OFFICE OF THE PROVOST

110 1 Camden Avenue

Salisbury, MD 2 180 1-6 860

4 10 -5 43 -6 0 20

1-8 88 -5 43 -0 148

TTY 4 10 -5 43 -6 0 83

FAX 4 10 -5 48 -2 58 7

www.salisbury.edu

August 1, 2022

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

Dear Secretary Fielder:

On behalf of President Carolyn Lepre, the faculty, and the entire Salisbury University (SU) community, I am requesting approval to add a new area of concentration in Masters of Social Work – Social Change and Leadership Concentration. The proposal is fully endorsed by Salisbury University.

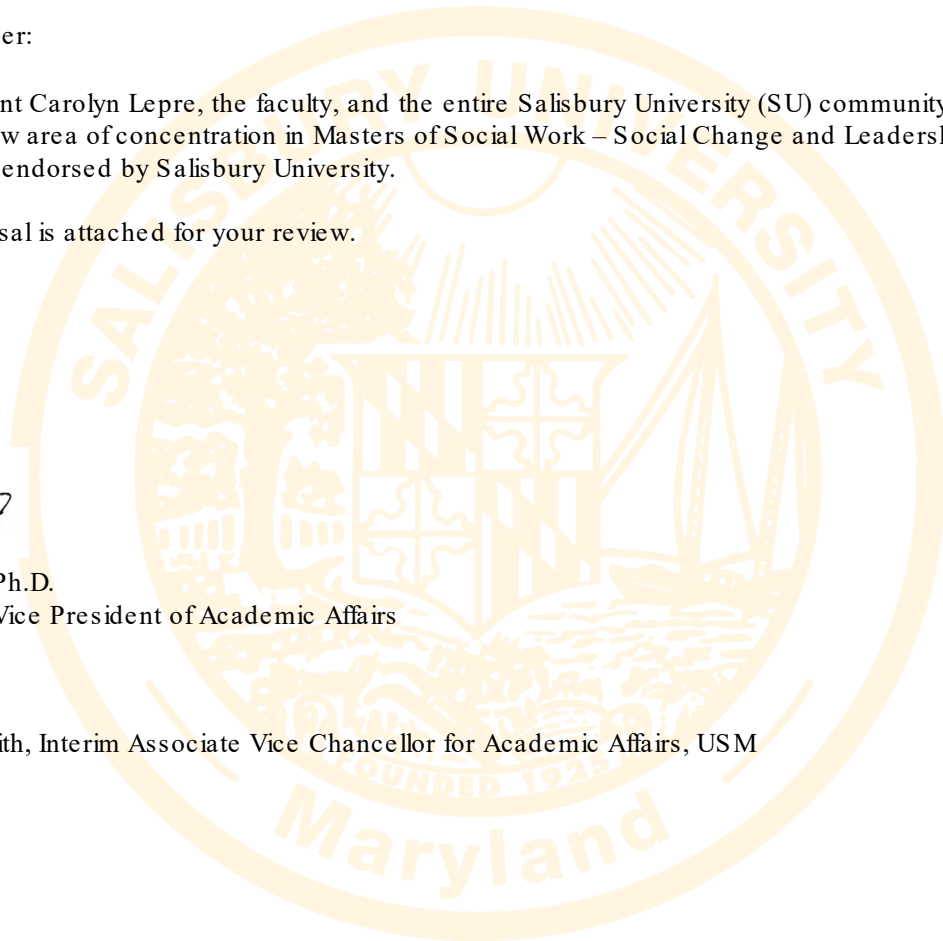The complete proposal is attached for your review.

Sincerely,

Karen L. Olmstead, Ph.D.
Provost and Senior Vice President of Academic Affairs

je

ecc: Dr. Darlene Smith, Interim Associate Vice Chancellor for Academic Affairs, USM

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

Institution Submitting Proposal	

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 (*fully online*)
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
	Sign
	Date of Approval/Endorsement by Governing Board:

Date:

Revised 1/2021

A. **Centrality to Institutional Mission and Planning Priorities**

1. **Program Description:** The Master of Social Work (M.S.W.) degree program at Salisbury University (SU) is proposing to move from one concentration to two concentrations: 1) Clinical Social Work and Advocacy and 2) Social Change and Leadership (SCL). This proposal will discuss the SCL concentration, which will allow students to choose a macro practice focus during the second half of their degree program. The proposed change will affect 26 credits of the 62-credit program, or 41.9% of the program.

2. **How Proposed Program Supports Institution's Strategic Goals**: The M.S.W. Program at SU makes valuable contributions to SU's mission. These contributions will be strengthened with the introduction of the new concentrations. SU's Mission states, "Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world," (retrieved from https://www.salisbury.edu/discover-su/mission-values.aspx). SU's M.S.W. Program provides students an important pathway to professional licensure and "gainful employment." Considered an essential profession, the demand for social workers has increased and is projected to continue to do so nationwide (US Bureau of Labor Statistics, 2021). The new SCL concentration within the M.S.W. Program will provide students interested in human and social service program administration, policy practice, and community organizing the preparation needed to pursue these career interests. Furthermore, the concentration emphasizes advocacy and leadership within civic and global contexts.

   In addition to supporting the University's mission, the proposed modifications to the M.S.W. Program are in line with SU's Strategic Plan for 2025, which calls for the continuation and development of "exceptional and challenging academic programs," (https://www.salisbury.edu/administration/academic-affairs/university-analysis-reporting-and-assessment/strategic-planning/goal-one.aspx). More specifically, Strategy 1.1.2 of SU's Strategic Plan is to "expand and support existing undergraduate and graduate programs based on emerging trends, as well as the needs of students and the region." The development of the new M.S.W. concentration reflects trends within the profession as well as the needs of students and social service agencies within our region. The proposed revision follows a thorough review of the curriculum that included student and field agency input. This review indicated a need for a more macro-oriented concentration that prepares students to manage and lead social service organizations and to participate in policy change.

3. **Brief Narrative Describing Adequate Financing of Program:** This proposal is proposing a reconfiguration of an existing program, no new resources are required. Salisbury University's existing faculty will be able to offer the courses as part of their regular teaching load; therefore, it will not require any additional administrative support or increased funding.

4. **Commitment to Adequate Continued Support:** Salisbury University is committed to providing additional administrative, financial, and technical support as needed to match increase in student demand when needed. There is already a well-developed administrative structure in place to support the reconfiguration of the current M.S.W. program into two concentrations.

