



Dr. Roger J. Ward, JD, MSL, MPA
Interim Provost and Executive Vice President
Dean, Graduate School

Office of Academic Affairs/Graduate School
220 Arch Street, Room 03-118
Baltimore, MD 21201
410 706 2477
rward@umaryland.edu

www.umaryland.edu

September 16, 2020

James D. Fielder, PhD
Secretary
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

The University of Maryland Graduate School is seeking authorization from the Maryland Commission on Higher Education to offer a Master of Science (M.S.) in Vulnerability and Violence Reduction program.

The program, the first of its kind in the United States, will prepare students from diverse personal and professional backgrounds to organize, lead, and support effective violence and vulnerability reduction initiatives in their own communities. The degree provides students with the education and concrete training needed to engage with and respond to civic, social, environmental and economic challenges related to violence and conflict at the local, national and global levels.

The proposed program will be developed and taught by full-time Graduate School faculty, along with adjunct faculty from Factor-Inwentash Faculty of Social Work at the University of Toronto and the Centre for Trust, Peace & Social Relations at Coventry University in England. These faculty members, who are world-recognized experts in violence-studies, will receive Graduate School faculty appointments to deliver courses within the proposed curriculum.

We hope that you will share our enthusiasm for this innovative academic program. Please contact should you wish to discuss.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Roger J. Ward".

Dr. Roger J. Ward, JD, MSL, MPA
Interim Provost and Executive Vice President
Dean, Graduate School



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (<i>fully online</i>)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 12/2018

UNIVERSITY OF MARYLAND, BALTIMORE (UMB) GRADUATE SCHOOL

Proposal for Master of Science in Vulnerability and Violence Reduction

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A. Centrality to Institutional Mission and Planning Priorities:

1. Program description and alignment with mission

The University of Maryland Graduate School (UMBGS) is pleased to submit a proposal to create a new Master of Science (MS) in Vulnerability and Violence Reduction. The curriculum of the proposed MS will comprise 30 credits delivered in a hybrid format of 4 in-person credit hours and 26 online credit hours. A Post-Baccalaureate Certificate (PBC) in Vulnerability and Violence Reduction program will be offered within the MS degree program. A proposal for the PBC program will also be submitted to MHEC for review. The proposed PBC will comprise 16 credits delivered entirely online. For the proposed MS, the learning experience will involve a combination of an in-person launch seminar, online lectures, interactive case studies, a research-based capstone project, and a culminating in-person workshop to share research and develop implementation plans.

The proposed MS degree will be comprised primarily of new courses (27 credits) with one 3 credit existing course.

With this degree program, we intend to create an opportunity for students to explore critical approaches to the understanding of vulnerability and risk within communities challenged by violence. The degree program will also allow students to understand how the exposure and exploitation of vulnerabilities can lead to violence. The proposed MS responds to a serious gap in the understanding of violence. While individual academic fields, such as public health and criminology, have studied violence extensively, there is little cross-disciplinary research and understanding of why communities fail to remain peaceful given that violent conflict is not normal or necessary.

Violence and vulnerability is seldom researched or taught from a multidisciplinary lens, which is critical to developing solutions. In addition to the multidisciplinary lens, it is critical to study violence and solutions from a comparative perspective to appreciate the impact of multiple determinants on the evolution of violence and an expanded range of solutions to address violence. These proposed degree programs will provide students with a framework to understand the factors that lead to violence, the role of power and structure, the importance of place and population, and different approaches that have been used to address violence using case studies. Students will use this basis to develop interdisciplinary and innovative strategies to address violence in their communities.

The proposed degree programs will be developed and taught by full-time UMBGS faculty, along with adjunct faculty from Factor-Inwentash Faculty of Social Work at the University of Toronto and the Centre for Trust, Peace & Social Relations at Coventry University in England. These faculty members, who are world-recognized experts in violence-studies, will receive faculty appointments from UMBGS to deliver courses within the proposed curriculum for the proposed MS.

The MS Capstone will give students an opportunity to become involved in innovative research with, and for, vulnerable populations heavily impacted by poverty, social isolation, conflict, violence, and trauma. The MS Capstone will give students the unique opportunity to select among, and work with, the program's international faculty members throughout the final year of the MS Program, with the option of an in-residence Capstone experience in Baltimore, Toronto, or Coventry, UK (in consultation and at the discretion of the selected faculty member).

The proposed MS is designed for individuals interested in working in urban communities with vulnerable populations heavily impacted by poverty, social isolation, conflict, violence, and trauma. The degree provides students with the education and concrete training needed to engage with and respond to civic, social, environmental and economic challenges related to violence and conflict at the local, national, and global levels.

UMB's mission is to improve the human condition, and we have long been engaged in global health and education to further this cause. Last year, more than 700 students, faculty, and staff made 1,537 visits to 62 countries. They worked on global projects with impact including vital initiatives of health, well-being, and justice. This international comparative proposed degree on vulnerability and violence reduction is designed to improve communities and clearly in line with UMB's mission.

2. Alignment with institutional strategic goals

The proposed MS in Vulnerability and Violence Reduction is fully consistent with the mission of the UMBGS and the University of Maryland, Baltimore. In particular, this proposal aligns strongly with two of UMB's strategic objectives on "health, justice, and social impact" and "student success." Additionally, the certificate programs contribute to the fulfillment of related strategic goals for UMB, in a number of significant ways:

- One of the university's key strategic themes is to "excel at interdisciplinary research and interprofessional education, clinical care and practice, and public service". This master's degree directly responds to this theme by developing areas of learning which are focused on interdisciplinary research and interprofessional education.
- The university has recognized the important role the Graduate School plays in creating accessible education for individuals already engaged in their professions. The proposed degrees will appeal to practitioners and students interested in a range of professions including policing, community organizing, education, social work, and individuals working with vulnerable adults and young people.

3. Program Funding

No new general funds will be required for implementation of the proposed MS which will be coordinated and administered fully through the Graduate School.

4. Institutional Commitment

UMB is committed to ongoing administrative, financial, and technical support of the proposed program which will be incorporated into the existing global health programming in the UMB Graduate School. In the unexpected case that the program has to be discontinued, UMB will continue the program for a period of time sufficient to allow enrolled students to complete the program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

Secretary of Education, Dr. James Fielder in his opening letter in the 2017-2021 Maryland State Plan explains that Maryland's students are "entering an economy that is challenging, innovative, global, and diverse." The Secretary's sentiments are reflected in a growing interest in global and comparative

education in all areas. Students at all levels – sometimes as early as high school – are participating in projects and programs outside of their home countries. The best of these programs helps students use the transformative experience of international immersion to approach domestic social challenges with new ideas and enhanced problem-solving skills. These skills earned by Maryland students will undoubtedly benefit the state. More American students are entering undergraduate, graduate, professional school, and even residency programs having amassed international experiences and are seeking advanced training in the international arena.

