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

March 1, 2021

Dear Dr. Fielder,

The attached proposal requests approval for Women's Institute of Torah Seminary & College (WITS) to offer a new Bachelor of Arts in Psychology. The proposed program is designed as an undergraduate program that will provide a foundation for students wishing to enter the field of psychology. The program aligns with WITS' institutional mission to address the professional growth and success of Orthodox Jewish women.

Please let me know if you have any questions about the attached proposal. Payment in the amount of \$850 has been provided for the proposal review and will arrive via US mail.
Thank you in advance for your consideration.

Sincerely,



Leslie Ginsparg Klein, PhD
Academic Dean
Women's Institute of Torah Seminary & College
lklein@wits.edu



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

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

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

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

Revised 4/2020

PROPOSAL FOR NEW ACADEMIC PROGRAM
WOMEN'S INSTITUTE OF TORAH SEMINARY & COLLEGE

Bachelor of Arts in Psychology

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.

Women's Institute of Torah Seminary & College (WITS) seeks approval of a Bachelor of Arts in Psychology.

The proposed Bachelor of Arts in Psychology is directly aligned with WITS' institutional mission to support the professional growth and success of Orthodox Jewish women in that the program will provide a foundation for students wishing to enter fields in Jewish communal service, psychology, and social work. The curriculum will combine rigorous academic study of psychology with additional requirements in Jewish studies and ethics. The program will also root students' study of the human condition in Jewish sources and enable them to bring the richness of Jewish tradition into their work.

For many years, WITS students have been completing psychology coursework as electives. Via collaborations with regionally accredited institutions, students have transferred their WITS credits to partner institutions and used the credits to earn regionally accredited degrees in psychology. As such, WITS already offers all courses for the proposed Bachelor of Arts in Psychology, but has never sought MHEC approval to market the courses as a degree program. All psychology coursework has been regularly reviewed to ensure students are exposed to the content, issues, and skills necessary to become successful professionals in the field of psychology. This proposal seeks approval to offer the coursework as a degree.

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

The proposed Bachelor of Arts in Psychology will contribute to the expansion of WITS' program offerings. WITS has a strategic vision to expand program offerings in ways that will fulfill students' educational goals to pursue advanced (graduate) study and/or secure employment in marketable and demanding fields. This vision is specifically articulated in Strategic Objective 1.1 in WITS' Strategic Plan 2020-2025, which states the institution seeks to "expand academic programs in emerging fields that lead to successful attainment of

degrees, certificates, employment, transfer, and acceptance to graduate school.” The proposed Bachelor of Arts in Psychology will contribute to this strategic vision and help achieve this objective by providing students with another degree option that can help meet their career and educational goals.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

Approval of the program is not expected to lead to any additional or unknown expenditures. As noted in Item A.1, WITS currently offers all courses for the proposed Bachelor of Arts in Psychology. The College has been successfully offering the relevant program courses for over 15 years. Therefore, the proposed program will draw upon existing resources already in place.

Institutional processes for budgeting and resource allocation currently ensure (and will continue to ensure) adequate funding for sustaining the Bachelor of Arts in Psychology for the foreseeable future. Moving forward, the program will be supported through the normal resource allocation process. The annual budgeting process will include a comprehensive review of all program expenditures to ensure investments are used wisely and for the benefit of the program and, ultimately, student success.

4. Provide a description of the institution’s commitment to a) ongoing administrative, financial, and technical support of the proposed program, and b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The administrative, financial, and technical supports necessary to launch the proposed Bachelor of Arts in Psychology are already in place. Courses within the proposed program are already available to students. No new or additional administrative, financial, or technical supports will be immediately needed.

As with all available educational offerings, WITS demonstrates a commitment to the delivery of rigorous curricula and availability of required resources. Relevant to the proposed Bachelor of Arts in Psychology, the current administrative, instructional, advisement, and facilities infrastructure of WITS is more than sufficient to support the proposed program. If approved, it is the expressed intent of the College that the degree program will be offered for the foreseeable future. Throughout program availability, WITS will continue to fulfill the administrative, financial, and technical needs of the program. Should the program ever be slated for discontinuation, all students with a declaration of the major at that point in time will be allowed to complete the program without a delay in their time to graduation.