B. **Critical and compelling regional or Statewide need as identified in the State Plan**

1. **Demonstrate Demand and Need for the Program:** Given the increasing demand within Maryland and the nation for both community and social services, the need for social workers who can effectively lead, support and shape the development and management of these services is pivotal. The US Bureau of Labor Statistics estimates that positions for social and community services managers will increase by 15% within the decade (US Bureau of Labor Statistics, 2021). Currently, over 13% of newly graduated M.S.W.'s take positions that require macro level change skills, including administrative, fundraising, organizing, and policy practice (Fitzhugh Mullan Institute for Health Workforce Equity, 2020). With longevity in the profession and increasing need, significantly more social workers will assume leadership and or administrative roles. In addition, effective leadership of social and community services requires a balance of essential managerial functions with a deep understanding of complex social problems, a focus on equity and inclusion, and advocacy skills (The Future of Social Work Administration: An Interview With Felice D. Perlmutter, 2007). The SCL concentration will provide those students interested in social and community service leadership the requisite skills and knowledge to be successful in these roles, and prepare students to meet the workforce demands within the state and region.

2. **Evidence that Perceived Need is Consistent with Maryland State Plan for Postsecondary Education**: The 2017-2021 State Plan notes that "Higher education in Maryland makes an essential contribution to a vibrant state economy" and that institutions should "promote and implement practices that will ensure student success" including credentials and well-integrated academic and career advising (MHEC State Plan for Postsecondary Education). This proposed program modification supports the Maryland State Plan for Postsecondary Education's goal, given the enhanced course work on social change and leadership, M.S.W. graduates will be better prepared to lead social service organizations and bring about positive social change.

This proposed program modification supports the Maryland State Plan for Postsecondary Education's goal to "…ensure student success" (MHEC State Plan for Postsecondary Education). The addition of the SCL concentration responds to societal need for advanced training in the area of social service leadership. The need for social workers has increased substantially since the pandemic. Reports indicate that the pandemic will have long-lasting effects on mental health and result in an increased need for service providers, including social workers (Panchal, Kamal, Coz, & Garfield, 2021).

C. Market supply & demand in the Region and State
In 2020, there were 56,762 degrees awarded in Social Work, with 0.38% growth (Data USA). The overall population of workers within this academic area in 2019 is estimated at 789,449 members of the US workforce, with an one-year growth increase of 3.37% (Data USA). Currently there are 148,849 jobs listed that require at least a Masters degree on Indeed for individuals seeking employment as social workers. The US Bureau of Labor Statistics reports for the period from 2020 to 2030, the profession of social work will have a 12-percent growth rate, which is faster than average of all occupations. Given the growth in the social work profession, social workers prepared to lead and manage social services agencies are needed.

D. Reasonableness of Program Duplication
Within the State of Maryland there are three Universities that offer CSWE accredited Masters of Social Work Programs, including: Morgan State University, University of Maryland, Baltimore (UMB), and Salisbury University. These three programs offer distinct opportunities for students, and serve the diversity of Maryland's student population. Morgan State University offers a M.S.W. with a concentration in advanced social work practice with urban families, groups, organizations, and communities. The emphasis is on preparing students to practice effectively in urban contexts with diverse client populations. UMB offers a M.S.W. degree in which students choose one of two concentrations, e.g. either macro and clinical. Within these concentrations, students also choose a specialization in one of seven areas: aging; behavioral health; community action and social policy; families and children; health; and organizational leadership.

Salisbury University began offering its M.S.W. program in 2001. After over 20 years, SU's social work faculty have made important updates and revisions to this M.S.W. curricula, including the development of two new concentrations, Clinical Social Work & Advocacy and Social Change & Leadership. These concentrations are distinct from the concentrations offered at the other two M.S.W. programs within the State. While there may be some overlap between UMB's concentrations and SU's concentrations, the need within the state for clinically trained social workers and social workers who can assume leadership roles is unprecedented and growing.

Furthermore, while there may be some overlap in content due to shared accreditation standards, the emphases of these programs as well as the populations served distinguish the three programs from one another. Morgan State emphasizes preparing students for practice in urban contexts. Similarly, UMB provides its program at two predominantly urban sites in Maryland, including Baltimore City and Shady Grove. Salisbury's M.S.W. program will continue to serve students largely from rural and suburban areas of the state and mid-Atlantic region through our satellite campuses and online offerings, and military-connected students in Europe with our existing partnership with UMGC.

E. Relevance to High-Demand Programs at Historically Black Institutions (HBIs)
The School of Social Work currently offers the M.S.W., a long-standing program that received MHEC approval several years ago. This proposal is outlining a reconfiguration of the program into a new concentration. As mentioned above, Morgan State's concentration is practice in urban

contexts and thus, this proposed concentration does not directly duplicate the specialized curriculum.

At the undergraduate level, the Salisbury University has a long-established relationship with the University of Maryland Eastern Shore (UMES) in which UMES students are able to obtain a degree in Sociology from UMES and a degree in Social Work from SU. Students that graduate with an undergraduate degree in social work are able to apply for the advance standing M.S.W. program. Given the various options in which the M.S.W. program is offered, our dual degree students often continue their graduate studies in social work at SU.

F. Relevance to the identity of Historically Black Institutions (HBIs)
Please see D and E above.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

1. **How Proposed Concentration was Established and Faculty Oversight:** The M.S.W. Program at SU is comprised of 62 credits, the first 30 of which provide all students a foundation of generalist social work knowledge, values and skills. The final 32 credits of the M.S.W. program build on the first 30, and allow students to specialize in an area of practice. The Council on Social Work Education (CSWE), the national accrediting body for social work education, requires that M.S.W. programs include a concentration. Currently, the M.S.W. Program at SU provides one choice of concentration, "Advanced Direct Practice with Individuals, Families, Groups and organizations." This 32-credit concentration included a 3-credit elective course. As stated above, the proposed modifications to SU's M.S.W. Program center around the introduction of two new concentrations that will replace the current concentration. The proposed program modification would provide students a choice between concentrations in 1) Clinical Social Work and Advocacy, or 2) Social Change and Leadership. A description of the SCL concentration is provided below:

   The Social Change and Leadership specialization prepares students to work with organizations and communities to address systemic issues, and to promote just and equitable social structures. Students who specialize in Social Change and Leadership will be prepared for careers in administration, policy, organizing, activism, and advocacy. Graduates of this specialization may assume positions in a variety of settings, including but not limited to: local, state, and federal agencies; non-profit advocacy organizations; grassroots advocacy organizations; health and human service agencies; elected office; and political campaigns.

   This concentration will continue to build on the current 30-credits of foundation coursework. The concentration consists of 21 credits of unique coursework, as well as 11 credits of shared coursework. The shared coursework includes a 3-credit course on anti-racist social work practice, a 3-credit course on program evaluation, a 2-credit course on ethics, and a requirement to complete a 3-credit elective course. The plan of study for concentration is provided in Appendix A, along with the course descriptions.

2. **Educational Objectives and Learning Outcomes:** SU's M.S.W. Program is "grounded in social work values and ethics and using innovative program options, Salisbury University offers a student-centered M.S.W. program that prepares graduates to make an impact in their local and regional communities and at national and international levels. Salisbury University M.S.W. graduates serve as leaders in the implementation of socially just, culturally-responsive, equitable, evidence-based, and theory-informed interventions." (M.S.W. Program Mission). The goals of the M.S.W. Program are to prepare social work graduates who:

Goal I: Perform as professional social workers in either Clinical Social Work and Advocacy, or in Social Change and Leadership.

