University of Maryland PCC
Program/Curriculum/Unit Proposal

Program: Doctorate of Professional Studies

Department/Unit: 

College/School: The Graduate School

Proposal Contact Person (with email):

Type of Action (check one):

☐ Curriculum change (includes modifying minors, concentrations/specializations and creating informal specializations)
☐ Curriculum change is for an LEP Program
☐ Rename a program or formal Area of Concentration
☐ Establish/Discontinue a formal Area of Concentration
☐ Other:

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

*Italics indicate that the proposal must be presented to the full University Senate for consideration.*

Approval Signatures - Please print name, sign, and date. Include additional lines for multi-unit programs.

1. Department Committee Chair

2. Department Chair

3. College/School PCC Chair

4. Dean

5. Dean of the Graduate School (if required) [Signature] 11/14/15

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, please 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):

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):
Summary of Proposed Action

This is a proposal for the Doctorate of Professional Studies (DPS) a separate, parallel track in doctoral education. The DPS degree comprises 54 course credits beyond a bachelor’s degree or 24 credits beyond an approved master’s degree. These course credits would include 6 credits of Professional Capstone Project Preparation I (3 credits) and II (3 credits). During this time, the student is expected to complete the Professional Capstone Project, a written product that will collect and synthesize different bodies of knowledge to assess their contribution to the practice of the profession. Additional to the 54 (or 24) course credits, students are required to take 12 credits of Integrated Practical Experience (IPE). This experience is designed to provide first hand leadership experience in the specific profession. The course of study is designed to provide students with the necessary knowledge and skills to become leaders in their field. It will be administratively housed within the Graduate School. Academic Oversight will be provided by a Program Oversight Committee with faculty from the relevant units.

The DPS degree will accommodate multiple iterations across a spectrum of fields, with each iteration requiring a separate proposal. It will allow for a wide range of program sizes and disciplinary and interdisciplinary contents. It is a rigorous and adaptable graduate degree that meets the evolving professional needs of strategically identified target audiences; increases the visibility of current disciplinary and interdisciplinary programs while maintaining the research integrity of the PhD; strengthens relationships with external constituencies; and provides additional revenue streams for UMD and its colleges and academic units.

The DPS degree reflects the new strategic vision for graduate education at UMD, presented in the Graduate School’s “The Centennial Vision: Graduate Education at UMD—Research and Professional Practice for a Global Economy” and approved by the Graduate Council. Its premise is that UMD as both a public research institution and a land grant institution has two missions for graduate education: research education and professional training. It envisions these two missions on two parallel tracks: a research track with traditional graduate certificates, master’s degrees, and the PhD; and a professional track with an innovative Graduate Certificate of Professional Studies, Master’s Degree of Professional Studies, and, now, a Doctorate of Professional Studies. Some years ago, the USM Regents and MHEC approved the graduate certificate and master’s degree in the professional track; these degrees have been very successful. The DPS degree will complete the professional track and enable the implementation of the overall strategic vision.
PROPOSAL FOR
NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND
Doctorate of Professional Studies

Graduate School

DEAN Charles Caramello

{KIND OF DEGREE} ________Doctorate_____

Award to Be Offered Proposed initiation Date
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 Doctorate of Professional Studies (DPS) is a rigorous and adaptable graduate degree that meets the evolving professional needs of strategically identified target audiences; increases the visibility of current disciplinary and interdisciplinary programs while maintaining the research integrity of the PhD; strengthens relationships with external constituencies; and provides additional revenue streams for UMD and its colleges and academic units.

The DPS degree provides a mechanism for UMD to meet regional, national, and international market demands on a rapidly changing graduate landscape. New professional doctorates have emerged in many fields in recent years in response to challenges and opportunities such as increased requirements for deeper applied knowledge, changes in standards for professional licensure, modifications in criteria for academic accreditation, and strategic goals of attracting new and diverse constituencies to graduate education. A flexible DPS degree, in addition, not only will enable UMD to meet the challenges and opportunities of the new economy and workplace, but also will provide a clear framework for the creation and evaluation of proposals for innovative DPS degrees in many fields.