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.

The proposed program will help fill the need for trained professionals in the field of psychology in the Baltimore and Silver Spring area and beyond. Having a psychology degree will also be beneficial for students who seek to pursue graduate study in psychology, psychiatry, and other health programs, as well as those who seek to enter the psychology-focused job market and secure employment.

a) Provide evidence that the perceived need is consistent with the Maryland Plan for Postsecondary Education.

The proposed program is aligned, philosophically and strategically, with the 2017-2021 Maryland State Plan for Postsecondary Education. Specifically, the request for approval of the Bachelor of Arts in Psychology is aligned with “*Strategy 6: Improve the student experience by providing better options that are designed to facilitate prompt completion of degree requirements.*” The intent of Strategy 6 is to ensure the availability of pathways that can improve degree completion and student success. As stated earlier in this proposal, at this time, WITS students must transfer credit to partner institutions in order to earn a degree in psychology. Once approved, the students will have a seamless path to degree completion and be able to earn the degree directly from WITS.

The proposed program is also aligned with “*Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.*” To that end, approval of the Bachelor of Arts in Psychology will expand WITS educational offerings and make the WITS curriculum more commensurate with other higher education institutions across the state.

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.

Graduates from the proposed Bachelor of Arts in Psychology program will be employable for many professional roles in psychology-related fields. Graduates will also be able to gain admission to graduate school and professional programs. Examples of employment opportunities for a psychology graduate include, but are not limited to, the following roles:

- Psychologist
- Social Worker
- Counselor
- Case Manager
- Social and Community Service Manager
- Rehabilitation Counselor
- Psychiatric Technician
- Psychiatrist

According to [payscale.com](https://www.payscale.com/research/US/Degree=Bachelor_of_Arts_(BA)%2C_Psychology/Salary), the average annual pay for a graduate of a Bachelor of Arts in Psychology program is \$60,911.¹ Payscale.com reports also that senior-level positions in psychology earn salaries higher than generalists. Therefore, with experience, such positions in certain companies can get earn an estimated \$160,000 annually.

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

The Maryland Department of Labor, Licensing, and Regulation provides short-term and long-term job projection data pertaining to the expected demand in Maryland for psychology-related occupations.² The following table provides projected job openings in selected psychology-related occupations through 2021.

Maryland Short-Term Occupational Projections (2019 - 2021)				
Occupational Title	2019	2021	Change	Percent Change
Clinical, Counseling, and School Psychologist	3385	3482	97	2.90%
Child, Family, and School Social Worker	4917	5040	123	2.50%
Healthcare Social Worker	5478	5708	230	4.20%
Rehabilitation Counselor	2478	2561	83	3.40%
Social and Community Service Manager	4247	4412	165	3.90%

The following table provides projected job openings in the same selected areas of psychology-related occupations through 2028.

¹ [https://www.payscale.com/research/US/Degree=Bachelor_of_Arts_\(BA\)%2C_Psychology/Salary](https://www.payscale.com/research/US/Degree=Bachelor_of_Arts_(BA)%2C_Psychology/Salary)

² <http://www.dllr.state.md.us/lmi/iandoproj/>

Maryland Long-Term Occupational Projections (2018 - 2028)				
Occupational Title	2018	2028	Change	Percent Change
Clinical, Counseling, and School Psychologist	2688	3236	548	20.39%
Child, Family, and School Social Worker	4989	5755	766	15.35%
Healthcare Social Worker	4539	5758	1219	26.86%
Rehabilitation Counselor	2726	3146	521	19.85%
Social and Community Service Manager	4599	5409	810	17.61%

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 5 years.

