



October 2, 2020

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

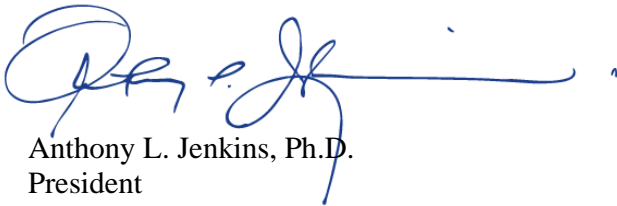
Dear Dr. Fielder:

Coppin State University is proposing a substantial modification to the Master of Science in Addiction Counseling. The program has a CIP code 51.1501 and program code of 2004-05. The proposed modification to the program includes:

1. Increase in required program credit hours from 39 to 60 for a 60-credit Master's program to be aligned with the professional standards of CACREP. The required credit modification will ensure students who seek professional careers in addiction counseling in state, federal, and private agencies will have the appropriate credentials required by the profession.

Attached for your review are the required documents needed by the Commission for processing, including the cover page, the proposal, and accompanying fees for the program action. The proposal has the approval of appropriate campus committees and was submitted to me for my endorsement. I am pleased to recommend this proposal and request your approval. Should you have any questions, please contact me or my staff. Additionally, you may contact Dr. Leontye Lewis, Provost and Vice President for Academic Affairs at [llewis@coppin.edu](mailto:llewis@coppin.edu) or 410-951-1297.

Sincerely,



Anthony L. Jenkins, Ph.D.  
President

cc: Dr. Leontye Lewis, Provost & Vice President for Academic Affairs  
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs  
Dr. Emily A. A. Dow, Assistant Secretary  
Dr. Beverly O'Bryant, Dean, College of Behavioral and Social Sciences  
Mr. Michael W. Bowden, Assistant Vice President for Planning & Assessment



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

Institution Submitting Proposal	Coppin State University
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*Each action below requires a separate proposal and cover sheet.*

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

Payment <input type="radio"/> Yes Submitted: <input type="radio"/> No	Payment <input checked="" type="radio"/> R*STARS Type: <input type="radio"/> Check	Payment Amount: \$250.00	Date Submitted: 10/02/20
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Department Proposing Program	Psychology, Counseling, and Behavioral Health		
Degree Level and Degree Type	Masters		
Title of Proposed Program	Addiction Counseling		
Total Number of Credits	60		
Suggested Codes	HEGIS: 2004.05	CJP: 51.1501	
Program Modality	<input checked="" type="radio"/> On-campus	<input type="radio"/> Distance Education ( <i>fully online</i> )	
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input type="radio"/> Fall	<input checked="" type="radio"/> Spring	<input type="radio"/> Summer
Provide Link to Most Recent Academic Catalog	URL: <a href="http://www.coppin.edu/catalogs">www.coppin.edu/catalogs</a>		

Preferred Contact for this Proposal	Name: Michael W. Bowden
	Title: Asst. VP for Planning & Assessment
	Phone: (410) 951-3010
	Email: <a href="mailto:mbowden@coppin.edu">mbowden@coppin.edu</a>

President/Chief Executive	Type Name: Leontye Lewis, Ed.D., Provost & Vice President for Academic Affairs
	Signature:  Date: 10/02/2020
	Date of Approval/Endorsement by Governing Board:

Revised 4/2020

**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

New Instructional Program  
 Substantial Expansion/Major Modification  
 Cooperative Degree Program  
 Within Existing Resources, or  
 Requiring New Resources

**Coppin State University**

Institution Submitting Proposal

**Master of Science in Addiction Counseling**

Title of Proposed Program

**Master of Science**

Award to be Offered

**Spring 2021**

Projected Implementation Date

**2004.05**

Proposed HEGIS Code

**51.1501**

Proposed CIP Code

**Applied Psychology and Behavioral Health**

Department in which program will be located

**Dr. D. Jermaine Graham**


Department Contact

**410-951-3097**

Contact Phone Number

**dgraham@coppin.edu**

Contact E-Mail Address

  
Signature of President or Designee

October 2, 2020

Date

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

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

The proposed substantial modification of the Masters of Science degree in Addiction Counseling would enhance the existing degree and facilitate the further preparation of graduates for state licenses, professional certifications, and careers as addiction counselors whose credentials meet the standards required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The current program is designed to prepare students for professional careers in alcohol, drugs, and other substance abuse, as well as addictions related to food and other and other mental health conditions with emphasis on prevention and treatment. Students in the program are currently required to complete 39 credit hours of graduate work. However, the modification will increase the credit load to 60 credits allowing students to earn credentials required by the marketplace and CACREP.

As a graduate of a CACREP accredited program, a student applying for certification by the National Board for Certified Counselors (NBCC) will have the two (2) years of post-secondary supervised experience waived. This facilitates and expedites one's experience in becoming a National Certified Counselor (NCC), which is of utmost importance in the discipline. As indicated earlier, graduates can pursue a counseling career in a variety of settings, including community clinics, hospitals, employee assistance programs, or private practice. In addition, this change will bolster the program as it will be more competitive with other addiction programs in the USA and also globally.

The proposed modification not only supports the students but aids the University in meeting its mission in preparing globally-prepared graduates who become responsible leaders within their communities. The mission statement indicates that "Coppin State University, a Historically Black Institution in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

**2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

The CSU mission also states that the "University is committed to affording students access to high-quality academic programs as evidenced by accreditation reaffirmations." A major focus of this proposal is to align the Addiction Counseling curriculum with the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the major accrediting body for clinical counseling graduate programs. The application for CACREP accreditation will be submitted as soon as the

substantive change has been approved by MHEC and Middle States. The institution expects to have the CACREP application review and site visit process completed by 2021.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five (5) years of program implementation (Additional related information is required in section L).
  1. The Addiction Counseling program has been a successful and growing program for the last 15 years. The program has enrolled enough students annually to adequately fund the program. All courses that will comprise the updated 60 credit program proposed in this substantive change are already offered between the existing Addiction Counseling Program, Rehabilitation Counseling Program, and the Post-Master's Licensure Certificate Program. The purpose of this substantive change is to fold existing courses that are adequately filled each year into the existing 39 credit Addiction Counseling Program, to align the program requirements with those needed for Licensure in the State of Maryland, and to meet the requirements for CACREP accreditation. See section L of this application for additional details.

