December 19, 2014

MEMORANDUM

TO: Gregory Ball  
Dean, College of Behavioral and Social Sciences

Charles Caramello  
Associate Provost and Dean, Graduate School

FROM: Elizabeth Beise  
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Post-Baccalaureate Certificate of Professional Studies in Addiction Science and Intervention (PCC log no. 14006)

On December 5, 2014, Chancellor Kirwan gave final approval to your proposal to offer a new iteration of the Post-Baccalaureate Certificate of Professional Studies with a focus in Addiction Science and Intervention. A copy of the approved proposal is attached.

This Post-Baccalaureate Certificate program is effective Spring 2015. Please ensure that this program is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/  
Enclosure

cc: Gregory Miller, Chair, Senate PCC Committee  
Barbara Gill, Office of Student Financial Aid  
Reka Montfort, University Senate  
Erin Taylor, Division of Information Technology  
Pam Phillips, Institutional Research, Planning & Assessment  
Anne Turkos, University Archives  
Pam Hoks, Office of the Registrar  
Alex Chen, Graduate School  
Wayne McIntosh, College of Behavioral and Social Sciences  
Jack Blanchard, Department of Psychology
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

- Please submit the signed form to: Office of the Associate Provost for Academic Planning & Programs, 1119 Main Administration Building.
- Please e-mail the rest of the proposal as an MSWord attachment to pcc-submission@umd.edu.

DATE SUBMITTED: ____________

PCC LOG NO. 14006

COLLEGE/SCHOOL: College/School Unit Code—First 8 digits: 01202800
Unit Codes can be found at https://hypprod.umd.edu/Html_Reports/units.htm

DEPARTMENT/PROGRAM: Department/Program Unit code—Last 7 digits: 1282503

TYPE OF ACTION (choose one):
- Curriculum change (including information specializations)
- Renaming of program or formal Area of Concentration
- Addition/deletion of formal Area of Concentration
- Suspend/delete program

*Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

SUMMARY OF PROPOSED ACTION:

The Center for Addictions, Personality and Emotion Research in the Department of Psychology, College of Behavioral and Social Sciences submits this proposal to create a Graduate Certificate of Professional Studies in Addiction Science and Interventions. This 12-credit (4-course) post-master’s, online program is designed for behavioral health professionals seeking specific expertise and credentialing for improved clinical service to addictions/substance using populations. Professionals will gain (1) foundational knowledge from the scientific literature on addictions, (2) cutting-edge, evidence-based intervention and assessment knowledge and skills, and (3) a critical perspective on the systemic and socio-cultural issues related to addictions/substance use.

APPROVAL SIGNATURES: Please print name, sign, and date

1. Department Committee Chair: [Signature] 11/3/2014
2. Department Chair: [Signature] 9/30/2014
3. College/School PCC Chair: [Signature] 9/30/2014
4. Dean: [Signature] 9/30/2014
5. Dean of the Graduate School (if required): [Signature] 11/24/2014
6. Chair, Senate PCC: [Signature] 11/24/2014
7. Chair of University Senate (if required): [Signature] 12/1/2014
8. Vice President of Academic Affairs & Provost: [Signature] 12/8/2014

Proposal for new online instructional program, Graduate Certificate in Professional Studies, OES-administered, p. 1
PROPOSAL FOR

NEW INSTRUCTIONAL PROGRAM

UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND

Department of Psychology

Center for Addictions, Personality and Emotion Research

Graduate Certificate in Professional Studies in Addiction Science and Intervention

PROPOSED INITIATION DATE: FALL 2015
I. OVERVIEW and RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it.

The Affordable Care Act (ACA) marks a major shift in health care by recognizing drug addiction and alcoholism as chronic diseases that must be covered by health insurance plans. In removing addiction treatment from the margins of health care and eliminating cost barriers, the ACA provides for the entry of an unprecedented number of patients into addiction treatment. Accordingly, behavioral health professionals must be prepared to meet the particular treatment needs of addiction populations who are expected to seek services in rapidly increasing numbers. This will involve preparing more behavioral health professionals with the knowledge, skills, and proper certification to meet the needs of the changing landscape of patients.

