academic departments. Our general strategy will be to work with departments to leverage existing courses and to provide the additional assistance necessary to make these courses fully accessible to the entire pool of potential students, as described above. We now have a six-year history of coordinating research across units and this certificate would utilize the same mechanisms we have successfully employed to add a training mission.

The certificate program will have two co-coordinators, faculty members who are involved in graduate training in respective departments (Economics and Sociology). These co-coordinators will be chosen by the director of MPRC, with approval by the Executive Committee.

The core courses that constitute the certificate are designed and taught within the departments in which they are listed, and therefore will not involve faculty release time. We do not anticipate that the number of students in the certificate program will require accommodations for faculty overload. MPRC will work with faculty teaching courses in the program to ensure that the courses continue to meet the goals of the certificate program. Additionally, MPRC will work with departments to provide resources that will ensure faculty are also appropriate for non-specialists.
Students who wish to participate in the certificate program will have to complete a formal application. The application will require the student to spell out their reasons for wanting to complete the certificate and contain an anticipated course plan. Applicants are expected to be conducting doctoral research under a faculty member who is a member of MPRC, and as such the application should contain a letter of support from that faculty member. The doctoral research itself, however, is not part of the certificate program. Applications will be accepted on May 1 of every academic year, and determination of entry into the training program will be made by the co-coordinators and announced by June 1.

The need for programmatic changes undoubtedly will arise as the program grows and as the field evolves. Any proposed changes, including the addition of new courses, will be forwarded to the training committee, which will examine changes for content and feasibility and will recommend changes to the MPRC director. The director will weigh the benefits of such programmatic changes against the resource costs in order to decide on the proposed changes. These courses may include new methods courses or new topics courses as the field of Population Studies evolves and as we better assess the methodological needs of our students.

IV. OFF CAMPUS PROGRAMS
A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities if needed) will be assured.
B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in Principles and Guidelines for Online Programs are to be addressed.

Not Applicable.

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

We have ongoing relationships with the federal statistical agencies and will offer internships as one way of gaining training. For the certificate, this will not be required but given our strong relationship especially with the U.S. Census Bureau and the Social Security Administration we suspect many of our trainees will intern at these agencies. The program will give us a centralized mechanism for matching students with internships rather than going through individual MPRC faculty members.
B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

The program will not require or seek accreditation.

VI. COMMITMENT TO DIVERSITY

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

The certificate program will be open to any student from an affiliated department who is interested in the Population Sciences. The graduate students are diverse on the basis of gender and national origin. As with the rest of the campus, we always seek to recruit and retain minority students. MPRC is now expanding its emphasis on obtaining supplemental funding that is available from NIH for minority training. These funds are attached to investigator research projects in recognition of the fact that the support of graduate students via faculty-funded projects has an important training component. Because MPRC faculty affiliates have been successful at NIH and because MPRC is funded through the NIH R24 mechanism, both our investigators and the center itself are eligible to apply for minority supplements. We will use this funding to get minority students involved in faculty research and to relieve other departmental responsibilities of minority graduate students so that they may be able to take the certificate program and concentrate on their research.

VII. REQUIRED PHYSICAL RESOURCES

A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.

B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

Because the program largely coordinates existing courses there will be very little change in required physical resources. MPRC already maintains a computer lab for graduate students and this laboratory will be used for short computer training courses.
VIII. RESOURCE NEEDS and SOURCES

Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:

A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

We anticipate that approximately $22,500 per year will be needed to cover three teaching assistants for one semester each to supplement the teaching in the main tools courses (ECON 772, 626, and SOCY 611).

The funding required to support certificate students will depend on the size of the program, but our current plan is to support students with a full time stipend in the year they enter the certificate program. We have resources committed by MPRC, the BSOS Dean’s office and the departments for our first four students and are requesting the remaining funds from the graduate school. Should we not receive funds from the graduate school MPRC and the BSOS Dean’s office has enough funding in hand to field a smaller but still viable certificate program.

B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.

This is covered above.

C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.

This is covered above.
Program Goals:

The goal of the Certificate in Population Studies program is to provide interdisciplinary, graduate-level training in population research. Through coursework, students will gain substantive training in a range of demographic sub-areas as well as technical training in demographic, statistical and modeling methods.

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable:

The program supports the University’s goals of developing advanced scientific and quantitative research skills, including the mastery of information skills, of written and oral communication and of cutting edge technology for social science research.