4. Provide a description of the institution's a commitment to:

**a) Ongoing administrative, financial, and technical support of the proposed program**

The institution is committed to providing necessary resources as evidence by other programs. The program is committed to a regular review of program viability and will provide or allocate appropriate resources to ensure the success of the program.

- b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The university has a rich history of program longevity but is also committed to the success of students and ensuring the efficient operation of programs. The program will adhere to the requirements established by the Commission for low-productivity programs.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
  - a) The need for the advancement and evolution of knowledge:

Geographically, Coppin State University is well-positioned in the State of Maryland, and provides access to a large pool of students who have completed their undergraduate degrees in counseling related fields, from local institutions such as Towson, Howard University, Bowie State, The George Washington University, George Mason University, and UMD College Park. Due to the

reasonable cost of tuition for CSU students, which is the lowest in the USM, the Masters in Addiction Counseling program provides students who live in the Washington and Baltimore region a cost-effective alternative to completing courses required to qualify for licensure in Maryland, Virginia, and Washington, D.C.

Employment for Addiction Counselors is expected to grow much faster than the average for other mental health occupations through 2026 (O\*Net Online, 2018). However, job growth will vary by location. Similarly, job prospects should be good due to growth, and the need to replace people leaving the field. Jobs in the Addiction Counseling fields are expected to grow by 23 percent nationally, which is much faster than the average for all occupations. The number of people who will need addiction counseling is growing immensely as addiction is one of the costliest public problems in the United States. It is a progressive syndrome that increases in severity over time unless it is treated. Addictions are now extended to include mood altering behaviors or activities (e.g., alcoholism, drug use, and smoking) and process addiction (e.g., gambling, spending, shopping, eating, and sexual activities). More people are also seeking treatment as addictions issues become more widely known and less stigmatized. Also, an overburdened criminal justice system is more likely to send drug offenders to treatment rather than jail.

- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
  - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs
1. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The proposed modification of this program supports the State of Maryland's goal to educate and train qualified professionals to meet the growing demand for master's level Addiction Counselors and to gain meaningful and economically rewarding employment for these professionals. More importantly, the percentage of clients, specifically African Americans and minorities dealing with addictions, is much greater than the percentage of minority treatment counselors. There is a high prevalence of Americans with mental health problems, specifically addictions. Individuals of all ages are profoundly impacted by debilitating problems that can only be treated by use of intervention and addiction counselling. Thus, a major challenge is the scarcity of trained professionals to provide resources that may alleviate many mental issues facing the U.S.A. According to survey data by the National Survey on Drug Use and Health (2013), the prevalence of adult Americans with mental health issues was 4.6 percent, or 10.4 million. Nearly 20 percent of the adult population reportedly suffered from some mental illness, especially substance abuse. Therefore, there is a high demand for qualified clinical mental health counselors to

aid in the treatment of these critical issues. Tens of millions of people are annually affected by mental disorders, but only a small fraction receive treatment due to the lack of mental health counselors. It is against this backdrop that there is a dire need for graduate programs in addiction counseling to address these needs.

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

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

The Report of the Coppin State University Special Review Committee, dated May 15, 2013, clearly articulates the need for Coppin's programs to put greater focus on offering degrees in areas that cater to market demands, open the door to greater vocational opportunities, and prepares students for licensure. The impetus behind this proposed substantive change is the desire to obtain accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for Coppin's addiction Counseling program that has been quite successful. Prospects for addiction counselors are excellent because candidates who graduate from addiction counseling programs, especially from those accredited by CACREP, are more marketable, and will immediately be eligible to sit for the National Counselor Examination (which is the required test for licensure). Such counselors have an edge over lesser trained career competition. Moreover, CACREP accreditation provides recognition that the content and quality of the education offered by the accredited program has been evaluated extensively and meets standards set by and for the profession.

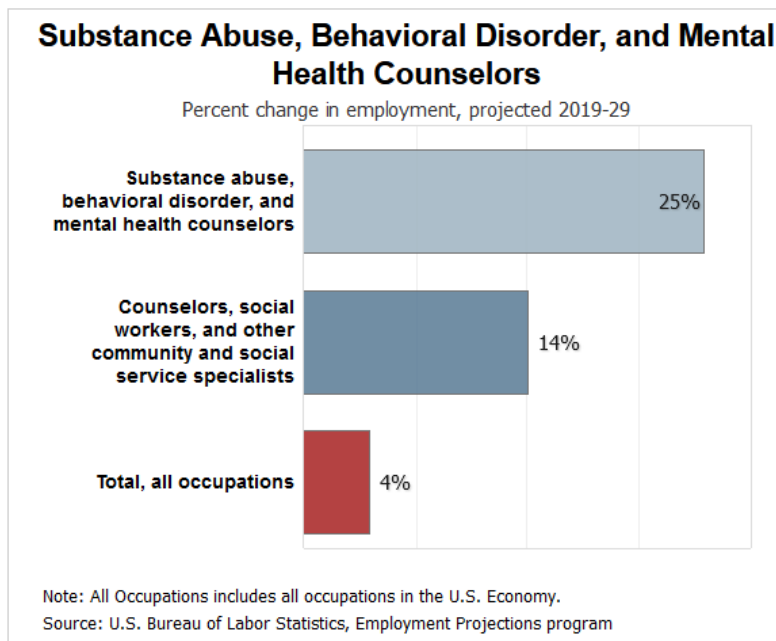
Graduates can be assured that appropriate knowledge and skills areas will be included that are necessary for entry into the counseling field. The student as a consumer can also be assured that the program is financially stable. As a graduate of CACREP accredited program, a student applying for certification by the National Board for Certified Counselors (NBCC) will have the two (2) years of post-secondary supervised experience waived. This facilitates and expedites one's experience in becoming a National Certified Counselor (NCC), which is of utmost importance in the discipline. Thus, the Addiction Counseling program will help CSU meet each of the goals recommended by the Special Review Committee. As previously mentioned in the introduction to the proposed substantive change, the need for this substantive change is to meet the requirements of both CACREP, and the MD State licensure board, which both require 60 graduate credits.

