MEMORANDUM

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

   Charles Caramello
   Associate Provost and Dean, Graduate School

FROM: Elizabeth Beise
   Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Post-Baccalaureate Certificate of Professional Studies in Risk, Compliance, and the Law (PCC log no. 15066)

On May 31, 2016, Chancellor Caret gave final approval to your proposal to offer a new iteration of the Post-Baccalaureate Certificate of Professional Studies with a focus in Risk, Compliance, and the Law. A copy of the approved proposal is attached.

This new iteration is effective Fall 2016. Please ensure that the program is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/
Enclosure

cc: Andrew Harris, Chair, Senate PCC Committee
    Barbara Gill, Office of Enrollment Management
    Reka Montfort, University Senate
    Chip Denman, Division of Information Technology
    Pam Phillips, Institutional Research, Planning & Assessment
    Anne Turkos, University Archives
    Linda Yokoi, Office of the Registrar
    Alex Chen, Graduate School
    Wayne McIntosh, College of Behavioral and Social Sciences
    Sally Simpson, Center for the Study of Business, Ethics, Regulation, and Crime
May 31, 2016

Dr. Wallace D. Loh  
President  
University of Maryland, College Park  
Main Administration Building  
College Park, MD 20742

Dear Wallace,

Thank you for forwarding the request of the University of Maryland to offer two new iterations of the Master of Professional Studies and Post-Baccalaureate Professional Studies Certificate with areas of focus in Geospatial Intelligence and in Risk Compliance & Law.

I am pleased to approve this request. Please share my appreciation with the faculty in working to make this a possibility. I have confidence the programs will be successful.

Sincerely yours,

Robert L. Caret  
Chancellor

cc: Mary Ann Rankin, Senior Vice President and Provost  
Charles Caramello, Associate Provost and Dean, Graduate School  
Gregory Ball, Dean, College of Behavioral and Social Sciences  
Theresa Hollander, Associate Vice Chancellor for Academic Affairs
Program: *Graduate Certificate of Professional Studies in Risk, Compliance, and the Law*

Department / Unit: The Center for the Study of Business Ethics, Regulation & Crime

College/School: The Robert H. Smith School of Business and the College of Behavioral and Social Sciences

Proposal Contact Person (with e-mail):

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

- Curriculum change (including modifying minors, concentrations/specializations, and creating informal specializations)
- Curriculum Change is for an LEP Program
- Renaming of program or formal Area of Concentration
- Establish/Discontinue a formal Area of Concentration
- Establish a new academic degree/certificate program
- Create an online version of an existing program

- Establish a new minor
- Suspend/Discontinue a degree/certificate program
- Establish a new Master or Certificate of Professional Studies program
- New Professional Studies program will be administered by Office of Extended Studies
- Other:

Summary of Proposed Action (use additional sheet if necessary):

The proposed 12-credit, four-course *Graduate Certificate of Professional Studies in Risk, Compliance, and the Law* (GC-RCL) offered through the Center of the Study of Business Ethics, Regulation, & Crime is intended to provide post-baccalaureate training and knowledge in the interdisciplinary fields of business law, ethics, criminology, and accounting. This program, along with the Center of the Study of Business Ethics, Regulation, & Crime, is a joint effort between the College of Behavioral and Social Sciences and the Robert H. Smith School of Business.

APPROVAL SIGNATURES: Please print name, sign, and date. Include additional lines for multi-unit programs.

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

1. Department Committee Chair:

2. Department Chair: ____________________________ (Center Director)

3. College/School PCC Chair: ____________________________ 3/24/14

4. Dean: ____________________________________________ 3/24/14

5. Dean of the Graduate School (if required): ____________________________ 3/21/16

6. Chair, Senate PCC: ____________________________ 5/16/16

7. Chair of University Senate (if required): ____________________________ 5/31/2016

8. Vice President of Academic Affairs & Provost ________________

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

(1) 012028001280101 BSOS-College of Behavioral & Social Sciences (Primary)

(2) 012024001240101 GRAD-Graduate School
I. PROGRAM OVERVIEW

The proposed 12-credit, four-course *Graduate Certificate of Professional Studies in Risk, Compliance, and the Law (GC-RCL)* offered through the Center of the Study of Business Ethics, Regulation, & Crime is intended to provide post-baccalaureate training and knowledge in the interdisciplinary fields of business law, ethics, criminology, and accounting. This program, along with the Center of the Study of Business Ethics, Regulation, & Crime, is a joint effort between the College of Behavioral and Social Sciences and the Robert H. Smith School of Business.

GC-RCL will focus on forensic audit investigations, software utilization as applied to discerning potentially fraudulent activity, and a detailed understanding of businesses’ legal obligations and the origin and consequences of non-compliance. The program will provide recent business and behavioral and social science undergraduate students and current attorneys and compliance officers an opportunity to gain a specific skill set and knowledge base including being able to understand and effectively implement the latest developments in empirically supported compliance strategies, investigation and audit practices (including the use of sophisticated software packages and statistical analysis to identify reporting and data aberrations).