The US Bureau of Labor Statistics³ reports that the job outlook for psychology professionals through 2028 shows an estimated growth of 14%, which is faster than the average for other positions. The US Bureau of Labor Statistics shows a current employment rate of 181,700 positions for psychologists, which does not consider the multitude of other professional roles for individuals with a psychology background. More than 200,000 psychologist openings are projected nationwide through 2028.⁴

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

Maryland has the fifth largest number of students attending Jewish day schools in the United States.⁵

Therefore, enrollment at WITS is considerably stable. Fluctuations are attributed to the sizes of the graduating classes of the College's main feeder schools, which are two Orthodox high schools for girls in Baltimore (Bais Yaakov School for Girls and Bnos Yisroel of Baltimore). Yeshiva High in Silver Spring is also a feeder and has strong enrollment. In academic year 2019-2020, Bais Yaakov had an enrollment of 1660+ students, and Bnos Yisroel had an enrollment of 525 students.

WITS anticipates an annual student enrollment in the program of approximately 10 students, all of whom will be Orthodox Jewish women.

³ <https://www.bls.gov/ooh/community-and-social-service-/home.htm>

⁴ <https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm#tab-6>

⁵ Shick, M., Census of Jewish Day Schools in the United States: 2013-2014. Avi Chai Foundation.

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.**

While most, if not all, Maryland institutions offer an undergraduate program in psychology, those institutions do not serve the targeted WITS population. As with all WITS offerings, this proposed program will serve a niche population and will not be marketed to prospective students beyond the targeted student population (e.g., Orthodox Jewish women).

- 2. Provide justification for the proposed program.**

The proposed Bachelor of Arts in Psychology program will provide WITS students with the option to pursue a degree and career in the field of psychology. As previously described, WITS has long offered the courses necessary to comprise the full program. At the present time, however, students must transfer the credits earned from WITS to partner schools in order to earn a degree in psychology.

Graduates of the program will be able to make significant contributions to the field, especially within the Jewish community. Jewish communal organizations are in need of trained non-profit professionals and social workers to staff programs providing essential services. Jewish schools need school psychologists who understand the culture and mission of the institution and can relate well to the student body. The Jewish community also needs psychologists and therapists, who are well-versed in and sensitive to the customs of the community, to provide mental health and pastoral counseling. Many of the graduate programs that train for these positions require or prefer students with undergraduate majors in psychology.

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

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

Each of Maryland's Historically Black Institutions (i.e., Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore) offers a Bachelor of Psychology. However, given that the WITS student population is specific to Orthodox Jewish women, approval of the WITS program will, in no way, present any competition with or impact to Maryland's Historically Black Institutions. WITS maintains that approval of a Bachelor of Arts in Psychology will not constitute any impact on the existing programs at

Bowie State University, Coppin State University, Morgan State University, University of Maryland Eastern Shore, or any other Maryland institution.

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

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

N/A – The proposed Bachelor of Arts in Psychology will not impact the identities or missions of Maryland's Historically Black Institutions.

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.

The proposed Bachelor of Arts in Psychology program was designed by the WITS Curriculum and Assessment Committee, which is composed of the Academic Dean, faculty with experience in the field, and selected staff. Development of the curriculum was preceded by thorough discussions with the WITS Board of Directors regarding the program structure and the desire to offer an approved program (rather than through transfer).

Given the small size of the institution, WITS does not utilize a Department Chair structure. Rather, the Academic Dean oversees the implementation of all programs, which will include the proposed Bachelor of Arts in Psychology program.

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

The proposed Bachelor of Arts in Psychology is designed for students who seek a liberal arts education and high-level Jewish Studies coursework, combined with a solid foundation in psychology. The program design will also allow students to choose complementary liberal arts electives in an area of their interest to complete the program and, thereby, permit students to double major.

The program goals (learning outcomes) for the proposed Bachelor of Arts in Psychology are designed to ensure graduates are prepared for positions as psychology professionals in business, industry, or government, as well as for graduate study in all fields pertaining to psychology. The specific program goals are articulated in the following chart.