As a response to the anticipated influx of addiction populations seeking treatment and the subsequent need for available care, the Center for Addictions, Personality, and Emotion Research (CAPER) housed within the Department of Psychology, College of Behavioral and Social Sciences, proposes a Graduate Certificate of Professional Studies in Addiction Science and Interventions. This program is specifically designed for behavioral health professionals (i.e., counselors, family therapists, social workers, clinical nurses, or psychologists) who encounter—or are anticipating to encounter—issues of addictions and/or problematic substance use in their clinical practice. The program will provide knowledge in addictions across a broad domain of disciplines and is thus open to professionals who have a master’s degree or higher in counseling, family therapy, social work, nursing, psychology, or related fields (e.g., public health professionals) from an accredited institution. A large number of professionals across the wide range of disciplines outlined above will be attracted to this certification to obtain specific expertise and skills for improved clinical service and career advancement, as well as for the opportunity to fulfill additional licensure requirements or obtain continuing education credits. The Department of Psychology will apply for Continuing Education Units (CEU) award agreements from the American Psychological Association (APA), the National Association of Social Workers (NASW), and the National Board of Certified Counselors (NBCC). These organizations allow programs such as ours to apply for approval to grant CEUs to their participants. This will allow professionals enrolled in the certificate program to also earn CEU credits that will fulfill licensure requirements.

Preliminary market research conducted by CAPER concludes that there is a viable market for this program. The relevance to current transformations in health care, price point, online instruction, and content specific for licensure and continuing education credits, as well as CAPER’s notable reputation in the addictions field and the Department of Psychology’s high ranking are attractive components for recruitment and marketing.

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?

The program expects to enroll a minimum of 10 students in the first year with a minimum of 20 students by year five. The target audience includes behavioral health professionals (i.e., counselors, family therapists, social workers, clinical nurses, psychologists or those in related fields) seeking specific expertise and credentialing for improved clinical service to addictions/substance using populations. Many will be attracted to this certification for the additional licensure requirements, continuing education credits, or to broaden professional knowledge and skills for improved clinical practice and gainful employment. By offering courses online, the program will attract both national and international audiences.
II. Curriculum
A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

The *Graduate Certificate of Professional Studies in Addiction Science and Intervention* is designed for behavioral health professionals seeking specific expertise and credentialing for improved clinical service to addictions/substance using populations. Professionals will gain (1) foundational knowledge from the scientific literature on addictions, (2) cutting-edge, evidence-based intervention and assessment knowledge and skills, and (3) a critical perspective on the systemic and socio-cultural issues related to addictions/substance use. Specifically, we will provide a 12-credit, four-course, online instructional program that will be open to professionals who have a master's degree or higher in counseling, family therapy, social work, nursing, psychology, or related fields from an accredited institution. The program includes didactic instruction in (1) Introduction to addictions and co-occurring conditions, (2) Evidence-based addiction interventions, (3) Assessment of addiction, and (4) Diverse and vulnerable addiction populations. The certificate is responsive to the needs of counselors, family therapists, social workers, clinical nurses, psychologists or those in related fields (e.g., public health professionals) seeking continuing education credits, or counselors seeking additional elective academic credits to complete licensure requirements in the state of Maryland. The certificate is offered through the CAPER housed within the Department of Psychology, College of Behavioral and Social Sciences, at the University of Maryland.

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.

Students complete course work in 12-week sessions, in accordance with the University’s term schedule:

<table>
<thead>
<tr>
<th>Term</th>
<th>Calendar Months</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term I (fall)</td>
<td>September – November</td>
<td>PSYC6XX: Introduction to Addictions and Co-occurring Conditions</td>
</tr>
<tr>
<td>Term II (winter)</td>
<td>December – February</td>
<td>PSYC6XX: Evidence-based Interventions</td>
</tr>
<tr>
<td>Term III (spring)</td>
<td>March – May</td>
<td>PSYC6XX: Assessment</td>
</tr>
<tr>
<td>Term IV (summer)</td>
<td>June – August</td>
<td>PSYC6XX: Diverse and Vulnerable Populations</td>
</tr>
</tbody>
</table>

Proposal for new online instructional program, Graduate Certificate in Professional Studies, OES-administered, p. 4
<table>
<thead>
<tr>
<th>Course Rubric</th>
<th>Course Title</th>
<th>Credit Level</th>
<th>Is this an existing Permanent Course?</th>
<th>Anticipated Date Course to be Submitted to VPAC</th>
<th>Course To Be Offered Online?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC6XX</td>
<td>Introduction to Addictions and Co-occurring Conditions</td>
<td>3</td>
<td>☑ Yes ☑ No</td>
<td>July 1, 2014</td>
<td>☑ Yes ☑ No</td>
</tr>
<tr>
<td>PSYC6XX</td>
<td>Evidence-based Addiction Interventions</td>
<td>3</td>
<td>☑ Yes ☑ No</td>
<td>July 1, 2014</td>
<td>☑ Yes ☑ No</td>
</tr>
<tr>
<td>PSYC6XX</td>
<td>Assessment of Addiction</td>
<td>3</td>
<td>☑ Yes ☑ No</td>
<td>July 1, 2014</td>
<td>☑ Yes ☑ No</td>
</tr>
<tr>
<td>PSYC6XX</td>
<td>Diverse and Vulnerable Addiction Populations</td>
<td>3</td>
<td>☑ Yes ☑ No</td>
<td>July 1, 2014</td>
<td>☑ Yes ☑ No</td>
</tr>
</tbody>
</table>

