



**Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	University of Maryland, Baltimore
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Each action below requires a separate proposal and cover sheet.

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|---|--|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input checked="" type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment	Date
Submitted: <input checked="" type="radio"/> No	Type: <input type="radio"/> Check #	Amount:	Submitted:

Department Proposing Program	School of Social Work		
Degree Level and Degree Type	AoC		
Title of Proposed Program	Leadership, Policy, and Social Change (LPSC) concentration		
Total Number of Credits	60		
Suggested Codes	HEGIS: 210400	CIP: 440701	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2026		
Provide Link to Most Recent Academic Catalog	URL: https://www.ssw.umaryland.edu/academics/maw-academics/records--registration/calendars--course-schedules/		

Preferred Contact for this Proposal	Name: Meghan Bruce Bojo		
	Title: Executive Director, Academic Administration		
	Phone: 410-706-2055		
	Email: mbojo@umaryland.edu		

President/Chief Executive	Type Name: Dr. Roger Ward		
	Signature:	Date: 1/15/26	

Date of Approval/Endorsement by Governing Board:	
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Sanjay K. Rai, Ph.D., Secretary of Higher Education
Maryland Higher Education Commission (MHEC)
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

January 15, 2026

Dear Dr. Rai:

The University of Maryland, Baltimore School of Social Work is seeking to offer a currently approved area of concentration at the Universities at Shady Grove (USG). The School of Social Work has been offering MSW courses at USG since that campus was incorporated in 2000. The full off-campus MSW program at USG launched in 2015, with students able to complete the full Clinical concentration. This proposal is to expand the current offerings so that MSW students at USG can complete the Leadership, Policy, and Social Change (LPSC) concentration.

Should you require additional information, please contact Meghan Bruce Bojo at mbojo@umaryland.edu or 410-706-2055.

Regards,



Dr. Roger J. Ward, JD, MSL, MPA
Provost and Executive Vice President

Academic Program Proposal to the Maryland Higher Education Commission

New Area of Concentration: Leadership, Policy, and Social Change

Masters of Social Work at the Universities at Shady Grove

At the time of the proposal:

President of UMB: Bruce Jarrell, MD, FACS

Dean of the School of Social Work: Judy Postmus, PhD, ACSW

Senior Associate Dean for Academic Affairs: Amanda Lehning, PhD, MSW

Program Director: Henriette Taylor, MSW

A. Centrality to Institutional Mission and Planning Priorities

1. Program Description and Alignment with Mission and Goals

This proposal is to offer a New Area of Concentration for the existing Master of Social Work (MSW) degree that is offered at the Universities at Shady Grove (USG) starting in the fall of 2026. University of Maryland School of Social Work (UMSSW) has been offering MSW courses at USG since that campus was incorporated in 2000. The full off-campus MSW program at USG launched in 2015, with students able to complete the full Clinical concentration. This proposal is to expand our offerings so that MSW students at USG can complete the Leadership, Policy, and Social Change (LPSC) concentration.

The MSW is a 60-credit degree which includes 27 foundation credits and 33 advanced credits. All students complete the same foundation curriculum, through which they gain knowledge in social work values, ethics, and professional behavior; diversity and oppression as they relate to the etiology and definition of individual and social problems and social work practice interventions; critical reflection on and assessment of the evidence base for social work practice and social welfare policies; and micro, mezzo, and macro practices that promote social and economic justice for vulnerable populations. In the advanced portion of the MSW program, students at USG currently can only choose the Clinical area of concentration, which prepares students to improve the quality of life and enhance the social functioning of individuals, families, and groups through direct service. While the expansion of the MSW to USG originally only included the Clinical concentration, UMSSW anticipated offering an additional concentration as the program grew and in response to student and market demands.