The 2017-2021 Maryland State Plan articulates three primary goals for postsecondary education: access (ensure equitable access to affordable and quality postsecondary education all Maryland residents); success (promote and implement practices and policies that will ensure student success); and innovation (foster innovation in all aspects of Maryland higher education to improve access and student success). The proposed M.S. in Global Health aligns well with the State Plan.

The proposed degree is highly innovative as it combines a focus on vulnerability and violence reduction (instead of just one) and additionally, include faculty from three countries to provide a needed comparative perspective. Violence affects a significant proportion of the population but it manifests differently in different settings. It threatens the lives and physical and mental health of millions of people, overburdens health systems, undermines human capital formation, and slows economic and social development, and Maryland is no stranger to this phenomenon. Violence is predictable and therefore preventable. The World Health Organization (WHO) has acknowledged that there are identified strategies for evidence-based interventions to prevent interpersonal and self-directed violence: developing safe, stable, and nurturing relationships between children and their parents and caregivers; developing life skills in children and adolescents; reducing availability and harmful use of alcohol; reducing access to guns, knives and pesticides; promoting gender equality; changing cultural norms that support violence; and ensuring victim identification, care, and support. Most vulnerability and violence prevention program have yet to be systematically implemented and monitored for their Impact. The proposed degree will provide students with a unique international and comparative prevention focus to improve implementation success.

Relative to “Access,” placing the bulk of the program online offers non-traditional students a pathway to earning their M.S. in Global Health in a format that allows them to balance their educational objectives with competing demands of family and work. Finally, regarding “Success,” programs such as UMB’s M.S. in Global Health are expected to attract students from diverse backgrounds originating both locally and internationally. UMB has a full-service student support model to ensure early identification of students who may be struggling academically and to intervene to improve the likelihood of graduate school completion.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

The MS in Vulnerability and Violence Reduction will prepare students from diverse personal and professional backgrounds to organize, lead, and support effective violence and vulnerability reduction initiatives in their own communities. Depending on their individual academic profile, students will have a wide range of career options in agencies and programs providing support to vulnerable communities across the state and country and beyond.

To meet the high demands of employers searching for candidates that have the skills needed to reduce vulnerability and violence in communities, we have strategically aligned our courses to coincide with the

current needs. Students will examine vulnerability and violence from various levels and analyze the root causes, learn practices to reduce violence and improve patterns of interaction. Thus, our graduates will be well-prepared for professional success in a number of fields that may include:

- **Non-profit Organizations**, examples include Women Against Violence, youth violence prevention organizations, the National Center for Prevention of Community Violence, National Center on Domestic and Sexual Violence, and Cure Violence.
- **Human Rights and Humanitarian Relief** in organizations like the Red Cross, Amnesty International, Oxfam International, and Cooperative Assistance and Relief Everywhere (CARE).
- **Research** in organizations like the Brookings Institution, USIP, RAND Corporation, Futures Without Violence, American Institutes for Research,
- **Multi-lateral Agencies** like the United Nations, International Monetary Fund, World Bank, World Health Organization
- **Educational Institutions** like public schools, universities, Integral Peacemaker Institute
- **Security and Intelligence Agencies** like local police forces, FBI, USAID, Department of State, Department of Defense, and the prison systems.

We conducted a national and regional market assessment of the number of jobs available in which violence prevention and conflict resolution was described in the job duties. According to Indeed.com (Data collected November 18, 2019) there were 2,989 vacancies in Maryland, 5,845 vacancies in Pennsylvania, 4,277 vacancies in Virginia, 4,335 in Washington D.C., and 142,303 vacancies nationally. The job titles that were common in these vacancy postings include:

- Police Officer
- Security Officer
- Youth Development Associate
- Foreign Affairs Officer
- Project Associate in Conflict Management
- Communications Manager
- Public Information Officer
- Prevention Specialist / Manager
- Program Manager
- Community Health Educator
- Victims Advocate
- Case Manager
- International Development Officer
- Clinical Counselor / Psychologist
- Executive Director
- Special Agent in the FBI
- Violence Prevention Educator

D. Reasonableness of Program Duplication

To our knowledge, there are no other institutions in Maryland with a degree program similar to the proposed MS in Violence and Vulnerability Reduction.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

This MS in Vulnerability and Violence Reduction does not have relevance to the uniqueness and/or institutional identities and missions of HBIs.

F. Relevance to the identity of Historically Black Institutions (HBIs)

This MS in Vulnerability and Violence Reduction does not have relevance to the uniqueness and/or institutional identities and missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Provide a list of courses with title, semester credit hours and course descriptions. Courses that are online are designated with an asterisk.

The proposed MS in Vulnerability and Violence Reduction includes the following courses which are all required to obtain the MS:

- VVR 601 In-person Launch Seminar (2 credit)
- VVR 602 The Nature of Violence: Theory and Practice (4 credits)*
- VVR 603 Vulnerability and Violence: Theory and Practice (4 credits)*
- VVR 604 Violence Prevention and Interventions: Theory and Practice (4 credits)*
- VVR 605 Sustaining Non-Violence: Theory and Practice (4 credits)*
- VVR 606 Research and Implementation Practicum (3 credits)*
- VVR 607 MS Capstone (4 credits)*
- VVR 608 In-person Culminating Seminar (2 credits)
- INNO 650 Community Engagement & Partnerships (3 credits)

The proposed 16 credit PBC in Vulnerability and Violence Reduction will allow students to obtain a certificate for taking three courses from the following menu, depending on their particular interests:

- VVR 602 The Nature of Violence: Theory and Practice (4 credits)*
- VVR 603 Vulnerability and Violence: Theory and Practice (4 credits)*
- VVR 604 Violence Prevention and Interventions: Theory and Practice (4 credits)*
- VVR 605 Sustaining Non-Violence: Theory and Practice (4 credits)*

Course Descriptions

VVR 601: Launch Seminar (2 credit) | new course

Flavius Lilly, PhD, MPH, MA and Virginia Rowthorn, JD, LLM

This in-person launch seminar will take place at UMBGS in Baltimore. It will be an intensive seminar in concepts of vulnerability and violence with program faculty and an opportunity for students entering the MS program to meet and share their backgrounds and goals. The seminar will consist of lectures, interactive case studies, and site visits. The purpose of the in-person launch seminar is to bring students together as a cohort that moves through the program together to form a network of international collaborators sharing best practices and innovative

solutions to violence reduction.