The DPS responds to the dual nature of graduate education. In Fall 2014, the University enrolled 4,005 in the PhD and 352 in our Professional Doctoral programs (EdD, DMA, DVM, or Aud) for a total of 4,357 doctoral students. In addition, there were a total of 5,581 masters students enrolled: 1,312 (MS, MA or MFA) and 4,269 (other Masters degrees). Put differently, the research doctoral / masters population totals 5,317, while the current professional doctoral / masters population is 4,621—almost a 1 to 1 ratio. Professional masters programs are well established as the growth area in graduate education. The DPS allows us to complement this growth in strategic terms, by providing a professional program that address social and educational needs by filling niches currently occupied by neither the PhD nor professional masters programs.

The DPS degree is designed to accommodate multiple iterations across a spectrum of fields, with each iteration requiring a separate proposal. DPS degree proposals will be forwarded to the Graduate School with the endorsement of the appropriate dean(s) and departmental chair(s). The Graduate PCC committee, Graduate Council, and Dean of the Graduate School will review proposals, and the Dean will forward approved proposals to the Senate PCC. Proposals approved by the Senate PCC will be forwarded to the Provost for approval. As with the GCPS and MPS, proposals for iterations of the DPS degree will then be sent to USM for approval.

UMD already has experience and expertise with professional doctoral degrees, currently offering them in Audiology (AudD); Education (EdD); Musical Arts (DMA); and Veterinary Medicine (DVM). In addition to providing training for practitioners, the AudD and DVM respond to the demands of professional licensure and accreditation, and the EdD and DMA respond to more general demands for professional advancement. The professional doctorate is defined by coursework and practice, in contrast to the PhD, defined by research and theory. The professional doctorate and the PhD, however, both demand a level of rigor and a command of knowledge higher than that of the master’s degree: the professional
doctorate contributes to the body of knowledge of the practice of the profession and the PhD to the theory of the discipline.

The Doctorate of Professional Studies in Executive Leadership in Information Organization (DPS-ELIO) under consideration by the College of Information Studies provides an example of the application of the DPS. This 24 credit course of study (Post – masters) “stresses mastery of leadership and technological skills and the demonstration of skill attainment in high level, complex, practical projects and deliverables.” It is designed to prepare “current and future leaders to become agents of change and innovation...” It responds to a growing market need for “qualified leaders with the technical and intellectual and social awareness” to create, manage, and maintain collections of digital material. It will be targeted to such groups as (1) Mid-career professionals in the public, private, and not-for-profit sector; (2) Professional staff at the National Archives, Library of Congress; (3) Data managers and digital curation staff in the corporate, public and not-for-profit sectors. The overall goal of the DPS-ELIO is to create “leaders who can effect positive organizational transformation.” The DPS provides an efficient mechanism for the University to respond quickly to the need identified by the College of Information Studies.

The Centennial Vision: Graduate Education at UMD—Research and Professional Practice for a Global Economy presents the new strategic vision for graduate education at UMD. It begins with the premise that UMD, the flagship of USM, is both a public research institution and a land grant institution with two missions for graduate education: research education and professional training. It envisions these two missions on two parallel tracks: a research track with traditional graduate certificates, master’s degrees, and the PhD; and a professional track with an innovative Graduate Certificate of Professional Studies, Master’s Degree of Professional Studies, and, now, a Doctorate of Professional Studies. Some years ago, the USM Regents and MHEC approved the graduate certificate and master’s degree in the professional track; these degrees have been very successful. The DPS degree will complete the professional track and enable the implementation of the overall strategic vision.

**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 DPS degree allows for a wide range of program sizes and disciplinary and interdisciplinary contents. Specific iterations might be large or small, depending on the profession, on opportunities such as demand, and on constraints such as availability of faculty and internship opportunities. Flexibility in size and content will allow UMD to respond quickly and efficiently to current and emerging fields whose demand is unmet by traditional research degrees or established professional degrees. Market studies for proposed iterations of the DPS degree would identify interest by the profession and confirm work force deficiencies in professions that require doctoral credentialing or training, as well as confirm levels of interest among well-qualified potential applicants.