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

According to the U.S. Department of Labor, employment of substance abuse, behavioral disorder, and mental health counselors is projected to grow 25 percent from 2019 to 2029, much faster than the average for all occupations. Employment growth is expected as people continue to seek addiction and mental health counseling services. Demand for substance abuse, behavioral disorder, and mental health counselors is also expected to

increase as states seek treatment and counseling services for drug offenders rather than jail time. In recent years, the criminal justice system has recognized that drug and other substance abuse addicts are less likely to offend again if they get treatment for their addiction. As a result, sentences often require drug offenders to attend treatment and counseling programs. In addition, some research suggests that these programs are more cost effective than incarceration and states may use them as a method to reduce recidivism rates.

In addition, there will be a continued need for counselors to work with military veterans to provide them the appropriate mental health or substance abuse counseling care. Job prospects are expected to be very good for substance abuse and behavioral disorder counselors, particularly for those with a bachelor’s or master’s degree. Many workers leave the field after a few years and need to be replaced. As a result, those interested in entering this field should find favorable prospects. Job prospects are also expected to be very good for mental health counselors, particularly in rural areas or other communities that are underserved by mental health practitioners.



Maryland	Employment		Percent Change	<a href="#">Projected Annual Job Openings</a> <sup>1</sup>
	2012	2022		
Substance Abuse and Behavioral Disorder Counselors	2,560	2,980	+17 percent	290



3. 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 five (5) years.

According to survey data by the National Survey on Drug Use and Health (2015), the prevalence of adult Americans suffering with mental health issues was 4.6 percent or 10.4 million. Nearly 20 percent of the adult population reportedly suffered from some mental illness specially substance abuse and additive behaviors. Unfortunately, mental health issues do not just impact the adult population, they also affect the well-being of children and adolescents. It is reported that approximately 20 percent of young people suffer from a mental disorder that inhibits daily functioning at some point in their lives. More importantly, a major component of the challenges is the scarcity of trained professionals to provide resources that may alleviate many mental issues facing the U.S.A specifically the Baltimore area which has a high propensity of substance abuse.

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

There are three (3) undergraduate programs within the department in which the Addiction Program is housed. During the Spring 2018 semester, the three undergraduate programs - alcohol and drug services, psychological services, and rehabilitation services - had a combined enrollment of over 200 students. The above-mentioned programs have been a conduit for enrollment for the addiction counseling program. Over the past three years the Addiction Counseling program has grown significantly and has graduated over 40 students. Currently, the addiction counseling program has an enrollment of more than 80 students. This number is expected to balloon since the program is currently seeking CACREP accreditation which is the highest accrediting body for a counseling program. As a graduate of CACREP accredited program, a student applying for certification by the National Board for Certified Counselors (NBCC) will have the two (2) years of post-secondary supervised experience waived. This facilitates and expedites one's experience in becoming National Certified Counselor (NCC) which is of utmost importance in the discipline.

#### **D. Reasonableness of Program Duplication:**

1. 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.

Currently, there are no Addiction Counseling master's degree programs offered at any USM institutions, other than that approved to be offered at CSU. Furthermore, our program is already established, and therefore, duplication is not an issue. This program supports the State of Maryland's goal to educate and train qualified professionals to meet the growing demand for master's level Addition Counselors and to gain meaningful and economically rewarding employment for these professionals. More importantly, the percentage of clients, specifically African Americans and minorities dealing with addictions, is much greater than the percentage of minority treatment counselors. There is a high prevalence of Americans with mental health problems, specifically addictions.

Individuals of all ages are profoundly impacted by debilitating problems that can only be treated by use of intervention and addiction counselling.

2. Provide justification for the proposed program.

This is currently an approved program for which we are seeking a substantial modification. The proposed changes will strengthen CSU's engagement with Baltimore's educational needs and establish a fruitful partnership with the local and state industry, by providing them with graduates who complete a nationally accredited program and who are qualified to handle complex issues in Addictions Counseling.

#### **E. Relevance to High-Demand Programs at Historically Black Institutions (HBIs)**

CSU is an HBCU and the mission and strategic goals of the institution are always programmed towards educating African American and minority student populations. CSU launched this high demand program to provide opportunities, mainly for minority students, who have the desire to pursuing academic careers in the addictions counseling field. Since this program remains in Coppin's program portfolio, Coppin continues to be uniquely situated to operate this program, especially since it already has the enrollment to sustain the program over time.

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

The proposed modification to the Master's in Addiction Counseling program will have a significant impact on CSU in fulfilling its mission. HBIs are engaged in creating high-demand programs that serve the workforce demand of their states. CSU, as one of the HBIs, is proposing this new modified program as there is a critical need, especially of African Americans (and minorities, at large), in the workforce, mainly in the field of Addictions Counseling.

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

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.
  - a) The current Addiction Counseling program is comprised of two (2) full-time tenured faculty who teach primarily within the program and will continue to provide instruction as part of their regular teaching loads, and possibly on an overload basis. Additionally, the graduate Rehabilitation Counseling Program, and undergraduate Rehabilitation Services Program have a combined seven (7) tenured/tenure track faculty who teach various courses that are also required under the proposed program. The program has always readily utilized part-time adjuncts to provide specialized instruction or to extend available course offerings. Adjunct faculty members are expected to have a minimum of a master's degree in counseling or a related area. However, adjunct faculty without a doctorate must hold a clinical license and/or certification (e.g., Licensed Clinical Professional Counselor, Certified Addiction Counselor).

