



1. Call to Order
2. Approval of the September 11, 2025 Senate Meeting Minutes (Action)
3. Report of the Chair
4. Special Order  
Darryll J. Pines  
President, University of Maryland  
*State of the Campus Address*
5. Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care (Senate Document #23-24-27) (Information)
6. PCC Proposal: Establish a Bachelor of Science in Environmental and Resource Economics (Senate Document #25-26-12) (Action)
7. Non-Binding Straw Poll Regarding In-Person Senate and Committee Meetings (Action)
8. New Business
9. Adjournment





## **CALL TO ORDER**

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Senate Chair Dammeyer called the meeting to order at 3:24 p.m.

## **APPROVAL OF THE MINUTES, MAY 7, 2025, MEETING**

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Chair Dammeyer asked if there were any corrections to the minutes of the May 7, 2025, meeting; hearing none, Chair Dammeyer declared the minutes approved as distributed.

## **REPORT OF THE CHAIR (INFORMATION)**

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### New Senator Orientation Summary

Chair Dammeyer provided a review of the New Senator Orientation originally presented by Director Marin at the May 7, 2025 University Senate meeting. Chair Dammeyer highlighted key points from the orientation, including expectations of Senators, meeting etiquette, voting procedures, and communication between Senators and their constituencies. Chair Dammeyer directed Senators to the Senator Resources ELMS modules for additional resources on various topics, including Robert's Rules of Order, media requests, and constituency communication.

### Technical & Legal Amendments

Chair Dammeyer shared four policies had been updated to address technical and legal issues. Chair Dammeyer said that some amendments were legal and compliance-related, and others were technical or clarifying, and they did not change the intent of the policies. The policies reviewed over the summer by the Senate Executive Committee (SEC) and materials were provided to the Senate, including the justification for the changes. The following policies were updated:

1. Technical and Legal Updates to the University of Maryland Code of Student Conduct, V-1.00(B)
2. Technical and Legal Updates to the Interim UMD Equal Employment Opportunity and Affirmative Action Statement of Policy, VI-1.00(A)
3. Technical Amendments to the Interim University of Maryland Non-Discrimination Policy and Procedures, VI-1.00(B)
4. Updates to University of Maryland Policy on Compliance with the Health Insurance Portability and Accountability Act, VI-24.00(A)

### 2025 Board of Regents' Staff Awards

Chair Dammeyer announced that three of the University's nominees were selected as recipients of the Board of Regents' Staff Awards. Chair Dammeyer said that these awards represent the highest honor bestowed by the Board of Regents for the achievements of exempt and non-exempt staff employees at USM institutions. Chair Dammeyer explained the process is coordinated by the Senate Staff Affairs Committee each year, and reviews campus-level nominations and makes recommendations to President Pines on nominees who should be put forward to the system-level review.

Chair Dammeyer congratulated Anisha Campbell, recipient of the award in the Category of Exceptional Contribution, Aricelda Munoz, recipient of the award in the Category of Excellence as a



Team Player, and Conrad Wilson, recipient of the award in the Category of Making a Difference to the Campus.

Chair Dammeyer extended gratitude to last year's Staff Affairs Committee members and Committee Chair Adrienne Mayo-Brown for their work in reviewing the 2024-2025 nomination packets.

#### Committee Vacancies

Chair Dammeyer said that the Committee on Committees worked through the summer to fill the various committee volunteer vacancies; however, non-exempt staff volunteers are still needed for the following committees:

- The Educational Affairs committee needs to fill (1) Non-Exempt Staff seat.
- The Elections, Representation & Governance (ERG) committee needs to fill (1) Non-Exempt Staff seat.
- The Staff Affairs committee needs to fill (1) Non-Exempt Academic seat and (1) Non-Exempt Contingent II seat.

Chair Dammeyer asked Senators to share the volunteer form with those who may be interested in volunteering for these committees, noting that the form must be submitted by October 17, 2025. The form link will be shared in the Senate Meeting Overview.

#### Volunteers for the Nominations Committee

Chair Dammeyer shared that each year, the Nominations Committee solicits nominations for the Senate Chair-Elect and membership on the Executive Committee, the Committee on Committees, and other University-wide committees and councils. The committee will meet between January and April.

Chair Dammeyer said that Senators whose term ends in May 2026 will receive an email about volunteering for the Senate Nominations Committee and encouraged outgoing Senators to submit a self-nomination. The self-nomination form is due Friday, October 17, 2025, by 5:00pm.

#### Senate Office Staffing Updates

Chair Dammeyer shared that the University Senate Office is currently hiring for two positions: an Administrative Coordinator and a Coordinator position and asked that Senators please share these opportunities widely. The best consideration date for the Administrative Coordinator is September 16, 2025, and September 30, 2025, for the Coordinator position.

Chair Dammeyer shared that University Senate Office Coordinator, Melanie Anderson, would be stepping down from the position and thanked Melanie for her incredible contributions on behalf of the University Senate.

### **EDI REPORT: POLICY ON ACCESS FOR INDIVIDUALS WITH DISABILITIES (SENATE DOCUMENT #24-25-09) (INFORMATION)**

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Chair Dammeyer explained that the Senate Executive Committee has the authority to act on behalf of the full Senate when a Senate meeting isn't possible, such as during the summer (as per the Senate Bylaws, Section 4.3.a). In May 2025, the Senate Executive Committee acted on agenda items 4, 5, 6, and 7 under this authority.



Chair Dammeyer said that **the SEC approved the Equity, Diversity, and Inclusion Committee's proposed revisions to the Policy on Access for Individuals with Disabilities (Senate Document #24-25-09)**. A report on these actions, along with supporting documents, was included with the meeting materials.

### **PCC: PROPOSAL TO ESTABLISH A BACHELOR OF ARTS IN GLOBAL CULTURES AND THOUGHT (SENATE DOCUMENT #24-25-30) (INFORMATION)**

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Chair Dammeyer said that on April 17, 2025, the University Senate approved the PCC Proposal to Establish a Bachelor of Arts in Global Cultures. However, the University of Maryland, Baltimore County (UMBC) offers a Global Studies program and expressed concerns over the proposed program title.

Chair Dammeyer explained that the University of Maryland's School of Languages, Literatures, and Cultures faculty met with their UMBC faculty counterparts and agreed to amend the name of the program to Global Culture and Thought. The proposal was slated to go to the Board of Regents Education Policy and Student Life and Safety committee on May 8, 2025, for their meeting the following week. This was the last meeting of this committee until the fall.

Chair Dammeyer reported that, as permitted under Article 4.3 of the Senate Bylaws, the Senate Executive Committee (SEC) voted on behalf of the University Senate on the proposed program title change. Chair Dammeyer said that this was only a change to the title and not substantive. The proposed name change was accepted by UMBC, along with Dean Shonekan and President Pines.

The **SEC approved the change in program title to the Bachelor of Arts in Global Culture and Thought** on May 7, 2025.

### **AMENDMENT TO THE UNIVERSITY SENATE BYLAWS REGARDING THE CAMPUS LIAISON FOR THE COUNCIL OF UNIVERSITY SYSTEM FACULTY (CUSF) (SENATE DOCUMENT #24-25-43) (INFORMATION)**

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Chair Dammeyer shared that during New Business at the May 15, 2025, SEC meeting, Director Marin proposed amendments to the Bylaws regarding the Council of University System Faculty (CUSF). The proposal and redline version showing the amendments are included in the meeting materials.

Chair Dammeyer reported that **the SEC approved the adoption of the following language in Appendix 5 of the Bylaws for CUSF:**

*Appointment of a campus liaison shall be determined from the pool of regular CUSF representatives by the Chair of the Senate. Terms as a campus liaison of the council shall be one year. A campus liaison may be reappointed if his/her tenure on the council is continuing; however, no one shall serve as campus liaison for longer than two (2) years. The responsibilities of the liaison are to report the actions of the Council in a timely manner.*

Chair Dammeyer explained that this process mimics the standard that the University Senate Chair appoints Committee Chairs. This is already a standard in the governing process for the Senate Chair to have the discretion to appoint representatives, specifically for the standing committees. Chair Dammeyer said that CUSF convened at the beginning of the academic year; therefore, these changes needed to go into effect prior to the end of August, requiring the SEC to act on behalf of the University Senate.



## **AMENDMENT TO THE UNIVERSITY SENATE BYLAWS REGARDING THE CAMPUS LIAISON FOR THE COUNCIL OF UNIVERSITY SYSTEM STAFF (CUSS) (SENATE DOCUMENT #24-25-44) (INFORMATION)**

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Chair Dammeyer shared that during New Business at the May 15, 2025, SEC meeting, Director Marin proposed amendments to the Bylaws regarding the Council of University System Staff (CUSS). The proposal and redline version showing the amendments are included in the meeting materials.

Chair Dammeyer reported that **the SEC approved the adoption of the following language in Appendix 6 of the Bylaws for CUSS:**

*Appointment of a campus liaison shall be determined from the pool of regular CUSS representatives by the Chair of the Senate. Terms as a campus liaison of the Council shall be one year. A campus liaison may be reappointed if his/her tenure on the Council is continuing; however, no one shall serve as campus liaison for longer than two (2) years. The responsibilities of the liaison are to report the actions of the Council in a timely manner.*

Chair Dammeyer explained that this process mimics the standard that the University Senate Chair appoints Committee Chairs. This is already a standard in the governing process for the Senate Chair to have the discretion to appoint representatives, specifically for the standing committees. Chair Dammeyer said that CUSS convened at the beginning of the academic year; therefore, these changes needed to go into effect prior to the end of August, requiring the SEC to act on behalf of the University Senate.

## **2024-2025 UNIVERSITY SENATE LEGISLATION LOG (SENATE DOCUMENT #25-26-01) (INFORMATION)**

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Chair Dammeyer reported that the 2024-2025 legislation log was provided as an informational item. The Legislation Log gives an overview of the work completed by the University Senate during the last academic year and includes any pending items that will carry over to this year.

## **PCC: PROPOSAL TO ESTABLISH A DOCTORATE OF INFORMATION SCIENCE IN LEADERSHIP AND COMMUNITY ENGAGEMENT (SENATE DOCUMENT #24-25-35) (ACTION)**

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Chair Dammeyer invited Meredith Gore, Chair of the Programs, Curricula, & Courses (PCC) Committee, to present on the next four items.

Gore shared that the College of Information proposes to establish a Doctorate of Information Science in Leadership and Community Engagement. Under the State of Maryland's academic program classifications, this program will be designated as a professional doctorate.

Gore explained that, as with other professional doctorate programs, this program will emphasize the application of knowledge to real-world leadership challenges rather than theoretical research. The program is designed for working professionals in information organizations including libraries, archives, museums, government agencies, higher education, and nonprofits who seek advanced training to lead their institutions through the lens of community engagement.

The 48-credit curriculum includes two foundational courses, eight core courses, one summative course, one capstone preparation course, and two semesters of doctoral capstone research.



Students also participate each term in a non-credit “Inquiry Group” to foster collaborative learning and peer support.

Gore said that instead of a dissertation, students complete a capstone project that addresses a real-world, large-scale leadership and community engagement-focused issue. To reflect the program’s commitment to equity and accessibility, coursework will be delivered online and offered synchronously in the evenings to accommodate working professionals. However, the capstone proposal defense and final oral defense will be conducted in person.

Gore reported that the program will be self-supported through tuition revenue. It will launch using existing faculty and staff resources, with initial funding drawn from surplus revenue from the college’s other entrepreneurial programs.

The proposal was approved by the Senate Programs, Curricula, and Courses Committee at its meeting on April 4, 2025.

The Program, Curricula, and Courses Committee moved that the proposal to establish a Doctorate of Information Science in Leadership and Community Engagement be approved.

Chair Dammeyer opened the floor for discussion. Hearing none, Chair Dammeyer called for a vote on the proposal to establish a Doctorate of Information Science in Leadership and Community Engagement (Senate Document #24-25-35).

The result was 114 in favor, 4 opposed, and 2 abstentions. **The vote passed.**

### **PCC: PROPOSAL TO DISCONTINUE THE MASTER OF FINE ARTS IN PERFORMANCE (SENATE DOCUMENT #25-26-03) (ACTION)**

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Meredith Gore, Chair of the Programs, Curricula, & Courses (PCC) Committee, presented.

Gore reported that the College of Arts and Humanities’ School of Theatre, Dance, and Performance Studies proposed to discontinue the Master of Fine Arts in Performance. This program has been inactive since 2013. It remains on the university’s list of official programs (known as the Academic Program Inventory) that is maintained by the Maryland Higher Education Commission (MHEC). MHEC requires a formal proposal to discontinue the program to have it removed from the inventory.

The proposal was approved by the Senate Programs, Curricula, and Courses Committee at its meeting on May 2, 2025.

The Program, Curricula, and Courses Committee moved to discontinue the Master of Fine Arts in Performance.

Chair Dammeyer opened the floor for discussion.

Senator Stillwell, PTK, PLCY, asked about the history of the program that stopped in 2013, the backstory, and how it came to be discontinued twelve years later.

Gore said they were not serving on the PCC committee at that time and therefore, were not part of the conversation, and asked if others could respond.



Chair-Elect Wendy Stickle, who was the Chair of PCC last year, was able to respond. Stickle recalled that there was not much interest in the program, and they were reallocating resources; therefore, it didn't make sense to continue with the program. Stickle asked if there was anyone from ARHU who could provide additional information.

Chair Dammeyer asked if there was anyone who was able to answer the question or further discussion.

Senator Coles, TTK, ARHU, acknowledged their interest in learning what happened.

Gore said that it was a proposal received last semester, and Stickle noted that they did not recall a problematic reason to discontinue the program and it seemed justified at the time.

Chair Dammeyer called on Director Marin to share information directly from the committee's report.

Director Marin stated that in the preface of the transmittal, it was noted that this is a formality; the program was discontinued many years ago. This is the formal procedure for discontinuing the program, as outlined in MHEC regulations.

Senator Stillwell, PTK, ARHU, thanked the responders and noted they were curious as to why the program sunsetted.

Chair Dammeyer asked if there were additional questions. Hearing no further discussion, Chair Dammeyer called for a vote on the proposal to discontinue the Master of Fine Arts in Performance (Senate Document #25-26-03).

The result was 107 in favor, 5 opposed, and 10 abstentions. **The vote passed.**

### **PCC: PROPOSAL TO ESTABLISH A MASTER OF SCIENCE IN MARKETING (SENATE DOCUMENT #25-26-04) (ACTION)**

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Meredith Gore, Chair of the Programs, Curricula, & Courses (PCC) Committee, presented.

Gore said that the Robert H. Smith School of Business proposed to establish a Master of Science in Marketing.

Gore reported that the program is designed for students seeking in-depth knowledge and skills in core areas of marketing such as strategy, segmentation, targeting, and positioning, as well as marketing research, consumer insights, and analytics. The program will be a 30-credit, non-thesis program, consisting of 12 credits of required courses and 18 credits of electives.

Gore shared that the program would provide a strong foundation in the fundamentals of marketing management while allowing students to tailor their experience through a wide selection of electives. Graduates of the program will be equipped for roles in marketing management, market research, brand strategy, and digital marketing analytics.

Gore explained that the program will be self-supported through tuition revenue. Existing faculty and administrative infrastructure within the Smith School are sufficient to support the program.



The proposal was approved by the Senate Programs, Curricula, and Courses Committee at its meeting on May 2, 2025.

The Program, Curricula, and Courses Committee moved to establish a Master of Science in Marketing.

Chair Dammeyer opened the floor for discussion. Hearing none, Chair Dammeyer called for a vote on the proposal to establish a Master of Science in Marketing. (Senate Document #25-26-04).

The result was 111 in favor, 7 opposed, and 7 abstentions. **The vote passed.**

### **PCC: PROPOSAL TO ESTABLISH A POST-BACCALAUREATE CERTIFICATE IN MARKETING (SENATE DOCUMENT #25-26-05) (ACTION)**

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Meredith Gore, Chair of the Programs, Curricula, & Courses (PCC) Committee, presented.

Gore said that the Robert H. Smith School of Business proposed to establish a Post-Baccalaureate Certificate in Marketing.

Gore reported that the 12-credit program includes four required 3-credit courses: Marketing Foundations, Marketing Research, Marketing Strategy, and Consumer Behavior. The curriculum is designed to help students understand marketing principles, apply data tools to solve marketing challenges, and develop strategic thinking and communication skills relevant to business contexts.