GC-RCL will be offered in a four term format with each term lasting 12 weeks and students may complete the program in one year. This program is modeled after other successful Graduate Certificate of Professional Studies programs offered at UMD. The term-based structure allows students to complete the degree more quickly.

II. MISSION AND PURPOSE

A. How does the proposed program support the Mission and Strategic Goals of the University? Why is it necessary?

The current mission statement (*Mission and Goals Statement, University of Maryland, College Park, April 29, 2014*) emphasizes the University’s commitment to “Continue to extend our learning community beyond the campus boundaries through the development of programs that fill demonstrated needs for the State and are consistent with the objectives of our academic programs.” (v.1 p.7).

The mission of the Center for the Study of Business Ethics, Regulation & Crime is to generate new ideas and information at the intersection of theory, policy, and practice that will serve as a resource for business leaders, policymakers, and practitioners. C-BERC embraces a unique interdisciplinary approach to the legal and ethical challenges of modern business operations by integrating and extending research in the fields of business ethics, regulation, and criminology adding to the broad range of academic and interdisciplinary fields students can study at the University of Maryland.

The target population for this program includes recent undergraduates (particularly from the social sciences and business) who are interested in careers in forensic auditing and crime investigation; business regulation, ethics, compliance; and business crime prevention and control. Additional targets for the program also include attorneys with a desire to work within companies but with little training to do so and compliance/ethics officers who would receive new training to advance them in their current jobs. Part of the mission of the University of Maryland is to develop innovative and relevant programs that will address great and challenging problems of our time. Corporate malfeasance, with its extensive consequences for victims and society, is a critical challenge in today’s national and global context. The interdisciplinary focus of the program coupled with the skills and training offered in the
professional certificate will promote ethical conduct, business integrity and corporate compliance with the law—outcomes that will benefit citizens of the state, the nation, and the world.

B. Identify all related programs currently offered in the State of Maryland and explain how the proposed program differs in curriculum or otherwise addresses constituencies not currently served.

There are no programs similar in content to this Graduate Certificate of Professional Studies within the State of Maryland.

C. Student Audience and Enrollment Estimates (based on market research analysis).

Based on research, the Center has determined that a course must have, at a minimum, 8 students enrolled in order to allow for meaningful discussion. Using the same methods, C-BERC has also determined that an online course larger than 40 students would be extraordinarily taxing on the instructor. C-BERC hopes enrollment will grow in subsequent years, particularly given the opportunity for students to enroll at multiple points throughout the year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Enrollment</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
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III. CHARACTERISTICS OF THE PROPOSED PROGRAM

A. Educational Objectives

The Graduate Certificate of Professional Studies in Risk, Compliance, and the Law (GC-RCL) offers post-baccalaureate training and knowledge focused on forensic audit investigations, software utilization as applied to discerning potentially fraudulent activity, and a detailed understanding of businesses’ legal obligations and the origin and consequences of non-compliance. This training includes a broad foundation on accounting and forensic auditing, legal and regulatory compliance, theories and empirical research on white-collar crime and the victimization of business, and exposure to techniques that electronically capture and integrate data from a variety of different sources to assist managerial decision-making in such areas as fraud detection. GC-RAC is designed to build an interdisciplinary knowledge base and skill set drawing from accounting, criminology, law, and statistics that will translate into career opportunities for recent business and behavioral/social science undergraduates and provide additional training for compliance officers and attorneys who already work in business and/or auditing settings. Graduates will be able to understand and effectively implement the latest developments in empirically supported compliance strategies, investigation and audit practices (including the use of sophisticated software packages and statistical analysis to identify reporting and data aberrations). They will also learn about corporate ethical and legal obligations, both domestically and internationally; strategies to meet and maintain compliance; how to conduct investigations and attorney-client privilege.

Statistical skill training opportunities will include:
- Introduction to major statistical software packages (SPSS, SAS, Stata, excel, XLMiner)
- Focus on large data sets for data mining/machine learning tools for classifications (such as decision trees, neural networks, techniques to recognize patterns in the data and regression modeling and statistics to aid prediction).
- Computer-aided analysis techniques for detecting and investigating white-collar offenses, issues related to the collective use of digital evidence and collection of data from electronic devices.

Career exploration opportunities will include:
- Professional career development and next steps (e.g., directing students to on-campus and on-line resources; translating skills into employment; mentoring, changing careers; MA or MBA).
- Facilitating informational interviews with professionals in workplace settings.
- Workshops on the horizon of I/O psychology (e.g., how technology and globalization are driving the profession)
- Professional association memberships

As part of this the program, lectures and will be delivered across the Internet using online technology. On occasion, students may attend online lectures in real time via the use of webcams and headsets with microphones. Additionally, some courses in this program will be project-based, enabling the students to apply their skills in real time on real-life business problems. Online lectures (lecture slides, presentation, and Q&A interactions) are video-archived for reviewing.