The LPSC concentration trains students to work with individuals, organizations, communities, and larger systems; to plan, develop, organize, administer, and evaluate programs of social services; and to stimulate collective action to influence conditions in communities and policies on local, state, and federal levels. This concentration allows students to deepen their knowledge and practice experience by completing a set of required courses and a specialized practicum at a community site. Specifically, students learn systems-level advocacy by analyzing power, identifying actionable and transformative policy issues, developing strategic advocacy plans and messages, and integrating advocacy into social service settings. They develop skills in multicultural program development and management by applying program theory, creating evaluation and budgeting tools, and exploring essential organizational practices. They examine how federal and state policies are made and build skills in policy analysis, planning, and advocacy. And they learn contemporary and inclusive strategies to be successful supervisors and leaders in diverse settings.

MSW graduates of either concentration have the opportunity to become a Licensed Master Social Worker (LMSW) in the state of Maryland.

The mission of the University of Maryland School of Social Work (UMSSW) is to “develop practitioners, leaders and scholars to advance the well-being of populations and communities and to promote social justice. As national leaders, we create and use knowledge for education, service innovation, and policy development”. In support of our mission, UMSSW has developed a strategic plan and specific objectives in the areas of Accountability and Integration of Core Values; Student Growth and Success; University Culture, Engagement, and Belonging; Innovation and Reimagination; Community Partnership and Collaboration; and Global Engagement and Education. The proposed new area of concentration at USG aligns with both our mission and goals. It will offer USG students the opportunity to take specialized coursework and have a practicum experience in the areas of policy advocacy, organizational leadership, and community organizing. It will promote student growth and success by expanding options for students at the USG campus.

2. Resources and Institutional Commitment

Since UMSSW has offered the MSW program at USG for more than a decade, almost all of the resources, administrative structure, and faculty expertise are already in place for the LPSC concentration. We have a full-time Director of the MSW Program at USG, Henriette Taylor, who began her position in January of 2026. The former Director (who has returned to a full-time teaching position) was in a half-time position, but we have made this a full-time role given the increase in the number of students enrolled at USG and the expanded curriculum offerings. We have two full-time Practicum Coordinators at the USG campus, who will now seek out LPSC placement sites in addition to Clinical sites.

Offering the LPSC concentration at USG for the MSW program will require the addition of four new courses to current course offerings at that location. Courses will be taught by a combination of full-time faculty that also teach at the Baltimore campus and part-time adjunct faculty hired for their expertise in LPSC. Tuition dollars will provide the funding support to offer these new courses.

The UMSSW is committed to offering the LPSC concentration at the MSW program at USG for the long term. As described in more detail in section C, student interest and market demand indicate that enrollment at the USG campus will continue to increase. Furthermore, UMSSW will provide existing resources and support to this expansion. The Office of Admissions (which includes a graduate of the Baltimore LPSC concentration from 2019) will lead recruitment and admissions efforts. The UMSSW Offices of Academic Affairs and Student Affairs will assign instructors to courses, provide professional

development for faculty, and offer academic and career advising to students in the LPSC concentration (as they currently do for students in the Clinical concentration).

In summary, UMSSW has the resources to appropriately fund, teach, and support students in the LPSC concentration at the MSW program at USG. These students will have the same high-quality, competence-based accredited curriculum as the Baltimore campus.

Students in the LPSC concentration will be taught by high quality full- and part-time faculty from UMSSW and will have access to a full range of student services at USG and UMB.

B. Critical and Compelling State and Regional Need

Expanding the MSW program at USG to offer the LPSC concentration allows the UMSSW to address societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students.

The proposed addition of the LPSC concentration at the MSW program at USG is strongly aligned with the 2022 Maryland State Plan for Higher Education, particularly its goals of expanding equitable access, strengthening student success, and fostering innovation in program design and delivery. As a Regional Higher Education Center (RHEC), USG enrolls nearly 4,000 undergraduate and graduate students, many of whom are first-generation, working, multilingual, or place-bound adult learners. According to recent analyses from the 2024 American Community Survey, Montgomery County is one of the most diverse counties in Maryland, where approximately 62% of residents identify as people of color, including substantial Black (18%), Asian (16%), and Latinx/Hispanic (22%) communities, and where more than one-third of residents are foreign-born. Expanding the LPSC concentration to USG directly supports the State Plan's equity goals by increasing access to a high-quality MSW pathway for this diverse regional population and by providing a clear, local option for students, including those from Montgomery College, whose academic and professional interests lie in policy, administration, systems change, and community-level practice.