VVR 602: The Nature of Violence: Theory and Practice (4 credits)* | new course

David McIlhatton, PhD and Mike Hardy, PhD

This course is designed to provide students with a strong theoretical understanding of the enablers, inhibitors, dynamics, and drivers of violence at the individual, community and city levels. It will draw on significant research in different contexts including: the United Kingdom, Latin America, United States, Canada, and SE Asia. This research will prepare the student to understand how the enablers and inhibitors of violence can be geographically restricted, but also how they transcend international boundaries as a result of organized crime, terrorism, and gangs. It will also draw on significant research and responses by the professional community (e.g. local and national government, third sector, education, and public health) to best counter and mitigate the impacts of violence. The applied portion of this new course will include specific case studies examining the entire lifecycle of violence, including the unintended consequences of both violent acts and responses.

VVR 603: Vulnerability and Violence: Theory and Practice (4 credits)* | new course

Tanya L. Sharpe, MSW, PhD

This course is designed to provide students with advanced learning opportunities intended to increase students' knowledge of how to apply different theories and intervention strategies to the assessment and response to experiencing homicide, state sanctioned and structural violence for diverse marginalized global communities. Using ecological, social justice, trauma and coping theories, this course will prepare students to: identify and critically examine the root causes and psychosocial consequences of experiencing chronic homicide, state sanctioned and structural violence; understand their intersectional and traumatic impact on communities; and explore culturally responsive intervention methods for helping communities cope and thrive after experiencing such tragedy. In addition, the impact of working with communities exposed to violent traumatic events for the researcher/ provider will be explored with recommendations for self-care.

The applied portion of the course uses specific case studies to demonstrate the student's ability to apply theory to practice through the development and application of culturally responsive intervention approaches to program development and practice.

VVR 604: Violence Prevention and Interventions: Theory and Practice (4 credits)* | new course

Lori Edwards, DrPH, MPH, BSN, RN, CNS-PCH, BC

This course examines violence using a public health framework focused on prevention and interventions on a societal level. The course prepares interprofessional learners to identify risks for violence across the lifespan and its impact on individuals, families, systems, communities, and society, globally. Intentional and unintentional injuries, destruction, economic devastation, and trauma are a few of the burdens of violence on society. Violence can be prevented when interventions use a public health approach: assessing the problem, identifying causes and risks, and developing effective, scalable interventions. Using social justice theories, the WHO social determinants of health framework, the Sustainable Development Goals, and the social

ecological model, the course will unravel root causes of structural violence in order to develop interventions that impact upstream factors. The three levels of prevention, primary, secondary, and tertiary, will outline approaches that prevent, evaluate, and mitigate consequences of violence. The course will explore scientific interventions that change the trajectory of violence. Public health policy, enforcement, advocacy, education or practice based innovations will be highlighted. Programs such as Mental Health First aid, RAPID model, Violence Intervention Programs, mobile health technology, community intervention resources, system responses, and the WHO Global Campaign for Violence Prevention will be presented as examples of evidence based injury control and violence reduction resources that may be applied globally.

VVR 605: Sustaining Non-Violence: Theory and Practice (4 credits)* | new course

Toby Treem Guerin, JD

This course focuses on the philosophies, policies, and processes necessary for communities, organizations, and societies to manage conflict and sustain peace. Effective conflict management is an essential skill for any leader. Using the foundation of restorative justice and conflict management theory, the course explores a variety of the methods used to break the cycle of conflict. Students begin by critically exploring the spectrum of dispute resolution processes used in civil, criminal, and public policy contexts in the United States and internationally. Once students have a more comprehensive understanding of conflict management and relationship building, they will examine their own relationship with conflict and its impact on their own leadership skills.

The applied portion of the course uses specific case studies to demonstrate both successful and unsuccessful conflict resolution interventions. Students will engage in a series of skill-building exercises to increase their individual capacity to mediate conflict and use the skills in simulated settings. The course culminates with students applying the new skills and processes to a relevant situation in their own life, community, or organization.

VVR 606: Research and Implementation Practicum (3 credits)* | new course

Tanya L. Sharpe, MSW, PhD

Students gain a deeper understanding of violence and its impact on vulnerable populations through the application of theories and culturally responsive approaches to practice. This research and implementation practicum emphasizes interdisciplinary, intercultural, interpersonal communication and training by building upon student's critical knowledge, theories and skills learned in VVR 601-605. The practicum is designed to teach students how to apply their knowledge and skills to real world community based research projects. Based on student interest and skill level, students will be matched with a course instructor and serve on their research team to learn about applied research methods. Students will learn how to; design and implement programs with and for communities impacted by violence; develop and implement evaluation tools, understand, and complete research tasks such as conducting literature searches, entering and coding data, and assisting with data collection. Students are required to attend lab/center meetings. Tasks vary throughout the semester and across labs/centers.

VVR 607: MS Capstone (4 credits)* | new course

Flavius Lilly, PhD, MPH, MA and Virginia Rowthorn, JD, LLM

The capstone is designed to be a supervised learning experience and a demonstration of the substantive application of the knowledge and skills that have been acquired in the courses taken as part of the MS in Vulnerability and Violence Prevention. The capstone functions as both the practice experience and the culminating experience for the program. The MS in Vulnerability and Violence Prevention capstone experience includes the following components: development of a capstone proposal; delivery of an oral presentation via live video feed, and at the field placement site as appropriate; and preparation of a capstone portfolio.

VVR 608: Culminating Seminar (2 credits) | new course
Flavius Lilly, PhD, MPH, MA and Virginia Rowthorn, JD, LLM

The Culminating Seminar will take place at Coventry University and provide an opportunity for students to work with program faculty to prepare a public presentation of their research and Capstone projects and receive feedback from a curated panel of experts. Following multiple rounds of feedback, students will present their research and Capstone projects at the public RISING Global Forum in Coventry.