B. Catalog Description

The Graduate Certificate of Professional Studies in Risk, Compliance, and the Law (GC-RCL) offers post-baccalaureate training and knowledge focused on forensic audit investigations, software utilization as applied to discerning potentially fraudulent activity, and a detailed understanding of businesses' legal obligations and the origin and consequences of non-compliance. This training includes a broad foundation on accounting and forensic auditing, legal and regulatory compliance, theories and empirical research on white-collar crime and the victimization of business, and exposure to techniques that electronically capture and integrate data from a variety of different sources to assist managerial decision-making in such areas as fraud detection.

C. Program Requirements that include term/semester format with outline of course offerings, a full listing of courses (number, title, semester credit hours), and other components. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

Program Requirements, Completion, and List of Courses

The Graduate Certificate of Professional Studies in Risk, Compliance, and the Law (GC-RCL) will be offered in a four term format with each term lasting 12 weeks and students may complete the program in one year. GC-RCL is modeled after other successful Graduate Certificate of Professional Studies programs offered at UMD. The term-based structure allows students to complete the degree more quickly.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
<th>Format</th>
<th>New?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>XXX: Accounting and Its Uses in the Forensic Process</td>
<td>3</td>
<td>Online</td>
<td>Yes</td>
</tr>
<tr>
<td>II</td>
<td>XXX: Legal and Regulatory Compliance</td>
<td>3</td>
<td>Online</td>
<td>Yes</td>
</tr>
<tr>
<td>III</td>
<td>XXX: Investigative tools and Data Analysis</td>
<td>3</td>
<td>Online</td>
<td>Yes</td>
</tr>
<tr>
<td>IV</td>
<td>XXX: White-Collar Crime and Victimization</td>
<td>3</td>
<td>Online</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The following courses require VPAC approval:
C-BERC will be working to create their own course prefix before each course is developed.

****XXX: Accounting and Its Uses in the Forensic Process, 3 credits
This course will explore ways that accounting is used in forensic examinations. The course will begin with an introduction to accounting for the uninitiated. Topics covered in the introduction may include: an introduction to bookkeeping, key accounts, financial statements and their composition, and concepts in managerial accounting. The course will then cover principles of forensic accounting and the use of financial statement analysis in the forensic process. Topics covered in forensic accounting may include the following: Common fraud schemes in the areas of fraudulent financial reporting, misappropriation of resources, corruption and illegal acts; How fraud schemes typically appear in the accounting records and financial statements of an enterprise or agency; The use of financial
statement analysis and analytics to detect fraud; Differences between a routine financial statement audit and a forensic audit; The limitations on financial statement audits in the discovery of fraud; How budgeting issues in managerial accounting can pressure managers to act unethically or illegally. Course participants will study both cases and problems related to forensic accounting.

****XXX: Legal and Regulatory Compliance, 3 credits
This course will explore fundamental compliance principles. Topics to be covered may include the following: global anti-corruption law (including the Foreign Corrupt Practices Act, the UK Bribery Act, the OECD’s Convention on Combating Bribery of Foreign Public Officials in International Business Transactions, Canada’s Corruption of Public Officials Act, and the Inter-American Convention Against Corruption); Sarbanes-Oxley compliance (including certification requirements, whistleblower protection, and audit committees); financial integrity (including money laundering, insider trading, market manipulation, conflicts of interest, and privacy); and internal investigations/attorney-client privilege. Because the scope of compliance is not limited to corruption and financial integrity, the course may include compliance issues in the following additional subject areas: antitrust, food and drug, environmental, occupational safety and health, and/or others.

****XXX: Investigative tools and Data Analysis, 3 credits
Techniques to electronically capture and integrate data from a variety of different sources aimed to assist managerial decision-making in such areas as fraud detection. Focus on large data sets for data mining/machine learning tools for classifications (such as decision trees, neural networks, techniques to recognize patterns in the data and regression modeling and statistics to aid prediction). Learning and utilizing appropriate software (e.g., XLMiner). Computer-aided analysis techniques for detecting and investigating white-collar offenses, issues related to the collective use of digital evidence and the collection of data from electronic devices. Extensive use of case studies as examples.

****XXX: White-Collar Crime and Victimization, 3 credits
The history, definitions, categories and trends of white collar crime within the US and globally. The corporation as offender and the corporation as victim; Data sources and measurement; Theories of offending and victimization; Costs of crime, correlates of crime, and risks; Internal compliance systems; Enforcement strategies (deterrence/compliance); responsive regulation; enforcement pyramid; Policy assessment.

D. Will the curriculum of this program rely upon courses provided through other academic units? If so, list both required courses and/or pre-requisites from other units, and include letters from the chairs and/or deans of the appropriate units committing the necessary seats in support of the program.

n/a

E. Describe admission policy, including any special criteria for students selecting this program.
Applicants must meet the following minimum admission criteria as established by the Graduate School:
- Applicants must have earned a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution.
- Applicants must have earned a 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework.
- Applicants must provide an official copy of a transcript for all of their post-secondary work.

International students must fulfill all requirements relating to international academic credentials, evidence of English proficiency, financial certification, and visa documentation. These requirements are found at the Graduate School’s Web site: http://www.gradschool.umd.edu/prospective_students/international_admissions.html.