The proposed LPSC concentration also aligns with the State Plan's priorities related to workforce preparation, innovation, and regional economic development. The DC–Maryland–Northern Virginia region demonstrates sustained demand for professionals with competencies in policy analysis, program evaluation, community planning, data-informed management, and organizational leadership. Concurrent regional challenges, including federal funding instability, rising housing and behavioral health needs, and persistent racial and economic inequities, underscore the need for MSW-prepared LPSC practitioners who can navigate complex systems and design effective human service programs. Offering the LPSC concentration at USG strengthens Maryland's public and nonprofit workforce pipeline, meets employer needs in one of the most economically significant and

demographically diverse regions of the state, and fulfills the State Plan's call for innovative, regionally responsive, and workforce-aligned program offerings.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand

In February of 2025, the UMSSW partnered with EAB, an education analytics and marketing organization, to assess market demand for expanding the MSW degree with a LPSC concentration beyond the Baltimore campus. According to this analysis, demand for MSW-trained professionals has been increasing, with 4,974 job postings in the state of Maryland and another 3,564 in Washington DC and northern Virginia during the year 2024. Nearly 15% of these job postings are for positions for which a graduate of an MSW program with an LPSC concentration would be uniquely qualified (i.e., community service specialist or manager). More specifically, in the region local to USG, including Prince George's County, Montgomery County, and Washington DC, there is demand for social workers who are qualified to provide program management, community planning, evaluation, policy analysis, and organizational leadership. Federal funding cuts, grant instability, and shifting policy priorities have made service planning more complex, increasing the need for LPSC practitioners who can navigate changing funding environments, advocate for resources, and design resilient systems. Combined with an aging social work workforce and expanding local service demands, these trends underscore a clear regional need for MSW-prepared LPSC social workers to strengthen programs and policies across the region's human services landscape.

Expanding the LPSC concentration also creates a pipeline for more clinical supervisors in the near future. These graduates would complete the Supervision and Leadership course, which meets the Maryland Board of Social Work's requirement that board-approved supervisors complete supervisory training, which may include a social work graduate course from a MSW program accredited by CSWE. Maryland's social work workforce depends on a steady supply of board-approved supervisors, who are required to oversee the roughly 3,000 hours of supervised practice needed for advanced clinical licensure. Because only board-approved supervisors can provide these hours, their availability directly affects how quickly new clinicians enter the workforce. As service demands grow and experienced practitioners retire, limited supervision capacity can slow licensure pipelines and constrain agencies' ability to meet community needs, making the development and retention of qualified supervisors a critical statewide priority.

The proposed LPSC concentration at the Universities at Shady Grove (USG) is designed to launch with a small, well-supported cohort aligned with existing practicum placement capacity and instructional resources. At the Baltimore campus, approximately 30

advanced-year students select the LPSC concentration annually out of roughly 425 students. Because USG serves a much smaller MSW population, initial enrollment in the LPSC concentration at USG is expected to be proportionally lower. The first cohort will be capped at no more than 20 students, although actual first-year enrollment is projected at 10-12 students as the concentration becomes established and as local pipelines, particularly from UMBC–USG’s B.A. in Social Work program and Montgomery College, strengthen.

Practicum placement capacity supports these initial and projected enrollment levels. UMSSW currently maintains a strong network of human service, governmental, policy, and community-based organizations in Montgomery County, Prince George’s County, and the greater Washington, DC region. Many of these partner agencies already serve as practicum sites for clinical students but also engage in program evaluation, community development, systems coordination, or policy work, making them suitable and eager to host LPSC students. A preliminary assessment conducted with the Office of Practicum Education confirms capacity for approximately 15 LPSC placements annually within commuting distance of USG, aligning well with projected early enrollment and anticipated gradual growth. Additional LPSC practicum opportunities will be phased in as employer partnerships expand, particularly among county agencies, nonprofits, and regional coalitions seeking systems-level expertise.