INNO 650: Community Engagement and Partnerships (3 credits) | existing course
Jim Kucher, PhD

This course is designed to help students gain insights into economic and social value creation. Specifically, the purpose of this course is to provide students with hands-on exposure to the entrepreneurial pursuit of social and health impact and innovation. Students will learn to recognize and critically assess various forms of social and health enterprise strategies as tools of economic development and social transformation. Students will gain a greater understanding of the challenges of growing and sustaining a social or health enterprise.

2. Describe the educational objectives and intended student learning outcomes

With this degree program, we intend to create an opportunity for students to explore and analyze principles of vulnerability, violence, risk, and community safety in order to solve complex health and social challenges.

Upon completion of the MS in Violence and Vulnerability Reduction, the student will be able to:

- Explain some of the root causes of many types of vulnerability, aggression, and violence.
- Evaluate the multiple theories of vulnerability in relation to specific cultural communities/contexts.
- Apply reflection to evaluate and explain violent behavior.
- Analyze variations in violent crime using relevant research findings.
- Develop prevention strategies using theories related to causation of violence and aggression.
- Evaluate developments and dominant paradigms in contemporary crime control and community safety.
- Develop specific area of expertise within the field of crime control and community safety using self-reflection and critical analysis.

- Analyze the efficacy of policy and practice aimed at crime control and community safety using relevant research findings.
- Develop advanced knowledge of 'best practices' in relation to crime control and community safety.
- Describe the types of childhood experiences associated with vulnerability, trauma, and the risk of offending.
- Discuss the social environmental factors affecting vulnerability and risk.
- Evaluate the evidence on what works in early intervention.
- Analyze early intervention and public protection policies drawing on theory and research on risk.
- Critique examples of empirical research in criminology and criminal justice.
- Demonstrate broad knowledge of research concepts, terminology and methods; and an enhanced knowledge of the methodological literature.
- Apply criminological research methodologies to their own research practice.
- Apply ethical principles and methodologies within social-behavioral and / or community-based research.

3. *Discuss how general education requirements will be met, if applicable.*

Not applicable.

4. *Identify any specialized accreditation or graduate certification requirements*

Not applicable.

5. *If contracting with another institution, provide a copy of the contract*

Not applicable.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

No articulation agreements are required for the MS.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. *Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.*

A summary list of faculty can be found in Appendix A.

2. *Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:*

- Pedagogy that meets the needs of the students*

- b) *The learning management system*
- c) *Evidenced-based best practices for distance education, if distance education is offered.*

UMB is committed to providing the best teaching and learning possible and to excellence in all of its courses.

Table. 1 Faculty Resources Available

Course Title	Faculty (*full-time faculty; †Adjunct faculty)
VVR 601 Launch Seminar (2 credits)	Flavius Lilly* and Virginia Rowthorn*
VVR 602 The Nature of Violence: Theory and Practice (4 credits)	David McIlhatton† and Mike Hardy†
VVR 603 Vulnerability and Violence: Theory and Practice (4 credits)	Tanya Sharpe†
VVR 604 Violence Prevention and Interventions (4 credits)	Lori Edwards*
VVR 605 Sustaining Non-Violence: Theory and Practice (4 credits)	Toby Guerin*
INNO 650 Community Engagement and Partnerships (3 credits)	Jim Kucher*
VVR 610 Research Practicum (3 credits)	Tanya Sharpe†
VVR 611 MS Capstone (4 credits)	Flavius Lilly* and Virginia Rowthorn*
VVR 612 Culminating Seminar (2 credits)	Flavius Lilly* and Virginia Rowthorn*

J. Adequacy of Library Resources

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The University of Maryland, Baltimore’s Health Sciences and Humans Services Library (HS/HSL) collection contains more than 30,000 electronic journals, 162 current print journals, approximately 170,000 books, and 6,000 electronic books. Students can access the electronic resources offered on the library web site

by logging in with their University ID number. The library serves as the regional medical library for ten southeastern states as part of the national Library of Medicines National network of Libraries of medicine. In addition to the library services and collections, the building also houses the computing services. Faculty librarians are dedicated to providing direct service to students.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

UMB's 71-acre research and technology complex encompasses 67 buildings in west Baltimore near the Inner Harbor. Faculty have offices provided within their respective departments and the Graduate School has identified office space to house the Program Manager Specialist and instructional technology personnel. UMB has adequate facilities, infrastructure and equipment to support any distance learning needs of the Master's Program. Students will have full access to the computing facilities at UMB. Students will be provided with UMB e-mail and library accounts and will have complete journal searching ability via PubMed. UMB possesses computing facilities that includes a networked computing environment for support of a broad range of information technology functions, including basic research, clinical research, patient information and general office management.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

No new general funds will be required for implementation of the proposed MS which will be coordinated and administered fully through the Graduate School.

Tables 1 and 2 can be found in Appendix B.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMB Schools including the Graduate School. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with curriculum, flowing down to course outcomes and assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, and regular academic program reviews consider these factors.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05)

A key feature of UMB's mission and strategic planning involves respecting, valuing and achieving diversity. The Strategic Plan states: diversity represents a core value, which is defined as being "committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions, and leadership." UMB realizes that it must embrace and celebrate diversity and become culturally competent. The State also has a goal of expanding educational opportunities for minority and educationally disadvantaged students.

The proposed new Master's program aims to address both UMB's and the State's cultural diversity goals. First, the delivery of some of the courses in the program by the use of distance learning

technology will enhance minority student access, as it expands access and success for learners from diverse communities. Essentially, distance learning is quickly become the educational opportunity for those students who may not or would not be able to participate in a traditional graduate education. The emergence of the so-called “virtual universities” has had more success in attracting diverse populations compared to traditional colleges. Universities and their missions and Internet-based degree programs embracing core values emphasizing social change and community engagement have been highly attractive to historically underrepresented groups. For rural and isolated communities, distance learning can be the vehicle that conquers geography and space between teachers and students.

The second manner in which the proposed Master’s addresses diversity goals is that distance learning not only achieves “access,” but can also help ensure “success,” as the technology of distance learning meets the needs of various learners and allows for differentiated instruction. Increasingly, culture, language, and social factors are being recognized as having an impact on learning styles. To be sure to avoid any chance of stereotyping, we recognize that individuals within a particular culture display the traditional traits and cultural markers of that group to varying degrees and hence, while on one hand, all behaviors are found in all cultural groups, some behaviors are demonstrated more so in some cultures than in others. These variations can be due to ethnic group differences within the larger culture, socio-economic status, degree of acculturation to the mainstream society, gender, religion, and myriad other factors. Essentially, with the proper use of its varied technology, distance learning can address the needs of all populations, and especially underrepresented groups that can not only attract but can help thrive as well. Also, with its varied types of interactions, distance learning embraces a shift from passive to active learning and from competition to collaboration.