Goal II: Develop a professional identity grounded in social work ethics and values.

Goal III: Apply knowledge of diversity, difference, and the impact on life experiences and identity formation.

Goal IV: Demonstrate critical thinking, ongoing self- reflection, and awareness of continued professional development as essential components of culturally competent advanced direct social work practice.

Goal V: Engage in scientific inquiry, evidenced based practice, and program evaluation.

Goal VI: Enhance an understanding of human rights, human and community well-being, and social and economic justice.

The M.S.W. Program adheres to the core competencies articulated by CSWE. These competencies serve as the learning outcomes for students graduating with a M.S.W. degree from SU. The nine competencies are listed below, and can be found in the Appendix B, with expanded operational definitions, and behavioral measures for proposed concentration.

Competency 1: Demonstrate ethical and professional behavior

Competency 2: Advance human rights and social, racial, economic, and environmental justice

Competency 3: Engage anti-racism, diversity, equity, and inclusion in practice

Competency 4: Engage in Practice-informed research and research-informed practice

Competency 5: Engage in policy practice

Competency 6: Engage individuals, families, groups, organizations, and communities

Competency 7: Assess individuals, families, groups, organizations, and communities

Competency 8: Intervene with individuals, families, groups, organizations, and communities

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

The M.S.W. Program is accredited by CSWE and this accreditation is reviewed every seven years through a reaffirmation process. The proposed program modification adheres to accreditation requirements. Additionally, the proposed modification applies to the graduate program in social work at SU, and therefore, general education requirements do not apply.

3. **Evaluation Plan for Program:** In response to accreditation requirements, the SU School of Social Work has articulated a robust plan for evaluation of the M.S.W. Program. Evaluation focuses on the attainment of the aforementioned nine core competencies. A two-prong approach is used to evaluate competency attainment. The first source of data is derived from aggregated field evaluations. These field evaluations report on student demonstration of the practice behaviors that operationalize each competency. Professional social workers who observe and supervise students in their internships complete field evaluations each semester on their students. These evaluations are then aggregated to examine how students in the program are doing in relation to each of the competencies. The second form of evaluation data is derived from aggregated results of standardized tests students take at the beginning of their M.S.W. Program, at the end of their generalist year curriculum, and then again at the end of the specialized curriculum.

4. **List of Courses with Title, Semester, Credit Hours, and Course Descriptions, along with Description of Program Requirements:** Please see Appendices B and C.

5. **General Education Requirements:** Not applicable to a graduate program.

6. **Specialized Accreditation or Graduate Certification Requirements:** Not applicable.

7. **Contracting with Another Institution:** Not applicable

8. **Assurance that SU provides Clear, Complete, and Timely Information to Students:** All curricular, course and degree requirements will be updated in the online catalog as well as on the website. Faculty members and staff will be trained on the new curriculum and degree requirements. The SU website provides all pertinent information to prospective and current students regarding academic and student support, SU's learning management system, financial aid resources, and costs and payment policies.

9. **Assurance that Advertising, Recruiting, and Admission materials are Clear and Accurate:** The School of Social Work has an established recruitment committee, which is charged with the conceptualization of advertising and recruitment materials that are then submitted to the Marketing and Communications Department for development. This

committee is chaired by the M.S.W. and B.A.S.W. Program Chairs, which helps to ensure the accuracy of the material. The Program Chairs are also tasked with the development of admissions material. The SU Marketing and Communications Department vets all publications, including marketing, catalog, and website admissions pages, which fact-checks all submissions.

H. Adequacy of Articulation:
Not applicable.

I. Adequacy of Faculty Resources
The proposed concentration will be taught by existing faculty and adjuncts from the School of Social Work. The Office of Instructional Design & Delivery provides professional development in pedagogy and instructional technologies. They provide ongoing online and in-person workshops on curriculum design, our learning managements system, plagiarism detection service, lecture capture software and more. In their weekly newsletter during Fall and Spring semesters, they provide best practices for traditional, hybrid and online learning environments. Through our Quality Matters subscription faculty are provided professional development in quality course design, instructor presence and other best practices for the online and hybrid environments – specifically our Certificate of Online Learning and Teaching certificate and our Soaring with Online Learning course development programs. Additional opportunities are provided through the Faculty Development Committee and our Faculty Learning Communities (FLC) such as the Interdisciplinary Studies FLC and the Scholarship of Teaching and Learning FLC. Finally, the institution hosts two annual faculty development events – one in August at the beginning of the semester (our most recent focused on Effective Teaching Strategies) and a Teaching & Learning Conference in the Spring, where faculty present evidence-based practices and their experiences at SU.

Please see Appendix D for a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and course(s) each faculty member will teach in the proposed program.

J. Adequacy of library resources
Please see Appendix E: SU Libraries Resources and Services for Social Work

K. Adequacy of physical facilities, infrastructure and instructional equipment
No new physical facilities, infrastructure, and instructional equipment are needed. This proposal is recommending a restructuring of current programs with the current resources.

L. Adequacy of financial resources with documentation
Please see Appendix F.

M. Adequacy of Provisions for Evaluation of Program
Course evaluations are completed by students at the end of each semester. The evaluations are used in annual faculty evaluation as well as in the tenure and promotions procedures to assess teaching. The evaluations are also used for promotion of adjunct faculty.

As mentioned above, a two-prong approach is used to evaluate competency attainment of students. The first source of data is derived from aggregated field evaluations and the second form of evaluation data is derived from aggregated results of standardized tests students take at the beginning of their M.S.W. Program, at the end of their generalist year curriculum, and then again at the end of the specialized curriculum.

The School of Social Work also monitors the annual pass-rates of SU M.S.W. graduates on the state licensure exam.

N. Consistency with State's Minority Student Achievement Goals
Section 13B of the Code of Maryland Regulations (COMAR) state that "Access and choice for Maryland citizens to higher education shall focus on the needs of citizens for higher education programs, services, and research, including: … (2) transferability of credit; (3) economic development... (5) Expansion of educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education…." (http://mdrules.elaws.us/comar/13b.02.03.05). The proposed program modification will not affect transferability of credits. Students will be able to continue to transfer in credits from CSWE-accredited M.S.W. programs at other Institutions. While providing additional career preparedness choices for students, the proposed program modifications do not impose any additional burdens to students. Total credit hours for graduation will remain the same.

Additionally, the program will continue to be offered in three delivery methods, including: in-person, evening classes at SU's campus in Salisbury; in-person, evening classes at four satellite sites throughout Maryland; and online. The program will also continue to be offered to military-affiliated students in Europe through the existing SU and University of Maryland Global Campus partnership. All of these options ensure that the program is accessible to students, who are balancing school with other life commitments, including working, and caretaking.

