



February 15, 2023

The Honorable James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty St.
Baltimore MD 21201

Dear Secretary Fielder,

The University of Baltimore offers a Master of Science degree in Applied with two active concentrations: Counseling Psychology (with a practitioner track now accredited by the Masters in Psychology and Counseling Accreditation Council) and Industrial-Organizational Psychology. Both concentrations have had excellent job placement records, but as the concentrations evolved, they shared fewer courses in common and now need to split into two distinct academic programs so that they can best fulfill the needs of current and future students.

The current Applied Psychology - Counseling Psychology concentration is a 48-credit degree program. Students in this concentration are enrolled in either the Counseling Psychology Track, or one of two specializations (Practitioner Specialization or Science Specialization). Following degree completion, students in the Practitioner Specialization, accredited by MPCAC, transition into UBalt's Post-Master's Certificate in Professional Counseling Studies (CPCS) program, where they complete an additional 12 needed for licensure in Maryland.

In 2021, MPCAC announced that all accredited programs must transition to a 60-credit degree. Curricular approvals must be in place by June 2024 and the change fully implemented by September 2025. We propose to change the Practitioner Specialization from a 48-credit degree to a 60-credit degree. This will require a restructuring of the existing program so that all 60 credits are completed as part of the new M.S. in Counseling Psychology.

The proposed MS in Counseling Psychology Program will adhere to the same mission as the existing Applied Psychology - Counseling Psychology Concentration. The program is fully in line with the mission of the university, as well as that of MPCAC.

An R*Stars payment in the amount of \$850 is being electronically transferred to the Commission.

If you have any questions, please contact the Office of the Provost at 410.837.5243. Thank you for your review.

Sincerely,

Catherine Andersen

Catherine Andersen
Interim Provost

Encl.

cc: Darlene Smith, Interim Vice Chancellor for Academic Affairs USM

Office of the Executive
Vice President and Provost

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BALTIMORE

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

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

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

Payment Submitted: Yes No	Payment Type:	R*STARS # JB03970	Payment Amount:	Date Submitted: 2/15/23
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Department Proposing Program			
Degree Level and Degree Type			
Title of Proposed Program			
Total Number of Credits			
Suggested Codes	HEGIS: 2001-03	CIP: 42.2804	
Program Modality	On-campus	Distance Education (fully online)	Both
Program Resources	Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog	URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name: Catherine Andersen
	Signature: <i>Catherine Andersen</i> Date: 2/15/23

	Date of Approval/Endorsement by Governing Board:
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Proposed Master of Science in Counseling Psychology

The University of Baltimore

Founded in 1925, The University of Baltimore (UBalt) offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. Its vision is to be the premier regional university for career advancement, where leaders grow, thrive and learn to apply their skills for solving local and global challenges. The University's central values are Student Growth and Success; Pursuit of Knowledge, Community and Civic Engagement; Diversity, Equity and Inclusion; Ethical Engagement; Affordability; and Responsible and Resourceful Stewardship.

UBalt has been offering a Master of Science degree in Applied Psychology since 1978. The program evolved over the decades as the field did, moving from the early areas of concentration: Biofeedback, Geropsychology, Psychotherapeutic Processes & Individualized Assessment, and Organizational/Personnel Psychology to the program it has offered for the past 25 years, with two active concentrations: Counseling Psychology (with a practitioner track now accredited by the Masters in Psychology and Counseling Accreditation Council) and Industrial-Organizational Psychology, which is a member of the Erasmus Plus Work, Organizational, and Personnel Psychology Programs consortium (with the Universities of Bologna, Valencia, Barcelona, and Coimbra). Both concentrations have had excellent job placement records, but as the concentrations evolved, they shared fewer courses in common and are now at the point of splitting into two distinct academic programs so that the programs can best fulfill the needs of current and future students.

This proposal requests a discrete Master of Science (MS) program in Counseling Psychology.

A. Centrality to Institutional Mission and Planning Priorities

Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission

The stated mission of the University of Baltimore (UBalt) is to provide career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. In the service of this mission, UBalt has offered a Master of Science (MS) in Applied Psychology, which includes two areas of concentration, Counseling Psychology and Industrial and Organizational Psychology, for over the last 40 years. The MS in Applied Psychology program prepares students for careers in counseling or industrial and organizational psychology, or for doctoral studies in these fields. To better help implement the mission of the university, we propose eliminating the MS in Applied Psychology, and create two separate programs in its place: a MS in Counseling Psychology and a MS in Industrial and Organizational Psychology (IOP). This document will specifically address the proposed MS in Counseling Psychology.

Presently, the Applied Psychology - Counseling Psychology concentration is a 48-credit degree program. Students in this concentration are enrolled in either the Counseling Psychology Track (i.e., the regular course sequence), or one of two specializations (the Practitioner Specialization or the Science Specialization). Following degree completion, students in the Practitioner Specialization, which is accredited by the Master's in Psychology and Counseling

Accreditation Council (MPCAC; a CHEA-recognized accrediting body), typically transition into UBalt’s Post-Master’s Certificate in Professional Counseling Studies (CPCS) program, where they complete an additional 12 credits so they can obtain the requisite 60 academic credits needed for licensure in the State of Maryland.

In 2021, MPCAC announced that all accredited programs must transition to a 60-credit degree. Appropriate curricular approvals must be in place by June 2024 and the change must be fully implemented by September 2025. Presently, only the Practitioner Specialization is accredited by MPCAC, therefore we propose to change the Practitioner Specialization from a 48-credit degree to a 60-credit degree. Under this change, students in the Practitioner Specialization would no longer be required to take the extra step of applying to, and transitioning into, the CPCS concentration after completing the MS. Although transitioning to a 60-credit program will not result in new or different course offerings than those that are currently provided, it will require a restructuring of the existing program so that all 60 credits are completed as part of the MS.

In light of these necessary changes and given the two current Applied Psychology concentrations share little coursework, we further propose to eliminate the shared Applied Psychology Program and create two new programs that are substantially based on the existing concentrations (please also see corresponding IOP Program Proposal).

Within the newly proposed MS in Counseling Psychology Program, which will be developed using existing courses offered through UBalt’s Applied Psychology and Certificate in Professional Counseling Studies programs, we specifically propose the below changes to the existing structure. For additional reference, side-by-side tables depicting the current and proposed programs can be found in the attached excel spreadsheet.

MS in Counseling Psychology Program Level
<ul style="list-style-type: none"> • Eliminate Applied Psychology Program and create MS in Counseling Psychology Program in place of the existing Applied Psychology – Counseling Psychology Concentration • New program will be a variable 48-60-credit degree consisting of one General Counseling Psychology Track (48 credits) and one Specialization (Practitioner; 60 credits)
<ul style="list-style-type: none"> • Modify admission requirements to be more consistent with general trends and expectations in the field of master’s level mental health counseling training. Specifically, the following changes are proposed: <ul style="list-style-type: none"> ○ Eliminate the GRE requirement ○ Add a requirement that applications include completed vignette-based essay(s) on topics related to culture, diversity, and responses to clinical supervision
General Counseling Psychology Track

<ul style="list-style-type: none"> • 48-credit degree • Modify degree requirements to the existing Counseling Psychology Track in the following ways: <ul style="list-style-type: none"> o Remove the below courses as requirements: <ul style="list-style-type: none"> ✦ APPL 631: Intermediate Statistics for Behavioral Science ✦ APPL 632: Research Methods for Applied Psychology o Add the below courses as requirements: <ul style="list-style-type: none"> ✦ APPL 633: Research and Evaluation ✦ One Elective
Practitioner Specialization
<ul style="list-style-type: none"> • Expand the Practitioner Specialization from 48 credits to a 60-credit degree so it is aligned with MPCAC accreditation requirements • Add the below courses as requirements: <ul style="list-style-type: none"> o APPL 621: Substance Abuse Counseling o APPL 626: Family Therapy o Any one of the following: <ul style="list-style-type: none"> ✦ APPL 616: Advanced Treatment Techniques ✦ APPL 662: Treatment of Trauma ✦ APPL 663: Treatment of Depressive Disorders ✦ APPL 666: Treatment of Anxiety Disorders o One Elective
Science Specialization Changes
<ul style="list-style-type: none"> • Eliminate the Science Specialization, which generally serves only a few students annually, each of whom could be equally (or better) served through the Counseling Psychology Track or the Practitioner Specialization.