O. Relationship to Low Productivity Programs Identified by the Commission:

The proposed MS is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

Context of Online Education at UMB

As the State’s public health, law, and human services university, the mission of UMB is to excel at professional and graduate education, research, patient care, and public service, and to educate leaders in health care delivery, biomedical science, global health, social work and the law. Also, UMB emphasizes interdisciplinary education in an atmosphere that explicitly values civility, diversity, collaboration, and accountability. UMB expects to achieve its mission in education excellence and to be competitive; the Graduate School has designed and offered online degree programs that respond to the following changes occurring in higher education (Allen, 2010).

1. Education Pipeline. The education pipeline includes a highly diverse prospective applicant pool. Prospective students are typically working adults who pursue part-time and non-residential educational opportunities, but who wish to remain in their regional geographic area, while pursuing advanced education. According to the National Center for Education Statistics, National Postsecondary Graduate Student Aid Study (NCES, NPSAS: GR; 2017), between the period of 2008 and 2017, there was a slight increase (3%) in the number of graduate students reporting full-time (FT) enrollment at a single institution. We suspect this may be partially influenced by availability of new online educational programs, where one can work, be

- considered enrolled FT, yet negotiate academic studies as one's lifestyle permits.
2. **Changing Demographics.** Data indicate a shift from the traditional student (the 18-22-year-old, full-time resident) to older students studying part-time. In 2015-2016, the National Center for education Statistics (NCES, 2017) reported that 37.58% of graduate students were married and the average graduate student was 32 years old ($SD= 9.66$). Nearly 9% of single/unmarried/divorced graduate students reported dependents, and nearly 60% of graduate students were female.
 3. **Technology Shift.** Educational research suggests that online education achieves the same as, or better student learning outcomes, than traditional face-to-face delivery models (Tallent-Runnels, et al., 2006; Means et al., 2009. Online delivery is far outpacing traditional forms of educational delivery. Between 2002 to 2008, online enrollments grew at an annual rate of 19% vs. 1.5% versus all of Higher Education. By the fall of 2008, 25% (4.6 million) of all students took at least one online course. In 2019, the top five highest reported college enrollments nationally four were online universities, offering at least some graduate programs (NCES).
 4. **Growth of Mobile Technologies.** Mobile technologies and miniaturization are changing the computing environment and the educational delivery paradigm. Technologies like netbooks, e-Readers, iPhones and iPads have revolutionized the delivery space and to provide anywhere, anytime learning.
 5. **Web 2.0 Revolution.** Other technologies that are already figuring widely into the future of education are part of the Web 2.0 revolution. The use of a variety of technologies is disaggregating the educational experience into 'the cloud'. Many of the technologies for the future, like blogs, wikis, podcasts, video, social networking and social media, virtual worlds, mobile learning, and Personal Learning environments, will have profound effects on the future learning landscape.

Essentially, online education represents a strategy that can address the restrictions of traditional onsite college courses, opening up accessibility for variety of learners, for a variety of reasons and expanding access to global education opportunities and expertise, beyond the walls of the campus. Major determinants of successful online programs include 1) course design that incorporates best practices (e.g. course alignment, integration of technology and content), 2) quality faculty who can engage students in the material (e.g. provide feedback and relevant expertise), and 3) provide responsible academic oversight. All three of these determinants are present in this proposal.

Ensuring Effective Instruction

Based on Quality Matters standards, UMB developed a rubric which details the best practices for distance education; this rubric helps faculty and instructional designers create the courses; assesses the readiness of the course, and ensures that the online courses are instructionally and pedagogically sound. The best practices are a synthesis of strategies, activities, design techniques, and organizational items that have been successful in higher education. The specific domains of this checklist are as follows:

- Course overview and introduction to the students
- Course organization and design
- Learning Objectives (competencies)
- Instructional Materials
- Learner Communication, Interaction and Collaboration
- Assessment and Evaluation (measurement)
- Course Technology

- Learner Support

The Learning Management Platform UMB utilizes and provides IT support for is the Blackboard Learning Management System for online course delivery. Within Blackboard, is the Collaborate conferencing software that we will use for our synchronous live activities, i.e., orientation and presentation face-to-face class sessions and recurring webinars. Additionally, the Faculty Center for Teaching and Learning which houses expert Instructional and Educational Media Specialists, uses of a video camera to record lectures, integrate webcams, and an interactive smart board. We also use the Camtasia software for screen lecture capture.

Instructional Design Team

The following individuals from the Instructional Design team have been assigned to direct the distance education strategy for the four additional certificate programs:

Christina Cestone, PhD | Executive Director, Faculty Center for Teaching and Learning

Dr. Cestone earned a Ph.D. in Educational Psychology from the University of Texas at Austin and a Master's degree in Human and Organizational Learning from The George Washington University. Dr. Cestone research includes faculty learning communities, instructional methods, motivation, and interprofessional education. Most recently, as Associate Dean of Assessment and Evaluation for Drexel University, College of Medicine, Dr. Cestone directed medical student assessment, and course and curriculum evaluation in an integrated medical curriculum for 1,100 medical students. Her interests are in program evaluation, and curriculum and instructional development involving active learning methods. She presents her work nationally and is active in the American Education Research Association (AERA) and the Professional and Organizational Development Network (POD), a national association of directors of Centers for Teaching and Learning.

Kevin Engler, MA | Instructional and Curriculum Designer

Mr. Engler holds a Masters of Arts degree in Instructional Design. Mr. Engler provides instructional design, audio-visual support, and faculty training in the use of instructional technologies. He is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program. Mr. Engler is knowledgeable in adult learning theory, distance education pedagogical techniques, course development planning and process management. Mr. Engler is trained and certified in the Quality Matters methodology and the ADDIE approach to course design. He has experience and background in writing instructional objectives that utilize Bloom's Taxonomy.

Erin Hagar, MA/MFA | Instructional and Curriculum Designer

Ms. Hagar taught Spanish at the college level and has worked in instructional and curriculum design for colleges and universities since 2000. She previously worked at Montgomery Community College and Johns Hopkins University, helping faculty incorporate new pedagogical practices and technologies into their face-to-face and online courses. Her areas of expertise include faculty development and training, online course design using the Quality Matters standards, and authentic activities and assessments. She is responsible for the overall

pedagogy, planning and designing of course content and assessments for distance education courses in the program.