O. Relationship to Low Productivity Programs Identified by the Commission
The proposed concentration is not directly related to an identified low productivity program.

P. Adequacy of Distance Education Programs
The SU School of Social Work has been approved since August 14, 2014 to provide distance education programming. The program adheres to the nine guidelines identified in the Council for Regional Accrediting Commissions (C-RAC)'s Interregional Guidelines for the Evaluation of Distance Education.

APPENDIX A
Social Change and Leadership (SCL)

The Social Change and Leadership specialization prepares students to work with organizations and communities to address systemic issues, and to promote just and equitable social structures. Students who specialize in Social Change and Leadership will be prepared for careers in administration, policy, organizing, activism, and advocacy. Graduates of this specialization may assume positions in a variety of settings, including but not limited to: local, state, and federal agencies; non-profit advocacy organizations; grassroots advocacy organizations; health and human service agencies; elected office; and political campaigns.

Competency 1: Demonstrate Ethical and Professional Behavior	
Operational Definition (Knowledge, Values, Skills, Cognitive and Affective Process; KVSCA)	**Practice Behaviors**
SCL social workers integrate professional values and ethical principles in all aspects of their work. SCL social workers recognize the importance of the professional relationship in practice with organizations, communities, and stakeholder groups. SCL social workers model professionalism that reflects their understandings of macro social work roles and varied stakeholders within whom they work. SCL social workers engage in continuous self-reflection that promotes professional growth and self-reflection. SCL social workers understand the importance of leadership and the varied ways in which leadership is exercised.	• Apply models of ethical decision-making in work with organizations, communities and stakeholder groups; • Use self-evaluation and reflection to critically navigate competing personal and professional values, as well as trade-offs involved in making strategic decisions (CSWE, 2018); • Model appropriate professional use of self in the different social work roles required in professional macro environments (CSWE, 2018); • Incorporate technology into macro practice to facilitate equity, inclusion and access of diverse stakeholder groups.
Competency 2: Engage Diversity and Difference in Practice	
Operational Definition (KVSCA)	**Practice Behaviors**
SCL social workers use consultation and self-reflection to practice multicultural reflexivity. SCL social workers are aware of the dynamics of power and privilege inherent in the social work position. SCL social workers assess how social identity, privilege, and marginalized status are affected by and affect systems. SCL social workers formulate inclusive engagement strategies, policies, and organizational practices and advocate for equitable distribution of human rights. SCL social workers promote the development of diverse leadership and staff teams.	• Create a climate of inclusion that builds on the strengths of diverse constituencies, integrates diverse points of view, and facilitates full engagement in ways that embrace the cultural and spiritual histories of people (CSWE, 2018); • Advocate for a reduction of service disparity and increase in equity in the delivery of health, social, and economic programs for diverse and oppressed populations (Diversity Sequence); • Demonstrate cultural humility and critical self-reflection in interaction with diverse stakeholder groups;

SCL social workers understand and can assess the global interconnectedness of human rights violations and oppression.	• Communicate in a manner that recognizes cultural differences and does no harm.

Competency 3: Advance Human Rights, and Social, Economic, and Environmental Justice	
Operational Definition (KVSCA)	**Practice Behaviors**
SCL social workers advance human rights and social, environmental, and economic justice on behalf of individuals, families, organizations, communities, and the larger society. They understand mechanisms of privilege and oppression and assess the impact of these mechanisms on services, resource availability, opportunity, and justice for diverse communities. SCL social workers recognize historical legacies of oppression and discrimination and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory treatments of people based on identities including age, disability, religion, and national origin. They utilize communication, planning, fund raising, policy practice, and other macro skills to advocate for just, equitable policies and programs that promote human rights for all.	• Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic wellbeing (Diversity Sequence); • Advocate with administrators and legislators to influence policies that improve services for clients (Diversity Sequence;) • Integrate knowledge of human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, economic, and environmental well-being (CSWE, 2018); • Intentionally apply tenets of anti-racist practice, including the centering of issues of race and racism, recognition of personal privilege, and understanding the role of privilege and power in defining or limiting opportunities, access, and equity based on race.

Competency 4: Engage in Practice-informed Research and Research-informed Practice	
Operational Definition (KVSCA)	**Practice Behaviors**
SCL social workers are critical consumers of evidence-based research and can apply evidence-based principles to inform social work policy development and macro policy practice in diverse organizational and community settings. SCL social workers work in solidarity with diverse stakeholders groups in the generation of social work policy development, policy practice, and program, organizational, and community policies.	• Engage in critical analysis and ongoing review of research findings, macro practice models, and practice wisdom to inform organizational, community, and policy practice (CSWE, 2018); • Develop and select research questions that strategically inform the research process and its impact on communities, programs, organizations, and policies (CSWE, 2018).

Competency 5: Engage in Policy Practice	
Operational Definition (KVSCA)	**Practice Behaviors**
SCL social workers understand the historical, cultural, and ideological foundations of modern social welfare policy. They employ analytical frameworks to critically analyze, formulate, influence passage of, and implement policies at organizational, local, state, federal and international levels. SCL social workers	• Analyze policies at local, state, national, and international levels to assess their impact on individuals, families, groups, organizations, and communities and on the values of human rights and social, economic, and environmental justice (CSWE, 2018);

understand and utilize political power, including electoral processes, to influence policy making and implementation. They have a strong understanding of democratic processes, including the role of citizens and non-citizen residents in policy making processes. SCL social workers utilize coalition building, and principles of community organizing to work in solidarity with diverse stakeholders to advocate for just and equitable policies.	• Engage, motivate, and mobilize constituents to participate and lead in the policy process (CSWE, 2018); • Encourage broad-based participation in the political process through voter mobilization and educating the public about positions of candidates for office, political party platforms, the benefits of political engagement, and electoral processes and procedures (CSWE, 2018).
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities	
Operational Definition (KVSCA)	**Practice Behaviors**
SCL social workers recognize the importance of relationship in all forms of macro practice. They build broad collaborative relationships that reflect human worth and dignity, while simultaneously challenging injustice, discrimination, and oppression. SCL social workers seek to engage diverse stakeholders in macro change efforts. They use empirically validated leadership and communication skills to facilitate engagement in change efforts.	• Utilize social work communication skills, including active listening, empathy, and interpersonal skills to engage diverse stakeholders in macro change efforts; • Develop and implement multiple engagement strategies that reflect an understanding of structural, environmental, and power dynamics; policymakers' characteristics and objectives; and the strengths, priorities, and interests of stakeholder groups (CSWE, 2018); • Develop their own leadership skills to initiate and facilitate dialogue that mobilizes and sustains action (CSWE, 2018).
Competency 7: Assess Individuals, Families, Groups, Organizations and Communities	
Operational Definition (KVSCA)	**Practice Behaviors**
SCL social work practitioners use appropriate theories, frameworks, models, and strategies to examine and assess communities, organizations, and policies using a strength-based, anti-oppressive, and antiracist lens. They ground their change efforts in thorough, multidimensional assessments that lead to specific change targets. SCL social workers synthesize data-driven approaches to assessment, with the lived experience of diverse stakeholder groups.	• Assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate macro interventions (CSWE, 2018); • Use power analyses to identify appropriate individual, organizational, community, and political decision makers to target for intervention (CSWE, 2018); • Develop, select, and conduct assessments using appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews), secondary data sources (e.g., census, polling, precinct data), and the lived experience of affected individuals, families, groups within organizations, communities, and policy arenas (CSWE, 2018); • Collaborate with community members, professional colleagues, and political stakeholders throughout the assessment process (CSWE, 2018).

Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities	
Operational Definition (KVSCA)	**Practice Behaviors**
SCL social workers use empirically supported intervention methods to elicit system level change. They have an understanding of techniques and processes involved in program development, budgeting, fund raising, strategic planning, human resources, lobbying, policy formulation, and policy implementation. SCL social workers utilize intervention methods that are anti-racist and that promote equity and justice in both outcomes as well as process. They work in solidarity with those directly affected to create system change.	• Differentially apply evidenced-based, culturally relevant intervention strategies in work with communities, organizations, and policy-making bodies; • Elicit engagement in intervention strategies from diverse stakeholder groups; • Use macro intervention strategies to challenge social, racial, and environmental injustice.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	
Operational Definition (KVSCA)	**Practice Behaviors**
SCL social workers engage in evaluation to assess the impact and effectiveness of programs, organizations, communities, and policies. SCL social workers evaluate both the processes and outcomes of change efforts and use evaluation findings to promote social, environmental, and economic justice. SCL social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely.	• Select appropriate evaluative questions to facilitate documenting, improving, or changing organizational programs, policies, and community performance processes and outcomes (CSWE, 2018); • Develop collaborative relationships with diverse stakeholders to engage them in the evaluation process (CSWE, 2018); • Integrate theoretical and conceptual frameworks into evaluation strategies that facilitate an understanding of community, organizational, and policy dynamics and outcomes (CSWE, 2018); • Develop evaluation plans that include clear goals, outputs, and outcomes, and operationalize all aspects of a planned evaluation, including partners, measures, data collection, analysis, and dissemination (CSWE, 2018).

APPENDIX B
Programs of Study and Course Descriptions

<table>
<tr><td colspan="4">Generalist Curriculum
The generalist curriculum consists of 10 courses worth 3 credits each for a total of 30 credits.</td></tr>
<tr><td>Course Number and Title</td><td>Credits</td><td>Semester</td><td>Course Description</td></tr>
<tr>
<td>SOWK 607 Social Welfare Policy Practice: Analyst and Advocate</td>
<td>3</td>
<td>Fall</td>
<td>Provides an understanding of social welfare policy analysis with micro, mezzo, and macro social work policy practice knowledge skills. Prepares students to participate in the policy-making process, integrating both policy analysis and formulation skills, as well as understanding the methods and strategies for advocating for policy change and new policies.</td>
</tr>
<tr>
<td>SOWK 610 Theoretical Analysis I: Cultural Diversity, Human Development, and Inequities Across the Life Course</td>
<td>3</td>
<td>Fall</td>
<td>This course aims to prepare students to use knowledge of human development in the environment in ethical, diversity-affirming, justice-promoting, and reflective ways in advocacy and counseling practice with diverse communities. Students will learn a bio-psycho-social-cultural-spiritual perspective on life course development, a set of developmental theories to inform social work assessment at all levels of practice, and a critical "privilege and oppression" framework for identifying the relationship between diversity and difference and inequities in health, well-being, and developmental outcomes. Students will learn from interactive lectures, role-plays, discussion and reflection activities, and assigned readings.</td>
</tr>
<tr>
<td>SOWK 616 Foundations of Research-Based Social Work Practice</td>
<td>3</td>
<td>Fall</td>
<td>Research is the basis of evidence-based practice. Understanding the scientific method is an ethical obligation in social work practice. In order to ensure that we are practicing ethically, we need to be continually informed about the practices we are using and that they are based in the research. It is incumbent upon social workers to be able to stay current and monitor trends in research that directly apply to all levels of practice. Through this course students will develop the skills to locate, analyze, and critically examine social science research. May be repeated only once with permission of the School.</td>
</tr>
<tr>
<td>SOWK 617 Application of Research-Informed Social Work Practice</td>
<td>3</td>
<td>Spring</td>
<td>A key ethical consideration for social workers is the ability to evaluate their practice. This course will highlight the social work and research connection by exploring the steps of evidence-based practice. Drawing upon current research literature and social work practice knowledge, this course will have students practice client assessment, formulate intervention plans, and develop measures to assess treatment outcomes. Students will learn how to analyze, interpret, and present quantitative and qualitative findings to help inform practice decisions. May be repeated only once by the permission of the School.</td>
</tr>
</table>

SOWK 620 Social Work Practice I	3	Fall	Social work students need training in a wide array of foundational skills to effectively address obstacles faced by individuals, families, and groups . Social work students in this course will develop assessment, engagement, and planning skills in order to establish effective helping relationships.This course provides instruction on the usage of evidenced based tools and theoretical approaches, from a culturally responsive and ethical lens, to prepare students for generalist practice with individuals, families, and groups.
SOWK 622 Social Work Practice II	3	Spring	Effective generalist social work practice requires practitioners to be proficient in problem solving and direct intervention to respond to the needs of individuals, families, and groups. Social work students in this course will expand their foundational practice knowledge by developing intervention, evaluation, and termination skills. This course emphasizes the practical application of evidence-based tools and theoretical approaches, emphasizing cultural humility and advocacy in practice with individuals, families, and groups.
SOWK 623 Social Work Practice III	3	Spring	Prepares students for a generalist approach to social work with large systems. Applies the planned change process within macro practice, specifically with organizations and communities. Expands basic knowledge, values, ethics, and skills with emphasis on macro-level problem-solving.
SOWK 630 Theoretical Analysis II: Structural Oppression, Collective Trauma, and Marginalized Populations – A Macro Perspective	3	Spring	This course aims to prepare students to use knowledge of mezzo and macro level systems (large groups, networks, organizations, communities, social movements, economic and political institutions, and societies) in ethical, diversity-affirming, justice-promoting, and reflective ways in advocacy and counseling practice with at-risk, marginalized, and vulnerable populations. Students will learn to use a justice perspective analyzing the systemic and oppressive influence of disparities in power and privilege on these populations and their members and the resulting negative impacts on health, well-being, and life course trajectories. This course will help students develop mezzo-macro assessment skills from ta critical justice and empowerment perspective. Students will learn from interactive lectures, role-plays, discussion and reflection activities, and assigned readings.
SOWK 640 - Field Instruction I	3	Fall	The first of a two-semester (fall/spring) sequence of supervised experience in the delivery of social services where students are required to participate in an agency-based field practicum for two days a week under the supervision of an agency-based field instructor with an M.S.W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 472 hours of field

Course Number and Title	Credits	Semester	Course Description
			instruction within the same social welfare agency accumulated across the fall and spring semesters.
SOWK 645 – Field Instruction II	3	Spring	The second of a two-course sequence of supervised experience in the delivery of social services, in the same agency students entered in SOWK 640, where students are required to continue an agency-based field practicum for two days a week under the supervision of an agency-based field instructor with a M. S. W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 472 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters.