Because the DPS degree is a distinct degree in design, shape, constituencies, and objectives, it does not replicate already existing degrees, whether research or professional, whether doctoral or masters, at UMD or other USM institutions. It will attract students interested in the development and application of sophisticated knowledge as it relates specifically to professional practice. The proposing unit for any iteration will be required a) to conduct or commission a market analysis to demonstrate demand; b) to take an internal inventory and analysis to demonstrate adequate financial and physical resources; c) to determine if it has an appropriate number of faculty members with area expertise and with experience
in instructing and supervising graduate students; and c) to ensure and document adequate internship opportunities for students.

II. CURRICULUM

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

The DPS represents a separate, parallel track in doctoral education. With a DPS, a student masters a set of skills and knowledge that define the unique, interdisciplinary nature of a profession without compromising the integrity of the doctorate. It is recognized that the research doctorate may indirectly provide a set of skills and knowledge that relates to the needs of a profession. However, the DPS explicitly acknowledges the interdisciplinary nature of a profession and the critical role of practice. It is designed to provide the student with experience and skills, as well as knowledge and insight to be a “thought” leader within an institutional setting.

The DPS degree comprises 54 course credits beyond a bachelor’s degree or 24 credits beyond an approved master’s degree. These course credits would include 6 credits of Professional Capstone Project Preparation I (3 credits) and II (3 credits). During this time, the student is expected to complete the Professional Capstone Project. Additional to the 54 (or 24) course credits, students are required to take 12 credits of Integrated Practical Experience (IPE). The course of study is designed to provide students with the necessary knowledge and skills to become leaders in their field.

In practice, a student with a master’s degree would need to complete 18 course credits (6 classes) prior to Comprehensive Exams. Upon successful completion of Comprehensive Exams, students are required to take the Professional Capstone Project Preparation I and II, as well as (6 credits), and the 12 credit Integrated Practical Experience (IPE). The sequence of the Professional Capstone Project Preparation and the Integrated Practical Experience are determined by the Program. They may be taken concurrently. The curriculum design eases the burden on those with full time employment.

1. Coursework

The DPS degree explicitly acknowledges that to be a leader in a profession, requires a command of both theory and practice. It is a course driven degree with a well-defined curriculum defining and advancing a substantive, coherent and interdisciplinary body of professional knowledge and practical skills. The 54-credit (or 24-credit) coursework must provide a comprehensive survey of the theoretical and practical knowledge directly relevant to the professional field and must train the student in the skills necessary to apply this knowledge to be a “thought” leader in the field. Coursework beyond a master’s degree is not limited to adding to a disciplinary base of knowledge, but must also expand the interdisciplinary focus of the individual, provide insight into the real world context of the profession, and imbue the student with the skills to apply the knowledge gained. The Graduate School must approve all courses and the faculty who teach them. UMD policies on faculty support, transfer of credits, co-mingling of students, and other classroom issues will apply.

2. Preliminary (Comprehensive) Examination

Upon completion of the required coursework, students must pass a Preliminary (Comprehensive) Examination designed to ensure a) command of the theory and knowledge informing the practice of the
profession, and b) skills adequate and appropriate for successful completion of an Integrated Practical Experience and a Professional Capstone Project Written Discourse. Per Graduate School policies, “Preliminary examinations, or such other substantial tests as the graduate programs may elect, are prerequisites for advancement to candidacy.” The academic unit or units will determine the content of the Comprehensive Examination, but the Examination will differ from a Master’s Comprehensive Examination in its greater scope and rigor, and from a PhD Qualifying Examination in its goal of testing knowledge and skills rather than developing a research question. A student must pass his or her Preliminary Examination within five years of enrollment in the program; passage of the Preliminary Examination advances the student to Candidacy and to Professional Capstone Project Preparation credits (899A) and the Integrated Practical Experience credits (899B).