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<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures and Criteria</th>
<th>Assessment Schedule</th>
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<tbody>
<tr>
<td>(list the three-to-five most important)</td>
<td>(describe one or more measures for each outcome and criteria for success)</td>
<td>(initial year, and subsequent cycle)</td>
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<tr>
<td>1. Demonstrate knowledge of basic demographic concepts, including population growth, age-sex composition, direct and indirect standardization, fertility and mortality measurement, life tables, population projections.</td>
<td>Measure: Successful performance on the Midterm and Final Exams in SOCY 611. Criteria: 100% of certificate students receive at least a B grade on each exam.</td>
<td>2006 and then on an annual basis</td>
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<td>Measure: Present a paper at a major professional conference. Criteria: At least 75% of graduates have presented one or more scholarly papers at a professional conference upon graduation. Measure: Publish an article in a peer-reviewed journal. Criteria: At least 50% of all graduates have one or more peer-reviewed article or book chapter accepted for publication upon graduation. 2007 and then on an annual basis</td>
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<td>2. Make significant scholarly contributions</td>
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**ASSESSMENT RESULTS**

(Program of Study / Major / Degree Level, etc.)

For Time Period: ________________________________

Program Contact: _____________________________  Phone: ext.  E-mail: ________________________________

Date submitted to Academic Unit Head: ________________

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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Criteria and Results</th>
<th>Impact of Results</th>
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<td>(list only those assessed during this time period)</td>
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September 15, 2006

To: Joan R. Kahn  
   Director of Graduate Studies  
   Department of Sociology

From: Barbara Lay  
   CCJS and Sociology Librarian

Dr. Desider Viktor  
   Director for Collection Management and Special Collections

Susanna Van Sant  
   Leader, Collection Management Team

Re: Proposal for Graduate Certificate in Population Studies

The Maryland Population Research Center (MPRC) proposes to offer a graduate Certificate in Population Studies. This library assessment has been requested to evaluate the ability of the UM Libraries to support this new certificate program. The three departments involved with this initial proposal, Economics, Sociology, Criminology and Criminal Justice, are affiliated with the MPRC. The curriculum for the Certificate in Population Studies is intended to build upon existing classes and programmatic interests that are already supported by the Libraries' collections. Consequently, the UM Libraries’ collections will adequately support the research needs of the newly proposed Certificate in Population Studies.

The ongoing acquisitions of current imprints is more than adequately covered through the Libraries’ existing purchase plan.

If there is a need beyond the UM Libraries’ holdings for books, our USMAI Catalog includes 15 other Maryland campuses from which books may be borrowed. Inter-library loans are also an option for additional items.

In the area of Sociology, the Libraries currently subscribe to over 130 serials. A search was performed in Journal Citation Reports, a database that uses citation data to rank and determine the impact factor of journals in an academic field. There are 17 titles assigned to the demography subject area in JCR. The University of Maryland Libraries provide access to all 17 titles. However, 3 of the titles are accessed through databases which do not provide access for the current year. Inter-library loan is always an option for articles not available in the UM Libraries. If ILL is not adequate, the titles and costs are listed below:
European Journal of Migration and Law $124.00/year
International Migration $71.00/year
Journal of Ethnic and Migration Studies $1078.00/year

The University of Maryland Libraries subscribe to core databases in the fields of Economics, Sociology, and Criminology and Criminal Justice. These include, but are not limited to, ABI Inform, EconLit, Business Source Premier, Sociological Abstracts, SocIndex, Criminal Justice Abstracts, and Criminal Justice Periodicals. In addition, the database Population Index is available through the Libraries' website as well as the open internet. Interdisciplinary databases will also be useful for population studies and such databases accessible through UM Libraries include, but are not limited to, Academic Search Premier and Ingenta.

The University of Maryland Libraries is a Regional Depository and as such houses federal documents useful for population studies. Sources such as U.S. Census materials, resources on international population, citizenship and immigration services, and resources from HUD and CDC, among others, are available in the Government Documents department. It should also be noted that the MPRC maintains a partnership with the Population Research Institute at Penn State, which provides access to population research datasets.

The UM Libraries have supported and will continue to support the current complement of courses, which we understand will change only slightly, that constitute the proposed certificate program. As a result, there will be no significant impact on collection needs. We anticipate that our current acquisition practices will adequately address future needs.