Sharon Gillooly | Senior Media Production Specialist

Ms. Gillooly leads media production for the AIDE team. Her main focus is to produce videos that support academic instruction. After a long career in documentary television, she completed a Master's Certificate in Online Instructional Development from Florida State University where her work focused on instructional design and emerging technologies. Ms. Gillooly is especially interested in the use of media to enhance learning.

Eric Belt, MS | Instructional and Curriculum Designer

Mr. Belt holds a M.A., Distance Education & E-Learning from UMUC and a B.S., Business Administration from Towson University. Prior to joining UMB, Eric was the Director of Learning Technology at the College of Southern Maryland and, formerly, the Assistant Director of eLearning at Howard Community College. Eric has served as an Instructional Designer both virtually and on-campus for various community colleges across the U.S. and is active in the Maryland Online community. Eric brings a skills and interest in advancing the scholarship of teaching and learning through course design, instructional communication, and faculty professional development. Mr. Belt is currently an Educational Technology doctoral student at Boise State University pursuing research in communication, interaction, and engagement in online courses.

Collectively, the distance learning team will provide the following services to ensure that best pedagogical practices are used to train and support the most of effective presentation of their course content.

- Guided tutorials on the online course development process, with open questions and answer session.
- Written instructions accompanied by training videos to guide faculty on how to use the learning management system.
- A manual for the faculty regarding principles of good practice and the pedagogy of distance education.
- Provide timely support to the faculty in the use of the technology and trouble shoot any problems that might arise during the course of instruction.
- Work with faculty to design and develop courses, monitor the delivery of the course, and assess and revise the course for future offerings.

Supporting Students in Distance Education

Most of the courses for the MS in Vulnerability and Violence Prevention will be online, and others will be in person. We realize that the key to the success of the online courses is dependent on a) students knowing upfront the assumptions, requirements and responsibilities of taking an online course, 2) the ability of students to have the background, knowledge, and technical skills to undertake an online program; and 3) their having access to academic and technical support services to support their online activities. Accordingly, we will provide the following services to support the students in accessing distance learning technology:

- Communicate to students the nature of online learning, including their requirements, roles and responsibilities, and access to support services. All of our advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
- Ensure that enrolled students shall have reasonable and adequate access to the range of student services to support their learning.
- Ensure that accepted students will have the background, knowledge, and technical skills needed to undertake the program.
- Make available the Library Services to students so that they can have access to research databases, online catalog of books and media, chat with or e-mail a Librarian, electronic interlibrary loan, and more.

Evaluation and Assessment of Online Courses

We will adhere to a quality improvement model for assuring the continuous quality of the online courses. The process will involve the following steps:

1. Assessment of course readiness as measured by our quality indicators of best practices (including assessment of faculty readiness)
2. Monitoring of course delivery as assessed by the instructional designers with use of our “course evaluation’ rubric”
3. Obtainment of feedback from the faculty and students and instructional designers.
4. Analysis of feedback as performed by the Distance Learning Committee.
5. Institute course revisions based on comments by the Distance Learning Committee.

Finally, to ensure the sustainability of the distance learning program, the Academic Affairs Office at UMB affirms the following:

- UMB Policies for faculty evaluation includes appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.
- Commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a Master’s degree or certificate.

Appendix A: Program Faculty

Faculty Member Name: Flavius R.W. Lilly

Terminal Degree and Field: PhD, Gerontology

Academic Title/Rank at UMB Graduate School: Associate Professor

Status: Part-time

Courses Faculty Member Will Teach in the Proposed Program: VVR 601 Launch Seminar (2 credits); VVR 611 MS Capstone (4 credits); VVR 612 Culminating Seminar (2 credits)

Faculty Member Name: Virginia Rowthorn

Terminal Degree and Field: JD, LLM (Global Health Law)

Academic Title/Rank at UMB Graduate School: Senior Lecturer

Status: Part-time

Courses Faculty Member Will Teach in the Proposed Program: VVR 601 Launch Seminar (2 credits); VVR 611 MS Capstone (4 credits); VVR 612 Culminating Seminar (2 credits)

Faculty Member Name: Tanya Sharpe

Terminal Degree and Field: PhD, Social Work

Academic Title/Rank at UMB Graduate School: Adjunct Professor (also Associate Professor, Factor-Inwentash Chair in Social Work in the Global Community)

Status: Adjunct Professor

Courses Faculty Member Will Teach in the Proposed Program: VVR 603 Vulnerability and Violence: Theory and Practice (4 credits)

Faculty Member Name: David McIlhatton

Terminal Degree and Field: PhD, Spatial Analysis and Data Manipulation

Academic Title/Rank at UMB Graduate School: Adjunct Professor (also Professor, Centre for Trust, Peace and Social Relations, Coventry University, England)

Status: Adjunct Professor

Courses Faculty Member Will Teach in the Proposed Program: VVR 602 The Nature of Violence: Theory and Practice (4 credits)

Faculty Member Name: Mike Hardy

Terminal Degree and Field: PhD, Economics

Academic Title/Rank at UMB Graduate School: Adjunct Professor (also Professor and Executive Director, Centre for Trust, Peace and Social Relations, England)

Status: Adjunct Professor

Courses Faculty Member Will Teach in the Proposed Program: VVR 602 The Nature of Violence: Theory and Practice (4 credits)

Faculty Member Name: Toby Guerin

Terminal Degree and Field: JD

Academic Title/Rank at UMB Graduate School: Adjunct Professor (also Managing Director, Center for Dispute Resolution, at the University of Maryland School of Law (C-DRUM) and Clinical Law Instructor

Status: Adjunct Professor)

Courses Faculty Member Will Teach in the Proposed Program: VVR 605 Sustaining Non- Violence: Theory and Practice (4 credits)

Faculty Member Name: Lori Edwards

Terminal Degree and Field: DrPH, Occupational Health

Academic Title/Rank at UMB Graduate School: Adjunct Professor (also Assistant Professor, University of Maryland School of Nursing)

Status:

Courses Faculty Member Will Teach in the Proposed Program: VVR 604 Violence Prevention and Interventions (4 credits)