The proposed MS in Counseling Psychology Program will adhere to the same mission as the existing Applied Psychology - Counseling Psychology Concentration, which is to provide generalist training rooted in the scientist-practitioner model and is designed for students interested in becoming licensed mental health counselors, as well as those interested in doctoral work in the helping professions. The program is fully in line with the mission of the university, as well as that of MPCAC, which strives to “promote master’s degree level preparation in the practice of scientifically-based, culturally responsive counseling and psychological services that promote the public interest of all people.”

Program supports the institution’s strategic goals and priorities

The mission of UBalt assures that the university’s emphasis on career-oriented education attracts students with clear professional objectives and provides them with a broad foundation of knowledge to meet the rapidly changing conditions of today’s work environment, as well as equipping them with the latest skills and techniques for productive careers in the public and private sectors. The Yale Gordon College of Arts and Sciences, which houses the MS in Applied Psychology Program (and will house the proposed MS in Counseling Psychology), seeks to train students in becoming reflective, skilled communicators, adept at addressing contemporary problems within an ethical framework and able to adapt to a changing world.

The proposed program aligns with these institutional goals. The program is “careerfocused” in that it helps prepare students for careers as licensed mental health counselors and psychologists (when combined with doctoral level study in psychology). Students are engaged in the community and help contribute directly to the positive mental health of the community through their clinical work as part of supervised field placement experiences at organizations across the region. The program’s emphasis on diversity and multiculturalism is embedded throughout the curriculum, as are ethics and social justice advocacy.

Further, as part of its strategic plan, UBalt has identified five Signature Areas of Excellence. They include the following:

- Law, Justice and Public Affairs
- Business and Entrepreneurship
- Communication and Design
- Psychology, Health and Human Services
- Cybersecurity, Gaming and Technology

The proposed program is aligned with Signature Area 4: Psychology, Health and Human Services. The proposed program expands the offerings in the Psychology, Health and Human Services area as it ensures that an MPCAC accredited program will be represented within this area of excellence, aligns the program with a professional career pathway, and strengthens the university’s academic reputation and strategic position.

Five-Year Funding Plan

The MS in Applied Psychology has been in existence for over 40 years, the Practitioner Specialization was developed in 2014 (and accredited in 2022), and across the past five years, the Counseling Psychology Concentration has maintained an average annual student population of approximately 86 students. As noted previously, all classes in the proposed program are already offered through the MS in Applied Psychology or the Certificate in Professional Counseling Studies. It is expected that no new courses or sections will be required as a result of the proposed revised MS in Counseling Psychology Program that would replace the MS in Applied Psychology – Counseling Psychology Concentration.

Provide a description of the institution’s a commitment to:

- a) *ongoing administrative, financial, and technical support of the proposed program*
- b) *continuation of the program for a period of time sufficient to allow enrolled students to complete the program.*

The University of Baltimore remains committed to continuing this program, and the program recently completed and submitted to the University System of Maryland its latest 7-year program review. The Practitioner Specialization obtained MPCAC accreditation in 2022, and the university has fully supported the program in this endeavor and intends to continue to do so (including coverage of application fees, site visit fees, as well as annual fees during the period of accreditation). Further, in response to MPCAC accreditation stipulations, the university supported the creation of an additional lecturer position so that the program could add a Field Placement Coordinator. The program has four other full-time core faculty members, as well as an advisor dedicated to the program. Further, it is notable that after the departure of a counseling psychology faculty member in Spring 2022, the university demonstrated its

continued support of the program by funding a new hire in Summer 2022, maintaining current faculty numbers. Finally, the goal of transitioning the Practitioner Specialization from 48 credits to a 60-credit program is included in the College of Arts and Sciences 2022-2023 Academic Action Plan. Taken together, UBalt has been steadfast in its commitment to supporting the program and its continued success.

The proposed program will require no new courses as it is being created in place of the existing Applied Psychology Program – Counseling Psychology Concentration. As such, students may simply use existing courses to complete the program. Therefore, additional administrative, financial, and technical support of the program is not required, above and beyond the support already in place.

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

Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general

According to 2021 data from the National Alliance on Mental Illness (NAMI)¹, approximately 17% of adult Marylanders have a mental health condition. Increasing access to mental health care is critical need as there is approximately 1 mental health provider for every 400 Maryland residents² and 18% of the Maryland population lives in a community that is considered to not have enough mental health professionals. Further, 46% of adolescent Marylanders with depression did not receive any mental health care in the last year. Finally, according to Maryland's Behavioral Risk Factor Surveillance System data³, racially minoritized individuals are significantly less likely to report having ever seen a provider for a mental health problem, despite equal or greater burden of mental health disorders in minoritized populations. Given the mental health needs of the region, and the voluminous data suggesting deficiencies in access to mental health care, particularly among minoritized populations, there is a clear demand and need for the program in terms of meeting present and future mental health needs of the region and the State.

Evidence that the perceived need is consistent with the 2022 Maryland State Plan for Higher Education

The State Plan for Higher Education, which identified goals and priorities using an “equity lens,” states that in part because of the COVID-19 pandemic’s toll on the general population’s mental health, “[h]igher education will need to be responsive to this... [by] expanding programs that train mental health professionals” (MHEC, 2022, p. 24). Further the State Plan identified the importance of maintaining the commitment to high quality post-secondary education in Maryland, and that “[i]nstitutions should consider becoming more specialized in their current academic offerings as opposed to expanding offerings beyond existing programs (Goal 2: Student Success; Priority 5). The University of Baltimore has one of the state’s most diverse student populations, and most students are from the greater Baltimore region. It is also a federally recognized Minority Serving Institution. The proposed program, which brings our existing Practitioner Specialization in line with MPCAC accreditation requirements, will

¹ <https://www.nami.org/Advocacy/State-Fact-Sheets>

² <https://unitedwaynca.org/blog/mental-healthcare-access-by-state/>

³ <http://www.marylandbrfss.org/cgi-bin/broker>

expand opportunities for our diverse student body in their specialized path to becoming fully licensed mental health practitioners.

Another element of Goal 2, Priority 5, is the expansion and promotion of real-world experiences such as internships. Students complete a minimum of two field placement experiences in the program and all students in the Practitioner Specialization complete three semesters of field placement. These are intensive clinical training experiences that provide practice experience for students, help them apply classroom concepts to clinical care, and serve to cultivate professional relationships that lead to employment. For example, the Practitioner Specialization requires a minimum of 700 hours of supervised clinical experience across 3 semesters. Of the 700 hours required on-site and in direct support of clinical work, 280 hours (40%) are required direct clinical contact hours. Students undergo intensive supervision via a mentorship model with supervisors required to be licensed mental health practitioners. The structure of the field placement experience is consistent with MPCAC standards, as well as licensure requirements for professional counselors outlined by the Maryland Board of Health and statutes in neighboring states and the District of Columbia.