3. **Integrative Practical Experience (IPE)**

The Integrative Practical Experience is a full-time, two-semester, 12-credit requirement that must result in development or enhancement of professional and/or leadership skills at the highest level. The minimum time commitment for the IPE is nine months of full time employment. IPE will be arranged by the student in conjunction with the Program Oversight Committee. The IPE must receive prior approval by the Program Oversight Committee. Subject to the oversight of the Program Oversight Committee (see IV. below), advisors from both the academic program and the interning agency will ensure that that the academic goals and expectations of the IPE are clear, and that evaluation and assessment standards for them are established and met. The IPE entails credits (899) priced at the same rate as Professional Capstone Preparation credits (899a and 899b). Students must complete their IPEs successfully within two years of completing either their Comprehensive Examinations. The IPE represents the capstone experience for the student, and is the signature element of a DPS. An internship in a Master’s program is designed to introduce to and educate the student about the profession. The IPE is designed to make a student a leader in the profession. It will provide the opportunity for a student to apply the knowledge gained in the DPS course of study in an innovative manner of unique value to the organization. *Students who are full-time working professionals may use their current positions to fulfill the IPE requirement, provided the same academic criteria are applied.*

4. **Professional Capstone Project**

The Professional Capstone Project provides the student the opportunity to engage in an in depth study of a specific topic in their profession. It will demonstrate the student’s ability to conduct independent research as it applies to a practical problem in the field. It will demonstrate command of the relevant professional literature and of the different approaches necessary for addressing a clearly defined question or problem. It also will yield generalizable results that advance the current body of practical knowledge in the relevant profession.

The Professional Capstone Project differs from a master’s thesis in its practical contribution to an existing body of knowledge. Whereas a master’s thesis demonstrates a mastery of a single discipline, the Professional Capstone Project is interdisciplinary in nature. The Professional Capstone Project combines different bodies of knowledge to contribute practical knowledge to a profession, rather than originate experimental knowledge in a discipline. It differs from a PhD dissertation in its synthesis and application of existing research rather than pursuit of original research; its practice of analysis and synthesis rather than experimentation; and its objective of arriving at original conclusions rather than original knowledge.
The Professional Capstone Project is to be completed over two 3 credit courses. In Professional Capstone Preparation I (899a), the student will identify the topic and develop a written proposal for review by his/her Capstone Committee. In the following semester, Professional Capstone Preparation II (899b), the student will complete the Professional Capstone Project for final review and approval by his/her Capstone Committee. Credits will be charged the same flat rate as 899 (research dissertation credits). All members of the Capstone Committee are subject to the same guidelines, conditions and policies as they relate to the nomination of members to the Graduate Faculty.

Professional Studies Capstone I would require:

1. Identification of an Initial Capstone Committee (two members of the Graduate Faculty at least one to be Full Member of the Graduate Faculty) and a Final Capstone Committee (comprised of the Initial Capstone Committee + 1 additional member from the Graduate Faculty).
2. Preparation of a written proposal for the Capstone Project (include a review of the literature as it applies to the practice)
3. Preparation of a time line for completion of the project
4. IRB approval if the project involves collection of data from human participants. Approval by the Initial Capstone Committee

Professional Capstone Preparation II will require

1. Completion of the Capstone Project
2. Oral defense of the Capstone Project to the Final Capstone Committee
3. Final approval of both the Project

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

All candidates for the DPS degree must meet the current base criteria for admission to the Graduate School. As with the PhD, an academic program proposing an iteration of the DPS degree can require additional criteria, including professional experience as well as academic prerequisites (e.g., courses, master’s degree).

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. List the program’s learning outcomes and explain how they will be measured.

The DPS Program Director and/or designee will conduct annual performance reviews with the student and relevant advisor(s) and provide the student with a written assessment of progress toward the degree. In addition, the Program will have three critical junctures for formal learning outcomes and assessment: 1) Preliminary (Comprehensive) Examination; 2) Professional Capstone Project; and 3) Integrative Practical Experience.
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<td>c. Theory and Practice</td>
<td>c. Skills and knowledge</td>
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<td></td>
<td>d. Communication Skills</td>
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**B. Include a general assessment plan for the learning outcomes. (In lieu of a narrative for both IIIA and IIIB, you may attach the program’s learning outcomes assessment forms.)**

The Learning Outcomes Assessment forms for the Preliminary Examination, Professional Capstone Project and Integrative Practical Experience, are provided in Tables A-C appended to this proposal.

**IV. 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.]**

The DPS degree will be housed in the Graduate School together with the existing Graduate Certificate of Professional Studies (GCPS) and Master of Professional Studies (MPS). The Graduate School will be responsible for overall academic and administrative oversight, with academic oversight provided by a Program Oversight Committee as described below.