Enrollment is expected to grow modestly as the concentration becomes known to students and employers and as regional workforce demand for LPSC-prepared social workers continues to increase. Steady-state enrollment is projected at 20 LPSC students annually at USG by Year 5. This growth aligns with faculty teaching capacity and practicum availability, so no additional full-time faculty lines are required at launch. The program will utilize existing LPSC faculty at USG and Baltimore, supported by experienced adjunct instructors as needed. Practicum oversight will be absorbed within the current practicum education infrastructure, with the potential need for 0.25–0.50 FTE additional practicum instruction support once enrollment regularly reaches 20 LPSC students. Classroom, advising, and administrative resources at USG are sufficient to support the concentration without requiring new facilities or major capital investment.

D. Reasonableness of Program Duplication

Although The Universities at Shady Grove (USG) hosts a wide array of graduate programs from nine Maryland public universities, there is currently no graduate degree that duplicates the proposed MSW LPSC concentration. UMSSW offers the Master of Social Work (MSW) with a Clinical concentration at USG, focusing on clinical assessment and intervention skills (e.g., behavioral health, family systems) but not on LPSC practice

competencies such as policy analysis, community organization, program evaluation, or organizational leadership. Other graduate degrees at USG include, for example, Master of Education (M.Ed.) programs (e.g., Early Childhood and Special Education), Master of Arts in Integrated Design, Doctor of Public Administration (D.P.A.), Master of Science degrees in areas such as Medical Cannabis Science and Therapeutics and Pharmaceutical Sciences, as well as Master of Professional Studies degrees in fields like Biotechnology, Cybersecurity, Data Science, and Industrial-Organizational Psychology. While some of these programs overlap conceptually with certain LPSC skills (e.g., the D.P.A. and elements of public policy or leadership), they are distinct in credentialing, disciplinary focus, and curriculum. None are designed to prepare graduates for accredited LPSC social work practice with competencies in human service systems change, community planning, advocacy, and organizational management within the human services sector. The proposed LPSC concentration would therefore fill an unmet curricular niche at USG by providing regionally accessible, CSWE-accredited LPSC social work training that complements existing graduate offerings without duplicating them.

There are currently two other institutions in the state of Maryland that have a Master of Social Work program: Morgan State University and Salisbury University. Neither of these universities offer their MSW program on the USG campus.

E. Relevance to High-Demand Programs at Historically Black Institutions

Expanding the LPSC concentration to USG is not anticipated to have an impact on the implementation or maintenance of high-demand programs at HBIs.

F. Relevance to the Identity of Historically Black Institutions

Expanding the LPSC concentration to USG is not anticipated to have an impact on the uniqueness and institutional identities and missions of HBIs.

The UMSSW was created in 1961 at the UMB campus in Baltimore. The full off-campus MSW program at USG launched in 2015, with students able to complete the full Clinical concentration. This proposal is to expand the offerings for the MSW program at USG to include the Leadership, Policy, and Social Change (LPSC) concentration.

The LPSC curriculum is overseen by the LPSC Concentration Committee, currently chaired by Nalini Negi, Professor, and Adam Schneider, Clinical Associate Professor. LPSC courses will be taught by a combination of tenured faculty, clinical faculty, and adjunct faculty. At least one third of the program will be taught by full-time faculty from UMSSW in compliance with Maryland regulations. The faculty makeup changes each year, however the program does have sufficient capacity and commitment to meet this criteria.

Students taking LPSC classes at USG will also have the faculty support of Henriette Taylor, the Director of the MSW Program at USG. The director will assist students in accessing

services, resolving student or faculty issues that arise, academic advising, and development of additional programming for LPSC students at USG. Additional programming includes special topics lectures, networking events, and career panels. Director Taylor and the two full-time Practicum Coordinators have offices at USG and meet regularly with each other, MSW students, and other USG partners.