Gore explained that the certificate is intended for graduate students from both quantitative and qualitative disciplines, as well as professionals seeking to supplement their education or reposition their careers. The required courses are also the core course requirements for the separately proposed Master of Science in Marketing program. Gore said that students interested in pursuing the master's program may apply certificate courses to the MS program.

Gore shared that this program will be funded through tuition revenue.

The proposal was approved by the Senate Programs, Curricula, and Courses Committee at its meeting on May 2, 2025.

The Program, Curricula, and Courses Committee moved to establish a Post-Baccalaureate Certificate in Marketing.

Chair Dammeyer opened the floor for discussion. Hearing none, Chair Dammeyer called for a vote on the proposal to establish a Post-Baccalaureate Certificate in Marketing. (Senate Document #25-26-05).

The result was 113 in favor, 4 opposed, and 11 abstentions. **The vote passed.**

### **APPROVAL OF THE 2025-2026 COMMITTEE & COUNCIL SLATES (SENATE DOCUMENT #25-26-02) (ACTION)**

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Chair Dammeyer invited Wendy Stickle, Chair of the Committee on Committees and Chair-Elect, to present the 2025-2026 Committee and Council slates.



Stick reported that in May, June, and July, the Committee on Committees reviewed statements from 206 volunteers: 56 faculty, 53 staff, 60 undergrad, 37 grad students, to consider for 94 open positions on Senate committees for 2025-2026.

Stick shared that the committee endeavored to create balanced standing committee memberships, representing a variety of Colleges/Schools, departments/units, disciplines, positions, and backgrounds. The committee members also considered the volunteers' top three committee choices indicated in their applications, as well as the individuals' written statements made that are submitted when applying.

Stick said that committee members and the Senate Office staff engaged in additional recruitment efforts as needed for specific committee membership seat vacancies.

Stick noted that the final committee slates were included with the meeting materials. Stick explained that if regular member vacancies occur during the year, volunteers who were not placed on a committee are given first consideration.

The Committee on Committees moved that these slates be approved by the Senate for the 2025-2026 academic year.

Chair Dammeyer opened the floor for discussion. Hearing none, Chair Dammeyer called for a vote on the 2025-2026 Committee and Council Slates. (Senate Document #25-26-02).

The result was 118 in favor, 1 opposed, and 8 abstentions. **The vote passed.**

## NEW BUSINESS

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Chair Dammeyer opened the floor for New Business.

Senator Lathrop, TTK, CMNS, moved for the Senate, at the next University Senate meeting, to conduct two non-binding straw polls regarding whether the membership prefers that (first vote) Senate meetings and (second vote) Senate committee meetings be remote (as is current practice), in person, or hybrid.

Chair Dammeyer asked if there was a second. The motion was seconded. Chair Dammeyer opened the floor for discussion on the motion to have two non-binding straw polls at the next University Senate meeting.

Senator Lamprakos, TTK, ARCH, asked for an amendment to include a polling of Senate members to choose a meeting time that would accommodate everyone, for example, those who end class at 3:15PM and would not be able to attend in person.

Chair Dammeyer said that Senator Lamprakos could move on to the point after the current discussion because it is a separate topic.

Senator Delwiche, TTK, CMNS, said there are tremendous advantages to in-person meetings. Delwiche explained that they allow for much more efficient communication, make it possible to read non-verbal communication, and have sidebar conversations. Delwiche continued that it helps the Senate to have a deliberative body, noting that they are often burdened by having too many meetings



held remotely.

Senator Herman, PTK, CMNS, asked for a point of order. Herman asked if a straw poll could be voted on in the same meeting in which it was proposed.

Chair Dammeyer consulted the Bylaws. Chair Dammeyer confirmed that the motion stated the Senate would vote at the next meeting, and the Bylaws also say that the Senate needs to vote at the next meeting.

Senator Simpkins, PTK, AGNR, shared that there are several Senators from the AGNR extension that are off-campus and across the entire state; therefore, meeting in person for many is impossible, and asked Senators to be mindful of that.

Chair Dammeyer reminded Senators that the motion is about holding a poll at the next meeting and asked for comments and discussion to stay on the topics of whether that is a good idea.

Senator Walker Hirsch, Graduate Student, ARHU, asked for clarification on what the purpose of a non-binding straw poll would be in this context.

Chair Dammeyer invited the proposer, Senator Lathrop to respond.

Senator Lathrop said the straw poll was to inform Senate leadership about the sense of the Senate as whole.

Chair-Elect Stickle, PTK, BSOS, shared support for the non-binding straw poll and asked if there was a way to get information prior to the next meeting regarding the number of people in extension, the number of non-Senator committee members who wouldn't be included in the straw poll, but have already committed to being on a committee.

Chair Dammeyer shared that Director Marin can provide information prior to the vote.

Senator Moradi, PTK, CMNS, expressed concern for those who are off campus, stating they are a minority. Moradi shared that there would be no way for those off campus to contribute to the Senate or any committee if meetings move on-site. Moradi asked for Senators to please keep those who work off campus in mind, as to not exclude them.

Chair Dammeyer reminded the Senate that the discussion and vote following, was whether to have a straw poll at the next meeting. Chair Dammeyer said that if there was a straw poll at the next meeting, Senators could come prepared with their discussion points on that topic.

Senator Buenaflor, Exempt Staff, ENGR, asked for clarification regarding the number of votes and if the first was regarding Senate meetings and the second would be a separate question regarding committee meetings.

Chair Dammeyer confirmed there would be two separate questions.

Senator Lathrop, TTK, CMNS, shared that they value the extension faculty off-campus, which is why a hybrid option was included.



Senator Johnson, Part-Time Undergraduate, BSOS, asked for clarification on whether there would be a separate vote on the policies of each format or if all formats would be adopted at once.

Chair Dammeyer said the poll is about which format folks prefer for the two different kinds of meetings (Senate meetings and committee meetings).

Senator Cumings, TTK, ENGR, said they were curious to hear whether people are in favor or opposed to virtual meetings, and therefore are in favor of the poll, so that those who are opposed to in-person meetings can also speak up.

Chair Dammeyer called for a vote on the motion that the Senate would conduct two non-binding straw poll votes regarding people's preferences on Senate meetings and Senate committee meetings being remote (as in current practice), in person, or hybrid. Chair Dammeyer said a vote in favor is to have a straw poll on these questions at the next University Senate meeting. Those who are opposed are opposed to having a vote on these questions at the next University Senate meeting.

The result was 94 in favor, 26 opposed, and 11 abstentions. **The vote passed.**

Chair Dammeyer asked for additional New Business. Hearing none, Chair Dammeyer adjourned the meeting.

## **ADJOURNMENT**

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The meeting was adjourned at 4:29 PM.





## **Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care (Senate Document # 23-24-27)**

**TO Darryll J. Pines | President**

**FROM Jordan Sly | Chair, University Senate**

I am pleased to forward the accompanying legislation for your consideration and approval. Shannon Buenaflor, Chair of the Academic Procedures & Standards Committee, presented the Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care (Senate Document # 23-24-27), which the University Senate approved at its meeting on April 24, 2025. Please inform the Senate of your decision and any administrative action related to your conclusion.

**Approved:**

**Darryll J. Pines**  
**President**

**Date:**

**06-26-2025**

Copies of this approval and the accompanying legislation will be forwarded to:

**Jennifer King Rice**, Senior Vice President and Provost  
**Veronica Marin**, Executive Secretary and Director, University Senate  
**Jay Rosselló**, Vice President for Legal Affairs and General Counsel  
**Dylan Baker**, Associate Vice President for Finance and Personnel  
**John Bertot**, Associate Provost for Faculty Affairs  
**Elizabeth Beise**, Associate Provost for Academic Planning & Programs  
**Rhonda Smith**, Director, Division of Academic Affairs  
**Michele Eastman**, Assistant President and Chief of Staff  
**Sarah Dammeyer**, Chair-Elect, University Senate  
**Christopher Jarzynski**, Past Chair, University Senate  
**Shannon Buenaflor**, Chair, Academic Procedures & Standards Committee  
**William Cohen**, Dean, Office of Undergraduate Studies  
**Adrian Cornelius**, University Registrar, Office of the Registrar





# UNIVERSITY OF MARYLAND


## OFFICE OF THE PRESIDENT

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June 26, 2025

### MEMORANDUM

**TO:** Sarah Dammeyer  
Chair, University Senate

**FROM:** Darryll J. Pines   
President

**SUBJECT:** Senate Document #23-24-27, Proposal for Bereavement Policies and Practices  
Toward an Inclusive Community of Care

I approve the above-referenced Senate Document on the “Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care” subject to the change noted below:

The amendment made during the University Senate meeting held on April 24, 2025, which increased the number of self-signed excused absences from one to two will not be included in the approved and amended policy. The number of self-signed excused absences will remain at one.

The rationale for excluding this amendment includes:

- The amendment was proposed directly before the Senate meeting began, which eliminated the opportunity for the Academic Procedures and Standards (APAS) Committee to consider the amendment and make a recommendation.
- During the 2021-2022 academic year, the issue of absences with self-signed notes had been taken up by APAS when the consideration of mental health was raised. At that point in time, APAS did not recommend an increase in the number of days but instead recommended more explicit language about mental health as an excused absence, for clarity.
- The amendment was not fully deliberated by the University Senate, as there was a motion made to end discussion on the amendment to allow time for other agenda items.

There is a concern that the amendment may carry unintended consequences that warrant further evaluation. The amendment creates contradictions within the University of Maryland Policy on Excused Absence, V-1.00(G), since the bereavement component of the policy allows for an excused absence from assessments, while the self-signed excused absence section of the policy does not permit such absences. In addition, the provision of allowing two self-signed excused absences may disproportionately impact laboratory and performance-based classes, where missing even a single session could hinder academic success. Finally, the amendment has not been fully vetted by faculty to assess potential consequences in course learning.



Sarah Dammeyer

June 26, 2025

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The amendment was not germane to the original proposal, as the self-signed excused absence provision applies to any absence, not just bereavement, and only when no major assessments or assignments are due. The proposal under review focused on expanding the definition of excused absences to explicitly include bereavement and included the need to reschedule exams and assessments when appropriate.





## **Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care**

**PRESENTED BY** Shannon Buenaflor, Chair

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

**VOTING METHOD** In a single vote

**RELEVANT POLICY/DOCUMENT** [V-1.00\(G\)](#) – University of Maryland Policy on Excused Absence

**NECESSARY APPROVALS** Senate, President

### **ISSUE**

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In December 2023, University of Maryland (UMD) doctoral students submitted a proposal, Bereavement Policies and Practices Towards an Inclusive Community of Care. The proposal highlighted the prevalence and impact of bereavement among college students, noting that a significant portion of college students experience the death of someone that is close to them.

The UMD Policy on Excused Absence ([V-1.00\[G\]](#)) allows for bereavement-related absences under “compelling circumstances.” The proposal noted that the current policy lacks specific guidelines for accommodations, leaving decisions to individual instructors. The process creates challenges as students attempt to navigate different responses from instructors seeking accommodations during a time of bereavement. The proposal asked for a comprehensive review and redesign of the University’s policies to ensure clear, compassionate, and inclusive support for students while also providing faculty with guidance on how to respond effectively.

In February 2024, the Senate Executive Committee (SEC) charged (Appendix 1) the APAS committee with reviewing the proposal and asked the committee to make recommendations to the Senate on whether changes to the current excused absence policy are needed. The APAS committee’s deadline was December 2024 which was extended to March 2025 (Appendix 2).

### **RECOMMENDATION(S)**

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The APAS Committee recommends that the proposed revisions to the University of Maryland Policy on Excused Absence ([V-1.00\[G\]](#)), as shown immediately following this report, be approved.

In addition to the proposed revisions, the APAS committee has two recommendations to be considered by the University:

- **Improve Awareness:** Enhancing communication about existing policies and developing additional resources that students can use to help them navigate options available when experiencing a death of someone close to them. For example, additional information could be added to the Mental Health website in order to support students in understanding what they



should do when they need an excused absence for bereavement. One specific way to improve awareness is by leveraging campus technology to help students and faculty better connect with campus resources. For example, could TerpAI be a tool that could allow students to ask questions about how to navigate difficult situations?

- Provide Ongoing Professional Development to Instructors: It is important to provide onboarding and ongoing professional development to classroom instructors related to classroom policies so that instructors understand how to navigate absences in an equitable and compassionate manner.

## COMMITTEE WORK

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In May 2024 the APAS Committee began reviewing and discussing the SEC issued charge (Appendix 1), the proposal, the UMD Policy on Excused Absence (V-1.00[G]) and data on policy and procedures from BIG10 universities, and peer institutions (Appendix 3). In reviewing data from peer institutions, members noticed that the majority of policies indicate that students are expected to inform the instructor of the need for an excused absence and the instructor has the discretion of how to academically accommodate the excused absence. Another trend was that if a number of days are quantified in a policy, five days is the average amount permitted for student to miss class for the death of an “immediate” family member. Some institutions centralized the process with the Dean of Students, removing faculty involvement.

In comparison to the peer data reviewed, committee members observed that UMD’s current policy is more flexible than many peer institutions, which can accommodate various circumstances but lacks specific guidelines for implementation. After reviewing the information, the committee members determined that additional data was needed on the extent of the issue at UMD, the frequency of bereavement-related absences, how faculty handle such absences, and the awareness of available resources. The committee’s objective of the consultations was to gather feedback on the policy’s clarity, consistency, awareness of resources, and inclusivity through consultations with stakeholders, including students, faculty, and administrative representatives.

Consultations were conducted throughout the Fall 2024 semester. A sentiment shared broadly across the campus community was that the open-ended structure of the current policy was the best option to ensure that there is flexibility provided to meet students’ individual needs. Many members of the UMD community noted the difficulty of quantifying a minimum number of days permitted in a policy, since everyone’s experience with grief is different. Several constituents highlighted the importance of providing students better guidance on how to advocate for themselves rather than revise the policy to include a specific number of days.

Based on stakeholder feedback, the committee concluded that while the current policy did not require drastic changes, there were two areas in need of revision: explicitly including bereavement as an excused absence rather than including it as an example of a compelling reason for an excused absence and expanding the definition of “family” to be more inclusive. Since grief is distinct from other types of absences, expanding the policy to specifically mention bereavement as an excused absence, ensures that students receive the support they need in these vulnerable moments while still allowing for the flexibility needed in different academic contexts. This modification would validate the experience of grief without introducing unnecessary complexity. The expansion of the definition of “family” within the policy would ensure that it better reflects the reality of students’ lives and the variety of relationships that contribute to their well-being. This revision to the policy would make it more inclusive and responsive to the diverse needs of the student



population, ensuring that students can receive the appropriate accommodations during a time of bereavement.

The committee also deliberated at length about the need for supporting documentation. In speaking with representatives across campus, it was determined that some documentation is necessary. However, the policy does currently allow one health-related absence without documentation. The committee recommends that this exception be broadened beyond health-related absences to be appropriate for any absence.

After due consideration, the APAS Committee voted on final policy revisions and recommendations at its January 2025 meeting. The revised policy was shared with the Office of General Counsel (OGC) for a legal review of the committee's proposed revisions.

## **ALTERNATIVES**

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The Senate could choose not to accept these recommendations and revisions to the UMD Policy On Excused Absence.

## **RISKS**

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There are no risks to the University in adopting these recommendations.

## **FINANCIAL IMPLICATIONS**

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There are no known financial implications to adopting these recommendations.





## **Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care**

### **2024-2025 Committee Members**

**Shannon Buenaflor** (Chair)  
**Sarah Balcom** (Faculty)  
**Ana Navarro Cebrian** (Faculty)  
**William Cohen** (Ex-Officio- Provost's Rep)  
**Linda Coleman** (Faculty)  
**Adrian Cornelius** (Ex- Officio- University Registrar Rep)  
**Crystal Davis** (Faculty)  
**Addison Hanratti** (Undergraduate Student)  
**Jason Farman** (Faculty)  
**Sonia Jallah** (Faculty)  
**Shannon Gundy** (Ex-Officio-Director of Undergraduate Admissions Rep)  
**Judi Khalifa** (Undergraduate Student)  
**Lisa Kiely** (Ex-Officio- Undergraduate Studies Rep)

**Michael Kio** (Faculty)  
**Sun Young Lee** (Faculty)  
**Marilee Lindmann** (Faculty)  
**Ryan Long** (Ex-Officio- Graduate School Rep)  
**Celina McDonald** (Faculty)  
**Kellie Rolstad** (Faculty)  
**Mira Tadimalla** (Undergraduate Student)  
**Assion Tetteh** (Graduate Student)

### **Date of Submission**

**March 7, 2025**

## **BACKGROUND**

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In December 2023, University of Maryland (UMD) doctoral students submitted a proposal, Bereavement Policies and Practices Towards an Inclusive Community of Care. The proposal highlighted the prevalence and impact of bereavement among college students, noting that a significant portion of college students experience the death of someone that is close to them, which can negatively affect their academic performance, concentration, and sense of belonging.