The State Plan also recommends both analyzing systems that impact how specific student populations access affordable and high-quality postsecondary education (Goal 1: Student Access; Priority 4), as well as improving systems that prevent timely completion of an academic program (Goal 2: Student Success; Priority 6) As the majority of classes are held in the late afternoon or evening, the MS in Counseling Psychology Program at UBalt is ideal for non-traditional students juggling multiple obligations and facing unique challenges that can hinder their success. Further, all students in the Counseling Psychology Program are assigned an individual faculty mentor who they are required to meet with at least annually. Mentors provide guidance on a variety of issues related to professional development, including licensure, career planning, and identifying internships the best meet student needs. Further, all students receive an individualized program of study from the program advisor, which supports their progression in the program and planning for a career.

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

Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Provide data showing the current and projected supply of prospective graduates.

The Counseling Psychology Program primarily prepares students for careers as licensed mental health counselors or for doctoral level study in psychology, and graduates of the proposed 60-credit Practitioner Specialization would meet all academic and clinical supervision

requirements necessary to be licensed as a mental health counselor in Maryland⁴ and numerous other states (including neighboring states and the District of Columbia) and hired as an entry-level counselor. Mental health counselors work in a variety of settings including community mental health clinics, hospitals, schools, universities, jails and prisons, and private practices, among others. The Bureau of Labor Statistics (BLS) Occupational Outlook Handbook reports that in 2021, there were 351,000 jobs in the mental health counselor classification in the United States. Occupational outlook projections estimate employment growth among mental health counselors to be 22.1% from 2021 to 2031⁵, which is considered much faster than average, and resulting in a net increase of 77,500 jobs. The growth rate for mental health counselors in the State of Maryland is projected to be similar but slightly higher during this period, at 23.35%⁶.

Recent internal data demonstrate there is both a robust supply of prospective students and graduates for the proposed program, and that the existing Applied Psychology - Counseling Psychology Concentration has been successful in achieving its goal of preparing students to become licensed mental health counselors following graduation. Across the past five years, average annual enrollment was 86 students. Further, enrollment has flourished since the onset of the COVID-19 pandemic, with an average annual enrollment of 97 students across the past three years. Across the past five years, 84% of license-eligible graduates obtained mental health counselor licensure in Maryland as a Licensed Graduate Professional Counselor (LGPC) or Licensed Clinical Professional

Counselor (LCPC), or their equivalent licensures in nearby states and districts. Further, 98% of program students passed the National Counselor Examination (NCE), a requirement for mental health counselor licensure, on the first attempt. In sum, program enrollment is robust, and the program is successful in preparing students for licensure as a professional counselor.

D. Reasonableness of Program Duplication:

Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

While the MS in Applied Psychology – Counseling Psychology Concentration is one of four known counseling psychology programs in the State of Maryland, the practitioner specialization is just one of three programs in Maryland accredited by MPCAC. Frostburg State University offers a MPCAC accredited MS in Counseling Psychology, although given that Frostburg is 150 miles northwest of Baltimore and accepts fewer than 15 students each year, the two programs likely draw from different pools of student prospects. Towson University's MA in Psychology – Counseling Psychology Concentration is the only other MPCAC accredited program in the region, and thorough consideration of duplication with Towson's program is warranted. When considering the issue of program duplication, it is important to note the proposed program aligns with offerings UBalt already provides and, again, adds no new courses. Next, in some ways, the proposed program is less duplicative with Towson as compared to UBalt's existing Counseling Psychology Concentration. Specifically, the existing program includes practitioner and science specializations, similar to Towson's practitioner and

⁴ <https://health.maryland.gov/bopc/Pages/gradprofessional.aspx>

⁵ <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mentalhealth-counselors.htm>

⁶ <https://www.dlrr.state.md.us/lmi/iandoproj/maryland.shtml>

research tracks. Given UBalt's Science Specialization has a similar aim and structure to Towson's Research Track, the proposed elimination of the Science Specialization would better distinguish the two programs. Finally, the UBalt program offers the vast majority of classes in the evenings, which is convenient for students who work during the day or are otherwise juggling multiple responsibilities. A large proportion of Towson's classes are offered during the mornings and afternoons, which suggests the two programs may draw from somewhat different pools of student prospects. Additionally, UBalt students are more racially and ethnically diverse than Towson's student body, further evidencing the different prospect pools of both institutions.

Provide justification for the proposed program

As previously discussed, UBalt's Applied Psychology – Counseling Psychology Concentration possesses robust student enrollments, and the program is successful in preparing students for licensure as a professional counselor. The Practitioner Specialization must transition to a 60-credit program to remain consistent with MPCAC accreditation requirements. In part because of this needed change, and following selfstudies of both concentrations, the Applied Psychology Program as a whole has reevaluated its structure and determined that splitting the concentrations into two separate programs (and eliminating the existing Science Specialization) is the optimal path forward. The IOP and Counseling Psychology concentrations presently share little coursework, have separate program directors, and they largely function as separate, yet collaborative, programs. Through a formal separation, we can recognize this reality and market our programs in a manner that is clearer and less confusing to prospective applicants.

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

Discuss the program's potential impact on the implementation or maintenance of high demand programs at HBI's.

Among Maryland's Historically Black Institutions (HBIs), the proposed UBalt program shares the most similarities with Bowie State University's MA in Mental Health Counseling. Like UBalt, Bowie's program also prepares students to become licensed mental health counselors. A primary distinction between the two programs is accreditation, and therefore each program's underlying philosophy and structure. The UBalt program is accredited by MPCAC, whereas Bowie's program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). While both accreditations allow one to fulfill requirements to become a professional counselor, MPCAC accredits master's in psychology programs (e.g., psychology, counseling psychology, etc.), whereas CACREP does not accredit psychology programs, but rather counseling and counselor education. These distinctions result in fundamental differences in program faculty fields of training, program structure, and professional identity. Further, as previously noted, it is important to again state the proposed program aligns with offerings UBalt already provides and, again, adds no new courses. Given these factors, including the fact these programs have been co-existing for years, we suggest the impact on Bowie State's MA program will be negligible.

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

Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs

The present proposal is not believed to have any potential negative impact on the uniqueness and institutional identities and missions of HBIs. As noted above, among Maryland's HBIs, the UBalt Applied Psychology - Counseling Psychology Concentration shares the most similarities with Bowie State University's MA in Mental Health Counseling. However, given the differences in accreditation (CACREP for Bowie State and MPCAC for UBalt), and the resulting differences in domains such as program structure, training philosophy, and professional identity, the two programs are fundamentally unique.

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

Describe how the proposed program was established, and also describe the faculty who will oversee the program

The University of Baltimore has offered a Master of Science (MS) in Applied Psychology, which includes two areas of concentration, Counseling Psychology and Industrial and Organizational Psychology, for over 25 years, with the origins of the program going back four decades. The Practitioner Specialization of the Counseling Psychology Concentration, which is accredited by MPCAC, has been in existence since 2014. As MPCAC now requires the Practitioner Specialization to transition from 48 credits to a 60-credit degree, the current concentrations share little coursework, and following insights gleaned from IOP's recent program review, we are proposing to discontinue the shared Applied Psychology Program, which will be replaced by the two new programs, both of which are substantially based on the existing concentrations. The Counseling Psychology program currently includes five core full-time program faculty (see Section I), and the program director is Dr. Courtney Gasser, PhD.

*Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program. **Program Mission Statement***

The Counseling Psychology Program at the University of Baltimore (UBalt) adheres to a generalist training philosophy that is rooted in the scientist-practitioner model of training. The program is designed for students who are interested in becoming licensed mental health counselors, as well as those interested in doctoral work in the helping professions. Flexible curriculum offerings aim to support students who enter the program directly from undergraduate work, career changers, and working adults. The program prepares students for practice in multidisciplinary clinical settings such as hospital- and community-based mental health, private practice, school-based mental health, and substance abuse treatment facilities. Students prepare to provide a range of clinical and advocacy services in the counseling profession. The program focuses on education in professional identity and ethics, and contextual factors in developmental, vocational, educational, social, health, and mental health issues.

The curriculum emphasizes research and theory as they inform evidence-based practice, integrative theoretical treatment conceptualization, assessment and advanced treatment

interventions. The common factors model is embedded in the program's clinical curriculum, emphasizing the importance of therapeutic relationships and strengths-based counseling interventions. The program infuses multicultural and social justice advocacy awareness in all coursework.

The faculty emphasize self-awareness and self-reflection as a cornerstone of effective clinical practice. Students are challenged to enhance their professional development through self-reflection exercises embedded in coursework and by engaging in interpersonally oriented instruction and supervision. Students are guided to understand their own cultural biases and lenses as well as the inherent cultural/contextual nature of counseling work. The program requires experiential clinical training exercises in many courses, in addition to practice and internship requirements.

Program-Level Student Learning Outcomes

Upon graduating from the M.S. in Applied Psychology program, students will be able to:

- integrate theory and research knowledge appropriate to counseling psychology
- construct solutions for real-world problems in counseling psychology
- integrate knowledge and valuation of ethical principles and standards into the design and/or implementation of original plans
- integrate knowledge of and appreciation for cultural diversity and social justice into the creation and/or implementation of original plans.

Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program*
- b) document student achievement of learning outcomes in the program*

The MS in Applied Psychology - Counseling Psychology Concentration has been actively engaged in assessment of learning outcomes for about a decade, and the proposed changes will have a limited effect on these practices. The program director oversees course data collection and program assessment procedures under the direction of the Associate Dean. Procedures for conducting program and individual course evaluations are conducted in accordance with a program assessment plan, which is required of every program at the University. This assessment plan is documented in SharePoint where the University's assessment results are stored. Assessment of all program SLOs are conducted at least once every two years, and the data are used to make adjustments to the curriculum, then reassessed in the following year as part of the continuous improvement cycle. Consistent with MPCAC accreditation requirements, the results of program outcome assessment are available to students currently enrolled in the program, program faculty, institutional administrators and personnel in cooperating and associated agencies on our website.

This program participates in the USM Program Review process that includes a self-study process and external peer evaluation. The last review was submitted in 2021. Finally, as UBalt is accredited by the Middle States Commission on Higher Education, the overall assessment process at UBalt was reviewed during the most recent accreditation of the University in 2017.

Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

List of Courses

APPL: 601 THE BIOLOGICAL BASIS OF BEHAVIOR (3) Surveys the current knowledge of the structure and function of the nervous system, with an emphasis on how this information contributes to understanding behavior and mental processes. Introduces neuroscience and demonstrates how different types of information are integrated in this interdisciplinary field. Students gain insight into how biochemical, anatomical, and physiological approaches contribute to the understanding of behavior and clinical phenomena. Addresses multicultural and social justice advocacy considerations.

APPL: 602 PROFESSIONAL IDENTITY, ETHICS, AND LEGAL ISSUES IN THE PRACTICE OF COUNSELING AND PSYCHOLOGY (3) Focuses on the development of professional identity, pathways to credentialing and licensure, and legal and ethical issues in professional counseling and psychology. Students examine professional organizations, credentialing bodies, and the ethical codes relevant to the practice of counseling and psychology. Emphasis on ethical standards of the American Counseling Association and resolution of ethical dilemmas through the application of an ethical decision-making model. Addresses multicultural and social justice advocacy considerations.

APPL: 603 LEARNING AND COGNITION (3) Emphasizes the study of the major theories and models of human learning from the perspectives of both behaviorism and cognitive science. Includes an experiential overview of how people acquire, store and use information. Theoretical and empirical information is applied to the understanding of human behavior in a wide variety of settings. Address multicultural and social justice advocacy considerations as they relate to issues in human learning.

APPL 605: ADVANCED THEORIES OF PERSONALITY AND Counseling (3) An advanced exploration of theories regarding personality and counseling. Includes discussion of treatment implications and research related to each theory or therapy. Addresses multicultural and social justice advocacy considerations.

APPL 606: BASIC COUNSELING TECHNIQUES (3) An overview of the basic skills and techniques required for conducting counseling sessions, including multicultural and social justice considerations. Explores listening skills, relationship-building, intake, and ongoing assessment, etc. Basically experiential in nature, with students engaging in selfreflective activities, practicing and evaluating counseling styles and abilities, and participating in varied classroom activities such as mock counseling role plays and/or interviews.

APPL 608: APPLIED ASSESSMENTS AND PROCEDURES (3) An exploration of current procedures employed in the evaluation of behavior within the context of multicultural and social justice factors. Focuses on the observation and interpretation of behavioral information and its relationship to choice of assessment procedures. Reviews representative measures of intellectual ability, achievement, aptitude, personality, and psychological motor functioning.

APPL 610: PSYCHOPATHOLOGY AND DIAGNOSIS (3) Examines issues in the epidemiology, diagnosis, and treatment of psychiatric disorders. Major attention is given to changing applied and theoretical perspectives in the light of contemporary research methodologies and findings. Addresses ethical, multicultural and social justice advocacy considerations in relation to psychiatric classification and diagnosis.

APPL 613: HUMAN DEVELOPMENT (3) Survey of the biological, psychological, and social changes that accompany the developmental process. Includes a study of the physical, intellectual, emotional, and social development of the individual from conception to death. Addresses multicultural and social justice advocacy considerations.

APPL 614: COMMUNITY PSYCHOLOGY (3) Provides an introduction to the central concepts, strategies, findings, and values of community psychology to help students develop broader perspectives on individual and community functioning and well-being. Explores the interdependence of individuals and their communities and environments, with foci on social issues and policies, underserved and marginalized groups, social justice and social change, and prevention of social and mental health problems. Emphasizes research and interventions at the level of small groups, organizations, institutions, and communities to reduce stress, enhance the quality of life, prevent emotional and behavioral disorders, and empower individuals and their communities.

APPL 616: ADVANCED TREATMENT TECHNIQUES (3) Examines the application of theoretically and empirically based change strategies in mental health counseling. Surveys several theoretical approaches to a variety of clinical problems, with an emphasis on empirically supported principles of change. Multicultural and social justice advocacy considerations in the application of behavioral change strategies are addressed. Includes applications to both children and adults.

APPL 617 PERSONALITY ASSESSMENT (3) Examines the rationale, psychometric properties and utility of some of the major personality assessments in use today within the context of multicultural and social justice considerations. Focuses primarily on objective measures of personality, but projective measures are introduced. Emphasis is given to the professional, ethical and cultural competency responsibilities associated with the assessment process and to administration and interpretation procedures.

APPL 618: INTELLECTUAL ASSESSMENT (3) Examines the theoretical background, rationale, and validity of the major assessments of intellectual abilities currently in use. Emphasizes the professional, ethical, multicultural, and social justice responsibilities associated with the assessment process and to administration and interpretation procedures.