IV. STUDENT LEARNING OUTCOMES AND ASSESSMENT
The purpose of this assessment plan is to set clear guidelines, identify articulated outcomes including educational objectives and any areas of concentration.

A. Students will demonstrate the following learning outcomes:

1. Students will understand important principles of financial and managerial accounting and their relevance to fraud. Students will become familiar with common forms of fraud and how fraud can appear in the accounting records and financial statements of an organization. Students will understand some important ways that forensic accountants detect fraud.
2. Students will understand fundamental compliance principles. They will have learned the parameters of Sarbanes-Oxley, the most important global anti-corruption laws, and other laws; how to establish an effective compliance program; how to promote financial integrity in the corporate setting; and the legal aspects of internal investigations.
3. Students will be able to recognize the types of data and available tools that can be used to look for signs of fraud and use data analytics to process these data; apply numerous advanced and non-traditional data analysis techniques (including non-numeric data, such as text and timelines) for signs of fraud; identify anomalies and recognize common red flags of fraud that appear in the data.
4. Students will understand the historical and controversial development of the term “white-collar crime” and demonstrate knowledge as to the various types and patterns of white collar crime; students will show familiarity of the theoretical explanations and methodological and measurement issues regarding white collar crime and victimization; and recognize the social control mechanisms and societal responses to the different offenses.
5. Students will be able to understand and effectively implement the latest developments in empirically supported compliance strategies, investigation and audit practices (including the use of sophisticated software packages and statistical analysis to identify reporting and data aberrations).
6. Students will also learn about corporate ethical and legal obligations, both domestically and internationally; strategies to meet and maintain compliance; how to conduct investigations and attorney-client privilege.

B. Provide a description of assessment methods.

1. Homework
2. Exams
3. Hands-on Independent Project
4. Final Papers

V. ORGANIZATION AND OVERSIGHT

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

Graduate School Representative
Charles Caramello, Dean of the Graduate School

Graduate Director
Dr. Sally S. Simpson, Director of the Center for the Study of Business Ethics, Regulation, & Crime

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

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

**Academic Coordination**
Faculty selection and appointments are made by the academic unit. The academic unit provides academic and advising oversight to both incoming and admitted students.

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

**VI. FACULTY, NEEDS, AND RESOURCES**

*Faculty selection and appointments are made by the academic unit. The faculty may include Professional Track faculty, retired faculty, and professionals in the field. All faculty must be approved by the Dean of the Graduate School to teach. UMD faculty who in teach in the program will be compensated using overloads. A faculty member can only be paid for teaching courses above their regular appointment if s/he has met the requirements of the position and the supervisor has approved the overload. The overload is submitted via PHR. Teaching on an overload basis requires approval each year. Faculty members who buy out of an on-load course (e.g. with research grant funds) would have to consult with a college and agency official to determine if they can be paid for teaching an overload course. For complete information regarding the UMD overload policy, visit: [http://www.provost.umd.edu/pers-bud/Forms/oloadguide2.html](http://www.provost.umd.edu/pers-bud/Forms/oloadguide2.html). Additionally, programs must follow Maryland Higher Education Commission Code of Maryland (COMAR) regulations. In particular, COMAR 13B.03.03.11 requires that at least 50% of the total semester credit hours within the proposed program be taught by full-time faculty. For off-campus programs, COMAR 13B.02.03.20 states that at least 1/3 of the classes offered in an off-campus program shall be taught by full-time faculty of the parent institution.*

**A. List Program Faculty and their Credentials (professional rank/title).**
The following people have verbally agreed teach courses for the GCPS in Risk, Compliance and the Law program:

Sally S. Simpson, Ph.D.  Professor of Criminology and Criminal Justice, University of Maryland.
David Maimon, Ph.D.  Associate Professor of Criminology and Criminal Justice, University of Maryland.
Edward A. Bortnick, CPA, Certified Valuation Analyst, Master Analyst in Financial Forensics and the designation Certified In Financial Forensics.
Stephen Kroll, Senior Advisor, Office of Research and Analysis, Public Company Account Oversight Board (202/591-4369, krolls@pcaobus.org).
Arnie Greenland, Ph.D.  Professor of Practice, Smith School of Business (Decision, Operations & Information Technologies), University of Maryland.
Kislaya Prasad, Ph.D.  Research Professor Smith School of Business, and Director of CIBER, University of Maryland.
Margret Bjarnadottir, Ph.D., Assistant Professor of Management Science and Statistics, Smith School of Business, University of Maryland.
B. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.

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

C. List new faculty needed and indicate the source of the resources for hiring them.

Tuition revenue will be used to support all salaries and benefits.

D. Describe the anticipated advising and administrative loads. Indicate the personnel resources (administrative staff and teaching assistants) that will be needed to cover all these responsibilities.

To ensure that this self-support program has no impact on advising and administrative resources for the unit's traditional programs, the following position(s) will be hired: Administrative Assistant(1). Tuition revenue will be used to support all salaries and benefits.