**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:**

1. **Participating units.**

The Dean of the Graduate School will form a separate Program Oversight Committee for each iteration of the DPS degree. The Committee will include a member of the Graduate School staff who also has faculty status; two Full Members of the Graduate Faculty from the participating units, one of whom will serve as the DPS Graduate Director; and an administrative project manager from the department, college, or school. The Office of Extended Studies (OES) will provide a representative if appropriate (e.g., if OES is engaged in financial management of the degree iteration). The Graduate Director will chair the Committee and coordinate the delivery of program content. The administrative program manager will coordinate the oversight group and manage program administration, marketing, student support, and finances, (with support from OES if appropriate).

2. **Academic home and reporting relationship of the program director.**

To be determined for each iteration of the DPS degree and reflected in the Program Oversight Committee (described above)

3. **Composition and authority of a faculty oversight committee. Process for appointment of this committee.**
The Program Oversight Committee described above will constitute the formal faculty oversight committee and will consult with appropriate departmental faculty on all matters pertaining to academic design, content, and assessment.

4. 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.

The Graduate Director (and Chair of the Program Oversight Committee) for each DPS degree iteration will have primary responsibility for working with the department chairs/directors of the participating units to identify faculty for needed courses, and for securing agreements for the release of faculty or allowing for faculty overloads. In addition, the Graduate Director will work with the appropriate department chairs / directors to identify resources and sources of support for teaching assistants.

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

The Graduate Director (or his/her designee) will be responsible for overseeing academic advising for the program. The Director will work with the appropriate department chairs to arrange for faculty mentoring, assistantships, laboratories access, and access to other resources as applicable. The Administrative Program Manager will provide general support for the arrangements made for student advisement and other student related issues.


The Program Oversight Committee of the DPS degree iteration will meet once a semester (at a minimum) to review the program’s status and progress in terms of recruitment and retention, advising and student support, faculty resources and staffing, as well as general curricula issues. The Program Oversight Committee will also be responsible for providing each student, in consultation with the student’s advisor, an annual assessment of his/her progress at the end of the academic year.

V. 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.

The specific units involved with a DPS degree iteration will be responsible for providing a comprehensive plan for ensuring that all students engaged in an off-campus location have access to the full range of services.

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.

The units involved with a specific iteration of DPS degree will be responsible for providing a comprehensive plan that addresses the concerns in Principles and Guidelines for Online Programs.
If a unit proposes to offer a DPS degree iteration principally or completely via distance education, it will demonstrate how it will maintain academic integrity and program quality and how it will ensure that faculty members develop, monitor, and/or deliver the academic content, consistent with Principles and Guidelines for Online Programs. Program design, delivery mechanisms, and support services should ensure educational outcomes consistent with those of on-campus programs.

To this end, proposals for iterations of the DPS degree will:

1. Demonstrate how unit faculty will develop the academic content of the curriculum (though outside professional consultation may be sought), monitor the academic standards of the program, and provide the majority of instruction; demonstrate how the proposed instructional delivery systems align with the academic content; outline how appropriate resources, including technical personnel, will be provided for course development and faculty support; and provide a business plan.
2. Specify how opportunities for advising and other student-faculty interaction and for technical assistance will be provided; indicate how students will access necessary resources, such as library materials, other information sources, and laboratory facilities if appropriate; indicate how students will access admissions, enrollment, financial aid, bursar assistance, career advisement, bookstore, and other services available to on-campus students.
3. Specify intellectual property rights for materials that may be developed for courses.
4. Include samples of materials to be distributed to students regarding academic admission standards, required background and skills, instructional methods, and access to instructors, technical help, academic resources, and student services; describe processes for learning outcomes and assessment, and for ongoing evaluation of individual student progress.

VI. OTHER ISSUES

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

The purpose of the DPS degree is to develop flexible degree programs to meet the changing professional needs of strategically identified target audiences, to increase visibility in key areas for the campus while maintaining the integrity of our current discipline-based degrees, to strengthen relationships with external constituencies, and to provide additional revenue sources to colleges and academic units. Implementation of the DPS degree will require cooperative relations between colleges, the Graduate School, and external organizations. The Integrated Practical Experience, a signature element of the DPS degree, will require cooperative agreements with external organizations willing and able to accept students as interns.