**PSYC6XX: Introduction to Addiction and Co-occurring Conditions, 3 credits**

**COURSE DESCRIPTION:** This course will provide an in-depth overview of the range of addictive behaviors and the psychological and physical conditions that often co-occur and complicate the presentation and course of addictive behaviors.

**PSYC6XX: Evidenced-based Addiction Interventions, 3 credits**

**COURSE DESCRIPTION:** This course will provide a comprehensive overview of contemporary, evidence-based interventions to treat addictive behaviors. Course material will cover theory and practical intervention strategies across a variety of clinical settings with clients experiencing substance-related problems.

**PSYC6XX: Assessment of Addiction, 3 credits**

**COURSE DESCRIPTION:** This course will review the assessment of addictive behavior, including appropriate application of diagnostic criteria for Substance-Related Disorders. A focus of the course will be on the multiple elements needed to inform accurate assessment in the service of treatment planning and positive client outcomes.

**PSYC6XX: Diverse and Vulnerable Addiction Populations, 3 credits**

**COURSE DESCRIPTION:** This course will provide an overview of the unique problems and needs of diverse addiction populations, and will focus on the application of culturally responsive intervention strategies. Course material will be covered with an emphasis on the social and systemic determinants of health inequities associated with race/ethnicity, class, gender, sexual orientation, and environment.

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

The admissions policy reflects current minimum standards as established by the Graduate School for a post-master’s program as follows:

- Applicants must have earned a master’s degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution.
- Applicants must have earned a 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework.
- Applicants must provide an official copy of a transcript for all of their post-secondary work.

The program does not require GRE’s.
International students must fulfill all requirements relating to international academic credentials, evidence of English proficiency, financial certification, and visa documentation. These requirements are found at the Graduate School’s Web site: http://www.gradschool.umd.edu/prospective_students/international_admissions.html.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT
The purpose of this assessment plan is to set clear guidelines, identify articulated outcomes, and ensure avenues for continuous improvement for each graduate certificate program managed by the Program Oversight Committee and housed in the Graduate School. It is our mission to provide programs that meet UMD’s institutional goals and objectives for educational activities.

Students will demonstrate the following learning outcomes:
1. Demonstrate a sophisticated and nuanced understanding of theoretical perspectives and empirical findings related to addictions and problematic substance use;
2. Critically evaluate research related to addictions and problematic substance use;
3. Appropriately apply empirical findings to clinical practice with addicted/substance using clients;
4. Identify appropriate evidence-based interventions for addressing addictive behavior;
5. Demonstrate an understanding of appropriate methods and resources for the assessment of addictions and problematic substance use;
6. Demonstrate critical evaluation of systemic and socio-cultural issues related to addictions/problematic substance use;
7. Describe the ethical and multicultural issues related to interventions with addicted clients, their families, and communities;

Note: Although the courses will provide no direct clinical experience, coursework will be arranged to provide knowledge and skills that can support specific training obtained elsewhere for clinical practice.

Assessment methods:
1. Mastery of content: Competency assessments utilizing a range of testing modalities including multiple choice and essay.
2. Critical evaluation of research: Satisfactory completion of research competency assignments.
3. Development of values and ethics: Satisfactory completion of ethics competency assignments.

IV. FACULTY AND ORGANIZATION
A. Who will provide academic direction and oversight for the program?

Graduate School Representative
Charles Caramello, Dean of the Graduate School

Co-Directors
Carl Lejeuz, CAPER Director
Cristina Risco, CAPER Research Associate

Office of Extended Studies Administrative Support and Oversight
Terrie Hruzd, Director of Programs

B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure.
The Graduate Certificate in Professional Studies will be housed in the Graduate School, which will be responsible for its oversight. The Program Oversight Committee, or designates, will administer the program. A faculty member from the college will serve as the Graduate Director and will provide academic leadership. The Office of Extended Studies will provide coordination.