The MSW degree is accredited by the Council on Social Work Education (CSWE), which requires MSW programs to prepare students in 9 competencies, regardless of concentration:

- 1–Demonstrate Ethical and Professional Behavior
- 2 –Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- 3 –Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- 4 - Engage in Practice-Informed Research and Research- Informed Practice
- 5 –Engage in Policy Practice
- 6 –Engage with Individuals, Families, Groups, Organizations, and Communities
- 7 –Assess Individuals, Families, Groups, Organizations, and Communities
- 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities
- 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

For the Leadership, Policy, and Social Change (LPSC) concentration specifically, the SSW faculty have identified the following 17 learning outcomes:

Competency #1 Demonstrate Ethical and Professional Behavior		
Advanced LPSC Behaviors	1.1 LPSC	Conduct one’s self professionally while engaging in a variety of LPSC professional roles (e.g., facilitator, leader, broker, organizer, negotiator, educator, researcher or manager) as appropriate for the practice setting
	1.2 LPSC	Employ strategies of ethical reasoning and problem solving in assessment, intervention, and evaluation of organization, community, and policy practice

	1.3 LPSC	Communicate information in a manner that is appropriate for the target audience and for the medium of choice (e.g., advocacy brief, social media, budget, grant proposal, presentation, etc.)
Competency #2 Advance Human Rights and Social, Racial, Economic, and Environmental Justice		
Advanced LPSC Behavior	2.1 LPSC	Establish effective and collaborative working relationships with people of various cultural backgrounds and identities, especially with marginalized populations
Competency #3 Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice		
Advanced LPSC Behavior	3.1 LPSC	Demonstrate an understanding of structural systems of inequality and apply this understanding to one’s organization, community, or policy work
Competency #4 Engage In Practice-informed Research and Research-informed Practice		
Advanced LPSC Behaviors	4.1 LPSC	Construct and utilize best practices and evidence to develop and implement community, organizational, or policy interventions
	4.2 LPSC	Develop a research question that can inform policy, programs, or practice
	4.3 LPSC	Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice.
Competency #5 Engage in Policy Practice		
	5.1 LPSC	Be able to articulate the factors that shape the development of legislation, policies, program services and/or funding at all system levels and the effect of public policy on client services and or programming in an area of practice

Advanced LPSC Behaviors	5.2 LPSC	Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society
Competency #6 Engage with Individuals, Families, Groups, Organizations, and Communities		
Advanced LPSC Behaviors	6.1 LPSC	Use strategies collaboratively with people from diverse economic, political, social, and cultural backgrounds, and/ or from marginalized communities to promote sustainable change and equity for oppressed client groups, communities, organizations, institutions, or society
Competency #7 Assess Individuals, Families, Groups, Organizations, and Communities		
Advanced LPSC Behaviors	7.1 LPSC	Assess and analyze social systems (e.g., communities, organizations, political systems) using multiple frameworks and synthesis to inform intervention
	7.2 LPSC	Synthesize and differentially apply theories, constructs, frameworks and models of human behavior and the social environment to guide assessments and planning LPSC practice

The UMSSW will assess student achievement of these learning outcomes for LPSC students at USG in the same way it does for all MSW students, regardless of location or concentration. All of the behaviors and competencies outlined above are assessed in two ways for all students. First, all students are measured in practicum to assess them on real-world practice. In collaboration with their practicum instructors, students identify learning activities in which they must engage in the nine core competencies. Second, faculty assess students using course-embedded assessment assignments. This assessment aligns with the requirements of CSWE. The MSW program has been accredited by CSWE since 1963, and recently went through review based on CSWE’s Educational Policy and Accreditation Standards. The decision by CSWE was to reaffirm accreditation through October of 2032.

The figure below presents the overall curriculum flow of the MSW program. The MSW is a 60-credit degree which includes 27 foundation credits and 33 advanced credits. All students complete the same foundation curriculum, through which they gain knowledge in social work values, ethics, and professional behavior; diversity and oppression as they relate to the etiology and definition of individual and social problems and social work

practice interventions; critical reflection on and assessment of the evidence base for social work practice and social welfare policies; and micro, mezzo, and macro practices that promote social and economic justice for vulnerable populations.