The UMD Policy on Excused Absence (V-1.00[G]) allows for bereavement-related absences under "compelling circumstances." The proposers highlighted that the current policy lacks specific guidelines for accommodations, leaving decisions to individual instructors. This process creates challenges as students attempt to navigate different responses from instructors to seek accommodations while simultaneously experiencing bereavement. This inconsistency can create challenges for grieving students, particularly those from marginalized backgrounds. The proposal asked for a comprehensive review and redesign of the University's policies to ensure clear, compassionate, and inclusive support for grieving students while also providing faculty with guidance on how to respond effectively.

In February 2024, the SEC charged (Appendix 1) the APAS Committee with reviewing the proposal and asked the committee to make recommendations to the Senate on whether changes to the current excused absence policy are needed. The APAS Committee's deadline was December 2024 which was extended to March 2025 (Appendix 2).

## **COMMITTEE WORK**

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The APAS Committee began review of the proposal at the May 2024 committee meeting. During this initial meeting, the committee began by reviewing the current UMD Policy on Excused



Absences in the context of the proposal. Members noted that the policy does not state specific details about how much time a student can or cannot request as circumstances may be very different for each student and each class. Multiple members voiced concerns about outlining a specific amount of days within the policy. Reasons for not including a minimum numbers of days provided for bereavement include: the amount of days can be misunderstood as the expectation as opposed to providing guidance (which may lead students to receive fewer days than needed for their unique circumstance), an overly specific excused absence policy can lead to micromanagement of faculty regarding all excused absences, and an overly specific policy removes the faculty member's right to determine when a student has missed too much and thereby will not be academically successful. Members of the committee felt that keeping the policy broad by not stating a specified amount of days provides more flexibility for students. Further, members felt that the policy should not limit the nature of the relationship the person has to the student as a way to better support students.

One member suggested that the committee should seek data about the breadth of the problem to have a better understanding of what is happening on campus with the current policy. They endorsed the suggestion that the committee get more data about how the UMD policy is working and suggested a survey be conducted to ascertain how bereavement-related absences are handled and how often they occur.

Data was collected regarding bereavement policies that exist among Big Ten and peer institutions (Appendix 3). In reviewing data from peer institutions, members noticed that a majority of policies indicate that students are expected to inform the instructor of the need for an excused absence and the instructor has the discretion of how to academically accommodate the excused absence. Another trend was that if a number of days are stated in a policy, 5 days is the average amount for a "close" relative (e.g., parents, siblings). Some institutions have very specific policies that give bereavement leave for certain relationships and state that a mother or father get a higher amount of days whereas other relationships such as grandparents/cousin/aunt/uncle are granted a fewer amount of days. Some institutions centralized the process under the Dean of Students, removing faculty involvement.

In comparison to the peer data reviewed, committee members noted that UMD's current policy is more flexible than many peer institutions, which can accommodate various circumstances but lacks specific guidelines for implementation. Committee members were supportive of a broad and flexible policy that would allow more discretion to meet students' individual needs within the context of the course.

Following the initial committee discussion in May, the bulk of the committee work took place in the Fall 2024 semester. During the first committee meeting in fall 2024, the APAS Committee began drafting consultation questions to gain feedback about the breadth of the problem; the frequency with which bereavement absences are requested; how faculty handle bereavement related absences; awareness of available resources among faculty, students, and staff; and input about the advantages or disadvantages of adding more specificity to the language in the policy.

Consultations were conducted with the representatives of the following key stakeholders:

- Proposers
- Dean of Undergraduate Studies
- Dean of Students
- Undergraduate Ombudsman
- Graduate School Ombudsman



- Office of Faculty Affairs
- Director of the Counseling Center
- Director of Letters & Sciences and Assistant Dean for Undergraduate Studies
- Directors of Undergraduate Studies- Chemistry, Computer Science, Economics, Information, Math, Psychology, and Theater, Dance, and Performance Studies.
- Senate Student Affairs Committee

The committee began meeting with stakeholders in late September and engaged in ongoing dialogues regarding the consultations and policy throughout the standing committee meetings. Consultations with the proposers and members of the Student Affairs Committee identified challenges with the current policy, including the burden faced by students when notifying multiple faculty about a bereavement related absence and the mixed level of responses received from faculty when making request. Proposers voiced the concern that a lack of standardization in the process of requesting a bereavement related absence makes it difficult for students to advocate for themselves, especially during emotionally challenging times. Students are further challenged when the loss is not an “immediate family member” since instructors’ support for a grieving student can vary depending on the student’s relationship with the person leading to inconsistent treatment based on the nature of the relationship. It was emphasized that a loss of close friends, often considered “chosen family,” can be just as impactful as losing a family member. The proposers and members of the Student Affairs Committee expressed that not all professors understand the significance of “chosen family.” The burden of providing written documentation verifying a death was another concern as it can feel jarring and as though the student needs to validate the loss. Some students acknowledged awareness of the appeal process, but said it is flawed due to the power dynamics between professors and students. Students also shared that many undergraduates do not feel empowered to pursue an appeal because challenging an authority figure may be culturally unfamiliar, especially for underrepresented students.

Consultations with representatives of the Dean of Undergraduate Studies, the Dean of Students, the Undergraduate Ombudsman, and the Graduate School Ombudsman indicated that they experienced very few (if any) issues in their professional roles related to bereavement. There does not appear to be a pervasive problem among faculty accommodating an excused absence. They felt that over 95% of excused absence requests are resolved directly with the faculty or the relevant Director of Undergraduate Studies representative within the department. A student’s ability to appeal a decision of not being granted academic accommodation for an excused absence was reviewed. Ultimately, very few cases are brought to the Dean of Students Office.

In early November, the committee consulted with the following Directors of Undergraduate Studies (DUGS): Chemistry, Computer Science, Math, Economics, Information, Math, Psychology, and Theater, Dance, and Performance Studies. Across these conversations, DUGS pointed out the challenges their departments face with excused absences. They acknowledged the burden faced by students when notifying multiple faculty about an absence and the burden that comes with providing written documentation verifying a death. They also noted several challenges faced by faculty when scheduling makeup exams, lab work, or other assignments. Notably, DUGS felt as though the policy was implemented inconsistently across campus. Many indicated that more training would be useful in order to support faculty when interpreting the policy. This suggestion was supported by the Office of Faculty Affairs representative, who recommended more streamlined onboarding for faculty in an effort to educate faculty on classroom related policies. Further, in a survey administered to campus DUGS, over half of the respondents indicated that, rather than changing the current excused absence policy, the university should work to ensure that students, faculty and staff are better aware of existing resources.



Additional consultations were held with the Director of Letters & Sciences and Assistant Dean for Undergraduate Studies and the Director of the Counseling Center. The Director of Letters & Sciences/ Assistant Dean for Undergraduate Studies shared that excused absences are not a pervasive issue among his students. Rather, a noted problem was the inconsistency of accommodations provided. Some students know how to advocate for themselves whereas other (such as first-generation students) may not know the process to advocate for their needs. However, he does feel as though enhanced training through New Student Orientation and Canvas would be useful to ensure that students understand their rights.

The committee consulted with the Director of the Counseling Center. A key takeaway of the conversation was that it is difficult to quantify the number of days in a policy that would be appropriate for students when they are navigating grief, because everyone's experience with grief is different. The Director explained that the stages of grief do not occur in a linear process but more of a cycle by which the loss is eventually integrated into a person's life enough to not influence day-to-day functioning. A person may need the flexibility to ask for more support and understanding at any point during their experience. It was also noted throughout our consultations that there are various needs for travel when student experience bereavement. The campus community and the committee felt that it is difficult to quantify the number of days appropriate for travel given the unique cultural needs of students, depending on their context.

A sentiment shared broadly across the campus community was that the open-ended structure of the current policy was the best option to ensure that there is flexibility provided to meet students' individual needs. Several constituents highlighted the importance of providing better guidance to students on how to advocate for themselves rather than revise the policy to outline a specific number of days.

Committee members considered the information gained by the numerous consultations. While the majority of individuals that we spoke with did not advocate for wide sweeping changes or the creation of a new policy, there were two major areas that warranted revision. There was consensus to emphasize bereavement as a specific reason for needing an excused absence and that the existing policy should expand its definition of "family."

Rather than creating a new policy specifically for bereavement, members decided it would be more effective to expand the current excused absence policy to explicitly include bereavement. This approach addresses the unique needs of students dealing with grief. Members discussed the importance of clear communication regarding available resources, such as counseling and academic advising, to ensure both students and faculty are aware of the support options. It was noted that students' needs in cases of bereavement vary greatly, depending on personal circumstances and the requirements of their specific courses. For example, in lab-based or performance-driven courses, where attendance is critical, the impact of an absence can be more significant, requiring flexibility in how absences are handled.

A major concern raised was the assumption that all instructors should accommodate bereavement absences in the same way, overlooking the unique structure and demands of each course. By explicitly including bereavement in the existing policy, the University can acknowledge it as an excused absence while still allowing for the flexibility needed in different academic contexts. This modification would validate the experience of grief without introducing unnecessary complexity. While grief is distinct from other types of absences, expanding the policy to specifically mention bereavement ensures that students receive the support they need in these vulnerable moments, while maintaining the adaptability required.



Currently, the policy only references “death in the family” as an example of why a student may need an excused absence. This was the second area of the policy that members easily decided needed revision. The term “family” needed to be broadened. They noted that by limiting the definition to just family members, the policy fails to account for the diverse and complex relationships that students may have with non-immediate family members or close friends.

Many students experience deep emotional loss from individuals who may not fall under the traditional definition of “immediate family,” such as a close friend, mentor, or extended family member. By restricting the policy to a narrow definition of family, it overlooks the emotional impact that these losses can have on students, potentially leaving them without the support they need. Expanding the definition of “family” within the policy would ensure that it better reflects the reality of students’ lives and the variety of relationships that contribute to their well-being. This revision to the policy would make it more inclusive and responsive to the diverse needs of the student population, ensuring that all students can receive the necessary accommodations to cope with loss.

The committee also deliberated at length about the need for supporting documentation. In speaking with representatives across campus, it was determined that some documentation is necessary. However, the policy does currently allow one health-related absence without documentation. The committee recommends that this exception be broadened beyond health-related absences to be appropriate for any absence.

Final policy recommendations were approved at the January 2025 committee meeting. The Office of General Counsel (OGC) was consulted on the proposed policy revisions with OGC’s suggestions considered by the committee.

## RECOMMENDATIONS

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The APAS Committee recommends that the proposed revisions to the University of Maryland Policy on Excused Absence [V-1.00(G)], as shown immediately following this report, be approved.

In addition to the proposed revisions, the APAS committee has recommendations to be considered by the University:

- **Improve Awareness:** Enhancing communication about existing policies and developing additional resources that students can use to help them navigate options available when experiencing a death of someone close to them. For example, additional information could be added to the Mental Health website in order to support students in understanding what they should do when they need an excused absence for bereavement. One specific way to improve awareness is by leveraging campus technology to help students and faculty better connect with campus resources. For example, could TerpAI be a tool that could allow students to ask questions about how to navigate difficult situations?
- **Provide Ongoing Professional Development to Instructors:** It is important to provide onboarding and ongoing professional development to classroom instructors related to classroom policies so that instructors understand how to navigate absences in an equitable and compassionate manner.

## APPENDICES

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Appendix 1 — Original Charge from the Senate Executive Committee

Appendix 2 — Updated Charge from the Senate Executive Committee Peer Institution Data

Appendix 3 — Peer Institution Data



Proposed Revisions from the APAS Committee with Senate amended language:  
New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~), Senate  
Amended Text (**example**)



**V-1.00(G) UNIVERSITY OF MARYLAND POLICY ON EXCUSED ABSENCE**  
(Approved by the President May 6, 2016; Technical Amendments August 7, 2017; Technical Amendments October 1, 2019, Amended December 08, 2022, **Amended XX xx, 2025**)

**I. Policy**

An excused absence is an absence for which the student has the right to receive, and the instructor has the responsibility to provide academic accommodation.

Students are expected to take full responsibility for their own academic work and progress. Students, to progress satisfactorily, must meet all of the requirements of each course for which they are registered. Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials. Excused absences must be requested promptly and must be supported by appropriate documentation.

Excused absences do not alter the academic requirements for the course. Students are responsible for information and material missed on the day of absence. Students are within reason entitled to receive any materials provided to the class during the absence. Students are responsible for making provision to determine what course material they have missed and for completing required exercises in a timely manner.

Events that justify an excused absence include religious observances; mandatory military obligation; physical or mental health conditions of the student or an immediate family member; **death of someone close to the student**; participation in university activities at the request of university authorities; and compelling circumstances beyond the student's control (e.g., ~~death in the family~~, required court appearances). Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence.

**II. Notification and Documentation**

To receive accommodation for an excused absence:

1. The student must notify the instructor in a timely manner. The notification should be provided either prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period. All other absences must be reported as soon as is practical.
2. The student must provide appropriate documentation of the absence. The documentation must be provided in writing to the instructor by the means specified in the syllabus.



- ~~a. For health-related absences, including mental and physical health: students may, one time per course per semester, provide a self-signed excuse as documentation of an absence from a single class (e.g., lecture, recitation, or laboratory session) that does not coincide with a major assessment or assignment due date. For all other health-related absences, a course instructor may request that students provide documentation from a health care provider or the University Health Center to verify an absence. In cases where students are asked to provide verification, the course instructor may request the dates of treatment or the time frame that the student was unable to meet academic responsibilities, but may not request diagnostic information.~~
- 3. **One time Two times per course per semester, students may provide a self-signed excuse as documentation of an absence from a single class (e.g., lecture, recitation, or laboratory session) that does not coincide with a major assessment or assignment due date.**
- 4. **For all additional absences, a course instructor may request that students provide documentation to verify an absence. In cases where students are asked to provide verification, the course instructor may request the time frame that the student is/was unable to meet academic responsibilities, but may not request protected personal information.**
  - ~~a. For all other absences students must provide verifiable documentation upon request (e.g., religious calendar, court summons, death announcement, etc.).~~
- ~~3.5.~~ **5.** Providing false information to University officials is prohibited under **Part 10.e.1 Section VII.E** of the University of Maryland *Code of Student Conduct* (**Policy V-1.00(FB)**) and may result in disciplinary action.

### III. Academic Accommodations

In keeping with the USM III-5.10 Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance, “Students shall not be penalized because of observances of their religious holidays and shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.” For all other excused absences, the student must be provided academic accommodation. The accommodation provided should, within reason, neither advantage nor disadvantage either the student or the rest of the class.

If the accommodation is a makeup assessment, it must be timely, at a time and place agreed upon by the instructor and student, cover the same material, and be at the same level of difficulty as the original assessment. In the event that a group of students requires the same makeup assessment, one time and place may be scheduled. The makeup assessment must not interfere with the student's regularly scheduled classes, and must be consistent with the V-1.00(A) University of Maryland Policy on the Conduct of Undergraduate Classes and Student Grievance Procedure.

If makeup work is not feasible, an alternate accommodation for excused absences will be provided. Alternate accommodations will be according to the principles established by the unit offering the course.



Students who miss a substantial number of class sessions or course assignments should seek guidance from an academic advisor with respect to academic options.

Extended absences stemming from active military duty are addressed in the USM V-7.00 Policy on Students who are called to Active Military Duty during a National or International Crisis or Conflict.

Absences related to a student's disability are addressed in the VI-1.00(D) University of Maryland Disability & Accessibility Policy and Procedures.

#### **IV. Appeals**

Students who feel that they have unfairly been denied either excused absence or appropriate accommodation for an excused absence should first seek to resolve the disagreement with the course instructor. If the student and instructor are unable to find a mutually agreeable resolution, the student may file an appeal with the head of the administrative unit offering the class. In most cases this will be the Chair of the Department. In the case of non-departmentalized units and interdepartmental programs, this role will be taken by the Dean (or the Dean's designee).