Preference will be given to candidates who hold a doctorate in counseling or a related field and related teaching experience. Detailed descriptions of all full-time and part-time faculty backgrounds can be found in section I.1 of this application.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

- a) Competencies are obtained via education, theory, and application-oriented field-based activities gained from community addiction programs, and other community counseling businesses. Essentially, the program emphasis responds to the documented training needs for personnel in the addiction and private settings, particularly in state agencies and community-based programs. As with the CSU mission, the program provides educational access and diverse opportunities for students whose promise may have been hindered by a lack of social, personal, or financial opportunities. The program is designed to meet the individual professional development needs of students with special emphasis on the recruitment of students from diverse populations. In keeping with the university's mission to provide services to the community, graduates will be able to offer services and related training within the community and at their employment sites. Approval of this substantive change to increase the required credit hours to 60 will satisfy not only the MD licensure requirements, but also help us meet the minimum CACREP accreditation credit hour requirements. Subsequent to MHEC approval, the program will proceed with applying for CACREP accreditation, which will streamline the licensure process for students graduating from our esteemed program.

3. Explain how the institution will:

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

Coppin students' experiences and instruction will be anchored within an academic framework of the University's Student Learning Outcomes (SLOs) such as Oral and Written Communication and Analytical Reasoning. These SLOs, by definition, represent the university's commitment to provide students with academic experiences that support their ability to write clear expository and persuasive prose; to use valid research-based arguments as support for their written or oral positions; to express their ideas in language that is both appropriate to the topic and for the target audience, and to write and speak proficiently for those various audiences. Moreover, students will be trained to apply classical and/or current theories and principles from specific content areas; to use critical judgments from a combination of evidences and assumptions to reach viable conclusions; and to collect, analyze, and interpret data via computational literacy and scientific reasoning.

b) **Document student achievement of learning outcomes in the program**

Through the Assessment Committee utilizing Blackboard Outcomes and the Nuventive software platform, assessment of student learning will be regularly monitored, reviewed, and if necessary, enhancements made to the curriculum to ensure student success. The assessment schedule of the university will drive routine and systematic assessment of learning.

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

**Program Plan for Addiction Counseling**

PLAN OF STUDY
<b>FOUNDATION COURSES (9 CREDITS)</b>
<b>PSYC 621 Psycho- Pharmacology 3.0 credits:</b> This course examines the physiological and pharmacological effects of alcohol and other addictive substances on the human body. The topics include (1) such characteristics of addiction as physiological need, tolerance, withdrawal and dependence; (2) short and long-term effects of alcohol, both from physical and psychological standpoints; (3) causes and epidemiology of alcoholism and drug addiction; (4) various treatment approaches including behavioral techniques, medical regimens, and Alcoholics Anonymous and other 12-step programs; (5) impact of alcoholism and other addictions on family and children; and (6) HIV/AIDS Prevention.
<b>PSYC 622 - Addiction Prevention Techniques for Individuals The Family , the School , and the Community 3.0 credits:</b> This course is designed to present information about drugs, so that members of our society will avoid potent and potentially dangerous substances. A related aim of the course is to examine prevention techniques for use by the individual, the family, the school, and the community. The course is especially intended to provide teachers and parents with methods and procedures for acquainting youth with the drug arena and its impact upon the individual. The relationship of drugs to traffic safety is also studied.
<b>PSYC 660 - Substance and the Law- Legal and ethical conduct 3.0 credits:</b> The course presents a broad overview of the laws that relate to alcohol and other drug problems. Attention is paid to the area of addicted patient rights. Issues of ethical conduct on the part of the practitioner are reviewed. Confidentiality of patient records is a focus of the course.
<b>ADDICTION COUNSELING CORE (21 CREDITS)</b>
<b>PSYC 641 - Advanced Individual Counseling, Diagnosis and Assessment of Addicted Client 3.0 credits:</b> This course is designed to give students in-depth knowledge of specific techniques for counseling, diagnosing, and assessing addicted clients. Emphasis is placed on interview techniques, the nature of clinical settings and clinical processes, diagnostic and assessment tools and systems, vocational evaluation, ethical standards in counseling, and counseling evaluation. Special emphasis is placed on innovative individual and group counseling.
<b>PSYC 511 - Advanced Abnormal Psychology 3.0 credits:</b> This course examines the major categories of abnormal or deviant behaviors and personality disorders and the major theoretical perspectives which account for the acquisition development and treatment of these behaviors. A major aspect of this course is the extensive research students will be required to do in

determining the theoretical security of the different perspectives. The treatment approaches to the different perspectives will also receive major emphasis.
<b>PSYC 612 - Group Counseling 3.0 credits:</b> This course provides a systematic study of the group as the basic societal unit. The focus of attention is on the group's internal structure and functions, on the roles of members, characteristics, leaders and on the criteria by which dysfunctional factors are defined and addressed. The experiential and on-line components enhance learning.
<b>PSYC 644 - Management of Addiction Treatment Program And Personnel 3.0 credits:</b> This course is designed to apply fundamental managerial theories in the operation of effective addiction treatment programs and centers. The focus is on leadership, personnel management, and well-designed programmatic features. Special emphasis is placed on staff supervision and development, particularly counseling personnel.
<b>REHB 636 - Multicultural Counseling 3.0 credits:</b> This course is designed to acquaint the students with the implications of counseling in a culturally diverse society. It is, hence, structured to teach rehabilitation practitioners and other human services system professionals the intricacies of providing counseling and ancillary services to racial and cultural minorities.
<b>PSYC 625 - Psychotherapy and Treatments of Mental and Emotional Disorders 3.0 credits:</b> This course is designed to survey the major concepts and practices in contemporary psychotherapeutic systems and highlight some of the ethical and professional issues concerning treatment of individuals with mental and emotional disorders. Various theories and techniques will be surveyed to assist students with developing their own personal style of counseling with a succinct overview of the key concepts of each theory and their implications for psychotherapeutic practice.
<b>REBH 598 - Vocational Evaluation and Assessment of Individuals with Disabilities 3.0 credits:</b> Training and evaluation techniques used for vocational evaluation are studied. These techniques are designed to answer the questions dealing with the handicapped person's potential, interest, and vocational needs. Standardized tests, aptitude tests, and work history and prevocational tests are included in the battery. Experiences with new methods and materials and the vocational education concepts at different occupational levels are emphasized.
<b>MEASUREMENT AND RESEARCH (3 CREDITS)</b>
<b>REHB 581 - Research Methods in Social and Behavioral Sciences 3.0 credits:</b> This course orients Rehabilitation Counseling students to basic research concepts needed to successfully prepare a research proposal. Students will be introduced to research designs, journal article critiques, sampling procedures, reliability and validity analyses and various methods of data collection procedures. By the end of the course, students will be expected to have completed the following sections of their research proposal: Introduction, Purpose of the Study, Research Questions, Hypothesis(es), Significance of the Study, Literature Review, Methodology and References. Students will also be expected to have their proposals approved by the Institutional Review Board prior to registering for REHB 582.
<b>Practicum (6 CREDITS)</b>
<b>PSYC 650 - Field Training in Alcoholism/Addiction Services 3.0 credits:</b> Each course provides supervised clinical and counseling experience in hospitals, half-way and quarter-way