**Administrative Coordination**
The Office of Extended Studies will provide program development support (including budget development and projections), program management that includes scheduling, planning and management, financial management (including faculty contracting and faculty pay processing), and student services management (including support for admissions, registration, payment, financial aid, and other campus services).

**V. OFF-CAMPUS PROGRAMS (if necessary)**

A. *if at Shady Grove—indicate how students will access student services.*

Not applicable.

B. *if on-line—describe the concerns in “Principles and Guidelines for Online Programs” are to be addressed.*

1. **Program Initiation and Choice:** The proposal should initiate with an academic unit, and must have the approval of the appropriate Dean (or Deans). It must develop naturally from the institution’s strengths and be consistent with its strategic goals. The proposal should have a clear and well-thought-out financial plan, providing net revenue to the institution over time, and should include a thorough analysis of the potential market.

The program was developed by the Department of Psychology’s Center for Addictions, Personality, and Emotion Research (CAPER) in the College of Behavioral and Social Sciences. CAPER is a translational research center focused on understanding the mechanisms underlying the development and maintenance of addictive behaviors and their co-occurring psychological conditions including mood, anxiety, and personality disorders. CAPER’s explicit goal is to apply these findings to the development of novel treatment approaches.

CAPER conducted marketing research to identify target audiences and comparable competitors with distance learning programs. The research determined that there is a viable market for this program. The relevance to current transformations in health care, price point, online instruction, and content specific for licensure and continuing education credits, as well as CAPER’s notable reputation in the addictions field and the Department of Psychology’s high ranking are attractive components for recruitment and marketing.

2. **Program Development, Control, and Implementation by Faculty:** Although professional help may be used in adapting it to the online medium, the academic content of the curriculum must be developed by institutional faculty. The instructional strategy proposed must be appropriate for this content. UMCP faculty must have overall control of the program, and should provide the bulk of the instruction. Appropriate resources, including technical support personnel, must be made available for course development and also for faculty support during the offering of these courses. The business plan for the proposal must spell out the arrangements whereby this will be accomplished.

CAPER faculty within the Department of Psychology will develop the courses of instruction. Professional clinicians and practitioners who meet the University faculty standards may be used as instructors. Faculty support during course development will be made available through the Office of Extended Studies. The Office of Information Technology (OIT) has identified a vendor, AliveTek, to provide instructional design and technical support for self-support programs; the Office of Extended Studies provides oversight of all administrative services and management.
of the instructional design and quality assurance for all course development and conversion processes. Program tuition and fees is used to support this resource.

3. Access to Academic Resources and Student Services: The proposal must indicate how students will have access to needed resources, such as library materials, other information sources, laboratory facilities, and others as appropriate. The arrangements in place for interaction with instructors, for advising, and for help with technical problems must be described. It must be shown how student services such as admissions, enrollment, financial aid, bursar services, career advisement, bookstore, and similar services available to on-campus students will be provided.

As officially admitted students to the University of Maryland, students in this program will have access to all University resources that are accessible in the online environment as well as campus-based resources when in face-to-face sessions. In addition, online technical support for administrative matters is provided through the Office of Information Technology (OIT). For self-support programs, OIT has identified a vendor, AliveTek, which provides academic technical support services to both students and faculty for a fee. Students in online programs are assessed an online technology fee that covers this charge. Extended Studies provides the management of all student services.

4. 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 this online degree, for both the program and online courses, will be addressed in a separate contract executed by the University of Maryland and the developer. Please see Article VIII On-Line Studies and Technology-Mediated (Enhanced) Courses in the UNIVERSITY OF MARYLAND POLICY ON INTELLECTUAL PROPERTY (Policy IV-3.20(A) (Approved by the President on March 13, 2003 and by the Chancellor on July 18, 2005) On-line at http://www.president.umd.edu/policies/iv320a.html.

5. Full Disclosure, Standards, and Evaluation: All published materials describing the program must carefully lay out the instructional methods to be used, the skills and background required for success, and the arrangements in place for access to instructors, to technical help, to academic resources, and to student services. There should be a means available whereby potential students can evaluate their readiness for the special demands of the program. Academic admission standards must be clearly described, and must be consistent with those for the on-campus program. Outcome expectations must also be consistent. The proposal must set out a continuing process of evaluation that will determine if these requirements are being met.