Specialized Curriculum
All M.S.W. students will complete 32 credits of specialized curriculum in either Clinical Social Work and Advocacy or Social Change and Leadership. All M.S.W. students will take SOWK 602, SOWK 699, SOWK 655 and an elective. The remaining 8 courses will be determined based on the student's specialization.

Social Change and Leadership			
Course Number and Title	Credits	Semester	Course Description
SOWK 602 Ethical Foundations of Social Work*	2	Summer, Fall, or Spring	Focuses on the ethical issues in social work practice including a theoretical framework and ethical problem-solving model to systematically evaluate values and resolve ethical dilemmas found in social work practice. Provides tools and methodologies for reflection and analysis.
SOWK 655 Evaluation of Social Work Programs and Practices	3	Fall or Spring	It is incumbent upon ethical social workers to demonstrate that their programs are implemented as intended and that they are run both effectively and efficiently. There is an element of evaluation built into all social work agencies and practices, whether clinically or community focused. In this course, students will learn introductory program evaluation techniques that build upon the research principles learned in SOWK 616 and 617. Students will review different approaches to program evaluation, develop skills for applying research principles and techniques to monitor and evaluate programs with diverse populations and settings, and identify approaches to reporting findings back to stakeholder groups. May be repeated only once with permission of the School.
SOWK 671 Assess. for Systems Level Change	3	Fall	This assessment course is offered as part of the Social Change and Leadership Specialization. Assessment is a pivotal step in all planned change processes. Accurate assessment best informs efforts to impact change in communities, organizations, and policy arenas. In this macro assessment course, students will learn the purposes, theoretical bases, and methods associated with organizational and community assessments. Emphasis will be placed on the role of client and community collaboration

			in conducting assessments and addressing service gaps, as well as identifying disproportionality and racial disparities in service delivery and outcomes. This course builds upon foundational assessment knowledge acquired through the generalist curriculum and will inform work relative to the macro intervention courses (SOWK 672, 674). Finally, this course provides essential understandings of how to assess macro systems, necessary for comprehensive field experiences.
SOWK 672 Adv. Interventions with Communities	3	Fall	This is a policy practice specialist course offered in the Social Change and Leadership Specialization. The primary focus of this course is community and agency analysis along with methods of achieving changes within those settings while promoting social justice for traditionally disenfranchised groups. Students will learn macro practice skills, including skill sets in the areas of community organizing, activism, and advocacy. They learn to understand a variety of roles attached to the skills, such as community organizer, activist, or advocate. Throughout the course, there will be a special focus on culturally sensitive practice and multicultural community organizing. The course will also allow students to integrate learning from relevant beginning policy practice courses and Human Behavior courses (SOWK 610 & SOWK 630). After completing this course, students will be prepared for positions in a variety of settings that include local, state, and national agencies, grassroots advocacy organizations, nonprofit organizations, and health and human service organizations.
SOWK 673 Human Services Leadership, Management and Supervision	3	Spring	This specialization course prepares students for roles as supervisors, leaders and administrators in human service organizations. Gain the knowledge and skills necessary to engage in culturally competent, ethically sensitive and trauma-informed leadership practices. Begin by identifying and analyzing individual leadership strengths and styles as a foundational framework through which one learns the practical supervisory tasks of managing employees and evaluating their performance within the context of macro-level social service organizations. Participate in activities that develop the skills to be ethical and professional stewards of program finances. Develop foundational knowledge of the processes through which organizations acquire funding and manage program expenditures. Understand and recognize the implications of the larger socio-political and economic context as it pertains to the management and evaluation of programs.
SOWK 674 Organizational Change for Social Impact	3	Spring	This is a macro practice specialist course offered in the Social Change and Leadership Specialization. SOWK 674 emphasizes the critical integration of knowledge and skills in policy and organizational analysis, application of theory, and research through the development of a grant or funding

			proposal to address unmet service needs. This course is designed to help students cultivate specialized skills in program development, fund development, grant writing, budgeting, and marketing/public relations. This course stresses the application of intersectional knowledge to critically examine competing needs, differential power structures, and value conflicts inherent to social service delivery with a particular emphasis on equity, inclusion, and human dignity. Students will build on the knowledge and specific skill sets acquired during the generalist coursework to support their commitment to diversity and inclusion through macro social work frameworks.
SOWK 676 Psychopathology for Macro Practitioners	3	Fall	This is a macro practice specialist course offered in the Social Change and Leadership Specialization. SOWK 676 emphasizes an understanding of mental health disorders from a critical sociological and anthropological perspective. Students will learn about common mental health disorders, including symptoms, manifestations, and cultural variations. They will learn skills in mental health advocacy and in establishing cross-systems care of for people who experience mental health issues. Students will look at community collaboration, addressing service gaps, identifying disproportionality, racial disparities, other discriminatory biases and practices in mental health services.
SOWK 678 Social Change Field Placement I	3	Fall	Field Education is the signature pedagogy of social work education. This course is the first of a two-semester/term sequence of supervised advanced field practicum in the delivery of community and policy social services. Students are required to work 24 hours/week for a minimum of 328 hours at the same social welfare agency under a field supervisor with an M.S.W. Students will participate in discussions, written assignments and activities concurrently to integrate and apply skills, theory, and interventions to practice experiences. Successful competition of the two-course sequence requires a student to fulfill a minimum of 672 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters.
SOWK 679 Social Change Field Placement II	3	Spring	Field Education is the signature pedagogy of social work education. This course is the second of a two-semester/term sequence of supervised advanced field practicum in the delivery of community and policy social services. Students are required to work 24 hours/week for a minimum of 344 hours at the same social welfare agency under a field supervisor with an M.S.W. Students will participate in discussions, written assignments and activities concurrently to integrate and apply skills, theory, and interventions to practice experiences. Successful completion of the two-course sequence requires a student to fulfill a minimum of 672 hours of field instruction within the same social

			welfare agency accumulated across the fall and spring semesters.
SOWK 691 Anti-Racist Social Work Practice in Action	3	Fall or Spring	Students will critically evaluate their attitudes, values, and beliefs regarding diversity and identity formation while utilizing theoretical frameworks for understanding oppression and privilege. Using anti-racist and anti-oppressive frameworks, students will critique the social work profession, including the NASW Code of Ethics (NASW, 2017). Students will scrutinize service delivery and the relationships among power, privilege, and oppression that occur on micro, mezzo, and macro levels of practice, particularly social and organizational policies and the implementation of those policies. Students will shift power towards inclusiveness, accessibility, equity, and social justice. Students will create and implement strategies for combating social injustice, including abolitionist and anti-racist social work practice.
SOWK Elective	3	Summer, Fall, or Spring	