VII. LIBRARY AND PHYSICAL RESOURCES

A. Required Library Resources. (To be determined in cooperation with the Libraries. A member of the Libraries' staff will conduct an assessment and prepare a letter describing the collection needs).

See attachment.

B. Required additional facilities, facility modifications, and equipment. Include faculty and staff office space, laboratories, special classrooms, computers, etc.

None.

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

This program does not require additional resources.

VIII. PROGRAM RESOURCES

A. Identify the source to pay for the required faculty, administrative, advising, and physical resources identified in Sections V. and VI. above.

Tuition revenue will be used to cover all program expenses (salaries, benefits, program materials, and physical resources). All students will pay all associated mandatory fees and the graduate application fee. This self-support program will have no impact on the unit's traditional programs.

B. Complete the financial tables as required by MHEC.

See Appendix 1.

IX. PROPOSED MEANS OF OFFERING PROGRAM

A. Will any or all components of this program be offered off-campus or at another instructional site? If so, provide detailed information. Location must be an approved institutional site. Indicate how students will access student services.

Not applicable.
B. If on-line or thru distance learning — describe the concerns in “Principles and Guidelines for Online Programs” are to be addressed.

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

The program was developed by the Center of the Study of Business Ethics, Regulation, & Crime (C-BERC) which is a joint collaboration with the Robert H. Smith School of Business and College of Behavioral and Social Sciences. C-BERC’s mission is to generate new ideas and information at the intersection of theory, policy, and practice that will serve as a resource for business leaders, policymakers, and practitioners. The center embraces a unique interdisciplinary approach to the legal and ethical challenges of modern business operations by integrating and extending research in the fields of business ethics, regulation, and criminology. The Office of Extended Studies and C-BERC conducted a marketing research plan in risk analysis and compliance in the fields of criminology and business ethics to identify target audiences and comparable competitors with distance learning program. The research determined that, the unique interdisciplinary curriculum of the *Graduate Certificate of Professional Studies in Risk, Compliance and the Law* will give recent undergraduates a chance to gain a specific skill set and knowledge base that can assist them in finding careers and can provide existing attorneys and compliance officers new training to advance them in their current jobs.

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

The University of Maryland’s Division of Information Technology has identified vendors who provide instructional design and technical support for faculty and staff in self-support programs. The Office of Extended Studies provides oversight of all administrative services and management of the instructional design and quality assurance for all course development and conversion processes. Program tuition and fees is used to support this resource.

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

As officially admitted students to the University of Maryland, students in this program will have access to all University resources that are accessible in the online environment. Students obtain a UID and may access these services as required. Students are assessed the online student services fee which supports access to online University resources. The academic unit provides academic and advising oversight. Extended Studies provides the management of all student services.

4. **Intellectual Property Rights:** The proposal must clearly delineate ownership and usage rights for materials that may be developed for courses in the program.
Intellectual property rights for both the program and online courses will be addressed in a separate contract executed by the University of Maryland and the developer. Please see Article VII On-Line Studies and Technology-Mediated (Enhanced) Courses in the UNIVERSITY OF MARYLAND POLICY ON INTELLECTUAL PROPERTY (Policy IV-3.20(A) (Approved by the President on March 13, 2003 and by the Chancellor on July 18, 2005) On-line at http://www.president.umd.edu/policies/iv320a.html.

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

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

C. If in cooperation with another institution, provide detailed information.
Not applicable.

D. If through a non-traditional schedule (weekends, intensive course offerings), provide detailed information.
Not applicable.

X. OTHER ISSUES

A. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?
Not applicable.

B. Are students in other programs permitted to enroll in courses in this program? Can students substitute courses from other institutions?
Courses offered in the proposed program are limited solely to students who have been admitted to this program. Other UMD graduate students are not permitted to register for courses in this program. Students are not allowed to substitute courses from another institution to satisfy the program requirements.

C. What are the protocols for students unwilling or unable to follow courses in sequence, e.g. would they have to wait for the next cycle or next cohort?
For a student who does not complete the courses in the proposed sequence, the student may enroll in any courses offered in a particular term if the prerequisites are met. The student may continue in the program by taking the necessary courses when offered. If the department recognizes a significant need to offer a particular course in a specific term, the department may opt to offer the course to meet students’ needs.

C. What is the exit strategy if the program proves not to be viable? How are canceled courses handled?
The Department fully expects to offer courses each semester as proposed; however, if a course is canceled, it will be either offered in a subsequent semester or students may take one term/semester longer to complete the program. If
the program does not prove to be viable, the department will ensure that courses are offered in a manner that permits all existing students to complete the program.