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 specific accreditation is required for the Doctorate of Professional studies. The degree, once approved, will be subject to the same Middle States CHE requirements as other degrees. DPS Degree
Program iterations, however, might be subject to specific accreditation or licensure requirements. If so, any implications will be addressed in the specific proposal for that iteration.

VII. COMMITMENT TO DIVERSITY

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

Many students enrolling in a DPS degree already will be working in a related professional sector. Each proposal for an iteration of the DPS degree, therefore, will demonstrate how it will recruit and graduate a diverse student body that reflects diversity not only in the country, region, and state, but also in the relevant professional sector. The proposal will address the need to increase access to higher education for historically underrepresented and economically disadvantaged students. Specific strategies may include:

1. Develop external networks

Identify national, regional, and local organizations relevant to the professional sector; contact appropriate organizational representatives to aid in recruitment of URM students; participate in relevant off-campus and on-campus recruitment fairs; organize campus visits for potential and/or pending students. Targeted organizations may include professional trade organizations, Historically Black Colleges and Universities (HBCUs), and affiliates of the Hispanic Association of Colleges and Universities (HACU).

Utilize National Registers such as the Ronald E. McNair Scholars Program and the National Name Exchange.

2. Develop internal networks

Identify current URM master’s students in related disciplines, utilize resources such as the CIC Summer Research Opportunity Program, and the Graduate School’s program for Preparing URM Students at Universities at Shady Grove for Graduate Education.

Explore if and how students in the DPS can take advantage of initiatives offered by the Graduate School under the NSF-funded PROMISE AGEP grant.

3. Advertise externally and internally

Identify organizations oriented toward diversity within the relevant professional sector and use their advertising outlets; make extensive use of the web and social media to reach targeted audiences.

4. Transition new students

Establish initiatives for the mentoring of new students prior to their initial semester in the program.
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.

The DPS degree per se does not require additional library or information resources, and the resources necessary to support any specific iteration cannot be anticipated at this point. Proposals for all DPS degree iterations, however, must provide a formal evaluation by Library staff of library and other informational resources program in order to be approved.

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.

The proposed DPS degree will be administratively and academically housed in the Graduate School. As such, the DPS per se will not require additional facility space, facility modifications, or equipment. Proposals for all DPS degree iterations, however, will provide an explanation of any additional facilities, facility modifications, or equipment that will be required and how they will be financed.

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.

The proposed DPS degree will vary with the specific iteration. As such, the DPS degree per se has no impact on the use of existing facilities and equipment, and the potential impact of any specific iteration cannot be anticipated at this point. Proposals for all DPS degree iterations, however, must provide a formal evaluation of potential impact and how it will be addressed.

IX. 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.

These will be specific to each iteration of the DPS degree and will be detailed in each proposal.

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

These will be specific to each iteration of the DPS degree and will be detailed in each proposal.

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.

The Program Oversight Committee for each iteration of the DPS degree will consult with participating units and develop a plan for covering the current duties of relevant personnel.
**D. Identify the source to pay for the required physical resources identified in Section VIII. above.**

The proposed DPS degree will be administratively and academically housed in the Graduate School. As such, the DPS per se will not require additional facility space, facility modifications, or equipment. Proposals for DPS degree iterations, however, will provide explanations of any additional facilities, facility modifications, or equipment that will be required and how they will be financed.

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

N/A

**F. Provide the information requested in Table 1 and Table 2 (for Academic Affairs to include in the external proposal submitted to USM and MHEC).**

Table 1 Link [http://www.usmd.edu/usm/academicaffairs/academic_programs/table1.html](http://www.usmd.edu/usm/academicaffairs/academic_programs/table1.html)