Appendix B. Resources and Expenditures

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue (c +g below)	\$0	\$0	\$0	\$0	\$0
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	\$0	\$0	\$0	\$0	\$0
c. Total F/T Revenue (a x b)					
d. Number of P/T Students	12	15	18	21	21
e. Credit Hour Rate	\$675	\$688	\$702	\$716	\$730
f. Annual Credit Hour Rate	21	27	27	27	27
g. Total P/T Revenue (d x e x f)	\$170,012	\$278,698	\$341,126	\$405,940	\$414,059
3. Grants, Contracts & Other External Sources					
4. Other Sources					
TOTAL (Add 1 – 4)					

TABLE 2: PROGRAM EXPENDITURES:

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$109,542	\$193,837	\$199,652	\$205,642	\$211,811
a. Number of FTE	1.10	1.39	1.39	1.39	1.39
b. Total Salary	\$85,580	\$138,455	\$142,609	\$146,887	\$151,294
c. Total Benefits	\$23,962	\$55,382	\$57,043	\$58,755	\$60,517
2. Admin. Staff (b + c below)	\$100,800	\$56,700	\$13,020	\$13,410	\$13,812
a. Number of FTE	0.8	0.45	0.10	0.10	0.10
b. Total Salary	\$72,000	\$40,500	\$9,300	\$9,579	\$9,866
c. Total Benefits	\$28,800	\$16,200	\$3,720	\$3,831	\$3,946
3. Support Staff (b + c below)	\$15,400	\$15,862	\$16,338	\$16,828	\$17,333
a. Number of FTE	0.20	0.20	0.20	0.20	0.20
b. Total Salary	\$11,000	\$11,330	\$11,670	\$12,020	\$12,381
c. Total Benefits	\$4,400	\$4,532	\$4,668	\$4,808	\$4,952
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$20,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL (Add 1 – 7)	\$245,742	\$276,399	\$239,010	\$245,880	\$252,956

Appendix C: Sample Plan of Study

MS	Vulnerability and Violence Reduction	
Year 1	Course	Credits
Fall A 2021	VVR 601 Launch Seminar FL/VR	2
Fall A 2021	VVR 602 The Nature of Violence: Theory and Practice DM/MH	4
Fall B 2021	VVR 603 Vulnerability and Violence: Theory and Practice TS	4
Spring A 2022	VVR 604 Violence Prevention and Interventions LE	4
Spring B 2022	VVR 605 Sustaining Non- Violence: Theory and Practice TG	4
Subtotal		<u>18</u>

Year 2		
Fall A 2022	INNO 650 Community Engagement and Partnerships (Jim Kucher)	3
Fall B 2022	VVR 610 Research Practicum TS	3
Spring A 2023	VVR 611 MS Capstone FL/VR	4
Spring B 2023	VVR 612 Culminating Seminar FL/VR	2
Subtotal		<u>12</u>

Total MS 30

Credits

Memorandum of Understanding

**University of Maryland, Baltimore Graduate School
and
Factor-Inwentash Faculty of Social Work at the University of Toronto
and
The Centre for Trust, Peace & Social Relations at Coventry University (United Kingdom)
For the
Master of Science in Vulnerability and Violence Reduction and a Post-Baccalaureate Certificate in
Vulnerability and Violence Reduction**

BACKGROUND

University of Maryland, Baltimore Graduate School (UMBGS), an academic unit of the University of Maryland Baltimore (UMB), a public university of the State of Maryland, and the Factor-Inwentash Faculty of Social Work at the University of Toronto (FIFSW) and the Centre for Trust, Peace & Social Relations at Coventry University in the United Kingdom (CTPSR) enter into this Memorandum of Understanding (MOU) to describe how the three universities will foster academic cooperation to deliver a Master of Science (MS) in Vulnerability and Violence Reduction and a Post-Baccalaureate Certificate (PBC) in Vulnerability and Violence Reduction. The proposed degrees represent a unique interdisciplinary and international collaboration between UMB, FIFSW and CTPSR.

With this degree and certificate program, the undersigned parties intend to create an opportunity for students to explore critical approaches to the understanding of vulnerability and risk within communities challenged by violence. Violence and vulnerability is seldom researched or taught from a multidisciplinary lens, which is critical to developing solutions. In addition to the multidisciplinary lens, it is critical to study violence and solutions from a comparative perspective to appreciate the impact of multiple determinants on the evolution of violence and an expanded range of solutions to address violence.

In consideration of the mutual benefit of establishing a cooperative relationship, the parties agree as follows:

PURPOSE & SCOPE

1. The primary objective of this MOU is to establish collaborative and cooperative efforts between UMBGS, FIFSW and CTPSR to implement a PBC and MS degree program that will consist of 30 credits and a PBC that will comprise 16 credits. The academic program will commence in August 2021.
2. The MS program will be delivered in a hybrid format of 4 in-person credit hours and 26 online credit hours and the proposed PBC will be delivered entirely online. For the proposed MS, the learning experience will involve a combination of an in-person launch seminar, online lectures, interactive case studies, a research-based capstone project, and a

culminating in-person workshop to share research and develop implementation plans. For the PBC, the learning experience will consist of online lectures, planned synchronous online “live events”, and interactive case studies.

3. The 27 credits of new content will be created by faculty members at UMB, FIFSW and CTPSR and delivered via the EdX online learning management system. The 3 credits of existing content is an existing online course offered by UMBGS.
4. The degree will be offered by UMBGS in accordance with the applicable policies, procedures, federal and state laws and regulations that govern UMBGS programs.

RESPONSIBILITIES OF UMBGS

After program development, UMBGS will initiate the MS and PBC degree programs at UMB and will take on the following program administration responsibilities:

1. Certify student eligibility for enrollment in the MS and PBC degree programs, admit, and award the MS or PBC degree upon successful completion of degree requirements applicable to UMB policies and procedures.
2. Maintain student records pertaining to matriculation and progression toward the MS and PBC degrees.
3. Conduct general orientation for students entering the MS and PBC degree programs.
4. Be responsible for the academic and administrative standards and accreditation of the MS and PBC degree requirements pursuant to UMB policies and procedures
5. Collect tuition from students enrolled in the MS and PBC program and provide financial support to the MS and PBC program pursuant to UMB policies and procedures.
6. Maintain accreditation of the MS and PBC program from Middle States Commission on Higher Education.
7. If necessary, provide information to students regarding visa status and U.S. export control screening.
8. Degree program faculty in UMBGS, FIFSW, and CTPSR will work with UMBGS instructional designers to create the curriculum using a consistent format.
9. Assign adjunct faculty appointments to contributing FIFSW and CTPSR faculty members as determined by UMBGS. The program’s faculty members will be compensated for course development and teaching pursuant to established rates for such services pursuant to UMB policies and procedures.
10. Admission and continuation to either program will be at the sole discretion of UMBGS based on UMBGS admission and degree policies and procedures.