The advanced curriculum requires students to specialize in a method and approach to social work practice: either Clinical or Leadership, Policy, and Social Change. Each area of specialized practice augments and extends the foundation curriculum to expand students' multidisciplinary knowledge of evidence-based and best practice interventions, social policies, and research methods related to clinical or LPSC practice; hone their critical thinking and self-reflection and awareness capacities; deepen their abilities in the core skills needed to effectively practice as clinical or LPSC social workers; reinforce their commitment to the core social work values and professional behaviors to which they were introduced in the foundation generalist curriculum; and equip them to be stronger advocates with and on behalf of their clients and constituents. The specializations in clinical and LPSC practice are parallel in their requirements. Students must complete a minimum of four practice methods courses that build on generalist practice courses, an advanced policy course, and electives (usually taken as advanced practice methods courses), and advanced practicum. The area of concentration selected by a student drives the choice of practice setting in which the student completes their advanced practicum

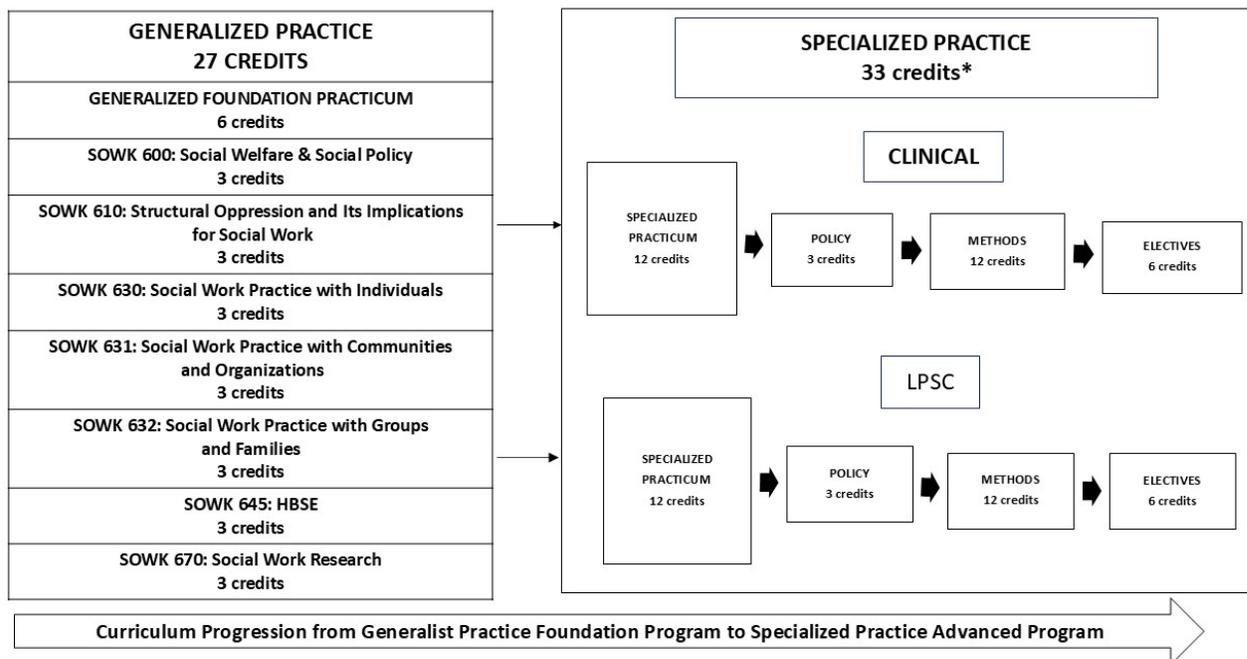


Figure 1. Curriculum overview flow chart. HBSE = human behavior and social environment

To expand the LPSC concentration to USG, UMSSW will offer four practice methods courses. Students will meet all other course requirements through courses that are already offered on that campus in the MSW program.