The Oversight Committee will ensure that all printed and digital materials provide exhaustive information about the program. The Web site, administered through the Office of Extended Studies, will provide complete and transparent policies and procedures regarding admission requirements (in full compliance of the Graduate School), including registration, financials, technical assistance, digital access to university resources, academic and university policies, and all issues relating to the successful completion of the program. Potential students will be given the opportunity to complete a self-assessment ensuring that they possess the skill sets and mental models for online learning as well as the technical resources for program accessibility. CAPER provides both incoming and admitted students with all advising assistance.

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

None.
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?

No.

VII. COMMITMENT TO DIVERSITY

The University of Maryland is an equal opportunity institution with respect to both education and employment. The University does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations.

Through its actions and statements of policy the University of Maryland has demonstrated a commitment to diversity by creating programs of study which explore the experiences, perspectives, and contributions of a wide variety of cultures, groups, and individuals; and as sought to create a campus environment which encourages tolerance and respect for individuals regardless of differences in age, race, ethnicity, sex, religion, disability, sexual orientation, class, political affiliation, and national origin.

The Graduate Certificate of Professional Studies in Addiction Science and Intervention will continue to demonstrate the University of Maryland’s commitment to diversity by marketing and recruiting applicants from various professional organizations with demonstrated respect for individuals regardless of differences in age, race, ethnicity, sex, religion, disability, sexual orientation, class, political affiliation, and national origin. The target audience includes behavioral health professionals such as counselors, family therapists, social workers, clinical nurses, and psychologists. Course content will also demonstrate opportunities for instruction on tolerance and inclusion.

VIII. 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.

See attachment.

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.

None.

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.

This program does not require additional resources.

IX. RESOURCES NEEDS AND SOURCES
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.

The following courses will need to be approved by VPAC:

PSYC6XX: Introduction to Addictions and Co-occurring Conditions
PSYC6XX: Evidence-based Addiction Interventions
PSYC6XX: Assessment of Addiction
PSYC6XX: Diverse and Vulnerable Addiction Populations

The program will require coordination and oversight of education quality. In addition, outreach to the professional communities will be required to assure that the program is meeting the needs of major employers for up-to-date training. There will be no impact on existing resources. This program is self-supporting. Courses may be cancelled due to low enrollment.

CAPER will hire for two Co-Directors to ensure that this self-support program has no impact on advising and administrative resources for the unit’s traditional programs. Tuition revenue will be used to support all salaries and benefits.

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

Faculty selection and appointments will be made by CAPER. CAPER Core Faculty will provide the bulk of the instruction. Given the limited expertise in addictions science and interventions among tenure-track/tenured faculty within the Department, adjunct faculty also will be selected and appointed to teach courses as needed. The faculty may also include research faculty, retired faculty, and professionals in the field with expertise in course content. All instructors will be full or adjunct members of the Graduate Faculty and approved by the Dean of the Graduate School prior to teaching. Instructors in this self-support program may not teach on-load. University of Maryland faculty who teach in the program will be compensated using overloads.

CAPER will hire for two Co-Directors to ensure that this self-support program has no impact on advising and administrative resources for the unit’s traditional programs. Tuition revenue will be used to support all salaries and benefits.

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.

Approval of all faculty overloads for teaching and advising will be in accordance with University of Maryland policy and procedures. The Oversight Committee is responsible for the overall administrative management of the program.

D. Identify the source to pay for the required physical resources identified in Section VIII above.

Tuition revenue will be used to cover the program expenses (see separate budget page).

E. List any other required resources and the anticipated source for them.

None.

F. Complete the additional proposal and financial tables as required by MHEC.

See attached pdf.
New Courses requiring VPAC Approval

PSYC6XX: Introduction to Addiction and Co-occurring Conditions, 3 credits
COURSE DESCRIPTION: This course will provide an in-depth overview of the range of addictive behaviors and the psychological and physical conditions that often co-occur and complicate the presentation and course of addictive behaviors.

PSYC6XX: Evidenced-based Addiction Interventions, 3 credits
COURSE DESCRIPTION: This course will provide a comprehensive overview of contemporary, evidence-based interventions to treat addictive behaviors. Course material will cover theory and practical intervention strategies in a variety of clinical settings with clients experiencing substance-related problems.

PSYC6XX: Assessment of Addiction, 3 credits
COURSE DESCRIPTION: This course will review the assessment of addictive behavior, including appropriate application of diagnostic criteria for Substance-Related Disorders. A focus of the course will be on the multiple elements needed to inform accurate assessment in the service of treatment planning and positive client outcomes.