11. Designate Program Director(s) dedicated to the MS and PBC degree program. The responsibilities of these positions are to:
 - a. Oversee development of the courses that are part of the MS and PBC program curriculum, ensuring the responsible faculty member is developing the course as agreed between the parties;
 - b. establish the separate Admissions, Curriculum and Student Progressions committees;
 - c. Serve on an ongoing basis on the Admissions, Curriculum and Student Progressions committees;
 - d. Oversee the assigned faculty members' delivery of coursework for students enrolled in the MS and PBC program in accordance with the MS and PBC curriculum;
 - e. Meet regularly with the UMB Graduate School Administration.

RESPONSIBILITIES OF FIFSW and CTPSR

1. Obtain FIFSW or CTPSR, as appropriate, approval for, and conduct, all aspects of the MS and PBC program that involve FIFSW and CTPSR, including approval of teaching responsibilities, use of the designated online learning system, advertising and marketing, faculty travel associated with the program, and use of FIFSW and CTPSR facilities as needed for meetings or program events;
2. In consultation with the UMB Program Director(s) and UMB Instructional Designers, develop assigned courses that are part of the MS and PBC program curriculum as agreed;
3. Teach assigned courses pursuant to UMB faculty teaching guidelines;
4. If unable to develop or conduct a course as a previously agreed, secure an appropriate replacement for the required time period. The UMB Program Director has final authority to approve the replacement faculty member based on UMB faculty and teaching guidelines;
5. Consult with the Admissions, Curriculum and Student Progressions committees as requested and as needed.

JOINT RESPONSIBILITIES

1. UMB, FIFSW, and CTPSR will each designate a Program Director for purposes of administering this MOU. In the event a Program Director is unwilling or unable to serve, an alternate will be designated;
2. Consult with each other promptly on any alleged violation of UMB, FIFSW, or CTPSR policy or applicable law, including (by way of example only) allegations of sexual harassment,

discrimination, unprofessionalism or academic misconduct. Cooperate in investigation and resolution of complaints in accordance with applicable UMB policies and procedures;

3. At the end of each academic year, the parties will evaluate the effectiveness of this MOU and make suggestions as to what mutually agreeable programmatic changes or amendments, if any, should be made.

NON-DISCRIMINATION

All undersigned institutions subscribe to the policy of equal opportunity and will not discriminate on the basis of race, sex, sexual orientation, gender identity or expression, age, ethnicity, religion, creed, or national origin in the programs and activities covered under this MOU. Both institutions shall abide by these principles in the administration of this MOU.

RIGHTS

As joint creators of the curriculum and content of the MS and PBC programs in Vulnerability and Violence Reduction, UMB, FIFSW, and CTPSR will jointly own intellectual property arising from the collaboration. Each party may develop and implement their own degree programs at their respective institutions based on the collaboratively developed content.

DISPUTES

If any controversy or dispute should arise between the parties with respect to the agreement or performance thereunder and cannot be resolved by good faith discussion among the parties, such controversy or dispute shall be submitted to the leadership of the parties who shall endeavour to find an amicable resolution of such dispute within thirty (30) days of submission of the matter to them.

TERM, RENEWAL, AND TERMINATION

1. Any party, upon 90 calendar day's written notice sent to the address or email address given below, shall have the right to terminate this MOU for any reason. The parties may mutually agree to terminate based upon the annual evaluation of activities under this MOU. To the extent feasible, each shall perform the roles and responsibilities provided herein up to the time of termination. Students currently enrolled in courses at time of termination will not be affected.
2. Unless earlier terminated, this MOU shall be in force among the parties hereto for a period of five years from the date of this MOU, and it is renewable upon written agreement of UMB, FIFSW, and CTPSR signed by their authorized officials. This MOU may be reviewed and revised at any time by mutual written consent of UMB, FIFSW, and CTPSR prior to the expiration of the foregoing period.

MISCELLANEOUS

1. This MOU shall not be construed to create a relationship of partners, brokers, employees, servants or agents as between the parties. The parties to this MOU are acting as independent contractors. Each party will comply with its respective national, state, and local laws.
2. The parties acknowledge that the acceptance of students for participation in the activities under this Agreement must take into account and may be affected by the restriction of the Export Control Laws of the United States and the UMB policies regarding export controls. This includes the Export Administration Act and its implementing regulations, the Export Administration Regulations (15 CFR §§ 730 *et seq.*), the Arms Export Control Act and its implementing regulations, and the International Traffic in Arms Regulations (22 CFR §§ 120 *et seq.*).
3. Force Majeure. The parties shall be released from their respective obligations in the event of national emergency, war, and prohibitive governmental regulation or if any other cause beyond the reasonable control of the parties or either of them renders the performance of this contract impossible.
4. Non-Assignment. This MOU may not be assigned or changed by either party without the advance written consent of the others. This MOU shall be binding upon the heirs, personal representatives, successors, and permitted assigns of the parties.
5. No Third Party Beneficiaries. This MOU shall be only for the benefit of the undersigned parties and their permitted successors and assigns, and no Student or other person shall be deemed to be a third party beneficiary of this Agreement.
6. Notices. Any additions, changes or deletions must be approved, in writing and signed by an authorized party of each Party. Any notice to the parties as required by this Agreement must be in writing, signed and directed to the signatories named below or such substitute addresses as a Party provides by proper notice.
7. This Agreement is a public record of the State of Maryland.

BY SIGNING BELOW, EACH PARTY REPRESENTS THEY AGREE WITH THE INFORMATION HEREIN AND THEY ARE AUTHORIZED TO EXECUTE THIS AGREEMENT ON BEHALF OF THEIR ORGANIZATIONS.

FOR: University of Maryland, Baltimore
BY:

Roger Ward

Date

Dean
620 West Lexington Street
Second Floor, Room 2112
Baltimore, MD 21201, U.S.A

Phone: 410-706-2304
Fax: 410-706-0500
Email: rward@umaryland.edu

FOR: Factor-Inwentash Faculty of Social Work at the University of Toronto

BY:

Name

Date

Title
Address
Email

FOR: The Centre for Trust, Peace & Social Relations at Coventry University (United Kingdom)

BY:

Name

Date

Title
Address
Email