XI. COMMITMENT TO DIVERSITY

Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

The purpose of the certificate program is to build participant knowledge and skills to enable a career in forensic auditing, criminal justice investigation of white-collar crime, and corporate compliance. The certificate program will be marketed broadly across RH Smith School of Business and the College of Behavioral and Social Sciences. BSOS has one of if not the most diverse student bodies on campus so program marketing will reach a diverse population. Program delivery will be online, so people will not be forced to take time away from work--which also improves access and increases the likelihood of successful completion. Finally, research has revealed that minority communities are disproportionately affected by some types of corporate crime/malfeasance. Thus offering the program will help train a diverse group who can infuse their experiences and perspectives into promoting more ethical business practices.
### Graduate Certificate of Professional Studies in Risk, Compliance and the Law (online)

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

<table>
<thead>
<tr>
<th>Estimated Program Revenue &amp; Support</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Total Tuition Revenue</td>
<td>$120,000</td>
<td>$189,000</td>
<td>$264,600</td>
<td>$347,288</td>
<td>$437,582</td>
</tr>
<tr>
<td>A. Total number of students (per year)</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>B. Total Courses (per year; one per term; there are 4 terms)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>C. Tuition rate (per course); Assumes 5% increase</td>
<td>$3,000</td>
<td>$3,150</td>
<td>$3,308</td>
<td>$3,473</td>
<td>$3,647</td>
</tr>
<tr>
<td>II. Student Fee: Online Mandatory Fee</td>
<td>$3,760</td>
<td>$5,753</td>
<td>$7,824</td>
<td>$9,975</td>
<td>$12,210</td>
</tr>
<tr>
<td>A. Rate per term; assumes 2% increase</td>
<td>94</td>
<td>96</td>
<td>98</td>
<td>100</td>
<td>102</td>
</tr>
<tr>
<td>B. Total number of terms (per year)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>C. Total number of students (per year)</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>III. Student Fee: Graduate School Application Fee</td>
<td>$750</td>
<td>$1,125</td>
<td>$1,500</td>
<td>$1,875</td>
<td>$2,250</td>
</tr>
<tr>
<td>A. Fee (one-time)</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>B. Total students in new incoming cohort</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

**Total Estimated Program Revenue & Support** | $124,510 | $195,878 | $273,924 | $359,138 | $452,042

<table>
<thead>
<tr>
<th>Estimated Program Expenses</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Total Instructional and Academic Administration</td>
<td>$52,056</td>
<td>$65,610</td>
<td>$88,560</td>
<td>$91,217</td>
<td>$92,618</td>
</tr>
<tr>
<td>A. Instructional Totals</td>
<td>$43,200</td>
<td>$43,200</td>
<td>$43,200</td>
<td>$44,496</td>
<td>$44,496</td>
</tr>
<tr>
<td>1. Instructor Totals</td>
<td>40,000</td>
<td>40,000</td>
<td>40,000</td>
<td>41,200</td>
<td>41,200</td>
</tr>
<tr>
<td>a. Instructor Salary: assumes a 3% annual increase in year 4</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,300</td>
<td>10,300</td>
</tr>
<tr>
<td>b. Total # of Instructors</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2. Benefits: Total FICA (8%)</td>
<td>3,200</td>
<td>3,200</td>
<td>3,200</td>
<td>3,296</td>
<td>3,296</td>
</tr>
<tr>
<td>B. Academic Administration Totals</td>
<td>$8,856</td>
<td>$22,410</td>
<td>$45,360</td>
<td>$46,721</td>
<td>$48,122</td>
</tr>
<tr>
<td>1. Total Academic Admin Salary (portion of salary in years 1 &amp; 2 covered in different line; full time achieved at Year 3; assumes 3% increase in Year 4)</td>
<td>8,200</td>
<td>20,750</td>
<td>42,000</td>
<td>43,260</td>
<td>44,558</td>
</tr>
<tr>
<td>2. Benefits: Total FICA (8%)</td>
<td>656</td>
<td>1,660</td>
<td>3,360</td>
<td>3,461</td>
<td>3,565</td>
</tr>
<tr>
<td>II. Marketing</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>A. Program Marketing</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>III. Materials &amp; Supplies</td>
<td>$1,400</td>
<td>$2,100</td>
<td>$2,800</td>
<td>$3,500</td>
<td>$4,200</td>
</tr>
<tr>
<td>A. Cost per course (estimated)</td>
<td>$35</td>
<td>$35</td>
<td>$35</td>
<td>$35</td>
<td>$35</td>
</tr>
<tr>
<td>B. Total number of courses</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>C. Total number of students</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