SWOA 701 – Advocacy – 3 credits

This course moves from individual-level advocacy to more effective systems-level advocacy – that is, advocacy that seeks to motivate intentional change in organizations, public policies, and communities. We will interrogate the faces of political power, and the ways that power underlies and informs social problems. We will analyze and propose issues based on various criteria so that our demands are both actionable and potentially transformational. We will formulate and articulate advocacy plans that incorporate a range of strategic considerations – e.g., the opportunities and challenges provided by the political context, the roles that are available and necessary in an advocacy campaign, and the constituencies and interests that are involved. We will develop and critique messages and media for various audiences. We also will assess and propose opportunities for integrating advocacy initiatives in the context of social service agencies.

SWOA 703 – Program Development – 3 credits

This course is designed to expand students' knowledge of and skills in the design, development and management of programs in human service organizations within a multicultural environment. Program theory and multicultural program development are applied to a range of human service programs. Students will design and develop a program, create logic models and a strategy for performance measurement and program evaluation, develop program budgets and management information systems. Students will also be exposed to various related contextual organizational and management practices such as organizational learning and change, strategic planning, and interagency alliances.

SWOA 707 – Social Policy and Social Change – 3 credits

The course provides an overview of the policy-making process at the federal and state levels and analyzes the roles of the Legislative, Judicial, and Executive branches of the government in the policy-making enterprise. The focus of the course is on critical analysis of the key assumptions driving policy and policy change, such as social vs. individual responsibility and risk. The course also includes a critical examination of the role that policy plays in the design of interventions and service delivery practices at the federal, state, and local level and the impact of changing policies on people, groups, communities, and providers. In addition, it emphasizes the impact of policy on diverse and at-risk-populations, and its implications for social and economic justice. Students will be introduced to both the analytic and interactional skills associated with social policy

development, including social problem analysis, social planning, the legislative process at the federal, state, and local levels, policy analysis and evaluation, and policy advocacy and social change.

SWOA 708 – Supervision and Leadership – 3 credits

The future of impactful public and private organizations depends on supervisors and leaders integrating equity and social justice while fostering the capabilities of all people. This course will incorporate contemporary and inclusive strategies to equip current and emerging Social Work leaders and supervisors to successfully work in diverse settings. Mastery of content will take place through team-based learning exercises, case analysis, peer training, readings, and discussion.

The program will continue to provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. This information is provided through coordinated communications from the Office of Records & Registration, the Academic Advisor, the Instructional Design team, the Office of Practicum Education, the Office of Student Affairs, and the Office of Academic Affairs through email, orientations, and the website.

Advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available. These materials are designed through collaboration between the Office of Admissions and the Director of Marketing & Communications through information sessions, recruitment materials, and email communications.

H. Adequacy of Articulation

Not applicable.

I. Adequacy of Faculty Resources

UMSSW is ranked in the top 25 schools of social work in the country and has one of the largest and strongest LPSC programs of study in the country. LPSC courses at USG will be taught by a combination of tenured faculty, clinical faculty, and adjunct faculty. All faculty who teach these courses must have a MSW from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience. Below is a table with current plans for faculty to teach the four new course offerings at USG.

Faculty Member	Degree	Position	Status	Course
Adam Schneider	MSW	Clinical Associate Professor	Full Time	SWOA 701: Advocacy
Joan Davitt	MSW, PhD	Associate Professor	Full Time	SWOA 703: Program Development
Jenny Torres	MSW	Adjunct I	Part Time	SWOA 707: Social Policy and Social Change
Karen Hopkins	MSW, PhD	Professor	Full Time	SWOA 708: Supervision and Leadership

The Office of Academic Affairs provides ongoing pedagogy skills development for all faculty in the MSW program through monthly open spaces and semesterly training by experts on a specific evidence-based topics. In addition, the UMSSW’s Instructional Design E-Learning and Assessments team (IDEA team) offers a variety of resources and support related to instructional design, e-Learning, pedagogy, educational technology, and assessment and evaluation.