The unit head should use procedures similar to those specified in the III-1.20(B) University of Maryland Procedures for Review of Alleged Arbitrary and Capricious Grading – Undergraduate Students – but with clear indication that the appeal is with regard to excused absence, not arbitrary and capricious grading.

#### **Replacement for:**

*Policy III-5.10(A) University of Maryland Policies and Procedures Concerning Academic Assignments on Dates of Religious Observances*

*Policy V-1.00(G) University of Maryland Policy for a Student's Medically Necessitated Absence from Class*





**Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care (Senate Document #23-24-27)**

**Academic Procedures & Standards Committee | Chair: Amy Karlsson**

The Senate Executive Committee (SEC) and Senate Chair Jarzynski request that the Academic Procedures & Standards Committee review the University of Maryland Policy on Excused Absence (V-1.00[G]).

Specifically, the Academic Procedures & Standards Committee should:

1. Review the proposal entitled Bereavement Policies and Practices Toward an Inclusive Community of Care (Senate Document #23-24-27).
2. Review University of Maryland Policy on Excused Absence ([V-1.00\[G\]](#)).
3. Review similar policies and procedures at Big 10 and other peer institutions.
4. Consult with the proposers.
5. Consult with the Office of Faculty Affairs.
6. Consult with the Office of Undergraduate Studies.
7. Consult with the Undergraduate Ombuds Officer.
8. Consult with the Assistant Vice President and Dean of Students.
9. Consult with Directors of Undergraduate Studies in departments with large enrollment classes including but not limited to Math, Computer Science, Information Science, Psychology, and Economics.
10. Consult with the Student Affairs Committee.
11. Consider if there should be a separate policy for student bereavement leave or if it should be included in V-1.00(G).
12. Consider if the Policy should define specific academic accommodations for students who need bereavement leave.
13. Consider if the Policy should define length of time students can use bereavement accommodations.
14. Consider if the Policy should extend beyond immediate family members and how this could impact various student communities.
15. Consider diversity, equity, and inclusion across student groups in any policy recommendations.
16. Consult with a representative from the Office of General Counsel on any proposed changes to the University's policy.
17. If appropriate, recommend whether the policy should be revised and if so, provide suggested revisions.

We ask that you submit a report to the University Senate Office no later than **December 6, 2024**. If you have questions or need assistance, please contact the University Senate Office, [senate-admin@umd.edu](mailto:senate-admin@umd.edu).





**Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care (Senate Document #23-24-27)**

**Academic Procedures & Standards Committee | Chair: Shannon Buenafior**

The Senate Executive Committee (SEC) and Senate Chair Sly request that the Academic Procedures & Standards Committee review the University of Maryland Policy on Excused Absence (V-1.00[G]).

Specifically, the Academic Procedures & Standards Committee should:

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15. Consider diversity, equity, and inclusion across student groups in any policy recommendations.
16. Consult with a representative from the Office of General Counsel on any proposed changes to the University's policy.
17. If appropriate, recommend whether the policy should be revised and if so, provide suggested revisions.

We ask that you submit a report to the University Senate Office no later than **March 7, 2025**. If you have questions or need assistance, please contact the University Senate Office, [senate-admin@umd.edu](mailto:senate-admin@umd.edu).



				BIG 10 and Peer Institution Website Policy Data				
	Existence of Student Bereavement accommodations (yes/no)	Link to policy described	policy description of key points	specific academic accommodations	length of time students can use	does it allow for the use of bereavement leave beyond immediate family members	other notes of interest about the institution's policy on bereavement	
UMD	no	<a href="https://policies.umd.edu/student-affairs/university-of-maryland-policy-on-excused-absence">https://policies.umd.edu/student-affairs/university-of-maryland-policy-on-excused-absence</a>	excused absences need documentation for instructor to give academic accommodations	For all other excused absences, the student must be provided academic accommodation. The accommodation provided should, within reason, neither advantage nor disadvantage either the student or the rest of the class.				
University of Illinois	yes	Student Bereavement Guidelines - <a href="https://odos.illinois.edu/resources/students/bereavement/guidelines">https://odos.illinois.edu/resources/students/bereavement/guidelines</a>	Instructor Discretion: can excuse absences, even with documentation. Notification and Documentation: Students must inform instructors and provide documents to the Dean's Office. Absence Letter: Available for specified periods based on the relationship to the deceased.	In applying the guidelines, students are strongly encouraged to use their judgment about the time they need and can afford to take given their academic responsibilities and goals. Similarly, students should use their discretion about the need to take more extended time through mechanisms such as late course drops, withdrawal (undergraduates and graduate students) or leave of absence (graduate students).	Up to five days of bereavement leave in the event of the death of an immediate family member	yes-Up to three days of bereavement in the event of the death of an uncle, aunt, niece, nephew, or cousin. Relatives in law and step relatives in the categories above are covered by this policy.	travel considerations-Students who need to travel outside of North America may be approved by the Office of the Dean of Students for up to four additional absence days. These days will be approved based upon a documented travel itinerary.	
Penn State	no	<a href="https://undergrad.psu.edu/aappm/E-11-class-attendance.html">https://undergrad.psu.edu/aappm/E-11-class-attendance.html</a> and <a href="https://senate.psu.edu/students/policies-and-rules-for-undergraduate-students/42-00-acquisition-of-credit/#42-27">https://senate.psu.edu/students/policies-and-rules-for-undergraduate-students/42-00-acquisition-of-credit/#42-27</a>	Reasons for Absence: Acknowledges legitimate reasons for missing class, including university-approved activities, unavoidable circumstances, elections, and religious observances. Making Up Missed Events: Expects instructors to provide reasonable opportunities for students to complete missed evaluative events due to covered absences.  Absence Notification: Students or their representatives are expected to inform instructors of absences, and instructors may require the use of a class absence form.	Class attendance is a critical element of student success and one of the most important ways students learn and understand course materials. Students may need to miss a class meeting to participate in a regularly scheduled university-approved curricular or extracurricular activity or due to unavoidable or other legitimate circumstances (including participation in local, state, and federal governmental elections and religious observances) as defined by University Faculty Senate Policy 42-27 (see also Senate Policies 44-25, 44-30, and 44-35, and Procedures AAPP F-4 and F-5 for situations related to examinations). When an absence or other circumstance covered in such policies results in a student being unable to complete an evaluative event that contributes to the final grade, the student or their representative is expected to inform their instructor, who is expected to provide the student, within reason, the opportunity to complete missed evaluative events. The instructor may require use of the class absence form. Even if the absence meets the expectations of University policies listed above, in some situations, making up missed classes or missed evaluative events may not be possible.				
U of Iowa	no	<a href="https://uc.uiowa.edu/taking-university-college-courses/absence-policies">https://uc.uiowa.edu/taking-university-college-courses/absence-policies</a>	Make-Up Exams: Required for illness, religious obligations, or University activities. Authorized Absences: Require written statements for approved absences.	Individual instructors, course directors, or departments determine the policy on class attendance. Students are required to observe the regulations as announced for the course whether the course is face-to-face in a classroom, online, or through Guided Independent Study (GIS). However, University policy requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, or other unavoidable circumstances or University activities.	Students who are absent for medical or personal reasons may be expected to present evidence to verify the reason. Students in face-to-face courses may report absences from class of five days or less by completing an Absence from Class form, available at the Registration Center and online through the Registrar's Office, and by presenting the form to the instructor. Students who are absent for more than five days may ask the Registration Center to send notification of the absence to each instructor.	not specific		
U of Michigan	no-difficult to find even a basic excused absence policy	LSA - <a href="https://lsa.umich.edu/advising/class-registration-on-grade/class-attendance/reporting-an-illness.html">https://lsa.umich.edu/advising/class-registration-on-grade/class-attendance/reporting-an-illness.html</a>	Instructors may require documentation for missed work due to illness or unforeseen circumstances and have discretion in making up for it. Accommodations must align with academic integrity standards.					
Michigan State	yes	<a href="https://reg.msu.edu/ROInfo/Notices/GriefAbsence.aspx">https://reg.msu.edu/ROInfo/Notices/GriefAbsence.aspx</a>	Authorized Absences: Require written statements for approved absences.	The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in their classes or other academic work (e.g. research). For undergraduate and master's (Plan B) students without research responsibilities, it is the responsibility of the student to: a) notify the Associate Dean or designee of their college of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the Associate Dean, and c) complete all missed work as determined in consultation with the instructor. It is the responsibility of the Associate Dean or designee to: a) determine with the student the expected period of absence - it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) notify the faculty that the student will be absent, and c) receive verification of the authenticity of a grief absence request upon the student's return. It is the responsibility of the instructor to work with the student to make reasonable accommodations and to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence.	not specific	not specific	professional schools have different adherence: Students in the graduate professional colleges (CHM, COM, CVM, LAW) with their own grief absence policies are excluded from the above and should follow their own policies.	



				<b>BIG 10 and Peer Institution Website Policy Data</b>				
	<b>Existence of Student Bereavement accommodations (yes/no)</b>	<b>Link to policy described</b>	<b>policy description of key points</b>	<b>specific academic accommodations</b>	<b>length of time students can use</b>	<b>does it allow for the use of bereavement leave beyond immediate family members</b>	<b>other notes of interest about the institution's policy on bereavement</b>	
<b>U of Minnesota</b>	yes	<a href="https://policy.umn.edu/education/makeup-work">https://policy.umn.edu/education/makeup-work</a>	University policy acknowledges legitimate reasons for missing coursework and guarantees accommodations for makeup work, including final examinations. Students must plan their schedules to avoid conflicts with course requirements. Instructors cannot penalize students for absences due to unavoidable circumstances such as illness (student or dependent), pregnancy-related medical conditions, athletic events, subpoenas, jury duty, military service, bereavement, religious observances, formal university governance participation, college entrance exams for PSEO students, or university-sponsored activities approved by the senior academic officer or designee.	excused absences may have academic accommodations	not specific	The death of a family member is typically included in the absences related to bereavement circumstances. In addition, there may be other bereavement circumstances when a student is affected by the death of a person who was close to the student, and was not a relative (for example, the death of a roommate or friend). The student is responsible for explaining the circumstances and requesting to be able to make up the work. Instructors should consider the factors surrounding the bereavement, including cultural practices and distance traveled. A student need not have travel to attend services. During the COVID-19 pandemic, restrictions may not allow students to travel or attend services, but bereavement leave may still be needed to provide students time to grieve.	broad policy that covers all absences from jury duty, medical, pregnancy, bereavement, voting. States specific colleges and academic units may establish more specific criteria for notifying instructors and completing the associated make-up work, especially when the absence involves activities that may not be possible to make up, such as laboratory or clinical sessions and performances.	
<b>U of Nebraska-Lincoln</b>	yes	<a href="https://registrar.unl.edu/academic-standards/policies/class-attendance-0/">https://registrar.unl.edu/academic-standards/policies/class-attendance-0/</a> More info - <a href="https://studentadvocacy.unl.edu/student-absence-policy-notifications/">https://studentadvocacy.unl.edu/student-absence-policy-notifications/</a>	A student grieving from a personal tragedy, such as the loss of a loved one, may need to be excused from a class, lab, studio meeting, or required class activity to attend a funeral or manage grief. It is the student's responsibility to contact the Office of the Vice Chancellor for Student Affairs to request that a notice of their leave be sent to instructors. This notice is for the instructor's information only and does not relieve the student of contacting instructors as soon as possible. Upon their return, the student will provide documentation of the loss to each instructor and the Office of the Vice Chancellor for Student Affairs. Consistent with course requirements, instructors should seek to make reasonable accommodations for the grieving student, and should attempt to provide the opportunity to earn similar or equivalent credit for missed assignments or assessments. Upon their return, the student should consider visiting the Counseling	Consistent with course requirements, instructors should seek to make reasonable accommodations for the grieving student, and should attempt to provide the opportunity to earn similar or equivalent credit for missed assignments or assessments	not specific	not specific		
<b>Northwestern</b>	no	<a href="https://www.northwestern.edu/studentaffairs/sass/medical-leave/">https://www.northwestern.edu/studentaffairs/sass/medical-leave/</a> and <a href="https://www.northwestern.edu/studentaffairs/sass/resources-support/staff-and-faculty-resources.html">https://www.northwestern.edu/studentaffairs/sass/resources-support/staff-and-faculty-resources.html</a>	policy written to direct a medical leave of absence are granted for a semester or longer if needed. The Dean of Students Office grants and approves MLOAs, each leave is tailored to individual needs. Benefits may include tuition adjustments, later course withdrawals, and time for treatment planning. For international students, an MLOA may enable them to stay in the U.S. legally while seeking treatment. No policy for short absence-the staff of SASS are expected to help faculty work with student requesting absence of shorter duration.	Professors who need verification of other unexpected life events such as the loss of a close friend or family member can refer students to SASS for both verification of the event as well as referral to support and resources. The final decision about how and what accommodations will be made for students missing work is made by individual professors and academic deans. Professors should encourage students to use the Health Service protocol to verify illness but will ultimately have to decide whether the requested flexibility keeps students on pace to meet the core and essential requirements of the class.				
<b>Ohio State</b>	no	<a href="https://senate.osu.edu/sites/default/files/links_files/Excused%20Absences%20draft%20Sept.pdf">https://senate.osu.edu/sites/default/files/links_files/Excused%20Absences%20draft%20Sept.pdf</a>	absence policy, vague, accommodations are at the discretion of the instructor.					
<b>Purdue</b>	yes	Grief Absence Policy for Students (GAPS) - <a href="https://www.purdue.edu/advocacy/students/absence-policies.html">https://www.purdue.edu/advocacy/students/absence-policies.html</a>	Bereavement leave allows students to be excused from class attendance without penalty. Students can make up coursework as outlined in the course syllabus. Gives specific amount of days based on relationship and distance student needs to travel. Extended grief absence can be petitioned through the Office of the Dean of Students. Students must contact the Office of the Dean of Students to request leave notification to instructors and provide documentation of the death or funeral service. In cases of impending death, students should contact instructors or the Office of the Dean of Students for assistance in notifying instructors and arranging accommodations.	Students will be excused with no penalty to a student's attendance and the student will be given the opportunity to make up coursework as defined in the course syllabus for bereavement leave. This also includes being granted leave even in those incidences where a student does not travel from campus. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments.	Immediate Family: Students are eligible for up to five (5) days of excused absence, over a two-week period, of the semester in which the death occurs, for the death of a spouse, parent, child, grandparent, grandchild or sibling, or a corresponding in-law or step-relative.	Other Relationships: Students are eligible for up to three (3) days of excused absence, over a two-week period, of the semester in which the death occurs, for the death of relatives or friends falling outside of the category of immediate family.	Travel considerations: Within 150 mile radius of West Lafayette - no additional excused absence days Between 150-300 mile radius of West Lafayette - one additional excused absence days Beyond 300-mile radius of West Lafayette - two additional excused absence days Outside the 48 contiguous United States - four additional excused absence days.	
<b>Rutgers-New Brunswick</b>	no	<a href="https://policies.rutgers.edu/PublicPageViewHome.aspx">https://policies.rutgers.edu/PublicPageViewHome.aspx</a> and <a href="https://policies.rutgers.edu/B.aspx?BookId=11908&amp;PageId=459225&amp;Search=student%20absences">https://policies.rutgers.edu/B.aspx?BookId=11908&amp;PageId=459225&amp;Search=student%20absences</a>						
<b>Wisconsin-Madison</b>	yes	guides - <a href="https://doso.students.wisc.edu/guide/class-attendance#required">https://doso.students.wisc.edu/guide/class-attendance#required</a> <a href="https://doso.students.wisc.edu/guide/accommodations-for-life-events/">https://doso.students.wisc.edu/guide/accommodations-for-life-events/</a>	very vague, accommodations are based on instructor discretion	Our students come from a variety of cultures and family configuration. In general, it is appropriate to grant an accommodation for a significant death in a student's life. While it is also appropriate to ask for documentation, please note it may not be available in all circumstances.	not specific	not specific		