houses, penal institutions, and prerelease programs and other community health centers. All enrollees meet monthly in a seminar to discuss problems encountered in the field. (200 clock hours per course)
<b>PSYC 651- Field Training in Alcoholism/Addiction Services 3.0 credits:</b> Each course provides supervised clinical and counseling experience in hospitals, half-way and quarter-way houses, penal institutions, and prerelease programs and other community health centers. All enrollees meet monthly in a seminar to discuss problems encountered in the field. (200 clock hours per course).
<b>(Each field training requires 300 supervised clock hours)</b>
<b>ELECTIVES (36 CREDITS)</b>
<b>PSYC 614 - Marriage and Family Counseling 3.0 credits:</b> This course provides a case-study approach, analyzing a multitude of interpersonal relationships within the context of marriage and the family. Techniques for dealing with marital and family conflicts are emphasized.
<b>PSYC 501 - Assessment of Individuals with Disabilities 3.0 credits:</b> This course provides an examination of intelligence, achievement, personality, and other standardized tests. Selection criteria, methods of administration, interpretation, and use of results for evaluation and program planning are covered.
<b>PSYC 502 - Theories of Personality 3.0 credits:</b> This course provides and orientation to the helping relationship between counselor and client and an overview of the basic concepts and applications for counseling approaches useful in Rehabilitation. Counseling theories are studies with emphasis on interviewing and counseling skills appropriate for special situations and populations.
<b>PSYC 529 - Human Growth and Development 3.0 credits:</b> This course is a study of the processes of human growth and development in the context of education, teaching, and learning. It is designed to encourage students to integrate theory, research, and classroom practice. An examination is made of the literature, including growth trends in the physical, cognitive, emotional, social, and personality areas. Problems of intergenerational differences are also considered.
<b>PSYC 653 - Theories of Drug Abuse and Alcoholism 3.0 credits:</b> The various theories of drug abuse and alcoholism are presented from four perspectives: relationship with self; others; social; and nature. The theories are research-based and provide adequate documentation for the theory. The course explores new theories that are emerging in the field.
<b>PSYC 656 - The Evaluation of Drug Policies in the US 3.0 credits:</b> This course looks at the drug policies established by the U.S. Congress. It examines the role of the Drug Policy Office in the implementation of a national drug abuse strategy. Linkages to state drug authorities are discussed. Budget framing and the distribution of funds to the states are considered. A review of these policies cuts across designated federal agencies, such as FDA, Justice Department and Health and Human Services.
<b>PSYC 657 - Seminar in Substance Abuse and Cultural Influences 3.0 credits:</b> This course takes a look at the various cultures and examines how the specific cultures might impact upon alcohol and drug use and abuse. Special attention is given to resident populations of the United States: African Americans, Asian Americans, Native Americans, Pacific Islanders and Whites. Some consideration is given to sub-cultural problems.

<p><b>PSYC 658 - Assessment Interviewing for Treatment Planning For Substance Abuser 3.0 credits:</b> The course is designed to present both knowledge-based and skill performance-based aspects of the addiction problem. The course is a model for staff treatment planning. Case history development and interview techniques are a focus of the course. Evaluation techniques (psychological tests) are presented and discussed in terms of the role of psychological tests in the assessment procedure.</p>
<p><b>PSYC 659 - Applied and Clinical Research in Addictions 3.0 credits:</b> This course provides opportunity for the student to review, study and assess applied and clinical research in addictions. The areas to be covered include alcohol and other drugs. Special focus will be given to the role alcohol and other drugs play in the multi-ethnic and multi-cultural areas. A paper is required.</p>
<p><b>REHB 503 - Psychiatric Aspects of Disability 3.0 credits:</b> This course presents a survey of psychiatric nomenclature and classifications to facilitate interdisciplinary communication in mental hospitals, psychiatric clinics, general hospitals, and in comprehensive community mental health centers. Diagnostic categories regarding the nature or cause of mental disorders and their effects and treatments are also discussed</p>
<p><b>REHB 516 - Theories and Techniques of Counseling 3.0 credits:</b> This course provides an orientation to the helping relationship between counselor and client and an overview of the basic concepts and applications for counseling approaches useful in rehabilitation. The relationships between psychological theories and counseling techniques are studied with emphasis on interviewing and counseling skills appropriate for special situations.</p>
<p><b>PSYC 625 - Psychotherapy and Treatment of Mental and Emotional Disorders 3.0 credits:</b> This course is designed to survey the major concepts and practices in contemporary psychotherapeutic systems and highlight some of the ethical and professional issues concerning treatment of individuals with mental and emotional disorders. Various theories and techniques will be surveyed to assist students with developing their own personal style of counseling with a succinct overview of the key concepts of each theory and their implications for psychotherapeutic practice.</p>

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

**Not applicable**

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

Currently, the program is being aligned with the standards of CACREP. It is required to be aligned by the next program accreditation site visit scheduled 2022.