Program Requirements

- **Traditional (62 Credit) Program**
    - A baccalaureate degree from a regionally accredited college or university.
    - A broad liberal arts background with a minimum of 24 hours including at least one course in: sociology, psychology and introductory statistics. These undergraduate requirements may be taken at any accredited college or university, including community college.
    - A minimum 3.00 GPA on upper division courses and a 3.0 GPA on the 120 credits leading to the bachelor's degree. If applicant has a 2.5 to 3.0 GPA on the 120 credits leading to the bachelor's degree, but an otherwise strong application, consideration will be given for provisional admission.
    - Previous graduate credits are considered when assessing your qualifications.

- **Advanced Standing (32 Credit) Program**
    - Applicants who have completed a baccalaureate degree in Social Work from an undergraduate social work program accredited by the Council on Social Work Education within the last three years are eligible to apply for the Advanced Standing program. Applicants graduated within the last five years who have worked in human services for at least two of those years will be considered.
    - A broad liberal arts background with a minimum of 24 hours including at least one course in: sociology, psychology and introductory statistics. These undergraduate requirements may be taken at any accredited college or university, including community college.
    - A minimum of a 3.2 GPA on social work major and prerequisite courses and a 3.0 GPA on the 120 credits leading to the bachelor's degree is required. If applicant has a 2.8 to 3.0 GPA on the 120 credits leading to a bachelor's degree, but has an otherwise strong application, consideration will be given for provisional admission.
    - A recommendation from the field liaison who taught your most recent field education class is required in addition to three other letters of recommendation.
    - Three additional letters of recommendation are required from the following: one from a field placement supervisor, one from a college or university academic source, and one from either an employer, professional colleague or community associate.

Summary List of Faculty

The summary list of faculty below includes a list of courses in which the faculty are content experts.

Faculty Member	Appointment Type Non-tenure track (NTT) Tenure Track (TT)	Terminal Degree	Academic Title/Rank	Status Full-time (FT) Part-Time (PT) Adjunct	Courses
Anthony, Becky	TT	Ph.D. in Clinical Human Sexuality	Associate Professor	FT	SOWK 691
Arban, Kathleen	NTT	M.S.W.	Associate Clinical Professor	FT	SOWK 691
Bentz-Fontaine, Lynn	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 676
Buchanan, Rachel	TT	Ph.D. in Social Work	Associate Professor	FT	SOWK 602 SOWK 616 SOWK 617 SOWK 655
Chillingworth-Shaffer, Anne	NTT	M.S.W.	Assistant Clinical Professor	FT	SOWK 607 SOWK 676
Diamonte-Mock, Tina	NTT	JD, M.S.W.	Assistant Clinical Professor	FT	SOWK 607 SOWK 678 SOWK 679
Diehl, Heather	NTT	M.S.W.	Assistant Clinical Professor	FT	SOWK 671 SOWK 672
Dyer, Nikki	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 622 SOWK 691
Forte, Jim	TT	Ph.D. in Social Work	Professor	FT	SOWK 610 SOWK 616 SOWK 617 SOWK 630
Green, Dan	TT	Ph.D. in Social Work	Assistant Professor	FT	SOWK 672 SOWK 676
Hill, Amanda	TT	Ph.D. in Social Work	Assistant Professor	FT	SOWK 602 SOWK 620
Hylton, Mary	TT	Ph.D. in Social Work	Associate Professor	FT	SOWK 607 SOWK 610 SOWK 630 SOWK 674
Kim, Sook	TT	Ph.D. in Sociology and Social Work	Associate Professor	FT	SOWK 607 SOWK 623
Koh, Bibiana	TT	Ph.D. in Family Social Science	Associate Professor	FT	SOWK 602
McComb, Ellis	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 623
Owens-King, Allessia	TT	Ph.D. in Social Work	Associate Professor	FT	SOWK 616 SOWK 623
Root, Vicki	TT	D.Ed. in Adult Education	Professor	FT	SOWK 630

Schaefer-Salins, Ellen	TT	Ph.D. in Social Work	Assistant Professor	FT	SOWK 691
Schermerhorn, Jennifer	NTT	M.S.W.	Assistant Clinical Professor	FT	SOWK 622 SOWK 640 SOWK 645
Shaffer, Mark	TT	Ph.D. in Social Work	Assistant Professor	FT	SOWK 610
Tossey, Marvin	NTT	Ph.D. in Social Work	Adjunct II	Adjunct	SOWK 655
van Vulpen, Kim	TT	Ph.D. in Social Work	Associate Professor	FT	SOWK 610 SOWK 616 SOWK 617
Venable, Victoria	TT	Ph.D. in Social Work	Associate Professor	FT	SOWK 655
West, Jessie	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 640 SOWK 645
Williams, Lauren	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 678 SOWK 679

APPENDIX E
SU Libraries Resources and Services for Social Work

Opened in 2016, the Guerrieri Academic Commons (GAC) is the main library of Salisbury University less than 200 yards from Conway Hall, the home of the School of Social Work (SSW). The $117 million GAC is a state-of-the-art facility that is earning national recognition. On campus Social Work students can easily come to the Service Desk for checking out books and course reserves and/or for getting research help. The pandemic saw the introduction of curbside pickup for materials. The SU Libraries has always strived to serve the needs of SU's distance students, the bulk of whom are in SSW. SU Libraries currently provides access to hundreds of periodicals and ebooks, numerous databases, and a steadily growing number of streaming videos. Students contact library staff via chat, emails, and/or phone. SU librarians and library staff answer chat questions whenever the Service Desk is open.

Social Work distance students and faculty benefit from the fact that the Social Work liaison is also the Director of External Library Services and has extensive experience in providing distance library services. Using different modalities, she supports distance students by providing information literacy sessions both synchronously and asynchronously. She conducts orientations, classes, APA style and other workshops, and research consultations for SOWK distance students via videoconferencing (IVN), Zoom, and previously via Skype and Big Blue Button (Canvas). There is also a Distance Library Services online guide (LibGuide) detailing services and resources available to distance students and faculty (http://libraryguides.salisbury.edu/distance) as well as SOWK course-specific research guides — some of which she has created by closely collaborating with course faculty. She is embedded in several SOWK classes where she interacts with students and uploads videos in a designated discussion thread. The Social Work liaison consistently reaches out to SSW faculty and also works closely with the SSW faculty liaison to the library especially to order books and multimedia from the departmental budget.