Table 2 Link [http://www.usmd.edu/usm/academicaffairs/academic_programs/table2.html](http://www.usmd.edu/usm/academicaffairs/academic_programs/table2.html)
Learning Outcomes and Assessment Rubrics
<table>
<thead>
<tr>
<th></th>
<th>Fails to meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
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<tbody>
<tr>
<td>Literature</td>
<td>Fails to demonstrate a basic understanding of the literature as it relates to the interdisciplinary nature of the theory and practice of the profession.</td>
<td>Demonstrates understanding of literature as it relates to the interdisciplinary nature of the theory and practice of the profession.</td>
<td>Demonstrates mastery of the literature as it relates to the interdisciplinary nature of the theory and practice of the profession,</td>
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<tr>
<td>Methodology</td>
<td>Fails to demonstrate a basic understanding of the fundamentals of relevant investigatory methods including assumptions, implications, and consequences.</td>
<td>Demonstrates understanding of relevant investigatory methods and their application to professional problems.</td>
<td>Demonstrates mastery of relevant investigatory methods and their applications and understands their assumptions, implications, and practical consequences.</td>
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<tr>
<td>Theory and practice</td>
<td>Fails to demonstrate a basic knowledge of the different discipline based theories and practices that underlie the profession.</td>
<td>Knowledgeable of the different discipline based theories and practices which underlie the practice, and the manner in which they create an interdisciplinary framework to define the profession.</td>
<td>Demonstrates mastery of the theories and practices of the profession and their interrelationship and understands their implications for the practice and the future of the profession.</td>
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<tr>
<td>Communication skills</td>
<td>Oral and/or written communication skills are lacking; student cannot answer questions effectively.</td>
<td>Oral and/or communication skills are satisfactory; student can express ideas and concepts and answer questions with competence.</td>
<td>Oral and/or written communication skills are excellent; student can express ideas and concepts clearly, concisely, and in an engaging manner, and can answer questions with authority.</td>
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Table B
Integrative Practical Experience

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<tr>
<th>Professionalism</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with Colleagues</td>
<td>Responses to and interactions with colleagues and clients are minimal, negative, or inappropriate.</td>
<td>Responses to and interactions with colleagues and clients demonstrate fairness, acceptance, and interest.</td>
<td>Responses and interactions are fair and appropriate, and expectations are clearly communicated and reinforced.</td>
</tr>
<tr>
<td>Disposition toward Clients</td>
<td>Does not demonstrate appropriate characteristics or experiences indicating potential for working effectively with clients.</td>
<td>Demonstrates appropriate characteristics indicating potential for working effectively with clients.</td>
<td>Demonstrates enthusiasm about responsibilities and commitment to the support and development of clients.</td>
</tr>
<tr>
<td>Attitudes toward Colleagues and Clients</td>
<td>Demonstrates pattern of negative attitudes toward colleagues and clients and a lack of sensitivity to their needs.</td>
<td>Demonstrates positive attitude toward colleagues and clients and sensitivity to their needs and wants.</td>
<td>Demonstrates highly positive attitude toward others and skill in anticipating their needs and wants.</td>
</tr>
<tr>
<td>Initiative</td>
<td>Makes little or no effort to perform duties beyond expectations.</td>
<td>Completes required duties beyond expectation when motivated or monitored.</td>
<td>Completes required duties without prompting and seeks and takes on additional duties,</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>Demonstrates uncertain decision making, lacks personal</td>
<td>Will make decisions when expected, seeks to avoid personal</td>
<td>Decisive in decision making, Takes responsibility for</td>
</tr>
<tr>
<td>Skills and Knowledge</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Accountability, or empathy. A faceless body of the institution.</td>
<td>Accountability and rarely demonstrates empathy, limited connection with colleagues.</td>
<td>Everyone’s performance, Demonstrates genuine concern for all problems, is an inspiration to the organization</td>
<td></td>
</tr>
<tr>
<td><strong>Communication and Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral and/or written communication lack clarity and professionalism.</td>
<td>Oral and written communication are clear, correct, and professionally appropriate.</td>
<td>Oral and written communication are clear, forceful, and effective in informing and persuading other professionals.</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Knowledge</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does not have sufficient academic knowledge to contribute to the organization. Lacks conceptual grounding and unable to apply knowledge to the job</td>
<td>Adequate academic knowledge and conceptual framework to perform duties required by this organization.</td>
<td>More than adequate academic knowledge, which will make a difference to the success of this organization.</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Skills</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lacks appropriate IT and other technical skills and/or makes no effort to improve skills.</td>
<td>Possesses and applies IT and other technical skills and seeks to improve them.</td>
<td>Demonstrates excellent IT and other technical skills and continues to enhance them.</td>
<td></td>
</tr>
<tr>
<td><strong>Work Ethic</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Deadlines</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequently fails to meet deadlines.</td>
<td>Consistently meets deadlines.</td>
<td>Completes projects ahead of deadlines.</td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excessive absence or tardiness for work and/or meetings...</td>
<td>Rarely absent or tardy for work and/or meetings.</td>
<td>Near perfect attendance and promptness for work and meetings.</td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither seeks nor welcomes collaboration with colleagues.</td>
<td>Willingly collaborates with colleagues.</td>
<td>Approaches colleagues with ideas for effective collaboration and responds positively to approaches.</td>
<td></td>
</tr>
<tr>
<td><strong>Planning and Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not successfully set realistic goals, prioritize assigned tasks, manage multiple assignments, and/or handle unanticipated.</td>
<td>Sets realistic goals, prioritize assigned tasks, manages multiple assignments, and handles the unexpected.</td>
<td>Sets realistic goals, prioritizes tasks, anticipates contingencies, and coordinates plans with colleagues.</td>
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<tr>
<td>challenges.</td>
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</tr>
</tbody>
</table>
## Table C
Professional Capstone Project