APPL 619: PSYCHOLOGICAL ASSESSMENT (3) Examines the rationale and validity of the more predominant intelligence tests, projective measures, interest inventories, and personality measures currently in use. Focus also includes professional and ethical responsibilities associated with the assessment process and provides familiarity with administration and interpretation procedures.

APPL 620: INTRODUCTION TO CLINICAL NEUROPSYCHOLOGY (3) Survey of basic clinical neuropsychology, focusing on the psychometric foundations of different diagnoses based on the clinical presentation of human brain dysfunction. Discusses cognitive, behavioral, emotional, and social symptoms of the major neuropsychological disorders. Issues

of assessment in impaired populations are addressed, including the provision of effective psychological services to the neuropsychologically impaired individual.

APPL 621 SUBSTANCE ABUSE COUNSELING (3) Provides a review of current literature regarding the etiology, psychology, risk factors, and social phenomena associated with substance (including alcohol) use and related disorders. Emphasizes evidence-based contemporary and traditional treatment methods employed by outpatients clinics and inpatient units. Addresses issues related to ethical, multicultural, and social justice advocacy considerations in the treatment of substance use disorders.

APPL 622: GROUP COUNSELING (3) An introduction to the theory and practice of group psychotherapy, including consideration of history and theory as well as practical considerations and clinical techniques. Explores ethical considerations for therapists who lead groups. Addresses multicultural and social justice advocacy considerations. Incorporates an experiential component into the class periods.

APPL 623: CAREER COUNSELING (3) Introduces the primary theories that explain how individuals make career choices and the specific strategies the counselor can use to help the client make informed career choices. Students gain exposure to specific instruments designed to assist in career decisions. Addresses multicultural and social justice considerations in career counseling.

APPL 625: MULTICULTURAL COUNSELING (3) Explores the impact of social phenomena, such as privilege and oppression, on cultural group membership and human development. Topics include race, ethnicity, gender, gender identity, sexual orientation, ability status, age, national origin, religion, socioeconomic status, and language. Examines multicultural counseling relationships and research, as well as social justice advocacy considerations for the practicing therapist. Self-reflection and experiential exercises raise awareness of self as a cultural being. Course knowledge is applied to outof-class experiences as well as to psychological assessment, case conceptualization, and treatment planning.

APPL 626: FAMILY THERAPY (3) Presents an overview of various family therapy theories and techniques, including systems theory and family life-cycle development. Explores the integration of these techniques into the therapy process with couples and families. Special attention is given to specific issues, such as the impact of race, culture, and gender on a family therapeutic intervention.

APPL 627: CHILD AND ADOLESCENT THERAPY (3) Provides an understanding of the psychological disorders of childhood and adolescence. Covers the assessment, diagnosis, and treatment of a broad range of disorders that typically arise in childhood or adolescence and examines the factors that contribute to their development. Addresses multicultural and social justice advocacy considerations in working with children and adolescents.

APPL 628: COLLEGE COUNSELING (3) Provides an understanding of the issues and psychological problems of college students and how those issues and problems are treated in the college setting. Covers the assessment and treatment of disorders that characterize young adulthood and the core knowledge and skills of college counselors and provides an orientation to college and university counseling centers. Addresses multicultural and social justice advocacy considerations for working with college students in a university setting.

APPL 629: SPECIAL TOPIC: TOPICS IN COUNSELING (3) Theoretical assumptions, techniques, and effectiveness of interventions associated with behavioral and psychological problems of the aged, alcoholics, sexual deviants, criminal offenders and/or problems encountered in marriage and family situations. Specific topic may vary from semester to semester. May be repeated for credit as course topic changes.

APPL 631: INTERMEDIATE STATISTICS FOR BEHAVIORAL SCIENCE (3) The logic of hypothesis testing and assumptions underlying its use are the framework for studying analysis of variance and covariance and multiple regression. These tools are learned in the context of application to psychological research. Students learn to complete statistical analyses using a microcomputer statistical package and to interpret the results.

APPL 632: RESEARCH METHODS FOR APPLIED PSYCHOLOGY (3) Builds on the fundamentals of research design and on knowledge of basic statistical techniques to provide a broad overview of the major research methods of applied psychological research. Students learn to frame inquiries and problems as research questions. The relative merits and drawbacks of the major research methods are explored. Students develop a research proposal to investigate an applied research question.

APPL 633: RESEARCH AND EVALUATION (3) Surveys methods used to investigate questions and acquire knowledge in counseling and psychology and provides students with the skills necessary to critically evaluate counseling and clinical research literature. Topics include principles and techniques of qualitative and quantitative models; needs assessment; program evaluation; ethical, multicultural and social justice considerations in the research process; and the role of the mental health counselor as a knowledgeable research consumer.

APPL 639: SPECIAL TOPICS: APPLIED STATISTICS (3) Study of one major statistical topic, such as multivariate statistics, structural equation modeling, metaanalysis, analysis of ordinal and categorical variables or nonparametric statistical techniques. Offered when student demand is sufficient and matches instructor interests. Topic may vary from semester to semester. May be repeated for credit as course topic changes.

APPL 661: DEATH, DYING, LOSS, AND GRIEF (3) Models of adjustment to loss and their application to counseling individuals and groups who have experienced significant loss through death, illness and injury, divorce, and major life transitions. Emphasis on issues related to death and dying (including social, psychological, and cultural factors that influence grieving). Also explores significant loss areas to which grief intervention perspectives and techniques can be applied.

APPL 662: TREATMENT OF TRAUMA (3) Exposes students to the current approaches to treatment of trauma being used by clinicians. Emphasizes the development and application of skills in conducting empirically-supported therapy for trauma-related conditions. Addresses issues in the ethical assessment and treatment of trauma-related conditions, including multicultural and social justice advocacy considerations.

APPL 663: TREATMENT OF DEPRESSIVE DISORDERS (3) Provides students with knowledge and skills in current evidence-based approaches to treatment of depressive disorders, as well as disorders that frequently co-occur with depression (e.g., anxiety, substance use, personality disorders). Emphasizes cognitive and cognitive-behavioral treatments, though other theoretical approaches are noted. Addresses ethical, multicultural and social justice advocacy considerations in the assessment and treatment of depression.

APPL 665: CLINICAL SUPERVISION (3) Provides didactic preparation in clinical supervision knowledge and skills. Emphasizes ethics, multiculturalism, social justice advocacy, supervisory relationship dynamics, models of supervision, modes of evaluation, supervision research, and tools to conduct effective clinical supervision with counselor trainees.

APPL 666: TREATMENT OF ANXIETY DISORDERS (3) Provides students with a theoretical and empirical understanding of the development, maintenance, and current evidence-based treatment of anxiety and related disorders, including cultural and social justice considerations. Emphasizes behavioral and cognitive-behavioral treatments, although other theoretical approaches are discussed as well.

APPL 703: PRACTICUM IN COUNSELING (3) Experience in the application of: behavioral change methods and skills, ethical and legal requirements, and multicultural competence and social justice advocacy in a clinical or counseling setting. The student 1) functions as a professional under the supervision and guidance of an on-site counselor, and 2) attends scheduled group supervision meetings on campus several times during the course of the semester. Students must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment.

APPL 704: PRACTICUM IN RESEARCH (3) Supervised participation in experimental studies designed by either the student or an individual approved by the instructor. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade.

APPL 705 PRACTICUM IN ASSESSMENT (3) Supervised experience in the use of assessment procedures in situations relevant to student interest and vocational goals. Students spend the equivalent of one day per week at an approved training site. A maximum of 6 credits may be applied toward the degree.