SU Libraries' resources include extensive book, document, and periodical holdings, as well as a wide array of electronic resources and databases. The online catalog provides direct access and borrowing privileges to approximately eleven million items in the libraries of the University System of Maryland and Affiliated Institution libraries (USMAI). It needs to be emphasized that with the increase of distance education programs at SU, the Libraries accordingly are increasing access to electronic resources and cutting down on print journals. Social Work distance students obviously appreciate remote access to the online resources. The Libraries offer efficient interlibrary loan (ILL) services to obtain materials not available locally with a fast turnaround time. From the Libraries' web page, users can access interlibrary loan online forms for requesting both books and articles.

Snapshot of SU Libraries Resources

Total cataloged items	494,816
E-books, both owned and subscribed	2,945,002
Bound periodical volumes	60,636
Databases	180

Journal Subscriptions (includes print and/or online)	666

In addition to the individual subscriptions in the attached file, the SU Libraries provide electronic access to thousands of additional journals through full-text journal databases such as Academic Search Complete, PsycArticles, CINAHL Full Text, MEDLINE Full Text, JSTOR, Proquest Nursing, EBSCO Psychology & Behavioral Sciences, etc.

Based on faculty requests and at the Social Work librarian's recommendations, the Libraries have purchasing individual films with streaming rights. The Libraries have access to three streaming video collections:

- Kanopy — an on-demand streaming video service that provides access to more than 30,000 independent and documentary films each year. While the libraries own some films in perpetuity, others need to be renewed as needed
- Counseling and Therapy in Video Vol. I — an online collection of video available for the study of social work, psychotherapy, psychology, and psychiatric counseling. Volume I includes access to 357 videos.
- Swank Motion Pictures — provides access on a renewable basis to licensed movies from major motion picture studios to non-theatrical markets such as schools, college and universities which

.

Faculty can not only show these videos to online students without breaking any copyright laws, they can also use relevant sections of the videos for their use in SU's course management system (Canvas). SOWK faculty use streaming videos extensively and contact the library liaison when it is due for renewal.

Report by Mou Chakraborty, Director of External Library Services
Input from Martha Zimmerman, Nicole Kulp
March, 2022

Resources and Expenditures

The Salisbury University School of Social Work is proposing a reorganization of our M.S.W. program into two concentrations, of which the Social Change and Leadership concentration will account for 10% of enrollment.

There are no new resources needed. Below are the anticipated resources for the Social Change and Leadership concentration in the M.S.W. program.

Assumptions:
- FT is 9 credits/semester
- PT is 3 or 6 credits/semester so average of 4.5
- M.S.W. CSWA Concentration will be 90% of program enrollment
- M.S.W. SCL Concentration will be 10% of program enrollment
- Resident students: FT-75%, PT-71%
- Non-Resident students: FT-25%, PT-29%
- 50% of current enrollment in Year 1 due to transition
- 100% of current enrollment Years 2-5
- 2% tuition and fee increase annually
- Does not include Hagerstown or M.S.W. online rates

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds[1]	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue[2] (c+g below)	$203,364	$435,807	$444,690	$453,573	$462,456
a. #F.T Students	17 (13- MD; 4- Non-MD)	35 (26- MD; 9- Non-MD)	35 (26- MD; 9- Non-MD)	35 (26- MD; 9- Non-MD)	35 (26- MD; 9- Non-MD)
b. Annual Tuition/Fee Rate	$528 (MD tuition and fees) $868 (Non-MD tuition and fees)	$539 (MD tuition and fees) $885 (Non-MD tuition and fees)	$549 (MD tuition and fees) $903 (Non-MD tuition and fees)	$560 (MD tuition and fees) $921 (Non-MD tuition and fees)	$572 (MD tuition and fees) $940 (Non-MD tuition and fees)
c. Annual Full Time Revenue (a x b)	$186,048	$395,474	$403,384	$411,452	$419,681
d. # Part Time Students	3 (2- MD; 1- Non-MD)	7 (5- MD; 2- Non-MD)	7 (5- MD; 2- Non-MD)	7 (5- MD; 2- Non-MD)	7 (5- MD; 2- Non-MD)
e. Credit Hour Rate	$528 (MD tuition and fees) $868 (Non-MD tuition and fees)	$539 (MD tuition and fees) $885 (Non-MD tuition and fees)	$549 (MD tuition and fees) $903 (Non-MD tuition and fees)	$560 (MD tuition and fees) $921 (Non-MD tuition and fees)	$572 (MD tuition and fees) $940 (Non-MD tuition and fees)
f. Annual Credit Hours	FT- 18 credit hrs PT- 9 credit hrs	FT- 18 credit hrs PT- 9 credit hrs	FT- 18 credit hrs PT- 9 credit hrs	FT- 18 credit hrs PT- 9 credit hrs.	FT- 18 credit hrs PT- 9 credit hrs
g. Total Part Time Revenue (d x e x f)	$17,316	$40,172	$40,975	$41,795	$42,631
3. Grants, Contracts, & Other External Sources[3]	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$203,364	$435,646	$444,359	$453,247	$462,312

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1) 50%	(Year 2) 100% + 2% increase	(Year 3) Year 2 + 2% increase	(Year 4) Year 3 + 2% increase	(Year 5) Year 4 + 2% increase
1. Total Faculty Expenses (b + c below)	$75,873	$154,782	$157,877	$161,035	$164,256
a. # FTE	0.68	1.36	1.36	1.36	1.36
b. Total Salary	$53,111.10	$108,347.40	$110,513.90	$112,724.50	$114,979.20
c. Total Benefits	$22,761.90	$46,434.60	$47,363.10	$48,310.50	$49,276.80
2. Total Administrative Staff Expenses (b + c below)	$14,686	$29,961	$30,560	$31,171	$31,795
a. # FTE	0.13	0.26	0.26	0.26	0.26
b. Total Salary	$10,280.20	$20,972.70	$21,392.00	$21,819.70	$22,256.50
c. Total Benefits	$4405.80	$8988.30	$9168.00	$9351.30	$9538.50
3. Total Support Staff Expenses (b + c below)	$12,679	$25,866	$26,384	$26,912	$27,450
a. # FTE	0.18	0.36	0.36	0.36	0.36
b. Total Salary	$8875.30	$18,106.20	$18,468.80	$18,838.40	$19,215.00
c. Total Benefits	$3803.70	$7759.80	$7915.20	$8073.60	$8235.00
4. Equipment	$3,801	$7,755	$7,910	$8,068	$8,229
5. Library	$1500	$1500	$1500	$1500	$1500
6. New/Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$0	$0	$0	$0	$0
TOTAL (Add 1 - 7)	$108,539	$219,864	$224,231	$228,686	$233,230