<table>
<thead>
<tr>
<th>Content</th>
<th>Fails to meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td>Value of the study to discipline, practice of the profession, and/or specified organization is vague or unclear.</td>
<td>Value of the study to discipline, practice of the profession, and/or specified organization is clear and credible.</td>
<td>Rationale is clear, credible, and demonstrates potential of the study to make significant or transformative contribution to discipline, practice of the profession, and/or specified organization.</td>
</tr>
<tr>
<td><strong>Literature Review</strong></td>
<td>Does not adequately cover the theory and practice of the discipline and/or profession.</td>
<td>Adequately covers literature on the discipline and/or profession.</td>
<td>Provides excellent summary and informed assessment of the literature on the discipline and/or profession.</td>
</tr>
<tr>
<td><strong>Study Design and Methodology</strong></td>
<td>The study design and methodology are inappropriate to and/or inadequate for the subject to be addressed.</td>
<td>The study design and methodology are both appropriate to and adequate for the subject to be addressed.</td>
<td>The study design and methodology are appropriate, adequate, and represent an innovative approach to the subject.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>The study fails to conduct thorough and cogent analysis of data collected.</td>
<td>The study provides thorough and cogent analysis of data collected.</td>
<td>The study provides meticulous and near flawless analysis of the data collected.</td>
</tr>
<tr>
<td><strong>Conclusions</strong></td>
<td>The conclusions are not justified by the data and/or do not satisfactorily address the questions posed by the study.</td>
<td>The conclusions are supported by the data and address the questions posed by the study.</td>
<td>The conclusions are fully and convincingly supported by the data and represent a substantial contribution to the practice of the profession.</td>
</tr>
<tr>
<td>Organization</td>
<td>The study is disorganized and lacks logical order.</td>
<td>The study is well-organized and displays logical order.</td>
<td>The study is organized with optimal cogency and rhetorical effect.</td>
</tr>
<tr>
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<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>Form</strong></td>
<td></td>
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</tr>
<tr>
<td>Clarity</td>
<td>Writing is unclear, ambiguous, confusing, and/or either overly simplistic or overly complicated for study goals and target audience.</td>
<td>Writing is acceptably clear, unambiguous, understandable, and at appropriate level with regard to vocabulary and syntax.</td>
<td>Writing is also rhetorically sound and aesthetically pleasing.</td>
</tr>
<tr>
<td>Copyediting</td>
<td>Numerous errors in copy, and/or improper reference citations.</td>
<td>Few errors in copy and reference citation requiring only minor correction.</td>
<td>Requires no additional copyediting.</td>
</tr>
<tr>
<td>Professional tone</td>
<td>Language and/or style inappropriate for review by the members of the profession.</td>
<td>Language and style appropriate for review with editing prior to submission.</td>
<td>Language and style appropriate for review with little or no editing prior to submission.</td>
</tr>
</tbody>
</table>