PSYC6XX: Diverse and Vulnerable Addiction Populations, 3 credits
COURSE DESCRIPTION: This course will provide an overview of the unique problems and needs of diverse addiction populations, and will focus on the application of culturally responsive intervention strategies. Course material will be covered with an emphasis on the social and systemic determinants of health inequities associated with race/ethnicity, class, gender, sexual orientation, and environment.
Library Evaluation

DATE: August 4, 2014

TO: Kimberly Bethea, Associate Director for Programs
Office of Extended Studies

FROM: On behalf of the University of Maryland Libraries:
Glenn Moreton, Psychology Librarian
Geraldine Foudy, Manager, Collection Development
Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Center for Addictions, Personality and Emotion Research (CAPER) in the Department of Psychology, College of Behavioral and Social Sciences to create an online Graduate Certificate Program of Professional Studies in Addiction Science and Interventions. The Center asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

With this being an online course, it is likely that curricular assignments and scholarly library research will rely heavily upon online serial publications. The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format—that focus on addiction science topics, both from a behavioral science perspective (e.g. psychology; counseling), and from the medical and natural science perspective (e.g. neuroscience). The Libraries subscribe to most of the top ranked journals that are listed in the “substance abuse” category in both the Science Edition and the Social Sciences Edition of Journal Citation Reports.* These journals include the following, all of which are available online:

- *Addiction*
- *Addiction Biology*
- *Addictive Behavior*
- *Alcohol*
- *Alcohol and Alcoholism*
- *Alcoholism-Clinical and Experimental Research*
- *American Journal of Drug and Alcohol Abuse*
- *American Journal on Addictions*
- *Drug and Alcohol Dependence*
- *Drug and Alcohol Review*
- Harm Reduction Journal
- International Journal of Mental Health and Addiction
- Journal of Addictive Diseases
- Journal of Gambling Studies
- Journal of Studies on Alcohol and Drugs
- Journal of Substance Abuse Treatment
- Nicotine & Tobacco Research
- Psychology of Addictive Behaviors
- Substance Abuse
- Substance Abuse Treatment, Prevention, and Policy

Two highly-ranked core journals to which the Libraries do not currently subscribe are European Addiction Research, published by Karger Publishers, and the Journal of Addiction Medicine, “The Official Journal of the American Society of Addiction Medicine.” We recommend subscriptions to these two journals. Of course, most articles in journals that we do not own likely will be available through Interlibrary Loan (Note: see below).

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

Databases

The Libraries’ “Research Port” 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 addiction science and interventions include the psychology indexes and tools: PsycArticles, PsycInfo, the Psychology & Behavioral Sciences Collection, the DSM-5 and DSM-IV-TR. Some of the other subject databases that would be relevant to this curriculum include Science Direct, Medline, CINAHL, Health Source, SocIndex, Sciences Citation Index, and the Social Sciences Citation Index. Also two general/multidisciplinary databases, Academic Search Premier and MasterFILE Premier, 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. As noted previously, 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’ Article Express Program or via Interlibrary Loan (Note: see below).

Monographs

Even though most library research for this course likely will rely upon online journal articles, students may wish to supplement this research with monograph materials. Being in an online program, students likely will not be coming to the University of Maryland campus, and thus logistically will not be able to check out books. Fortunately, in many cases, the monographs will be available electronically, for currently more and more are available in electronic rather than print format. Even in instances when the books are only available in print, the students will be able to take
some advantage of the book collection by requesting specific chapters be sent to them through the Libraries’ Article Express program (Note: again, see below).

The Libraries regularly acquire scholarly monographs in the allied subject disciplines that comprise addiction science. We purchase these books through the Libraries’ existing purchase plan, as well as through supplemental monograph orders in such general subjects (and respective budget lines) as psychology, behavioral and community health, public health, and family science (i.e., in the field of family therapy).

We conducted a search of the University of Maryland Libraries’ WorldCat UMD catalog, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own (e.g., 846 books on "addiction," 1,096 books on "substance abuse," 2,419 books on "drug abuse," and 3,628 books on "alcoholism"). A further search revealed that the Libraries’ recent membership in the Committee on Institutional Cooperation (CIC) dramatically increases these holdings and citations (e.g., respectively 3,540 books on "addiction," 3,406 books on "substance abuse," 9,131 books on "drug abuse," and 13,157 books on "alcoholism"). As with our own materials, graduate students can request that chapters be copied from these CIC books if the books are not available electronically.

Article Express 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 quite helpful. Article Express and Interlibrary Loan are available free of charge.