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

The university is not contracting with another institution or non-collegiate organization to administer this program

8. 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.

The program will continue to be advertised in the Coppin State University *Graduate Catalog*. The *Catalog* identifies resources to provide student support. As appropriate, the catalog will direct students for academic advising, disability, and counseling services should the need arise. Additionally, the program will provide a listing of support services and academic services to meet the needs of the students. Degree and curricular requirements will be posted on the CSU homepage along with the major's plan of study. Each student will also be assigned a faculty academic advisor who will provide advising and other supplemental services as the student progresses through the program. Additional details regarding graduate school requirements will also be noted within the *Eagleguide, Student Handbook*.

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

The program will be advertised within the Graduate Catalog along with the appropriate student supports. As appropriate, the catalog will direct students for academic advising, disability, and counseling services should the need arise.

## H. Adequacy of Articulation

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

To date, there have been no articulation agreements. However, should the need arise for partnerships and other collaborative opportunities, the university will commit resources to ensure partnerships that have a positive impact on student success and contribute to the discipline.

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

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

The current Addiction Counseling program is comprised of two (2) full-time tenured faculty who teach primarily within the program and will continue to provide instruction



as part of their regular teaching loads, and possibly on an overload basis. Additionally, the graduate Rehabilitation Counseling Program, and undergraduate Rehabilitation Services Program have a combined seven (7) tenured/tenure track faculty who teach various courses that are also required under the proposed program. The program has always readily utilized part-time adjuncts to provide specialized instruction or to extend available course offerings. Adjunct faculty members are expected to have a minimum of a master's degree in counseling or a related area. However, adjunct faculty without a doctorate must hold a clinical license and/or certification (e.g., Licensed Clinical Professional Counselor, Certified Addiction Counselor). Preference will be given to candidates who hold a doctorate in counseling or a related field and related teaching experience. Below are summaries for faculty currently teaching courses required for the degree in Addiction Counseling:

**D. Jermaine Graham**, Ph.D., NCSP, LCPC is an Assistant Professor of the Department of Psychology, Counseling, and Behavioral Health. He has Ph.D. From Howard University in School Psychology with a concentration in Clinical Child Psychology. He has a master's in educational psychology. Dr. Graham teaches research, addiction, and counseling courses. Dr. Graham is a Nationally Certified School Psychologist. He has worked as a School Psychologist for more 16 years. He has been in the professorate for more than 12 years. Dr. Graham had published in several scholarly articles in leading journals and presented at numerous international conferences. Dr. Graham also has expertise in program evaluation, having evaluated several multimillion-dollar grants funded by the U.S Department of Education and the National Science Foundation.

**Ozietta D. Taylor**, Ph.D., LCPC, LCADC, CMT, CNA, is a Full Professor in the Department of Psychology, Counseling, and Behavioral Health. Dr. Taylor has a Ph.D. in Counselor Education, and specializes in the areas of Behavioral Health, Addiction Counseling, Mental Health Counseling. Dr. Taylor is also a private practitioner, providing counseling for individuals with mental health and/or substance use disorders. Dr. Taylor has published widely in the areas of mental health, substance abuse, and HIV/AIDs, and also offers consulting to mental health agencies throughout the greater Baltimore region.

**Harry L. Legum** is a full professor at Coppin State University who earned a Master of Science degree in counseling from the Johns Hopkins University and a Ph.D. in counseling from The George Washington University. He has been with the university for 15 years, and teaches courses germane to Statistics, Research, and Counseling. During this period, in collaboration with other scholarly colleagues, Dr. Legum has published 19 peer reviewed journal articles, and as importantly, has presented at various national and regional venues. Dr. Legum is a National Certified and Licensed Clinical Professional Counselor (LC1124) in the state of Maryland whose interests focus, but not limited to, at-risk students and depression and anxiety related to undergraduate and graduate students. Prior to becoming a tenured faculty member at Coppin State University, Dr. Legum was a professional middle school counselor for Baltimore County Public Schools.

**Janet Spry**, Ed.D., CRC, CVE, LCPC is Full Professor and Program Coordinator in the Department of Applied Psychology and Rehabilitation Counseling. She has a Doctorate degree from the George Washington University in Education and Research Studies two master's degrees: Rehabilitation Counseling and Vocational Education; and Work Adjustment Training. Her employment includes 20 years as a rehabilitation specialist and supervisor with the Maryland Division of Rehabilitation Services (DORS), 11 years as a private counselor, and over 15 years of teaching experience. She received a Post-Doctoral Fellowship from Harvard University. A primary area interest is with injured workers' population and Workers' Compensation.

**Michelle Pointer**, Ph.D., CRC, NCC, LCPC is Full Professor, former Department Chair, and has been Project Director for multiple RSA Long-Term training grants. She has a proven record of grant management. She is the former State VR Director of Delaware. She also worked as the Special Assistant to the State Director of the Maryland DORS, and has over twenty five years of experience as rehabilitation counselor, administrator, and leader; Held elected and appointed national, regional (CSAVR, ARCA), and state (MRAA, MRA) offices in rehabilitation associations; worked as a rehabilitation consultant for the RSA Rehabilitation Capacity Building Project with GWU. Her Doctorate is in Counseling and Rehabilitation Leadership and conducted research on the Public VR and published and presented extensively. She chaired CORE site visits and was a commissioner on the CORE Commission on Standards and Accreditation.