**Subtotal: Estimated Program Expenses** | $63,456 | $77,710 | $101,360 | $104,717 | $106,818
<table>
<thead>
<tr>
<th>V. Student Fees (100% returned to campus)</th>
<th>$4,510</th>
<th>$6,878</th>
<th>$9,324</th>
<th>$11,850</th>
<th>$14,460</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Campus Mandatory Fee</td>
<td>3,750</td>
<td>5,753</td>
<td>7,824</td>
<td>9,975</td>
<td>12,210</td>
</tr>
<tr>
<td>B. Graduate School Application Fee</td>
<td>750</td>
<td>1,125</td>
<td>1,500</td>
<td>1,875</td>
<td>2,250</td>
</tr>
<tr>
<td>VI. Net OES Administrative Fee (OES absorbs UM Campus Overhead as an expense; reduces OES Administrative Fee)</td>
<td>$8,827</td>
<td>$15,015</td>
<td>$21,392</td>
<td>$29,493</td>
<td>$38,417</td>
</tr>
<tr>
<td>A. OES Administrative Fee = 10% of tuition revenue</td>
<td>12,000</td>
<td>18,900</td>
<td>26,460</td>
<td>34,729</td>
<td>43,758</td>
</tr>
<tr>
<td>B. UM Campus Overhead Rate = 5% of direct expenses</td>
<td>3,173</td>
<td>3,886</td>
<td>5,068</td>
<td>5,236</td>
<td>5,341</td>
</tr>
<tr>
<td>VII. Graduate School Administrative Fee</td>
<td>2,400</td>
<td>3,600</td>
<td>4,800</td>
<td>6,000</td>
<td>7,200</td>
</tr>
<tr>
<td>A1. Fee assessed per each academic semester/term</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>A2. Total number of semesters/terms per year</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>A3. Total number of students</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Total Estimated Program Expenses</td>
<td>$76,793</td>
<td>$99,602</td>
<td>$132,076</td>
<td>$146,060</td>
<td>$159,696</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<td>Total Estimated Program Expenses</td>
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<td>$99,602</td>
<td>$132,076</td>
<td>$146,060</td>
<td>$159,696</td>
</tr>
<tr>
<td>Net Revenue (for Distribution)</td>
<td>$47,717</td>
<td>$96,276</td>
<td>$141,848</td>
<td>$213,078</td>
<td>$292,347</td>
</tr>
</tbody>
</table>
DATE: December 13, 2015

TO: Victoria Shay
Program Coordinator & Freshmen Connection Advisor

FROM: On behalf of the University of Maryland Libraries:
Zaida M. Díaz, Interim Head, Humanities Social Sciences Librarians, and Subject Specialist for Business and Economics
Maggie Saponaro, Interim Head of Collection Development
Daniel C. Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment for GCPS-RCL Program

We are providing this assessment in response to a joint proposal effort by the Robert H. Smith School of Business College and the College of Behavioral and Social Sciences to create the Graduate Certificate of Professional Studies in Risk, Compliance, and the Law (GCPS-RCL), within The Center for the Study of Business Ethics, regulation & Crime. The GCPS-RCL program asked that the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to a large number of scholarly journals, primarily in digital format. Many of these are top ranked journals by *Journal Citation Reports* in terms of impact, and are widely recognized in the fields of business law, ethics, criminology, and accounting. These titles are relevant to fields such as business ethics, forensic auditing, fraud detection, white collar crime and the victimization of business. Key titles include *Journal of Accounting, The Accounting Review, ACM Transactions on Information and System Security, American Economic Review, Contemporary Accounting Research, Journal of Accounting and Public Policy, Journal of Accounting Research, Journal of Business Ethics, Journal of Computer Security, Journal of Law and Economics, Management Science, MIS Quarterly,* among many others.

Other leading journals relevant to the GCPS-RCL program include those published in the areas of criminology and criminal justice, among them *Journal of Quantitative Criminology,*

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* *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.
In cases in which the Libraries do not subscribe to a particular highly ranked title, or for any other articles from journals that we do not own, faculty and students can access them through Interlibrary Loan/Document Delivery.

**Databases**

The Libraries’ *Database Finder* ([http://www.lib.umd.edu/dbfinder](http://www.lib.umd.edu/dbfinder)) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to the proposed Graduate Certificate of Professional Studies in Risk, Compliance, and the Law (GCPS-RCL) program. Core databases for finding business literature, statistics and data analysis useful to the GCPS-RCL program are:

1. LexisNexis – Full-text database that offers a wide range of news, political, legal, business, and reference information in full-text format. Primary source of newspaper articles, including those from the Washington Post and the New York Times. Federal code, regulations, and case law, plus state codes and case law are also included. Covers news, business, legal research, medical and reference information.
2. Criminal Justice Abstracts (EBSCO) – formerly produced by Sage Publications, includes bibliographic records covering essential areas related to criminal justice and criminology. The increasing globalization of criminology is reflected in Criminal Justice Abstracts' coverage of hundreds of journals from around the world.
3. Business Source Complete (EBSCO) – Major scholarly business database providing a collection of bibliographic and full text content in all disciplines of business, including business ethics, fraud, management, accounting, finance, economics, including business analytics topics, etc. Additional full text, non-journal content includes financial data, books, monographs, major reference works, book digests, conference proceedings, case studies, investment research reports, industry reports, market research reports, country reports, company profiles, and SWOT analyses. Indexing and abstracts for scholarly business journals back to 1886 are included.
4. Social Sciences Full Text™ provides access to a wide range of the most important English-language journals published in the social sciences. This resource provides detailed indexing for over 625 periodicals dating back as far as 1983—nearly 400 of which are peer-reviewed.
5. RIA Checkpoint (RIA) – Comprehensive business database that provides access to all of the key and leading business regulatory and compliance publications that set the ethical and auditing standards that govern the accounting, auditing and taxation areas. Among others, it contains all of the American Institute of Certified Public Accountants (AICPA) regulatory publications, and the world's largest member association representing the
accounting profession Access to a variety of tax information, including complete tax law, analysis, journals, news, cases, and rulings.