				BIG 10 and Peer Institution Website Policy Data				
	Existence of Student Bereavement accommodations (yes/no)	Link to policy described	policy description of key points	specific academic accommodations	length of time students can use	does it allow for the use of bereavement leave beyond immediate family members	other notes of interest about the institution's policy on bereavement	
Indiana University-Bloomington	no	<a href="https://studentlife.indiana.edu/student-support/care-and-resource-center/attendance.html">https://studentlife.indiana.edu/student-support/care-and-resource-center/attendance.html</a>	vague, no specifics	only mentions that if 20% of semester is missed (3 weeks), student should consider withdrawing				letter from health center declining instructor request for student absence <a href="https://healthcenter.indiana.edu/doc/abou/medical-excuse-policy-11.2021.pdf">https://healthcenter.indiana.edu/doc/abou/medical-excuse-policy-11.2021.pdf</a>
Chapel Hill	no	<a href="https://catalog.unc.edu/policies-procedures/attendance-grading-examination/">https://catalog.unc.edu/policies-procedures/attendance-grading-examination/</a>	5 days or more missed, approval of absence request is given through the Office of the Dean of Students	with an approved absence; Instructors will provide reasonable alternatives that permit course objectives and learning outcomes to be met. Alternatives may include a make-up exam, alternative assessment, an additional paper or project of equivalent intellectual effort, an electronically-mediated participation opportunity, a due date extension, or other option that allows students to demonstrate what they have learned without being penalized for the University approved absence.	?	not specific	<a href="https://uaao.unc.edu/">https://uaao.unc.edu/</a> , faculty FAQ - <a href="https://uaao.unc.edu/facs-for-faculty/">https://uaao.unc.edu/facs-for-faculty/</a>	
UCLA	no	<a href="https://registrar.ucla.edu/registration-classes/enrollment-policies/class-policies/class-attendance">https://registrar.ucla.edu/registration-classes/enrollment-policies/class-policies/class-attendance</a>	no policy about excused absences, only that attendance is required					
UC Berkeley	no	<a href="https://teaching.berkeley.edu/guide-handling-student-absences-due-minor-illness">https://teaching.berkeley.edu/guide-handling-student-absences-due-minor-illness</a>	policy mentions illness, students have 3 days for unexcused absences, 5 "slip days" to turn in assignment after due date however if more than 3 finals are scheduled a student must use slip day to accommodate	none				
University of Southern California (USC)	no	<a href="https://campussupport.usc.edu/students/academic/">https://campussupport.usc.edu/students/academic/</a>	a few scenarios (short/semester long absence/health/non-health related) are given with different for either short time frame of a week or withdraw for semester. No middle ground option (couple week absence) policy	at the discretion of instructor for short absence,				
University of Oregon	NO ( Just Staff/ Faculty) <a href="https://hr.uoregon.edu/bereavement-leave">https://hr.uoregon.edu/bereavement-leave</a>	Focuses on Student Leave. <a href="https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-5-student-records/student-leave">https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-5-student-records/student-leave</a>	Outlines the process for voluntary leave of absence, which requires approval from the Dean of Students and, for graduate students, the Graduate School. The Dean may request a recommendation from the student's treatment provider and may consult with relevant university officials. The university must offer the option of voluntary leave before considering mandatory leave.	<b>From the Student Leave.</b> Dean of Students can instruct the Registrar to withdraw them if necessary and process tuition refunds. Additionally, the Dean may explore or implement reasonable accommodations.	N/A		For resuming student status, a written plan is required outlining how the student will address the reasons for their leave, such as ongoing medical or psychological care, maintaining responsibility, and transitioning back into the university community if residing in the halls.	
University of Washington	NO ( Just Staff/ Faculty) <a href="https://hr.uw.edu/ops/holidays-time-off/bereavement/">https://hr.uw.edu/ops/holidays-time-off/bereavement/</a>							





## PCC Proposal to Establish a Bachelor of Science in Environmental and Resource Economics (Senate Document #25-26-12)

**PRESENTED BY** Meredith Gore, Chair, Senate Programs, Curricula, and Courses Committee

**REVIEW DATES** SEC – September 16, 2025 | SENATE – October 15, 2024

**VOTING METHOD** In a single vote

**RELEVANT  
POLICY/DOCUMENT**

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

### ISSUE

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The College of Agriculture and Natural Resources' Department of Agricultural and Resource Economics proposes to establish a **Bachelor of Science in Environmental and Resource Economics (EREC)**. This new undergraduate major will equip students with a rigorous foundation in economics, quantitative methods, and environmental policy, enabling them to address some of the world's most pressing challenges—such as climate change, resource scarcity, and sustainable development. With a strong emphasis on research and real-world application, EREC graduates are well-prepared for careers in data analytics, environmental policy, and sustainable resource management.

The curriculum requires 42-43 credits. Students take 18 credits of foundational courses in economics and statistics. Students also take 15 credits of upper-level courses in the major ranging from environmental economics, energy economics, economic development to natural resource policy. Through a 9-credit field requirement, students may specialize in one of four areas: Environmental Data Science, Environmental and Resource Management and Policy, Advanced Degree Preparation for students interested in graduate studies, or the Student Design Field track, which allows students to follow other interests within the major.

The program builds upon an existing specialization in Environmental and Resource Economics within the Agricultural and Resource Economics major. No new resources are required. The program will utilize existing courses, faculty, and infrastructure within the Department of Agricultural and Resource Economics. The existing specialization will be phased out if the major is implemented.

Students will be prepared for careers in environmental policy, sustainable resource management, and economic development. Graduates will be well-positioned for employment in the private sector, government agencies, international organizations, and nonprofits.

The proposal was approved by the Senate Programs, Curricula, and Courses committee on September 5, 2025.



## **RECOMMENDATION(S)**

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

## **COMMITTEE WORK**

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The committee considered this proposal at its meeting on September 5, 2025. Lori Lynch and Maria Soppelsa, from the Department of Agriculture and Resource Economics, and Joe Sullivan, from the College of Agriculture and Natural Resources, presented the proposal and answered questions from the committee. The committee approved the proposal.

## **ALTERNATIVES**

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The Senate could decline to approve this new academic program.

## **RISKS**

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If the Senate declines to approve this program, the University will miss an opportunity to provide a high-demand, analytically rigorous environmental economics major that can be implemented and supported using existing resources.

## **FINANCIAL IMPLICATIONS**

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Because a specialization in Environmental and Resource Economics already exists in the Agriculture and Resource Economics major, there are no significant financial implications. The program will use existing coursework and administrative infrastructure.



# 997: ENVIRONMENTAL AND RESOURCE ECONOMICS

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## In Workflow

1. D-AREC PCC Chair (llynch@umd.edu)
2. D-AREC Chair (kenneth@umd.edu)
3. AGNR Curriculum Manager (tgallman@umd.edu; jsull@umd.edu)
4. AGNR PCC Chair (jsull@umd.edu; amyburk@umd.edu)
5. AGNR Dean (jsull@umd.edu)
6. Academic Affairs Curriculum Manager (mcolson@umd.edu)
7. Senate PCC Chair (mcolson@umd.edu; gorem@umd.edu)
8. University Senate Chair (mcolson@umd.edu)
9. President (mcolson@umd.edu)
10. Board of Regents (mcolson@umd.edu)
11. MHEC (mcolson@umd.edu)
12. Provost Office (mcolson@umd.edu)
13. Undergraduate Catalog Manager (lyokoi@umd.edu; yeinj96@umd.edu)

## Approval Path

1. Fri, 31 Jan 2025 21:55:39 GMT  
Lori Lynch (llynch): Approved for D-AREC PCC Chair
2. Fri, 31 Jan 2025 21:56:43 GMT  
Kenneth Leonard (kenneth): Approved for D-AREC Chair
3. Tue, 04 Feb 2025 16:00:30 GMT  
Tyra Monnity (tgallman): Approved for AGNR Curriculum Manager
4. Fri, 07 Mar 2025 00:39:40 GMT  
Amy Burk (amyburk): Approved for AGNR PCC Chair
5. Mon, 10 Mar 2025 20:00:41 GMT  
Joseph Sullivan (jsull): Approved for AGNR Dean
6. Fri, 29 Aug 2025 21:08:40 GMT  
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
7. Fri, 05 Sep 2025 15:31:20 GMT  
Meredith Gore (gorem): Approved for Senate PCC Chair

## New Program Proposal

Date Submitted: Fri, 31 Jan 2025 21:20:30 GMT

**Viewing: 997 : Environmental and Resource Economics**

**Last edit: Fri, 05 Sep 2025 15:50:58 GMT**

Changes proposed by: Maria Soppelsa (soppelsa)

### Program Name

Environmental and Resource Economics

### Program Status

Proposed

### Effective Term

Fall 2025

### Catalog Year

2025-2026

### Program Level

Undergraduate Program

### Program Type

Undergraduate Major



**Delivery Method**

On Campus

**Departments**

Department
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Agricultural & Resource Economics

**Colleges**

College
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Agriculture and Natural Resources

**Degree(s) Awarded**

Degree Awarded
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Bachelor of Science

**Proposal Contact**

Dr. Maria Soppelsa

**Proposal Summary**

The Environmental and Resource Economics (EREC) major at the University of Maryland prepares students to tackle global challenges such as climate change, energy sustainability, and resource scarcity through a rigorous curriculum. Utilizing resources that are already in place in the AREC Department, the proposed program integrates economics, data analysis, and environmental policy and equips students with the analytical and practical skills needed for careers in environmental policy, sustainable resource management, and economic development. The program aligns with UMD’s mission by fostering research, real-world application, and diversity, attracting high-achieving students, including those from underrepresented backgrounds. Graduates are well-positioned for competitive job markets and advanced studies, contributing to workforce development in high-demand fields. The establishment of EREC as a standalone major reflects increased student interest, market demand, and the need for clearer advising and career pathways, building on an existing successful concentration.

(PCC Log Number 25002)

**Program and Catalog Information**

**Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.**

The Environmental and Resource Economics major prepares students to address complex environmental and natural resource challenges through a rigorous curriculum. Foundational courses in economics, analytics, and business statistics are paired with specialized coursework in environmental economics, energy economics, economic development, and natural resource policy.

Students enhance their knowledge by selecting complementary fields such as Environmental Data Science, Sustainable Development, Environmental and Resource Management and Policy, or Advanced Degree Preparation. The program attracts a small, diverse cohort, fostering personalized learning and collaboration.

Graduates are equipped with the analytical tools to succeed in impactful careers across the private, public, and non-profit sectors, nationally and internationally, addressing critical issues in environmental policy, sustainable development, and resource management. Many also secure placements in competitive graduate programs or pursue advanced degrees in applied economics, law, or related fields.

Students majoring in Environmental and Resource Economics may not pursue a double-major or double-degree in Agricultural and Resource Economics.

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

Course	Title	Credits
<b>Foundational Courses</b>		
AREC250 or AREC240 or AREC241 or ECON200	Elements of Agricultural and Resource Economics Introduction to Economics and the Environment Environment, Economics and Policy Principles of Microeconomics	3
ECON201	Principles of Macroeconomics	3
AREC326	Intermediate Applied Microeconomics	3
MATH120	Elementary Calculus I	3-4



or MATH140	Calculus I	
Statistics Requirements		6
STAT100	Elementary Statistics and Probability	
or MATH107	Introduction to Math Modeling and Probability	
And		
BMGT230	Business Statistics	
or ECON230	Applied Economic Statistics	
Or		
STAT400	Applied Probability and Statistics I	
<b>Upper-Level AREC Courses. Select five of the following courses</b>		<b>15</b>
AREC380	Data Science for Environmental and Resource Economics	
AREC405	Economics of Production	
AREC422	Econometric Analysis in Agricultural and Environmental Economics	
AREC430	Introduction to Agricultural and Resource Law	
AREC431	Agricultural Water Quality: Policy and Legal Issues	
AREC445	Agricultural Development, Population Growth and the Environment	
AREC446	Sustainable Economic Development	
AREC453	Natural Resources and Public Policy	
AREC454	The Economics of Climate Change	
AREC455	Economics of Land Use	
AREC456	Energy and Environmental Economics	
AREC466	Transportation Engineering, Economics, and Policy	
AREC481	Environmental Economics	
Other upper-level AREC courses with permission of advisor		
<b>Select three courses from one of the following fields (minimum 9 credits)</b>		<b>9</b>
Advanced Degree Preparation		
Environmental Data Science		
Environmental and Resource Management and Policy		
Student Designed Field		

<b>Total Credits</b>	<b>42-43</b>
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## Fields:

### Advanced Degree Preparation

Course	Title	Credits
<b>Choose three of the following courses:</b>		
ECON406	Advanced Microeconomics	3
ECON414	Game Theory	3
ECON415	Market Design	3
ECON422	Econometrics	3
ECON423	Advanced Topics in Econometrics	3
MATH141	Calculus II	4
MATH240	Introduction to Linear Algebra	4
MATH241	Calculus III	4
STAT401	Applied Probability and Statistics II	3
STAT420	Theory and Methods of Statistics	3
STAT430	Introduction to Statistical Computing with SAS	3

Any other upper-level ECON/MATH/STAT course chosen in consultation with advisor

### ENVIRONMENTAL DATA SCIENCE

Course	Title	Credits
<b>Choose three of the following courses:</b>		
AREC280	Harvesting Big Data to Examine Agriculture and Climate Change	3
AREC380	Data Science for Environmental and Resource Economics	3



AREC422	Econometric Analysis in Agricultural and Environmental Economics	3
FIRE298	FIRE Semester 3	3
AOSC247 or GEOG276	Scientific Programming: Python Principles of Python Programming and Geocomputing	3
GEOG272	Introduction to Earth Observation Science	3
GEOG373	Geographic Information Systems	3
AOSC447	Machine Learning in Earth Science	3

## ENVIRONMENTAL AND RESOURCE MANAGEMENT AND POLICY

Course	Title	Credits
<b>Choose three of the following courses:</b>		
AREC200	The Chesapeake Bay Ecosystem: Intersection of Science, Economics, and Policy	3
AGNR301 or PLCY301	Sustainability Sustainability	3
ANTH242 or ANTH266	Fire, Farming and Climate Change: An Archaeology Take on the History of Human Impacts on our Planet Changing Climate, Changing Cultures	3
AOSC375	Introduction to the Blue Ocean	3
ENST403	Invasive Species Ecology	3
ENST485	Water Management in Urban Environment	3
FGSM340	Energy and Environmental Policy	3
GEOG332	Economic Geography	3

## STUDENT DESIGNED FIELD

Course	Title	Credits
This field requires a written proposal listing at least three courses totaling at least 9 credits.		9
The proposal must be submitted to the Undergraduate Committee of the AREC department. Committee approval must be obtained 30 or more credit hours before graduation. A student designed field may be used to study a foreign language as part of the AREC curriculum.		
<b>Total Credits</b>		<b>9</b>

## OTHER REQUIREMENTS FOR THE MAJOR

All courses must be passed with a grade of "C-" or better to count towards prerequisite courses, major core courses, or field requirements. "C- or better" means any grade for which the University awards 1.7 or more quality points in calculating GPA. Beginning with students matriculating Fall 2012, to be awarded a baccalaureate degree, students must have a minimum (2.00) cumulative grade point average across all courses used to satisfy major degree requirements

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

Four-year plan is attached to this proposal (Appendix 1 EREC 4 year Plan).

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

### Learning Outcomes

#### Learning Outcomes

Disciplinary Foundation – EREC majors will demonstrate knowledge of economic principles, terms and concepts and their application to analysis of economic problems in environmental and resource economics.

Critical and Analytical Thinking – EREC majors will demonstrate an ability to think critically about economic issues and to analyze and draw inferences from data.

Understanding Economic Policy – EREC majors will demonstrate knowledge of laws, policies and institutional arrangements in environmental and resource economics, their role in determining resource allocation, and how economics can inform policy design.

Diversity, Equity and Inclusion – EREC majors will demonstrate an understanding of the causes and consequences of differences in the distribution of environmental and natural resources across diverse socioeconomic, racial, and ethnic groups.

Appendix 2 Learning Outcome Assessment Plan



## New Program Information

### Mission and Purpose

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

The Environmental Economics (EREC) major at the University of Maryland empowers students to tackle critical global challenges such as climate change, energy sustainability, and resource scarcity. By integrating rigorous coursework in economics, data analysis, and environmental policy, the program equips students with the analytical tools and practical skills needed to drive innovative solutions at local, national, and global levels. With a strong emphasis on research and real-world application, EREC graduates are well-prepared for careers in data analytics, environmental policy, and sustainable resource management, contributing to workforce development and societal well-being.

EREC will be housed within the Department of Agricultural and Resource Economics (AREC), which has taught the courses necessary for this new major for many years. AREC's success in placing students in employment and graduate studies underscores its effectiveness in preparing future leaders in this new major and high-demand field.