**James Stewart**, Ph.D., CRC is an Associate Professor, and former Chair of the Department of Psychology, Counseling, and Behavioral Health. He has a Ph.D. from the George Washington University in Counseling with emphasis in Rehabilitation Leadership. Dr. Stewart is a CRC, who received his master's degree in Rehabilitation Counseling, and a Graduate Certificate in Job Development and Placement. He has worked as a Transition Specialist, Vocational Assessment Specialist, and University Disability Support Director. He has also directed distance learning programs and developed multiple courses in online delivery format. Dr. Stewart teaches research courses and other rehabilitation counseling courses. He has a wealth of experience in rehabilitation, was previously the Co-Coordinator for a \$750,000 Rehabilitation Services Administration long-term training grant and is currently the Project Co-Director for the recently funded \$250,000 MD Developmental Disabilities Administration – Comprehensive Transition Project.

**Harry L. Legum**, Ph.D., LCPC is a full professor at Coppin State University who earned a Master of Science degree in counseling from the Johns Hopkins University and a Ph.D. in counseling from The George Washington University. He has been with the university for 15 years who teaches courses germane to Statistics, Research, and Counseling. During this period, in collaboration with other scholarly colleagues, Dr. Legum has published 19 peer reviewed journal articles, and as importantly, has presented at various national and regional venues. Dr. Legum is a National Certified and Licensed Clinical Professional Counselor (LC1124) in the state of Maryland whose interests focus, but not limited to, at-risk students and depression and anxiety related to undergraduate and graduate students. Prior to becoming a tenured faculty member at Coppin State

University, Dr. Legum was a professional middle school counselor for Baltimore County Public Schools."

**Derwin D. Harris**, Ed. D., LCSW-C is an adjunct professor at Coppin State University who earned his Master of Social Work degree from the Ethelyn R. Strong School of Social Work at Norfolk State University and an Ed.D. in Counseling Psychology from the American School of Psychology at Argosy University. Since 2015, he has taught courses germane to substance abuse Ethics and Psychopharmacology. Dr. Harris is a License Certified Social Worker-Clinical (11899), Board Approved Clinical Supervisor, and a Continuing Education Unit (CEU) Sponsor with the Board of Social Worker Examiners in Maryland. Dr. Harris has presented regionally and nationally on trauma-informed care with the National Fallen Firefighter Associations. In addition, Dr. Harris is a License Clinical Alcohol and Drug Approved Supervisor (721) Board of Counseling and Therapist (BOPC) in Maryland. Dr Harris' interest includes working with at-risk families, substance abuse, and post-traumatic stress disorder related to first responders.

**Sabrina Harris-Taylor**, Ph.D, CRC is an Assistant Professor and currently serves as the Undergraduate Rehabilitation Services Coordinator. From January 2018 to June 2018, Dr. Harris-Taylor previously served as the Interim Co-Chair of the Department of Psychology, Counseling, and Behavioral Health. She has a Ph.D. from North Carolina Agricultural and Technical State University in Rehabilitation Counseling and Rehabilitation Counselor Education with an emphasis in Trauma Informed Care. She received her master's degree in Rehabilitation Counseling from North Carolina Agricultural and Technical State University with certificates in Vocational Evaluation and Work Adjustment and Behavioral Addictions. Dr. Harris-Taylor has worked as a rehabilitation counselor for the Department of Veteran Affairs and has owned adult care homes for adults with schizophrenia and autism in North Carolina. Presently, Dr. Harris-Taylor teaches in both the graduate and undergraduate rehabilitation counseling and rehabilitation services programs.

**R. Jandi Arboleda** is an assistant professor at Coppin State University since Spring 2015. He earned a Master of Arts degree in rehabilitation counseling from Gallaudet University and a Ph.D. in Counseling, with an emphasis on rehabilitation, mental health, and deafness from The George Washington University. He received his bachelor's degree in Psychology from the Ateneo de Manila University in Manila, Philippines where he was born and raised. A member of the Department of Psychology, Counseling, and Behavioral Health, he teaches courses in theories and techniques of counseling, multicultural counseling, developing community resources, work, and disability. In addition, he teaches American Sign Language and is a professional sign language interpreter for over 20 years. His research interests include mental health, rehabilitation, and deafness. Outside of his professional involvements, he is a published liturgical musician and is co-founder and member of the Bukas Palad Music Ministry ([www.bukaspalad.com](http://www.bukaspalad.com)) in Manila, Philippines.

**Vanessa Hawkes** is an adjunct professor at Coppin State University who earned her a master's degree in Vocational Rehabilitation Counseling from Coppin State College, a

Degree in Advance Studies in psychology from Loyola College, and her Ph.D. in counseling psychology from Glendale University. Dr. Hawkes has been with the university for 13 years. Prior to becoming an adjunct professor at Coppin State University, Dr. Hawkes was an adjunct professor at Baltimore City Community College for 10 years teaching psychology courses. Dr. Hawkes is licensed by the State of Maryland as a Licensed Clinical Professional Counselor and is an approved supervisor for graduate level therapist and addiction counselors. Dr. Hawkes has been in the behavioral health field for 21 years specializing in substance abuse disorders. Dr. Hawkes been employed as the chief of operations, director of behavioral health and clinical director for various substance abuse treatment centers in Baltimore City. Dr. Hawkes interest, but are not limited to assisting individuals with substance abuse and mental health disorders to obtain a healthier lifestyle.

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

- a) Pedagogy that meets the needs of the students

The Master's in Addiction Counseling program will provide specialized training in the prevention, assessment, and treatment of addictive disorders. The program also focuses on ways to address substance abuse as well addictive behaviors exhibited through activities such as binge eating, sexual addiction, pathological gambling, and hoarding. Graduates from the Coppin State University will be prepared to meet the academic requirements for licensure at the national level and in Maryland as a Licensed Clinical Alcohol and Drug Counselor and as a Licensed Clinical Professional Counselor which is optional. Courses will also be designed for weekends and 7-week course offerings. The program of study requirements will be dictated by the previous degree earned by the student, and what courses were taken during their previous studies.