APPL 708: INTERNSHIP IN COUNSELING (1 - 3) Builds upon APPL 703 Practicum in Counseling, allowing students to practice and further integrate counseling skills, ethical and legal requirements, and multicultural competence and social justice advocacy in clinical or counseling settings. Students accrue at least 100 hours of supervised clinical experience for each credits taken. Students must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment.

APPL 779: DIRECTED STUDY IN APPLIED PSYCHOLOGY (1 - 3) The pursuit of independent work under the supervision of a faculty member. This work should relate to a topic not covered by the regular department offerings and may provide a basis for entrance into courses with special prerequisites. The student writes a proposal that is approved by the supervising faculty member and the graduate program director prior to registration. Prerequisites: completion of required core and approval prior to registration. Pass/fail grading. Eligible for continuing studies (CS) grade.

APPL 789: RESEARCH PROPOSAL DEVELOPMENT (3) Independent study in which the student develops a proposal for research founded in the literature and practice of applied psychology. The student must have the requisite skills for bringing the proposal to completion. The end product of the course is a research proposal that may be presented to the division as a thesis proposal. Course is NOT eligible for continuing studies grade. Pass/fail grading.

APPL 799: THESIS IN APPLIED PSYCHOLOGY (3 - 6) An independent and original research effort supervised closely by full-time faculty. It should be founded in the literature of applied psychology. The student is expected to demonstrate an ability to formulate research questions as testable hypotheses, to analyze data using appropriate research methods and design and statistical tools, and to present the entire work in a wellwritten document using APA style. The number of credits is determined when the proposal is approved. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail.

Program Requirements:

No more than 6 credits with passing grades lower than B- can be applied to the degree. To maximize career opportunities, advisement is recommended when selecting electives. Various courses in applied psychology and other disciplines (criminal justice, management, human services administration, legal and ethical studies, negotiations and conflict management, public administration, and integrated design) are permitted as electives, though may not count toward fulfilling LCPC licensure requirements. However, a maximum of 12 credits outside the department are permitted, and such electives are subject to the approval of the program director.

General Counseling Psychology Track (48 credits)

Course	Title	Credits
Core Courses (36 Credits):		
APPL 601	The Biological Basis of Behavior	3
APPL 602	Ethics and Legal Issues in the Practice of Psychology	3
APPL 603	Learning and Cognition	3
APPL 605	Advanced Theories of Personality and Counseling	3
APPL 606	Basic Counseling Techniques	3
APPL 610	Psychopathology and Diagnosis	3
APPL 613	Human Development	3
APPL 622	Group Counseling	3
APPL 623	Career Counseling	3
APPL 625	Multicultural Counseling	3
APPL 633	Research and Evaluation	3
One of the Following:		
APPL 608	Applied Assessment Procedures	3
APPL 617	Personality Assessment	3
APPL 618	Intellectual Assessment	3
Supervised Field Placement Experience (6 Credits):		
APPL 703	Practicum in Counseling Psychology	6*
Electives (6 Credits):		

Students complete two elective courses for a total of six credits	6
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* Must be taken for at least two semesters, for a total of 6 credits.

Note: All courses already exist in the Applied Psychology and Certificate in Professional Counseling Studies Graduate Programs.

Practitioner Specialization (60 credits)

Course	Title	Credits
Core Courses (36 Credits):		
APPL 601	The Biological Basis of Behavior	3
APPL 602	Ethics and Legal Issues in the Practice of Psychology	3
APPL 603	Learning and Cognition	3
APPL 605	Advanced Theories of Personality and Counseling	3
APPL 606	Basic Counseling Techniques	3
APPL 610	Psychopathology and Diagnosis	3
APPL 613	Human Development	3
APPL 622	Group Counseling	3
APPL 623	Career Counseling	3
APPL 625	Multicultural Counseling	3
APPL 633	Research and Evaluation	3
One of the Following:		
APPL 608	Applied Assessment Procedures	3
APPL 617	Personality Assessment	3
APPL 618	Intellectual Assessment	3
Supervised Field Placement Experience (9 Credits):		
APPL 703	Practicum in Counseling Psychology	3
APPL 708	Internship in Counseling Psychology	6*
Specialization Required Courses (9 Credits):		
APPL 621	Family Therapy	3
APPL 626	Substance Abuse Counseling	3
One of the Following:		
APPL 616	Advanced Treatment Techniques	3
APPL 662	Treatment of Trauma	3
APPL 663	Treatment of Depressive Disorders	3
APPL 666	Treatment of Anxiety Disorders	3
Electives (6 Credits):		
Students complete two elective courses for a total of six credits		6

* Must be taken for at least two semesters, for a total of 6 credits.

Note: All courses already exist in the Applied Psychology and Certificate in Professional Counseling Studies Graduate Programs.

Admissions Standards: For unconditional acceptance into the MS in Counseling Psychology program, applicants are expected to have:

- a bachelor's degree in psychology with a minimum cumulative grade point average of 3.0 from a regionally accredited college or university
- grades of B or better in psychology statistics and research methods courses
- a professional or academic letter of recommendation submitted on the student's behalf
- a statement of personal interest
- a vignette-based essay(s) on topics related to culture, diversity, and responses to clinical supervision

Discuss how general education requirements will be met, if applicable

Not applicable

Identify any specialized accreditation or graduate certification requirements for this program and its students

The Practicum specialization is accredited by MPCAC and thus conforms to the curriculum standards and requirements set forth by this organization. MPCAC accredited programs 1) should be identifiable as educating counseling and psychological service practitioners, using evidence-based counseling and psychological principles and theories as they apply to specific populations and settings; 2) must be the equivalent of at least 2 academic years of full-time study and 60 credits which must include supervised experience; 3) include significant supervised experiences with a minimum of 600 hours across at least 2 semesters; 4) the coursework should emphasize the scientist-practitioner model; and 5) the program must demonstrate evidence of students' professional competence in 11 core domains via academic and applied experiences⁷.

If contracting with another institution or non-collegiate organization, provide a copy of the written contract

Not applicable

Provide assurance and any appropriate evidence that the proposed program will 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.

⁷ <http://mpcacaccreditation.org/>

A program page is established on the UBalt website, and the program also operates a program-specific page on the Sakai Learning Management System (which will soon be converted to Canvas). Combined, both pages provide students with current information on curriculum, course and degree requirements, technology competence and other skills required for the degree, equipment requirements for the degree, and links to financial aid and tuition and fee costs. Also listed are student support services available to the wider university community.

Students in the Applied Psychology - Counseling Psychology Concentration are extensively advised at all levels, and these advising practices will continue in the newly proposed program. Following admission, all students meet with the program advisor, where they review the curriculum and degree requirements, and register for first-semester classes. All students then attend a program orientation, which consists of an in-person meeting with program faculty, as well as review of several asynchronous informational recordings (which are also posted on the program Sakai page). At (or prior to) orientation, students also submit a signed statement of agreement, indicating they have read and agree to standards and expectations outlined in the program manual and standards and expectations document (consistent with MPCAC requirements). Students undergo advising from several sources: the Program Director, Dr. Courtney Gasser; a program advisor located in the Dean's Office; and their assigned faculty mentor. Consistent with MPCAC standards, all students are assigned a faculty mentor, which is one of the five core program faculty, who they meet with a minimum of once a year, but often more frequently. In addition, students are provided with degree requirements sheets by their advisor, and guides to graduation are also available online through the program pages. Students can also access degree audit themselves through the MyUBALT portal.