Aligned with UMD's mission and strategic priorities, the EREC major fosters academic excellence while enhancing diversity, equity, and inclusion. Designed to attract top students, including those from underrepresented groups and Maryland community colleges, the program strengthens UMD's role as a leading institution for environmental economics education. By embedding DEI principles into its learning outcomes, EREC ensures that students are equipped to analyze and address inequities in environmental impacts and policies, fostering equitable and sustainable solutions. This commitment supports UMD's broader goal of tackling grand challenges while cultivating a diverse and engaged student body prepared to make meaningful contributions to society.

### Program Characteristics

**What are the educational objectives of the program?**

The educational objectives of the EREC major focus on equipping students with analytical, theoretical, and applied skills necessary to address complex environmental challenges through economics. Students first develop a strong foundation in statistics and mathematics, preparing them to apply quantitative methods in advanced coursework. They then explore environmental economics theory and its practical applications in critical areas such as energy, climate change, air pollution, and water scarcity, gaining the expertise needed to analyze and develop solutions for real-world issues.

Beyond coursework, students engage in experiential learning through faculty research, internships, service-learning, and teaching assistantships, enhancing their practical skills and career readiness. By integrating rigorous academic training with hands-on experience, the program prepares graduates for careers or advanced studies in environmental economics, equipping them to drive data-informed solutions in a rapidly evolving field.

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

There is no selective admissions policy or special criteria for the program.

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

The Department of Agricultural and Resource Economics courses are the same or similar to courses aligned with those required for a degree in Environmental Economics, Environmental and Resource Economics and Environmental and Sustainable Economics. Given that we already have the resources in place to make this major available, the department's faculty directed the undergraduate committee to develop this curriculum. The EREC curriculum was developed with the assistance of the department's undergraduate committee and the AREC faculty. Faculty also consulted with other departments to determine their course offerings in an informal process.

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

We have a Diversity, Equity, Inclusion and Respect committee that represents the populations of the department. We have worked closely with the committee as well as the AGNR Diversity Officer to develop programs and strategies to advance our diversity objectives including recruiting and retaining a diverse population of students. We continue to work with campus student groups that advocate DEIR as well as counselors and advisors at community colleges.

Environmental and Resource Economics focuses on understanding critical issues such as climate change, differential environmental resources, and resource depletion. Students from diverse backgrounds will be motivated by the opportunity to study these problems and contribute to global solutions that positively impact the world.

Graduates in this field can pursue careers in government, non-profits, international organizations, and private sector companies. Roles may include policy analysis, environmental consulting, resource management, and sustainability coordination. Diverse students will be attracted to the wide range of career paths and the potential for meaningful work.

Students from diverse backgrounds may have personal or community experiences related to environmental issues like pollution, resource scarcity, or environmental justice. These personal connections can drive their interest in studying how economic principles can be applied to improve environmental outcomes.



## Relationship to Other Units or Institutions

**If a required or recommended course is offered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.**

The EREC major will continue to rely on mathematics and statistics for its benchmark classes. These courses are open to all students and majors. They are also current requirements for the AREC major. We do not expect the EREC major to dramatically increase the number of seats needed in these courses.

The EREC fields draw from several different departments. We discussed these changes with the other departments involved in January 2024. Their approvals are attached to this proposal: "Appendix 5 Support letters for Env Econ fields.doc". We will notify the department that we will be modifying from a concentration to a major.

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

There are no specialized accreditation or certification requirement associated with this program.

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

The department does not plan to contract with another institution or non-collegiate organization for the program.

## Faculty and Organization

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

The Director of Undergraduate Programs (DUG) will provide academic direction and oversight for the proposed new major. The DUG meets with the Undergraduate Committee on a semi-semester basis and will consult with these individuals regarding challenges and positive aspects of the new major and any alterations that may be needed.

"Appendix 3 Faculty Involved with the EREC Program" contains a list of faculty members who will teach in the program. Because of the existing Area of Concentration in Environmental Economics, a core group of faculty already teach the courses listed in the curriculum.

**Indicate who will provide the administrative coordination for the program**

Program Administration will be managed by the AREC Assistant Director of the Undergraduate Programs.

## Resource Needs and Sources

**Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.**

We have request a report from the library and will attach it when it arrives.

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

All physical facilities, infrastructure, and instructional equipment are already in place. No new facilities will be required. The proposed program will be in-person. Instructors will use the UMD maintained ELMS. Enterprise Learning Management System. ELMS is a Web-based platform for sharing course content, tracking assignments and grades and enabling virtual collection and interaction. All students and faculty have access to UMD's electronic mailing system.

**Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.**

Our existing program is designed to provide classroom seats and similar resources to a large number of students. Any increase in enrollment in the new major can therefore be supported fully with our existing infrastructure.

Additionally, we have for many years, been strategically designing new and more contemporaneous courses, and altering our staffing and advising approach to position us to launch the new major. We are confident that we will be able to deliver the teaching and learning expectations for this program with our existing instructional resources.

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

We will utilize our existing administrative and advising resources to support the major.

We expect Faculty FTE will be allocated to this major as well as advising and administrative staff.

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

See "Appendix 4 Financial Resources and Expenditures"



The budget tables reflect a reallocation of internal UMD resources to establish the program.

Financial Resource:

Year 1 is based on the initial cohort of 10 enrolling in Fall 2025.

1. Line 1 reflects the reallocated resources anticipated to support the program
2. We assume that most students will be full-time undergraduates enrolled at UMD. As an undergraduate state sponsored program, we assume no additional revenue will be generated as no overall change in the overall undergraduate population will occur.
3. No external sources of funding are assumed.
4. No other sources of funding are expected.

Expenditures

The administrative staff and faculty are already in place to operate this program. Essentially they will be completing the same activities as our Area of Concentration but as a new major.

We do not expect additional expenditure for the program.

1. Line 1 reflects the faculty who will continue their activities under the banner of the new major instead of the current Area of Concentration.
2. Line 2 and 3 reflect the administrative and staffing support also already in place that will shift their time and energy to supporting the new major.
3. No graduate students will be assigned specifically to the new major.
4. We have listed a small amount for other expenses that currently are part of the existing operating expenses.

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

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

Environmental and Resource Economics is a critical discipline examining climate change, sustainability, and energy supply and demand. Students are eager to deepen their understanding of these issues, enhance their ability to advocate for meaningful change, and equip themselves with the skills needed to thrive in emerging economic opportunities.

As the home of the Chesapeake Bay and at the junction of policy-making in the US and worldwide, Maryland is at the forefront of the discussion on environmental issues. Environmental issues are examined in many disciplines within and across the campus, but no program focuses directly on environmental and resource economics. The AREC department and its current AREC major, have traditionally taught a full suite of courses on environmental economics, the economics of climate change, and energy economics. However, this new major highlights these resources in a way that is more accessible to students and easier to market to potential employers.

Few issues are more critical to the State of Maryland. AREC has devoted significant resources to developing an international reputation in this area, and the new major allows undergraduate students to seek a degree that carries that reputation forward.

In addition, the MDSE recognizes Environmental, Agricultural, and Natural Resources as one of the ten Career Clusters for the focus on Career and Technology Education (CTE). AREC has already devoted significant resources to teaching the economics of environmental, agricultural, and natural resources, and the new major highlights the field of environmental economics in a way that will attract students who have had the opportunity to study within these clusters.

The Maryland State Plan also emphasizes that “programs must support student development in critical thinking, problem-solving, and communication skills throughout the curriculum. Students should have an abundance of opportunities for career exploration and goal setting.” The plan highlights particularly the importance of internship opportunities and the need for “focused degree plans for students with highly specific goals. Our proposed major aligns with all these goals. It offers a focused course of study for students deeply interested in environmental challenges through the lens of economics. Our major will encourage and accommodate experiential learning opportunities such as internships and faculty-supported research. The new major will also offer rigorous courses that will foster critical thinking and problem-solving skills for our students.

The new major is also consistent with the principle of diversity. The AREC department is strongly committed to diversity and the University's expressed diversity goals. Currently, approximately 8 percent of our students are Black, 6 percent are Latino, and 42 percent are women. Our diverse student population reflects the fact that we place great value on all members of our community. Nonetheless, our express objective is to increase the number of minority and female students enrolled by creating a major that highlights the term Environment rather than Agriculture.

The EREC major will contribute directly to the need for the advancement and evolution of knowledge. The new major will leverage the unique strengths of AREC: its resources and premier faculty. Faculty who will teach in the new program include the Chief Economist for the Climate Leadership Council, a University Fellow and Senior Fellow at Resources for the Future, the editor of the Journal of Energy Economics, a fellow of the Agricultural and Applied Economics Association and a panelist on several National Academy of Sciences expert panels. Students will be able to learn from leading experts in environmental economics and take advantage of the wealth of opportunities available in the DMV area. We are confident that the major will help attract new students to Maryland and will close the gap in opportunities available to Maryland residents at their flagship state university. We will continue to build a stronger community of students interested in a field of critical contemporary relevance.



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

The job market for graduates with a bachelor's degree in environmental economics is expanding rapidly, driven by the growing demand for professionals who can integrate economic analysis with sustainability initiatives. The U.S. Bureau of Labor Statistics (BLS) projects a 7% growth in jobs for environmental scientists and specialists from 2023 to 2033, outpacing the average across occupations. This sector, which includes environmental consulting, climate policy, and regulatory compliance, is expected to generate approximately 8,500 job openings annually, fueled by workforce replacement needs and increased sustainability efforts. Additionally, the Environmental and Energy Study Institute (EESI) highlights the rising demand for experts in climate resilience, adaptation planning, resource management, and policy analysis, reflecting a broader trend toward sustainability-focused careers.

The rapid expansion of green industries—such as renewable energy, sustainable agriculture, and energy efficiency—further strengthens job prospects for environmental economics graduates. Positions in renewable energy economics, climate adaptation, and sustainability consulting are expected to grow due to legislative support and private-sector investment in clean energy infrastructure. Graduates from UMD's Agricultural and Resource Economics (AREC) program have demonstrated strong employment outcomes across private industry, government, non-profits, and civic organizations, with placement rates increasing from 88% in 2021 to 93% in 2023. Additionally, a national survey of agricultural college graduates found that salaries for AREC students increased by 8.2% to \$55,640, underscoring the rising value of environmental economics expertise in the job market. These trends indicate that the Environmental Economics (EREC) major will effectively prepare students for high-demand careers in sustainability, policy, and economic analysis, ensuring strong employment prospects in both the public and private sectors.

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

Many Institutions in the State of Maryland offer undergraduate degrees in environmental science. These focus on natural sciences and geography. Programs at University of Baltimore and St. Mary's College have incorporated economics at the basic level. Salisbury University has an environmental planning track focused on urban and regional development. These programs integrate elements of policy and sustainability. The Environmental Economics program will integrate economic theory, statistical analysis, and data-driven decision-making to address environmental challenges. It will offer advanced coursework in environmental and resource economics, econometrics, and policy evaluation. Our graduates will be prepared for roles in governmental agencies, private sector firms, and nonprofit organizations that require expertise in environmental economics, rather than just environmental science or policy.

Our program will complement, rather than duplicate, existing offerings in Maryland by filling a niche that is currently underserved. The market demand for professionals with strong analytical skills in economics and environmental policy is growing, especially in fields such as environmental consulting, regulatory analysis, and corporate sustainability. By focusing on quantitative and economic analysis, our program will provide a unique educational pathway distinct from broader environmental science or policy degrees.

**Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?**

We anticipate that the proposed major will have little to no impact on Maryland's Historically Black Institutions (HBIs). Currently, no Maryland HBI offers a major in environmental economics, and while the University of Maryland Eastern Shore (UMES) offers an environmental science major, its curriculum is primarily rooted in natural sciences rather than economics. Given this distinction, our program is unlikely to draw students away from UMES or any other Maryland HBI.

Additionally, our major is designed to attract students who are specifically interested in environmental economics—an area not currently covered by Maryland HBIs. Rather than overlapping with existing HBI programs, our major provides a unique opportunity within the state, appealing primarily to students who might otherwise pursue this field at Big Ten institutions or private universities in the DMV area. Therefore, we do not anticipate any negative effects on the uniqueness or identity of Maryland's HBIs.

## Supporting Documents

### Attachments

Appendix 4 Financial Resources and Expenditures.xlsx

Appendix 2 Learning Outcomes Assessment Plan.docx

Appendix 1 EREC 4 Year Plan.pdf

Appendix 5 Support letters for Env Econ field.docx

Appendix 6 EREC Major figure.docx

Collection\_Assessment\_EREC.docx

Appendix XXX Program Transfer Agreement Pathway with Montgomery College monday March 3 version (3).docx

Appendix 3 EREC Faculty List docx.pdf



Key: 997



# Environmental and Resource Economics

## Sample four year Plan (aka "Graduation plan")

Year 1	Fall	Spring
Required Benchmarks	Course Credit Grade	Course Credit Grade
MATH 113 or 115	MATH113 or 115 (MA) 3	ECON/200/AREC240/AREC241/AREC250 (HS)* 3
MATH 120	ENGL101 (AW) 3	MATH120 or 140 (AR) 3
	Humanities (HU) 3	Natural Science (NS) 3
	Oral Communication (OC) 4	Humanities (HU) 3
	UNIV100 3	Elective 3
	TOTAL 16	TOTAL 15
Year 3	Fall	Spring
Required Benchmarks	Course Credit Grade	Course Credit Grade
BMGT 230 or equiv.	ECON201 (HS)* 3	AREC 326 3
STAT 100	STAT100/MATH107/STAT400 3	BMGT 230/ECON230/STAT400 3
AREC 326	Scholarship in Practice (SP) 3	Field of Study #1 3
	Natural Science w/ Lab (NL) 4	Cultural Competence (CC) 3
	Understanding Plural Societies (UP) 3	Elective 3
	TOTAL 16	TOTAL 15
Year 3	Fall	Spring
	Course Credit Grade	Course Credit Grade
**5 Upper level AREC courses are required.	Scholarship in Practice (SP) 3	Upper level AREC #2 3
	Elective 3	Upper level AREC #3 3
	Professional Writing (PW) 3	Elective 3
3 courses in your chosen field of study required.	Upper level AREC #1 3	Elective 3
	Elective 3	Elective 3
	TOTAL 15	TOTAL 15
Year 4	Fall	Spring
	Course Credit Grade	Course Credit Grade
	Upper level AREC #4 3	Field of Study #3 3
	Upper level AREC #5 3	Elective 3
	Field of Study #2 3	Elective 3
	Elective 3	Elective 3
Don't forget to apply for graduation!	Elective 3	Elective 3
	TOTAL 15	TOTAL 15

\*Microeconomics(ECON200/AREC240/AREC241/AREC250) and ECON 201 are required early, as they are pre-requisites for AREC 326.

### Important reminders:

1. All benchmark requirements **must** be completed before students can advance to upper-level AREC courses. out of MATH 113, we recommend taking MATH 120 in your first semester.

\*\*Field of study: Natural Science, Social Science or Advanced Degree Preparation

(CC, UP). You can sign up for IS courses separately or plan on them to overlap with your other GenEd courses.



## **Appendix 2. Assessment of Learning Outcomes in Environmental and Resource Economics (EREC)**

The AREC department ensures the quality of its undergraduate curriculum through a comprehensive assessment process on an annual basis. All faculty teaching upper-level AREC courses actively participate in this effort, with nearly 70% of tenure-track (TTK) faculty involved in assessing learning outcomes during the 2023–2024 academic year. In addition, AREC faculty engage in formal and informal discussions to review assessment results and identify areas for curriculum improvement. These discussions drive continuous refinement of the program to meet evolving academic and professional standards. We have developed a similar approach for the Environmental and Resource Economics major

The department uses four learning outcome (PLO) areas: Disciplinary Foundation, Critical and Analytical Thinking, Understanding Economic Policy, and Diversity, Equity, and Inclusion (DEI). Outcomes are assessed for all AREC majors and across all upper-level AREC courses annually. This broad approach mitigates small sample biases commonly found in limited or randomized assessments. Students' competencies are evaluated using department-designed rubrics. Depending on the course, competency is demonstrated through exams, assignments, written work, or a combination of these methods. Each student is evaluated across five upper-level AREC courses. A majority of positive assessments in these courses results in an overall competency determination for each learning outcome.