6. Data-Planet Statistical Datasets (formerly Statistical Datasets (ProQuest) – Easy access to statistics produced by the U.S. government, major international and intergovernmental organizations, professional and trade organizations, state government agencies, and universities.

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

1. Science Direct (Elsevier) – Peer-reviewed, full text database containing electronic book and journal titles covering the fields of science, technology and medicine. In addition to keyword searches, the image search and value added content associated with the publication can be found in the form of audio, video and datasets.

2. Scopus (Elsevier) – Largest abstract and citation database of peer-reviewed literature and quality web sources with smart tools to track, analyze, and visualize research from your region and from the rest of world. It contains more than 18,000+ titles from more than 5,000 international publishers; over 1,200 Open Access journals; 520 conference proceedings; over 650 trade publications; 315 book series; 33 million abstracts; results from 386 million scientific web pages; 23 million patent records from 5 patent offices; 37 million records—of which 18 million records include references going back to 1996 and 19 million pre-1996 records go back as far as 1823.

Also there are some general and multidisciplinary databases, including Academic Search Premier, Master FILE Premier, JSTOR and Project MUSE, that are good sources of articles relevant to for this new program.

In most cases these databases offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to graduate students through either the Libraries’ Article Express Program (http://www.lib.umd.edu/access/article-express) or via Interlibrary Loan (see below).

**Monographs**

The Libraries regularly acquire scholarly monographs in business and related disciplines. Monographs not already part of the collection can usually be added upon request. Even though most library research for this course/program likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as e-books. Even in instances when the books are only available in print, graduate students will be able to request specific chapters for online delivery through the Libraries’ Article Express service.

We conducted a search of the University of Maryland Libraries’ WorldCat UMD catalog using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books
that we own. A sample of searches in topics, such as *business ethics* or *business law* and *criminal behavior*, resulted in over thousands of article titles, among them:

- Crime and Punishment (or the Lack Thereof) for Financial Fraud in the Subprime Mortgage Meltdown: Reasons and Remedies for Legal and Ethical Lapses (2015)
- When do you Need Forensic Accountants (2015)
- Preventing and detecting fraud at not-for-profits (2015)
- The Conflict of Ethos and Ethics: A Sociological Theory of Business People's Ethical Values

A further similar search revealed that the Libraries’ membership in the Committee on Institutional Cooperation (CIC) dramatically increases these holdings and citations with an additional 44,015 titles as of the date of this report. As with our own materials, graduate students can request for digital copies of chapters if the books are not available electronically.

**Article Express and Interlibrary Loan**

These services offer online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be particularly helpful. Article Express and Interlibrary Loan are available free of charge.

A special amenity for graduate students and faculty, the Article Express service scans and delivers journal articles and book chapters within three business days of the request, provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, Article Express will automatically refer the request to Interlibrary Loan (ILL). ILL is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland. ILL partners with thousands of libraries worldwide to acquire books, articles, chapters and other materials for UMD faculty and students.

**Additional Materials and Resources**

In addition to the serials, monographs and databases available through the University Libraries, students in the proposed GCPS-RCL program will have access to a wide range of media, datasets, software, and technology. Library Media Services (http://www.lib.umd.edu/lms) houses media in a variety of formats that can be utilized both on-site and via ELMS/Canvas course media. GIS datasets are available through the GIS Data Repository (http://www.lib.umd.edu/gis/dataset) while Statistical consulting and additional research support are available through the Research Commons (http://www.lib.umd.edu/rc), while technology support and services are available through the Terrapin Learning Commons (http://www.lib.umd.edu/tlc).
The subject specialist librarians for business, Zaida Díaz zdiaz@umd.edu and Lily Griner griner@umd.edu, serve as important resource to the GCPS-RCL program with their extensive experience in business research. This includes access to the Virtual Business Information Center (VBIC) portal https://www.lib.umd.edu/vbic/, a collection of electronic and print business resources intended to provide research assistance to the Robert H. Smith School of Business and general users seeking authoritative business information. Additionally, the business school can also rely on their own Financial Markets and Research Labs, where a wide variety of highly specialized financial and statistical analysis resources and datasets area available to their students and faculty, including personalized consultant services for data and research analysis for faculty and students from Charles Lahaie clahaie@rhsmith.umd.edu, Assistant Director, Financial Markets and Research Labs as part of the Smith IT. Furthermore, subject specialist librarians Celina McDonald (Government Documents, Criminology and Law) and Judy Markowitz (Government & Politics, Public Policy and Women's Studies) also provide research services to the GCPS-RCL program.

Other Research Collections

Because of the University’s unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers, including major trade organizations and associations in the country vitally important for researchers in business and subject areas.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in business. These materials are supplemented by a strong monograph collection. Additionally, the Libraries’ Article Express and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Graduate Certificate of Professional Studies in Risk, Compliance, and the Law (GCPS-RCL) program.