J. Adequacy of Library Resources

UMSSW students completing the LPSC area of concentration at USG will be able to use the University of Maryland Health Sciences and Human Service Library (HS/HSL) and USG’s Priddy Library, exactly as current MSW students at USG do. HS/HSL is the only publicly-funded health sciences library in the state of Maryland and one of the largest health sciences libraries in the eastern United States. Students and Faculty have onsite and offsite access to journal databases (e.g., PubMed, Scopus, SocINDEX), reference service, research consultations, and systematic review support. The Shannon and Michael Priddy Library, located on the USG campus, is one of eight branch libraries of the University of Maryland, College Park. This library offers physical spaces for studying and collaboration, print and copy resources, electronic book and journal catalogs, and research assistance.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

Existing physical facilities, infrastructure, and instruction equipment are adequate to initiate the program. Specifically, there are multiple classrooms available at USG and there is no financial cost to the UMSSW for two additional classrooms per year at that campus. In addition, there is a shared faculty office and a conference room for the MSW program at USG for faculty to prepare teaching materials, grade assignments, and meet with students.

This proposal does not relate to distance education.

L. Adequacy of Financial Resources with Documentation

As shown in Table 1, the financial resources for expanding the LPSC concentration to the MSW program at USG will come from student tuition dollars. We estimate slow but steady growth in full-time student enrollment in this concentration, starting with 10 in Year 1 and reaching 20 by Year 5. We also anticipate that tuition costs will increase by 3% annually. Students do not select their concentration until their advanced year in the program, at which point they are taking more than 9 credits so are all classified as full time students.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	\$174,960	\$216,288	\$278,280	\$343,872	\$393,600
a. Number of F/T students	10	12	15	18	20
b. Annual Tuition/Fee Rate	\$17,496	\$18,024	\$18,552	\$19,104	\$19,680
c. Total F/T Revenue (axb)	\$174,960	\$216,288	\$278,280	\$343,872	\$393,600
d. Number of P/T students	0	0	0	0	0
e. Credit Hour Rate	\$729	\$751	\$773	\$796	\$820

f. Annual Credit Hour Rate	\$4,374	\$4,506	\$4,638	\$4,776	\$4,920
g. Total P/T Revenue	0	0	0	0	0
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	\$174,960	\$216,288	\$278,280	\$343,872	\$393,600

As shown in Table 2, the expenditures for this program come from a portion of salary and benefits for faculty to teach the LPSC courses as well as Practicum faculty to identify and place students in LPSC practicum experiences. We anticipate needing the equivalent of a .5 FTE each year to teach the courses and a .25 FTE for practicum placements for the first two cohorts, increasing to .5 as the enrollment numbers increase. We assume a 3% increase in the cost of salaries each year, and a fringe rate of 28.5 percent. As noted earlier, LPSC students will have access to the same support and resources as Clinical students, so there are no additional expenditures needed for those functions.

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)					
a. Number of FTE	.75	.75	1.00	1.00	1.00
b. Total Salary	\$90,000	\$92,700	\$127,308	\$131,127	\$135,061
c. Total Benefits	\$25,650	\$26,419	\$36,283	\$37,371	\$38,492
2. Admin Staff (b+c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0

b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b+c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
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	0	0	0	0	0
TOTAL (Add 1-7)	\$115,650	\$119,119	\$163,590	\$168,498	\$173,553

M. Adequacy of Provisions for Evaluation of Program

UMSSW will also evaluate expanding the LPSC concentration to USG using multiple metrics and data sources. To evaluate courses and identify areas for improvement, the Office of Academic Affairs will monitor student course evaluations and annual student surveys. To evaluate student learning, the Office of Academic Affairs will review LPSC competencies and behaviors (as discussed in section G), graduation rates, LMSW licensure pass rates, and job placement rates post-graduation. The Strategic Enrollment Management team will also review student recruitment and retention data.

N. Consistency with the State’s Minority Student Achievement Goals

As noted in section B, as a Regional Higher Education Center (RHEC), USG enrolls nearly 4,000 undergraduate and graduate students, many of whom are first-generation, working,

multilingual, or place-bound adult learners. Expanding access to the LPSC concentration in one of the most racially and ethnically diverse counties in Maryland directly addresses minority student access and success.

O. Relationship to Low Productivity Programs Identified by the Commission

Not applicable

P. Adequacy of Distance Education Programs

Not applicable