Dr. Gasser and the advisor are the primary point of contact with the students on curriculum and degree requirements. They, along with their faculty mentor, may also provide students with referrals to the academic support services provided by the Bogomolny Library, including tutoring services in math, writing, and other subjects. Further, information about academic support services is provided to students each year via email, and this information is also included in a syllabus supplement on course Sakai pages. Academic coaching and workshops are available, and all library academic support services are available both online and on campus. The Center for Excellence in Learning, Teaching and Technology (CELTT) provides a number of video guides for UBalt's Learning Management System (Sakai). All courses have a Sakai page, regardless of modality.

The University offers computer labs for students to use for free in the Bogomolny Library, the Student Center, and the Academic Center.

Faculty members all have a web page as well, where contact information is listed. Faculty office hours are identified on syllabi.

All such requirements are also part of the program's responsibilities through MPCAC accreditation, and UBalt's responsibilities through its Middle States regional accreditation.

Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available

Recruitment, advertising, and admissions materials clearly and accurately represent the proposed program and the services available, as is consistent with standards for Middle States accreditation and MPCAC. UBalt's marketing professionals have extensive higher education experience. The UBalt website readily provides information on programs, costs, and services, as well as admission requirements. The Consumer Information web page and UBalt Fact Book, posted on the Institutional Research page, provide information necessary to support advertising materials. The University's graduate catalog is updated annually and posted online.

H. Adequacy of Articulation

Not applicable

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

Program Faculty

Provide a brief narrative demonstrating the quality of program faculty

There are presently five core faculty members in the Applied Psychology – Counseling Psychology Concentration that teach in the proposed Counseling Psychology Program. In addition, psychology faculty that primarily teach in other programs (e.g., undergraduate psychology) teach in the program as well. On average, between 2 and 7 adjunct faculty teach within the program each year. Regardless of type of faculty, per MPCAC accreditation standards, all faculty hold graduate degrees in psychology, counseling, or closely related fields, hold membership(s) in professional organizations, and have had professional experience in the program area. Further, program faculty members are assigned to provide classroom, research, and clinical instruction and supervision only in areas for which they have demonstrated competence. Summary list of core program faculty is below:

Dr. Courtney Gasser, PhD, LP, NCC; Licensed Counseling Psychologist; Associate Professor; Program Director MS in Applied Psychology – Counseling Psychology Concentration; Full-time; Courses: APPL 605, 606, 608, 617, 618, 619, 623, 665, APPL 703, APPL 708, electives

Dr. John Donahue, PsyD; Licensed Clinical Psychologist; Associate Professor; Program Director Certificate in Professional Counseling Studies; Full-time; Courses: APPL 608, APPL 610, APPL 616, APPL 633, APPL 662, APPL 663, APPL 666

Dr. Sepideh Soheilian, PhD; Licensed Counseling Psychologist; Assistant Professor; Full-time; Courses: APPL 602, APPL 605, APPL 610, APPL 703, APPL 708

Dr. Erin Richardson, PhD; Licensed Clinical Professional Counselor; Lecturer; Field Placement Coordinator; Full-time; Courses: APPL 602, APPL 610, APPL 622, APPL 625, APPL 627, APPL 703, APPL 708

Dr. Kevin Vinson, PhD; Licensed Graduate Professional Counselor; Lecturer; Full-time; Courses: APPL 602, APPL 606, APPL 622, APPL 633

Institutional support for ongoing pedagogical training

Program faculty are active in professional organizations, both academic and professional, and maintain currency in their fields through research, grant projects, consulting, and collaboration. The institution also fully covers costs for the program's annual membership dues to the Council of Master's in Counseling Training Programs (CMCTP), an organization with the primary purpose of fostering the advancement of education in Master's level counselor training programs. The university has also assisted in partially funding a faculty member to represent the program at CMCTP conferences (usually, up to \$1200). Generally, faculty have the opportunity to apply for travel funding once a year for up to \$1200 worth of funding for conference travel, if budget is approved and/or available. Faculty may also apply for summer research grants to support their research and/or pedagogical training.

UBalt's Center for Excellence in Learning, Teaching and Technology (CELTT) is also an important resource for pedagogical training. The CELTT staff have extensive experience with faculty professional development in the areas of teaching practices, instructional technologies, and online teaching and learning. CELTT provides online and in-person opportunities for faculty to learn more about using technology effectively and how to enhance students' learning. There are regular opportunities for faculty professional development through CELTT each year. **J. Adequacy of Library Resources** (as outlined in COMAR 13B.02.03.12).

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

The UBalt Robert L. Bogomolny Library opened in its completely renovated space in Summer 2018. This state-of-the-art 21st century library provides a variety of spaces on five levels that includes quiet and collaborative study areas, computer workstations, technology equipped study and seminar rooms, game design and graphics lab space as well as leisure reading areas. The library serves the Counseling Psychology program through a variety of services and programs, personalized reference consultations and instruction in research strategies. The library faculty produce scholarly research, teach, and conduct service work.

Through the library's Writing Center, peer and professional writing consultants provide discipline-specific feedback on writing in APA Style and genre conventions. The library's Mathematics and Statistics Coordinator supports quantitative courses in the program, offering statistics and SPSS instruction, tutorials, and one-on one tutoring. Tutorials and writing feedback are also available online in both synchronous and asynchronous formats. The library's Academic Success programs frequently hire students as writing consultants, workshop leaders, academic coaches, and tutors, providing both professional development and paid employment.

The library's website is the portal to anytime, anywhere access to more than 100 databases including *APA Style CENTRAL*, *Mental Measurements Yearbook with Tests in Print*, *PsycARTICLES*, *Psychology & Behavioral Sciences Collection*, *PsycINFO*, *PsycTESTS*, and *SocINDEX with Full Text*. In addition, the online catalog allows users to search its collection of 175,000 titles which include than 6,000 psychology titles; the library maintains access to 45,000 print/e-journals of which more than 3,000 are psychology related. Beyond UBalt, students in the program have access to more than 10 million books and government documents through the University System of Maryland as well as reciprocal borrowing privileges with other Baltimore area libraries. The library maintains a robust interlibrary loan program which affords users access to thousands of additional libraries worldwide.

A library guide specifically curated for psychology students can be found at <http://ubalt.libguides.com/psychology>. Key resources in the guide include videos about how to find journals, create journal alerts, use the psychology databases, and APA style resources.

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

Adequacy of facilities, infrastructure, and equipment

As the courses in the proposed MS in Counseling Psychology Program are already being offered as part of the Applied Psychology – Counseling Psychology Concentration, the impact on physical facilities, infrastructure and equipment will be negligible. Each fulltime faculty member has exclusive access to an office, and classrooms and computer labs are available to support all classes. Classes are further supported through technologies that include our learning management system (presently Sakai, though the university is transitioning to Canvas in 2023), SharePoint and OneDrive (for file sharing with students and faculty), Panopto (for the delivery of video lectures), and Zoom (for the delivery of video lectures and meeting with students remotely). Additional resources are described below:

Lassen Training Clinic. The LTC is a recently renovated training space in the Learning Commons building where students conduct practice therapy activities that are embedded within their coursework. The LTC has 5 rooms designed for individual or couples therapy, 1 room for group therapy, 1 video observation room, 2 non-recording rooms, storage closet, locked file storage room, and a reception desk and waiting area. All recording rooms are outfitted with writable DVD recorders (DVD-Rs) and playback televisions. The observation room can be used to view pre-recorded DVDs, but can also remotely monitor sessions in any other recording room. The clinic is used by students each semester is staffed by paid graduate assistants funded by the College of Arts and Sciences.