A special amenity for graduate students and faculty, the Article Express service scans and delivers journal articles and book chapters within three business days of the student’s request—provided that the items are available in print on the UM Libraries’ shelves. In the event that an article or chapter that one requests (Note: see below) is not available on campus, Article Express 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.

Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. The only way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.

Conclusion

With our substantial serials holdings and index databases (i.e. in Research Port), the University of Maryland Libraries have an established background in providing bibliographic support for researchers and professionals in subject disciplines that include, or are related to, addiction science topics. These materials are supplemented by a strong monograph collection. Also the Libraries Article Express 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 Graduate Certificate Program of Professional Studies in Addiction Science and Interventions.
## Budget: Graduate Certificate in Addiction Science and Interventions (ASI)

[This program is self-support. Instructors may not teach on-load.]

<table>
<thead>
<tr>
<th>Estimated Program Revenue &amp; Support</th>
<th>Development</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>I. Total Tuition Revenue</td>
<td>$75,840</td>
<td>$103,522</td>
<td>$125,420</td>
<td>$158,030</td>
<td>$184,368</td>
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</tr>
<tr>
<td>A. Total Annual Cohort</td>
<td>10</td>
<td>13</td>
<td>15</td>
<td>18</td>
<td>20</td>
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</tr>
<tr>
<td>B. Total Credits:</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
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</tr>
<tr>
<td>C. Per credit rate; Assumes 5% increase</td>
<td>$632</td>
<td>$664</td>
<td>$697</td>
<td>$732</td>
<td>$768</td>
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</tr>
<tr>
<td>II. Student Fee: Online Mandatory Fee</td>
<td>$930</td>
<td>$1,245</td>
<td>$1,480</td>
<td>$1,829</td>
<td>$2,093</td>
<td></td>
</tr>
<tr>
<td>A. Rate per year (4 Terms); assumes 3% increase</td>
<td>93</td>
<td>96</td>
<td>99</td>
<td>102</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>B. Total number of students (per year)</td>
<td>10</td>
<td>13</td>
<td>15</td>
<td>18</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>III. Student Fee: Graduate School Application Fee</td>
<td>$750</td>
<td>$975</td>
<td>$1,125</td>
<td>$1,350</td>
<td>$1,500</td>
<td></td>
</tr>
<tr>
<td>A. Fee (one-time)</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
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<tr>
<td>B. Total students in new incoming cohort</td>
<td>10</td>
<td>13</td>
<td>15</td>
<td>18</td>
<td>20</td>
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</tr>
<tr>
<td>IV. Development Support (Courses, Marketing, etc.)</td>
<td>$54,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. CAPER [Course instructional design ($19,000) and Marketing ($15,000)]</td>
<td>29,000</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>B. Extended Studies [Course development]</td>
<td>25,000</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Total Estimated Program Revenue & Support: $54,000 $77,520 $105,742 $128,025 $161,209 $187,961