Assessment outcomes are collected throughout the academic year, with analysis conducted in the subsequent fall semester. The department is also developing a comprehensive database to track historical trends in learning outcomes for all graduates, providing a foundation for long-term program development and improvement. This systematic assessment process reflects the department's commitment to maintaining academic excellence and preparing students for success in their professional and academic pursuits.



## Faculty Information for EREC Major

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

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Anna Alberini	Ph.D. Economics UC San Diego	Professor	AREC454 The Economics of Climate Change
James Archsmith	Ph.D. Economics UC Davis	Asst. Professor	AREC280-Harvesting Big Data to Examine Agriculture and Climate Change AREC380-Data Science for Enviromental and Resource Economics
Robert Chambers	Ph.D. Agricultural and Resource Economics UC Berkeley	Professor	AREC405-Economics of Production
Rebecca Epanchin-Niell	Ph.D. Agricultural and Resource Economics UC Davis	Associate Professor	AREC200- The Chesapeake Bay Ecosystem: Intersection of Science, Economics, and Policy
Paul Goeringer	J.D. University of Oklahoma	Principal Faculty Specialist	AREC430-Introduction to Agricultural and Resource Law
Erik Lichtenberg	Ph.D. Agricultural and Resource Economics UC Berkeley	Professor	AREC453- Natural Resources and Public Policy
Joshua Linn	Ph.D. Economics MIT	Professor	AREC456-Energy and Environmental Economics AREC466-Transportatoin Engineering,



			<b>Economics, and Policy AREC240 Introduction to Economics and the Environment</b>
<b>David Newburn</b>	<b>Ph.D. Environmental Science, Policy and Management UC Berkeley</b>	<b>Assoc. Professor</b>	<b>AREC455-Economics of Land-Use</b>
<b>Lars Olson</b>	<b>Ph.D. Economics Cornell</b>	<b>Professor</b>	<b>AREC280- Harvesting Big Data to Examine Agriculture and Climate Change AREC241- Environment, Economics and Policy</b>
<b>Louis Preonas</b>	<b>Ph.D. Agricultural and Resource Economics UC Berkeley</b>	<b>Assoc. Professor</b>	<b>AREC422 Econometric Analysis in Agricultural and Environmental Economics</b>
<b>Cory Smith</b>	<b>Ph.D. Economics MIT</b>	<b>Asst. Professor</b>	<b>AREC445 Agricultural Development, Population Growth and the Environment</b>
<b>Neslihan Uler</b>	<b>Ph.D. Economics NYU</b>	<b>Associate Professor</b>	<b>AREC326 Intermediate Applied Microeconomics</b>
<b>Roberton Williams</b>	<b>Ph.D. Economics Stanford University</b>	<b>Professor</b>	<b>AREC481 – Environmental Economics AREC240 Introduction to Economics and the Environment</b>
<b>Maria Soppelsa</b>	<b>Ph.D. Economics University of IL Urbana- Champaign</b>	<b>Lecturer</b>	<b>AREC326 Intermediate Applied Microeconomics</b>



**TABLE 1: RESOURCES**

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$ 80,000	\$ 90,000	\$ 100,000	\$ 115,000	\$ 115,000
2. Tuition/Fee Revenue (c+g below)					
a. #FT Students	15	20	25	35	45
b. Annual Tuition/Fee Rate	\$ 15,649	\$ 16,119	\$ 16,602	\$ 17,100	\$ 17,613
c. Annual FT Revenue (a x b)	\$ 234,738	\$ 322,374	\$ 415,056	\$ 598,511	\$ 792,599
d. # PT Students	5	10	15	20	20
e. Credit Hour Rate	\$ 509.50	\$ 524.79	\$ 540.53	\$ 556.74	\$ 573.45
f. Annual Credit Hours	15	16	16	16	16
g. Total Part Time Revenue (d x e x f)	\$ 38,213	\$ 83,966	\$ 129,727	\$ 178,158	\$ 183,503
3. Grants, Contracts, & Other External	\$ -	\$ -	\$ -	\$ -	\$ -
4. Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL (Add 1 - 4)</b>	<b>\$80,000</b>	<b>\$90,000</b>	<b>\$100,000</b>	<b>\$120,000</b>	<b>\$120,000</b>



**TABLE 2: EXPENDITURES**

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 4
1. Faculty (b+c below)	\$38,371	\$46,218	\$56,126	\$69,825	\$69,825
a. #FTE	2.5	3.0	3.5	4.0	4.0
b. Total Salary	\$28,850	\$34,750	\$42,200	\$52,500	\$52,500
c. Total Benefits	\$9,521	\$11,468	\$13,926	\$17,325	\$17,325
2. Admin. Staff (b+c below)	\$16,625	\$17,955	\$18,088	\$19,285	\$19,285
a. #FTE	0.2	0.2	0.4	0.4	0.4
b. Total Salary	\$12,500	\$13,500	\$13,600	\$14,500	\$14,500
c. Total Benefits	\$4,125	\$4,455	\$4,488	\$4,785	\$4,785
3. Total Support Staff (b+c below)	\$9,975	\$10,806	\$10,806	\$15,960	\$15,960
a. #FTE	0.2	0.2	0.2	0.3	0.3
b. Total Salary	\$7,500	\$8,125	\$8,125	\$12,000	\$12,000
c. Total Benefits	\$2,475	\$2,681	\$2,681	\$3,960	\$3,960
4. Graduate Assistants (b+c)					
a. #FTE					
b. Stipend					
c. Tuition Remission					
d. Benefits					
5. Equipment	\$1,530	\$1,521	\$1,500	\$1,430	\$1,430
5. Library	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses: Operational	\$12,500	\$12,500	\$12,479	\$12,500	\$12,500
<b>TOTAL (Add 1 - 8)</b>	<b>\$80,000</b>	<b>\$90,000</b>	<b>\$99,999</b>	<b>\$120,000</b>	<b>\$120,000</b>
resources - expenditures	\$0	\$0	\$1	\$0	\$0
					0



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**Request to list (ANTH242 or ANTH266) as an option under a field of study under the AREC:  
Environmental and Resource Economics major**

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**Paul A. Shackel** <pshackel@umd.edu>

Thu, Feb 1, 2024 at 9:27 PM

To: "Lars J. Olson" &lt;ljolson@umd.edu&gt;

Cc: "George N. Hambrecht" &lt;ghambrec@umd.edu&gt;, Erik Hanson &lt;ehanson@umd.edu&gt;

Hi Lars,  
Yes, you can add it to the Agricultural and Resource Economics track.  
Best,  
Paul

On Thu, Feb 1, 2024 at 8:29 PM Lars J. Olson <ljolson@umd.edu> wrote:

Dear Paul, George and Erik,  
I'm sorry to bother you again, but we are also redesigning the fields under our Agricultural and Resource Economics track and we would like to include ANTH407 Anthropology and Development as an option under a field on Hunger, Poverty and Development.

**HUNGER, POVERTY AND DEVELOPMENT**

Choose three of the following courses:

AREC260	The Science of Gender in Economics and Development
AREC345	Global Poverty and Economic Development
AREC365	World Hunger
AREC445	Agricultural Development, Population Growth and the Environment*
AASP320	Poverty and African American Children
ANTH407	Anthropology and Development
HLTH325	Poor in America: Health and Wellbeing
SOCY340	Globalization's Winners and Losers

\*May not double count toward upper level major requirements

As with my prior request, we anticipate a small number of students, between 0-3, would take ANTH407 in any given year. I apologize that I did not incorporate this in my previous request and a timely response would be much appreciated.

If you have any questions or concerns just let me know.  
Thanks very much,  
Lars

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Dr. Lars Olson  
Professor and Director of Undergraduate Studies  
Dept. of Agricultural and Resource Economics  
Carillon Faculty Fellow  
University of Maryland  
College Park, MD 20742

On Wed, Jan 10, 2024 at 1:49 PM Lars J. Olson <ljolson@umd.edu> wrote:

Much thanks to all for your prompt response.  
Take care,  
Lars

On Wed, Jan 10, 2024 at 1:06 PM Paul A. Shackel <pshackel@umd.edu> wrote:

Hi Lars,  
Yes, I approve.  
Paul

On Wed, Jan 10, 2024, 12:58 PM George N. Hambrecht <ghambrec@umd.edu> wrote:

Hi Lars,

I talked to Erik, our UG advisor, and we have no objections to this at all. Paul, as interim chair, is, I believe, happy to approve as well - but we should wait to hear it from him.

Thanks and regards,  
George H

On Fri, Jan 5, 2024 at 3:44 PM George N. Hambrecht <ghambrec@umd.edu> wrote:

This looks fine to me. Barney is on sabbatical. I should pass it by Erik Hanson our UG coordinator but from my point of view as ANTH DUGS it looks fine and I would be happy to have your students in 242 ( which I teach ) thanks , George

On Fri, Jan 5, 2024, 3:18 PM Lars J. Olson <ljolson@umd.edu> wrote:

Dear George and Barnett,

The AREC major has 3 tracks: Agricultural and Resource Economics, Agribusiness, and Environmental and Resource Economics.



To complement their upper level AREC courses, AREC majors under each of these tracks select 3 courses from a field of study. Each track offers 2 fields plus an advanced degree preparation option. AREC is updating the field of study requirements to align with student interest and changes in course offerings across campus. One of the redesigned fields we are proposing under our Environmental and Resource Economics track focuses on environmental management and policy. I am writing to request ANTH approval to list (ANTH242 or ANTH266) as an option under this field. If we obtain the necessary approvals, the proposed options for this field will be:

Choose three of the following courses:

Any upper level courses in the AREC Environmental and Resource Economics specialization*	
AREC200	The Chesapeake Bay Ecosystem: Intersection of Science, Economics, and Policy
ANTH242 or ANTH266	Fire, Farming and Climate Change: An Archaeology Take on the History of Human Impacts on our Planet Changing Climate, Changing Cultures
AOSC375	Introduction to the Blue Ocean (MATH120)
BSCI373/ENST373	Natural History of the Chesapeake Bay
ENST403	Invasive Species Ecology
ENST485	Water Management in Urban Environment (MATH120)
FGSM340	Energy and Environmental Policy (must apply and be accepted in the Federal Fellows Program)
GEOG332	Economic Geography
AGNR301/PLCY301	Sustainability

\*May not double count toward upper level major requirements

This would enhance complementarities that exist between our programs. Given current enrollment in the Environmental and Resource Economics track, and the course options available, we anticipate that a relatively small number of students would choose an ANTH course each year (somewhere in the 0-5 range).

If possible, I would be grateful for a response by January 22 so that we can proceed with the PCC submission. I will be happy to answer any questions. Thank you very much for your consideration.

Best regards,

Lars

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Dr. Lars Olson  
Professor and Director of Undergraduate Studies  
Dept. of Agricultural and Resource Economics  
Carillon Faculty Fellow  
University of Maryland  
College Park, MD 20742

George Hambrecht  
Associate Professor  
Director of Undergraduate Studies  
Anthropology Department  
University of Maryland, College Park  
0132 Woods Hall  
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phone - 301-405-1002



***Paul A. Shackel***

Professor (Interim Chair, Spring Semester, 2024)

Department of Anthropology

Woods Hall

University of Maryland

College Park, MD 20742

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[pshackel@umd.edu](mailto:pshackel@umd.edu)



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**Request to list AOSC247, AOSC375 and AOSC447 under a field of study under the AREC:  
Environemtnal and Resource Economics major**

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Alexandra L Jones <aljones4@umd.edu>  
To: "Lars J. Olson" <ljolson@umd.edu>

Wed, Jan 10, 2024 at 4:07 PM

Hi Lars,

Happy to report that I heard back from all 3 instructors and confirmed with my department chair that we can move forward with supporting your proposal. Is there any formal letter you need from us?

Alexandra L. Jones, PhD  
Director of Atmospheric and Oceanic Science Undergraduate Program  
Assistant Clinical Professor  
University of Maryland, College Park  
Email: [aljones4@umd.edu](mailto:aljones4@umd.edu)  
Phone: (301) 405-8416



On Wed, Jan 10, 2024 at 12:26 PM Alexandra L Jones <[aljones4@umd.edu](mailto:aljones4@umd.edu)> wrote:

Thanks for your quick response. I'm checking with the faculty members whose courses may be impacted, but I don't anticipate any problems with having an affirmative answer to you well before your deadline.

Alexandra L. Jones, PhD  
Director of Atmospheric and Oceanic Science Undergraduate Program  
Assistant Clinical Professor  
University of Maryland, College Park  
Email: [aljones4@umd.edu](mailto:aljones4@umd.edu)  
Phone: (301) 405-8416



On Wed, Jan 10, 2024 at 11:50 AM Lars J. Olson <[ljolson@umd.edu](mailto:ljolson@umd.edu)> wrote:

Dear Alexandra,

The AREC major has 3 tracks: Agricultural and Resource Economics, Agribusiness, and Environmental and Resource Economics. To complement their upper level AREC courses, AREC majors under each of these tracks select 3 courses from one field of study. Each track offers 2 fields plus an advanced degree preparation option. AREC is updating the field of study requirements to align with student interest and changes in course offerings across campus. I am writing to request AOSC approval to list the following courses:

1. AOSC247 and AOSC447 options under AREC: Environmental and Resource Economics track - field focused on environmental data analysis.
2. AOSC375 as an option under AREC: Environmental and Resource Economics track -- field focused on environmental management and policy.

Please see the attachment for details. Given current enrollment and the course options available, we anticipate that a relatively small number of students would choose an AOSC course each year (somewhere in the low single digits). Also, note that none of these are required courses. If a course is full, students can choose other options. If possible, I would be grateful for a response by January 22 so that we can proceed with the PCC submission. I will be happy to answer any questions or discuss any concerns. Thank you very much for your consideration.

Lars

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Dr. Lars Olson  
Professor and Director of Undergraduate Studies  
Dept. of Agricultural and Resource Economics  
Carillon Faculty Fellow  
University of Maryland  
College Park, MD 20742



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## Request to list ENST courses as options under redesigned fields of study under two different AREC major tracks

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Andrew H. Baldwin <baldwin@umd.edu>

Tue, Jan 16, 2024 at 11:34 AM

To: "Lars J. Olson" <ljolson@umd.edu>

Cc: Shannon Browne <shannon3@umd.edu>, "Paul T. Leisnham" <leisnham@umd.edu>, Eni Baballari <ebaballa@umd.edu>, Jose-Luis Izursa <jlizursa@umd.edu>, Jennifer Gunnulfsen <jgunnulf@umd.edu>

Dear Lars,

\* ENST approves the inclusion of ENST441 Sustainable Agriculture, ENST403 Invasive Species Ecology, and ENST485 Water Management in Urban Environment in the revised AREC major.

\* We have not taught BSCI373/ENST373 Natural History of Chesapeake Bay since Fall 2020 and we are evaluating its future, so please do not include that. We would be happy to work with you to explore other ENST courses if that would be of interest.

Please note that ENST441 is only taught during the Fall semesters.

I am copying our undergraduate team and department chair. Thanks for considering ENST courses in AREC!

With best wishes,  
Andy

Andrew H. Baldwin  
Professor and Interim Director of Undergraduate Programs  
Department of Environmental Science and Technology  
1423 Animal Science Building  
University of Maryland  
College Park, MD 20742

Tel: 301-405-7855  
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Email: [baldwin@umd.edu](mailto:baldwin@umd.edu)  
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[Quoted text hidden]



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**Request to list FGSM340 as an option for a field under one track in the AREC major**

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**Jayakumar Arasan** <jarasan@umd.edu>

Wed, Jan 10, 2024 at 4:34 PM

To: "Lars J. Olson" &lt;ljolson@umd.edu&gt;

Dear Lars,

Good to hear from you!

Yes, we concur with your request to include FGSM340 as an option under the Environmental and Resource Economics track of your major. We are honored and love integrating our programs to provide additional options for students to complement/complete their major requirements.

Thanks for reaching out to me about this. Please let me know if you have any questions or need anything else from me to complete this process.

Best regards,

Jay

[Quoted text hidden]

Jay Arasan  
Associate Director  
Maryland, Federal, and Global Fellows; Individual Studies  
2407 Marie Mount Hall  
University of Maryland  
College Park, Maryland 20742  
[jarasan@umd.edu](mailto:jarasan@umd.edu)  
301-314-1130 (direct line)



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## Request to list FIRE298: Sustainability Analytics as an option for a field under one track in the AREC major

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Patrick J Killion <pkillion@umd.edu>  
To: "Lars J. Olson" <ljolson@umd.edu>  
Cc: Carolina Vieira <cvieira@umd.edu>

Tue, Jan 9, 2024 at 4:06 PM

Hello Lars,

This is wonderful - it would be such an amazing outcome if we could achieve this type of thing for more of the disciplines we have engaged.