Computer Facilities and Technology Services. Five of the seven computer labs on campus are maintained by The Office of Technology Services (OTS). Classrooms outfitted with computers are available each semester for coursework requiring each student to have a computer, and OTS can furnish media carts for one class period with laptops for each student upon request. OTS serves all of the campus technology needs (e.g., network and system maintenance, equipment maintenance, electronic mail services, classroom media services).

Additional Support Services. Beyond the support received from faculty, students also have access to a variety of university support services such as the Career and Internship Center, Disability and Access Services, Diversity and Culture Center, counseling and wellness services via the university's Student Assistance Program, the Bob Parsons Veterans Center, and so on.

Access to Email and a Learning Management System

All students and faculty have access to the UBalt email system and technology, and all courses, regardless of modality, have dedicated space on the learning management system (Sakai; though as noted earlier, the university is transitioning to Canvas in the next year), where the syllabus, course assignments, and various other resources are available. CELTT provides resources and training for faculty and students, so they can effectively use Sakai resources. Sakai is routinely updated, and students have access to 24/7 support for LMS questions. A

faculty hub and a student hub offer extensive resources related to use of Sakai and other learning tools.

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

Complete ***Table 1: Resources and Narrative Rationale***. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: RESOURCES					
Resources 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)	\$1,553,433	\$1,616,415	\$1,647,820	\$1,714,275	\$1,745,300
a. #F.T Students ^a	34	35	35	36	36
b. Annual Tuition/Fee Rate ^b	\$21,147	\$21,525	\$21,956	\$22,350	\$22,751
c. Annual Full Time Revenue (a x b)	\$718,998	\$753,375	\$768,460	\$804,600	\$819,050
d. # Part Time Students	63	64	64	65	65
e. Credit Hour Rate ^c	\$883	\$899	\$916	\$933	\$950
f. Annual Credit Hours	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	\$834,435	\$863,040	\$879,360	\$909,675	\$926,250

3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$1,553,433	\$1,616,415	\$1,647,820	\$1,714,275	\$1,745,300

^aTotal enrollment for Year 1 was calculated as the average annual enrollment in the Applied Psychology - Counseling Psychology Concentration over the prior three years (N=97). Proportion of full-time vs. part-time students was calculated using data from the 2021-2022 academic year. 35% of students are enrolled in the program full-time and 65% of students are enrolled part-time. Students may vary from term-to-term as to whether they are full- or part-time.

^bAnnual full-time tuition/fee rate is based on 24 credits per academic year (9 credits each in fall and spring; 6 credits in summer). In-state rates were used in tuition calculations; however the program does attract some out-of-state/region students. Graduate programs at UBalt have a flat tuition and fee rate for graduate classes, regardless of full-time or part-time status. Rates assume a 2% tuition increase per year and a 2% fee increase in Year 3.

^cPart-time credit hour rate is based on assumption that part-time students will take approximately 15 credits per year (6 credits each in fall and spring; 3 credits in summer). Part-time tuition and fee increases are estimated in the same manner as full-time.

Complete ***Table 2: Program Expenditures and Narrative Rationale***. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: EXPENDITURES ^a					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0

2. Total Administrative Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. 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)	0	0	0	0	0

^aNo new full-time equivalent faculty, administrative staff, support staff, equipment, library, space, or other resources will be needed to implement this program. It is expected to be fully implemented using existing resources. As a result, new expenses for each year are calculated as zero.

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

Discuss procedures for evaluating courses, faculty and student learning outcomes

Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness

Procedures for conducting program and individual course evaluations are conducted in accordance with a program assessment plan, which is required of every program at the University. This assessment plan is documented in SharePoint where the University's

assessment results are stored. Assessment of all program SLOs are conducted at least once every two years, and the data are used to identify the strengths and weaknesses of the program to guide faculty in making improvements to the program and to modify as appropriate student learning outcomes. The program assessment plan is also aligned with expectations and standards necessary for MPCAC accreditation, such that the MPCAC standards are nested under the program SLOs. During the process of obtaining MPCAC accreditation, the program created many new student evaluations, assessment rubrics, and surveys (e.g., site supervisor survey, post-program survey) to assess our program using an MPCAC lens. Consistent with MPCAC accreditation requirements, the results of program outcome assessment are available to students currently enrolled in the program, program faculty, institutional administrators and personnel in cooperating and associated agencies on our website.

Finally, student course evaluations, course syllabi, course materials, exams, assignment criteria, and classroom peer observation are used to evaluate faculty annually.

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

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

The Applied Psychology - Counseling Psychology Concentration supports minority student access and success, and the newly proposed program will continue to do so. In the 2021-2022 academic year (the most recent year for which data are available), 45% of students identified as having a minoritized racial identity, with 29% identifying as Black. Comparisons with estimates of demographics of mental health counselors in the United States suggest the program far outpaces nationwide statistics, where 81% of therapists are estimated to be White and just 7% are estimated to be Black⁸. Further, 86% of the 2021-2022 Counseling Psychology student body identified as a woman, which is somewhat above the nationwide mental health counselor estimate of 77%.

The University of Baltimore as a whole has a markedly diverse student body and a number of programs in place that help students persist until graduation. The Office of Diversity and International Services within the division of Student Success and Support Services offers programming to support UBalt's diverse student body in feeling central to the university community. The division of Student Success and Support Services plays a critical role more generally in implementing the student success goals of the university's strategic plan. Part of these efforts include the analysis of student performance data as UBalt strives to ensure all students are retained and graduate. The availability of online tutoring, counseling, and access to Disability and Access Services have been critical in serving the institution's diverse student needs. The University of Baltimore has been classified by the US Department of Education as a Minority Serving Institution, and it has an approved action plan with the department to serve the needs of its population.

⁸ <https://www.zippia.com/mental-health-therapist-jobs/demographics/>

UBalt’s commitment to diversity, equity, and inclusion is unwavering, as noted in statements located on the Diversity and Inclusion webpage. For example, “The University of Baltimore is committed to creating a welcoming and inclusive community where all students, faculty and staff feel valued and supported and are able to engage in dialogue through conscious questioning and active listening... Located in the heart of its vibrant namesake city, UBalt embodies the multiculturalism that is critical to its role as an urban anchor institution. The university's commitment to diversity extends to its academic and co-curricular programming, enrollment policies, retention initiatives, hiring processes and purchasing decisions”⁹. These commitments and values are further exemplified in the training offered in the Counseling Psychology Program and embodied in the program’s mission, whereby it states the program emphasizes self-awareness and self-reflection as a cornerstone of effective clinical practice. Students are challenged to enhance their professional development through self-reflection exercises embedded in coursework and by engaging in interpersonally oriented instruction and supervision. Students are guided to understand their own cultural biases and lenses as well as the inherent cultural/contextual nature of counseling work.

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

Not applicable

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

The proposed program is not a distance education program, consistent with MPCAC accreditation requirements. Core program classes are largely delivered in a traditional face-to-face format, though some courses are available online. UBalt has been approved by the Middle States Commission on Higher Education to offer online programs. The University is a member of NC-SARA and is currently approved to offer several graduate degrees online. The Center for Excellence in Learning, Teaching, and Technology (CELTT) manages the learning management system, Sakai, and provides preparation for both students and faculty who will engage in its use. CELTT offers POE, or Promoting Online Excellence, a program for faculty to ensure best practices in distance education. CELTT employs instructional designers who are meet with faculty individually to support their classes and sponsors communities of practice to support better instruction and use of new technologies.

⁹ <http://www.ubalt.edu/about-ub/diversity>