### Estimated Expenses

<table>
<thead>
<tr>
<th>Estimated Expenses</th>
<th>Development</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Total Faculty</td>
<td>$30,240</td>
<td>$31,147</td>
<td>$32,082</td>
<td>$33,044</td>
<td>$34,035</td>
<td></td>
</tr>
<tr>
<td>A. Number of instructors</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>B1. Faculty Salary: assumes a 3% annual increase</td>
<td>7,000</td>
<td>7,210</td>
<td>7,426</td>
<td>7,649</td>
<td>7,879</td>
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<tr>
<td>B2. Total Salary</td>
<td>28,000</td>
<td>28,840</td>
<td>29,705</td>
<td>30,596</td>
<td>31,514</td>
<td></td>
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<tr>
<td>C. Total Benefits (FICA 8%)</td>
<td>2,240</td>
<td>2,307</td>
<td>2,376</td>
<td>2,448</td>
<td>2,521</td>
<td></td>
</tr>
<tr>
<td>II. Total Administrative</td>
<td>$7,020</td>
<td>$7,231</td>
<td>$7,448</td>
<td>$7,671</td>
<td>$7,901</td>
<td></td>
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<tr>
<td>A. Total Salary (assumes 3% increase)</td>
<td>7,020</td>
<td>7,231</td>
<td>7,448</td>
<td>7,671</td>
<td>7,901</td>
<td></td>
</tr>
<tr>
<td>B. Co-academic Director</td>
<td>3,250</td>
<td>3,348</td>
<td>3,448</td>
<td>3,551</td>
<td>3,658</td>
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<tr>
<td>C. FICA (8%)</td>
<td>520</td>
<td>535.6</td>
<td>552</td>
<td>568</td>
<td>585</td>
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<tr>
<td>III. Continuing Education Units and Equipment</td>
<td>$3,500</td>
<td>$1,500</td>
<td>$1,545</td>
<td>$1,591</td>
<td>$1,639</td>
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</tr>
<tr>
<td>A. Cost per course (estimated)</td>
<td>$20</td>
<td>$20</td>
<td>$20</td>
<td>$20</td>
<td>$20</td>
<td></td>
</tr>
<tr>
<td>B. Total number of courses</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>C. Total number of students</td>
<td>10</td>
<td>13</td>
<td>15</td>
<td>18</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>IV. Materials &amp; Supplies</td>
<td>$800</td>
<td>$1,040</td>
<td>$1,200</td>
<td>$1,440</td>
<td>$2,000</td>
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</tr>
<tr>
<td>A. Cost per course (estimated)</td>
<td>$20</td>
<td>$20</td>
<td>$20</td>
<td>$20</td>
<td>$20</td>
<td></td>
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<tr>
<td>B. Total number of courses</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<td></td>
</tr>
<tr>
<td>C. Total number of students</td>
<td>10</td>
<td>13</td>
<td>15</td>
<td>18</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>V. Marketing</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
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</tr>
<tr>
<td>A. Ongoing Marketing (15,000 per year minimum)</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
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<tr>
<td>VI. Course Development</td>
<td>$44,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td>A. Course Content Development</td>
<td>$20,000</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>B. Instructional Design: Learning management system course construction fee</td>
<td>$24,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBTOTAL: DIRECT PROGRAM EXPENSES</td>
<td>$54,000</td>
<td>$51,560</td>
<td>$50,918</td>
<td>$52,274</td>
<td>$53,746</td>
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<tr>
<td>VII. Student Fees (100% returned to campus)</td>
<td>$4,080</td>
<td>$5,340</td>
<td>$6,205</td>
<td>$7,499</td>
<td>$8,393</td>
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<tr>
<td>A. Campus Mandatory Fee</td>
<td>930</td>
<td>1,245</td>
<td>1,480</td>
<td>1,829</td>
<td>2,093</td>
<td></td>
</tr>
<tr>
<td>B. Graduate School Application Fee</td>
<td>750</td>
<td>975</td>
<td>1,125</td>
<td>1,350</td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>C. Graduate School Administrative Fee</td>
<td>$2,400</td>
<td>$3,120</td>
<td>$3,600</td>
<td>$4,320</td>
<td>$4,800</td>
<td></td>
</tr>
<tr>
<td>1. Fee assessed per each academic semester/term</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>2. Total number of semesters/terms per year</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Total number of students</td>
<td>10</td>
<td>13</td>
<td>15</td>
<td>18</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>VIII. OES Administrative Fee</td>
<td>$15,168</td>
<td>$20,704</td>
<td>$25,084</td>
<td>$15,803</td>
<td>$18,437</td>
<td></td>
</tr>
<tr>
<td>A. 10% of tuition revenue for OES administrative costs</td>
<td>7,584</td>
<td>10,352</td>
<td>12,542</td>
<td>15,803</td>
<td>18,437</td>
<td></td>
</tr>
</tbody>
</table>
### Estimated Expenses

<table>
<thead>
<tr>
<th>B. 10% to repay OES development fund ($25,000)</th>
<th>Development</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>7,584</td>
<td>10,352</td>
<td>12,542</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Estimated Expenses</th>
<th>$54,000</th>
<th>$70,808</th>
<th>$76,962</th>
<th>$83,563</th>
<th>$77,049</th>
<th>$82,006</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total Estimated Program Revenue &amp; Support</th>
<th>$54,000</th>
<th>$77,520</th>
<th>$105,742</th>
<th>$128,025</th>
<th>$161,209</th>
<th>$187,961</th>
</tr>
</thead>
</table>

| Net | $0 | $6,712 | $28,779 | $44,462 | $84,160 | $105,956 |

### Addiction Science and Interventions Certificate Completion Assumptions

- **# of terms per year**: 4
- **# of courses per term**: 1
- **# of courses per year**: 4
- **# of instructors per year**: 4

To complete the 12-credit, 4 course program:

- Students take 4 courses (12 credits): 12

### Cumulative 5 Yr

<table>
<thead>
<tr>
<th></th>
<th>TTL Expenses</th>
<th>TTL Revenue/Support</th>
<th>TTL Net</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$444,388</td>
<td>$714,458</td>
<td>$270,070</td>
</tr>
</tbody>
</table>