Please let me know if you need support or information from me to assist in the process. I am copying our head of academic operations, Dr. Carol Vieira so that she is aware, as well.

Patrick/Patricia

On Mon, Jan 8, 2024 at 11:29 PM Lars J. Olson <ljolson@umd.edu> wrote:

Dear Patrick/Patricia,  
Happy New Year.

The AREC major has 3 tracks: Agricultural and Resource Economics, Agribusiness, and Environmental and Resource Economics. To complement their upper level AREC courses, AREC majors under each of these tracks select 3 courses from one field of study. Each track offers 2 fields plus an advanced degree preparation option. AREC is updating the field of study requirements to align with student interest and changes in course offerings across campus. As part of the PCC process I am writing to request FIRE approval to list FIRE298-Sustainability Analytics as part of a field focused on analysis of environmental data. This field will be one of the fields under our Environmental and Resource Economics track.

ENVIRONMENTAL DATA SCIENCE field

Choose three of the following courses:

AREC280 Harvesting Big Data to Examine Agriculture and Climate Change

AREC380 Data Science for Environmental and Resource Economics\*

AREC422 Econometric Analysis in Agricultural and Environmental Economics\*

FIRE298 FIRE Sem. 3: Sustainability Analytics (Sustainability Analytics track only)

AOSC247 Scientific Programming: Python

or GEOG276 Principles of Python Programming and Geocomputing

GEOG272 Introduction to Earth Observation Science

AOSC347 Computing and Data Analysis: Deciphering Climate Change Clues (MATH140)

GEOG373 Geographic Information Systems

\*May not double count toward upper level major requirements

If possible, I would be grateful for a response by January 22 so that we can proceed with the PCC submission. I will be happy to answer any questions or discuss any concerns. I'm not 100% sure if you are the correct contact person for this. If not please share with whoever in FIRE handles these matters.

Thank you very much for your consideration.

Best regards,

Dr. Lars Olson  
Professor and Director of Undergraduate Studies  
Dept. of Agricultural and Resource Economics  
Carillon Faculty Fellow  
University of Maryland  
College Park, MD 20742

Patrick/Patricia Killion, Ph.D.

Director: The Office of Undergraduate Research (OUR)

Director: The First-Year Innovation & Research Experience (FIRE)

Office of the Senior Vice President and Provost

University of Maryland

email: [pkillion@umd.edu](mailto:pkillion@umd.edu)

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office: 2337 Atlantic Building



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**Request to list GEOG272, GEOG276 and GEOG373 as options under a field of study under the AREC: Environmental and Resource Economics major**

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**Lars J. Olson** <ljolson@umd.edu>

Fri, Jan 5, 2024 at 5:39 PM

To: Keith Yearwood &lt;kyearwoo@umd.edu&gt;, "Tatiana V.Loboda" &lt;loboda@umd.edu&gt;

Dear Keith and Tatiana,

I'm writing to request GEOG approval to list a few GEOG courses as options under redesigned fields of study for 2 tracks of the AREC major. Different GEOG courses as options under different fields. Please see the attachment for details. This supersedes my prior email that only included our proposed changes to one field.

I am happy to address any questions or concerns. Thank you for your consideration.

Best regards,

Lars

[Quoted text hidden]

**AREC field redesign - GEOG request.pdf**

113K



The AREC major has 3 tracks: Agricultural and Resource Economics, Agribusiness, and Environmental and Resource Economics. To complement their upper level AREC courses, AREC majors under each of these tracks select 3 courses from a field of study. Each track offers 2 fields plus an advanced degree preparation option. AREC is updating the field of study requirements to align with student interest and changes in course offerings across campus. I am writing to request GEOG approval to list the following GEOG courses:

1. GEOG272, GEOG276 and GEOG373 as options under AREC: Environmental and Resource Economics track -- field focused on analysis of environmental data.
2. GEOG332 as an option under AREC: Environmental and Resource Economics track -- field focused on environmental management and policy.
3. GEOG431 as an option under AREC: Agricultural and Resource Economics track -- field focused on agricultural, food and natural resource systems.

Details of the proposed fields are provided below.

**AREC: Environmental and Resource Economics track -- field focused on analysis of environmental data.**

Choose three of the following courses:

AREC280	Harvesting Big Data to Examine Agriculture and Climate Change
AREC380	Data Science for Environmental and Resource Economics*
AREC422	Econometric Analysis in Agricultural and Environmental Economics*
FIRE298	FIRE Sem. 3: Sustainability Analytics (Sustainability Analytics track only)
AOSC247 or GEOG276	Scientific Programming: Python Principles of Python Programming and Geocomputing
GEOG272	Introduction to Earth Observation Science
AOSC347	Computing and Data Analysis: Deciphering Climate Change Clues (MATH140)
GEOG373	Geographic Information Systems

\*May not double count toward upper level major requirements

**AREC: Environmental and Resource Economics track -- field focused on environmental management and policy.**

Choose three of the following courses:

Any upper level courses in the AREC Environmental and Resource Economics specialization*	
AREC200	The Chesapeake Bay Ecosystem: Intersection of Science, Economics, and Policy
ANTH242 or ANTH266	Fire, Farming and Climate Change: An Archaeology Take on the History of Human Impacts on our Planet Changing Climate, Changing Cultures
AOSC375	Introduction to the Blue Ocean (MATH120)
BSCI373/ENST373	Natural History of the Chesapeake Bay



ENST403	Invasive Species Ecology
ENST485	Water Management in Urban Environment (MATH120)
FGSM340	Energy and Environmental Policy (must apply and be accepted in the Federal Fellows Program)
GEOG332	Economic Geography
AGNR301/PLCY301	Sustainability

\* May not double count toward upper level major requirements

**AREC: Agricultural and Resource Economics track – field focused on agricultural, food and natural resource systems.**

Choose three of the following courses:

Any upper level courses in the AREC Agricultural and Resource Economics specialization*	
AREC210	The Food Chain: What Happens As Your Food Goes From Farm to Table
ANSC101	Principles of Animal Science
ANSC227	Eating with Eyes Wide Open
ANTH242	Fire, Farming and Climate Change: An Archaeology Take on the History of Human Impacts on our Planet
ANTH421	Nutritional Anthropology
ENST441	Sustainable Agriculture
GEOG431	Culture and Natural Resource Management
GVPT206	Appetite for Change: Politics and the Globalization of Food
PLSC112	Introductory Crop Science
PLSC125	Feeding Ten Billion by 2050: Food Security and Crop Protection
NFSC100 or NFSC112	Elements of Nutrition  Food: Science and Technology

\* May not double count toward upper level major requirements

This would enhance complementarities that exist between our programs. Given current enrollment and the course options available, we anticipate that a relatively small number of students would choose an GEOG course each year (somewhere in the single digits). The fact that some of these courses are offered in Winter or Summer would potentially be mutually beneficial for your program and our students.

If possible, I would be grateful for a response by January 22 so that we can proceed with the PCC submission. I will be happy to answer any questions. Thank you very much for your consideration.



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**Request to list GEOG272, GEOG276 and GEOG373 as options under a field of study under the AREC: Environmental and Resource Economics major**

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**Tatiana V. Loboda** <loboda@umd.edu>

Mon, Jan 8, 2024 at 2:38 PM

To: "Lars J. Olson" &lt;ljolson@umd.edu&gt;

Cc: Keith Yearwood &lt;kyearwoo@umd.edu&gt;, "George C. Hurtt" &lt;gchurtt@umd.edu&gt;

Hi Lars,

GEOG is fully on board. Thanks for reaching out to us.

Tatiana

On Fri, Jan 5, 2024 at 2:29 PM Lars J. Olson &lt;ljolson@umd.edu&gt; wrote:

[Quoted text hidden]

\*\*\*\*\*

Tatiana Loboda  
Professor and Chair  
Department of Geographical Sciences  
University of [Maryland](#)  
[7251 Preinkert Dr., Suite 2181](#)  
[College Park, MD 20742](#)  
Phone: 301-405-8891  
Email: [loboda@umd.edu](mailto:loboda@umd.edu)

\*\*\*\*\*







EREC- Environmental and Resource Economics (0111D)						
General Education Requirements				Major Requirements		
(Grade of (C-) or higher is required in major required courses which satisfy a GenEd requirement as well.)				The cumulative average of these courses must be a 2.0 Grade of (C-) or higher is required in each course.		
Requirements: 15 credits	Course	Credits	Grade	Requirements	Credits	Grade
Fundamental Studies				Core AREC Requirements	36	credits
Academic Writing AW		3		ECON 200 or AREC240 or AREC250	3	
Professional Writing PW		3		ECON 201	3	
Oral Comm. OC		3		AREC 326	3	
Math MA	MATH120/140	3		ECON230 or BMGT230^	3	
Analytic Reasoning AR	STAT100	3		MATH 120 or MATH140	3	
Distributive Studies				STAT100 or MATH107^	3	
Natural Sciences Lab NL		4		Specialization requirements	15	credits
Natural Sciences NS		3		Upper level AREC course #1	3	
History/Social Sciences HS	ECON200	3		Upper level AREC course #2	3	
History/Social Sciences HS	ECON201	3		Upper level AREC course #3	3	
Humanities HU		3		Upper level AREC course #4	3	
Humanities HU		3		Upper level AREC course #5	3	
Scholarship in Practice SP		3		Fields (Select 3 courses in 1 field)	9	Credits
SinP (non major)		3		Field of study AREC course #1	3	
Big Question (Formerly called I-series)				Field of study AREC course #2	3	
Normally double counted with Distributive Studies				Field of study AREC course #3	3	
Big Question SCIS		3		Fields of study include		
Big Question SCIS		3		Advanced Degree Preparation		
Diversity				Environmental Data Science		
(overlap permitted with Distributive Studies and/or I-series)				Environmental and Resource Management and Policy		
Understanding Plural Soc. UP		3		Student Designed Field		
		1,2 or 3				
Cultural Competence CC						
Experiential Learning- optional				Benchmarks		
(overlap permitted with other requirements/courses)				Benchmarks are courses that need to be completed by certain checkpoints.		
				Benchmark 1 Requirements: By completion of 2 semesters		
				MATH 113 or 115 3		
Requirements for Graduation				MATH 120 3		
Students must earn a minimum of 120 credits.				Benchmark 2 Requirements: By completion of 4 semesters		
At least 30 credits must be earned at UMD				AREC 326 3		
15 of the final 30 credits must be earned at the 300-400 level				BMGT 230 or equiv. 3		
12 upper level major credits must be earned at UMD				STAT 100 3		
Benchmark 1 Requirements: By completion of 4 semesters				Students must earn a minimum of 120 credits.		
				At least 30 credits must be earned at UMD		



<b>Benchmark 3 Requirements: By completion of 6 semesters</b>	<div>_____ 15 of the final 30 credits must be earned at the 300-400 level</div> <div>_____ 12 upper level major credits must be earned at UMD</div>
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*^STAT400 will satisfy the requirements for both STAT100 and BMGT230*

Taken from:                      Date Updated:                      6/17/2024

<https://academiccatalog.umd.edu/undergraduate/colleges-schools/agriculture-natural-resources/agricultural-resource-economics/agricultural-resource-economics-major/#requirements-text>



# Appendix XXX Program Transfer Agreement Pathway with Montgomery College

**Program Transfer Agreement Pathway: A.A. in General Studies—Economics Discipline Option at Montgomery College to B.S. in Environmental and Resource Economics at the University of Maryland, College Park (x/xx/2025)**

Montgomery College A.A. in Economics						
	Fall Semester			Spring Semester		
	MC Course	UMD Equivalent	Credits	MC Course	UMD Equivalent	Credits
Year 1	ENGL101: Introduction to College Writing*	Lower-level Elective	3	ENGL102 or ENGL103 (ENGF)*	ENGL101 (Gen ed: FSAW)	3
	Comm112* (GEIR)	Comm107 (FSOC)	3	Scholarship in Practice	See Distributive Studies note below (Gen Ed: DSSP)	3
	MATH165 Pre-Calculus(MATF) No MC classes found for Math113	Math 113 (algebra and Trigonometry) or 115 (precalculus)	3	Math181Calculus1or Math150 Elem Applied Calc 1 * (MATF)	MATH120 or Math140 (Major Requirement and Gen Ed: FSMA/FSAR)	3
	Humanities (HUMD)***	See Distributive Studies note below Gen Ed: DSHU <sub>1</sub>	3	Natural Science distribution (NSND) ***	See Distributive Studies note below (Gen Ed: DSNS)	3
	ECON202: Principles of Economics II (BSSD)**	ECON200 Principles of Microecon (Major Requirement and Gen Ed: DSHS <sub>1</sub> )	3	GEIR: (ARTD) or (HUMD)	See Distributive Studies note below	3
	Total Credits		15	Total Credits		15
	Fall Semester			Spring Semester		
	MC Course	UMD Equivalent	Credits	MC Course	UMD Equivalent	Credits
Year 2	MATH117: Elements Statistics (MATF) No classes found for UMD Math107 Introduction to Math Modeling and Probability	STAT100 (Elementary Statistics and Probability) Or MATH107 (Major Requirement and Gen Ed: FSMA)	3	BSAD210: STAT FOR BUS & ECON	BMGT230 (Major Requirement and Gen Ed: FSMA/FSAR)	3
	Big Question Class	SCIS course Gen Ed: SCIS course	3	Global and Cultural Perspectives (GCP)***	See Distributive Studies note below (Gen Ed: DVUP)	3
	BSSD** (non-economic class)	(Gen Ed: DSHS <sub>2</sub> )	3	Natural Sciences Distribution with Lab (NSLD)***	See Distributive Studies note below (Gen Ed: DSNL)	4
	ECON201: Principles of Economics I	ECON201 Principles of Macroecon (Major Requirement and Gen Ed: DSHS)	3	SSAH courses	200-level recommended	6
	SSAH course		3			
	Total Credits		15	Total Credits		16
Apply to graduate from MC with an Associate of Arts in Economics						



General notes:

Courses that will transfer as major requirements must be completed with a minimum grade of C-. Courses that will transfer only as UMD general education or elective courses must be completed with a minimum grade of D-.

Students should attempt ENGL and MATH foundation requirements at MC within completion of the first 24 credits of college-level work or at the completion of any prerequisite or non-credit coursework.

Effective for UMD students matriculating in Fall 2022 and beyond: students may count up to 70 credits earned at a 2-year institution toward a bachelor's degree.

Specific equivalency notes:

\*If ENGL101/ENGL101A or ENGL102/ENGL103 are not needed, students should select another course that will count for a UMD general education or elective course as indicated in the UMD [transfer course database](#).

\*\*Montgomery College requires that their Behavioral and Social Sciences Distribution (BSSD) courses must come from different disciplines.

\*\*\*Distributed Studies Note: MC students must select from approved MC General Education category course options; UMD equivalency may vary (consult UMD [transfer credit database](#)), but will at minimum count for a UMD elective course



University of Maryland B.S. in Environmental and Resource Economics				
	Fall Semester		Spring Semester	
	UMD Course	Credits	UMD Course	Credits
Year 3	AREC326 (Core)	3	Upper-level AREC Course #1	3
	AREC200; AREC280; or other <b>DSSP</b> course	3	Upper-level AREC Course #2	3
	Field of study AREC course #1	3	Professional Writing (FSPW)	3
	AREC200; AREC260; AREC254; AREC280; AREC210 or other <b>SCIS</b> course	3	Field of study AREC course #2	3
	Elective	3	Gen ED class DVCC	3
	<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
	Fall Semester		Spring Semester	
	UMD Course	Credits	UMD Course	Credits
Year 4	Upper-level AREC Course #3	3	Upper-level AREC Course #5	3
	Upper-level AREC Course #4	3	Field of study AREC course #3	3
	AREC260; AREC365; AREC345 or other <b>DVUP</b> course	3	Electives	9
	Electives	6		
	<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
<b>Total UMD credits</b>				<b>60</b>

**Please note:** When a requirement category can be satisfied by a number of different courses, the category name (e.g., DSHU: Humanities) is referenced in lieu of listing an example course as the latter could be misinterpreted to mean the listed course is required. When a specific course is required, it is explicitly listed along with notation of other requirement applicability.