- b) The learning management system will be Blackboard. All courses at Coppin utilize Blackboard for the delivery of instruction and Blackboard Outcomes for the assessment of student learning.
- c) Evidenced-based best practices for distance education, if distance education is offered. N/A

**J. Adequacy of Library Resources** (as outlined in COMAR 13B.02.03.12).

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

The Parlett L. Moore Library is a member of the Library Information Management System (LIMS) of the University System of Maryland and Affiliated Institutions (USMAI), a collaborative effort that permits state higher education institutions to share

resources. LIMS provides a USMAI union on-line public access catalog that contains more than 1,400,000 titles. The USMAI gateway provides access to electronic indexes, e-journals, and e-books. This resource may be used to find articles, many of them full-text, from journals, magazines, and newspapers. Links to e-books are provided through the net Library database. Currently enrolled students can access all online library resources from off-campus by using their library barcode number to access the system.

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

1. Provide an assurance that physical facilities, infrastructure, and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

Coppin State University has been ranked in the top 20 of the nation's college campuses for wireless communications technology. CSU has also received national and international recognition for its advances in Information Technology and for its groundbreaking developments in communication and education technology. Technology fluency is a high priority throughout Coppin's curriculum in each course of study, and facilities are well equipped for the proposed instruction. All CSU students have a plethora of technology at their disposal and are provided access to the web-based Microsoft 360, which includes programs such as Microsoft Word, Excel, and PowerPoint. This program suite is available from any internet connected computer, and therefore is one less expense students will need to incur. Students also have access to Skype for Business, which allows students to conduct online video chat sessions with faculty members and advisors and participate in online class sessions in real time.

The proposed program which will be housed in the Health and Human Services Building (HHSB), integrates technology within its coursework, and offers a variety of courses face-to-face and online, via Blackboard. Online courses use Blackboard, along with Tegrity screen capture system, which allows instructors to record voice and video, along with whatever the instructor shows on his or her computer screen. This technology allows students to access lecture via computer, tablet, or smartphone, and review them anywhere and anytime. Additionally, students will conduct research using the SPSS statistics package, and are encouraged to communicate with professors using online e-mail, Skype for Business, and/or Blackboard technology

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
  - a. Students enrolled in the program are assigned an email address, access to the institution's Learning Management System, Blackboard, and all other appropriate platforms to support the student's experience. Additionally, students are able to access 24/7 OIT Student Help desk should needs arise using any of the technology.

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

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds <sup>1</sup>	0	0	0	0	0
2. Tuition/Fee Revenue <sup>2</sup> (c+g below)	26735548	39903855	57444169	80198245	109062813
a. #F.T Students	23	30	41	53	60
b. Annual Tuition/Fee Rate	7901	7901	7901	7901	7901
c. Annual Full Time Revenue (a x b)	181723	237030	323941	418753	474060
d. # Part Time Students	45	55	66	78	91
e. Credit Hour Rate	4371	4371	4371	4371	4371
f. Annual Credit Hours	135	165	198	234	273
g. Total Part Time Revenue (d x e x f)	26553825	39666825	57120228	79779492	108588753
3. Grants, Contracts, & Other External Sources <sup>3</sup>				0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	26,735,548	39,903,855	57,444,169	80,198,245	109,062,813

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	364000	364000	455000	455000	546000
(b + c below)					
a. # FTE	4	4	5	5	6
b. Total Salary	280000	280000	350000	350000	420000
c. Total Benefits	84000	84000	105000	105000	126000
2. Total Administrative Staff Expenses (b + c below)	46,800	46,800	93,600	93,600	93,600
a. # FTE	1	1	2	2	2
b. Total Salary	36000	36000	72000	72000	72000
c. Total Benefits	10,800	10,800	21600	21600	21600
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	125	125	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)	410925	410925	548600	548600	639600

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

1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

The curriculum, program faculty, and student learning outcomes will be routinely evaluated throughout the semester, annually, and as required by the USM's periodic review process. The program, courses, and faculty will be evaluated using student surveys and program committee reviews on a regular basis. The faculty are also evaluated by Department Chair and peers. The graduate curriculum and assessment tools will be reviewed every five years to determine effectiveness in achieving the proposed program's objectives and outcomes. Standard rubrics will be used for various assessment methods. Samples are included in the course syllabi. The student assessment method includes tests, quizzes, capstone assignments, written assignment, and oral presentation. In addition, students will be required to write term papers and a thesis paper based on laboratory research. A well-written thesis that is scientifically thorough and technically sound will be expected of the students before graduation. Students will also be assessed for proficiency in oral presentations. Faculty evaluations will be conducted once a year, as is the current norm, by the departmental Chair. Faculty members will be evaluated on teaching ability, research publication and scholarship, and community engagement. In addition, faculty evaluations by students will be done twice a year, in the fall and spring semesters.

2. 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.

The Institution through the Assessment Committee will evaluate academic programs for their impact on teaching and learning, and student success. A comprehensive assessment system and process has been established by the acquisition of a new software platform and evaluation committees charged by the institution's President and Chief Academic Officer.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR

13B.02.03.05).

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

Of the total student population at CSU, a historically black university, over 80 percent are minority. The faculty and staff of CSU are well trained to work with multi-generational and minority student population. According to Maryland State Plan for Postsecondary Education, reducing the achievement gap is an important goal not only because it helps to remedy persistent social inequalities, but also because it improves the overall educational attainment of the State's population. Although the achievement gap is not a new issue



within the State, Maryland remains committed to improving outcomes for groups that have historically lagged behind those of their peers. Chief among these groups are: 1) African Americans, roughly 30 percent of all Marylanders and the State's largest racial/ethnic minority group; 2) Hispanics, the State's fastest-growing minority population; and 3) Pell Grant recipients (i.e., low-income students), approximately 30 percent of all undergraduate students in Maryland. In addition to closing gaps in performance among student populations, there is also a commitment to narrowing disparities that exist among postsecondary institutions in the State. Specifically, Maryland must focus on narrowing the retention and graduation gaps that exist between the State's historically black colleges and universities (HBCUs) and its traditionally white institutions (TWIs)

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

1. The program is not related to an identified low productivity program

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

1. The program will not be offered via distance education.
2. Not applicable