Program Goals Bachelor of Arts in Psychology	
Upon completion of the Bachelor of Arts in Psychology, graduates will demonstrate the ability to:	
a)	Apply critical thinking and creative thinking to the analysis and research of topics and issues in the field of psychology.
b)	Exhibit intercultural competence and attention to diversity, within and beyond the Jewish community, in addressing civic, social, environmental, and economic issues of the psychology field.
c)	Use effective oral and written communication, technology, and quantitative skills to conduct research and present ideas.
d)	Apply an understanding of major theories, concepts, and their implications to real-life psychology phenomena.
e)	Apply ethical principles to the study of psychology and the professional world.
f)	Apply Jewish principles, values, and literacy to practice in the Jewish communal world.

3. Explain how the institution will: a) provide for assessment of student achievement of learning outcomes in the program and b) document student achievement of learning outcomes in the program.

All WITS programs are founded on the assessment practices that aim to demonstrate levels of student learning. Learning assessment is based on criterion-based rubrics and other direct measures of learning that align with the program outcomes and curricula.

Faculty in the proposed Bachelor of Arts in Psychology will collect data on an ongoing basis. Data will be analyzed and documented, and results will be used for course and program improvement. Assessment processes will use both direct and indirect measures to assess learning and/or student achievement. Direct assessment tools will include content-specific exams, pre/post-tests, projects, portfolios, criteria-based or skill-based rubrics, and/or other mechanisms that directly show learning or skills gained. Indirect measures assess perceptions and/or opinions about learning, performance, or services, such as student course evaluations, surveys, etc.

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

The proposed Bachelor of Arts in Psychology will require 120 credits. The 120 credits will encompass 60 general education credits, 36 major (content) credits, and 24 free elective credits. To satisfy residency requirements, a minimum of 30 credits, to include 15 credits of upper-level coursework, must be completed at WITS. The proposed program, like all WITS degree programs, will require 36 credits of Judaic studies, which will be completed within the general education and elective requirements.

To obtain the proposed Bachelor of Arts in Psychology degree, students must earn a minimum grade point average of 2.5 for all content coursework, as well as a minimum overall grade point average of 2.0.

Program course requirements and course descriptions are provided in the following chart.

Major Requirements (36 credits)		
Required	3 credits	<p>PSY 101 Introduction to Psychology</p> <p>Provides a comprehensive introduction to the science of psychology. Addresses historical perspectives, research methods, biological bases to behavior, sensation and perception, learning, memory, motivation, emotion, language, lifespan development, intelligence, stress and health, personality, and social behavior. Also examines abnormal behavior and treatment options. Discusses applications of psychology in a culturally diverse world.</p> <p>Prerequisite(s): None</p>
Required	3 credits	<p>PSY 280 Human Growth & Development</p> <p>Provides students with a broad knowledge and understanding of the field of developmental psychology. Emphasizes major theories, perspectives, and associated research as they relate to the physical, cognitive, and psychosocial aspects of development from conception through the end of life. Examines typical growth and development patterns as well as factors that lead to disruption and change in those patterns. Students will develop insight into the factors that make people the way they are and how to support healthy human growth and development.</p> <p>Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology)</p>
Required	3 credits	<p>PSY 322 Research Methods in Psychology</p> <p>Introduces experimental design and inference in the field of psychological research. Teaches the experimental method and its application to recent problems in psychological research. Discusses research-related ethics and the feasibility of different research designs.</p> <p>Prerequisite: PSY 101 (Introduction to Psychology) Prerequisite(s) or Corequisite(s): STA 201 (Introduction to Statistics)</p>
Required	3 credits	<p>PSY 331 Introduction to Counseling</p> <p>Discusses the role, dynamics, and goals of counseling. Examines the nature of the helping relationship; counseling skills and techniques; ethics in counseling; components of effective helping in a theoretical, as well as practical framework; and counseling resources.</p> <p>Prerequisite(s): None</p>

Required	3 credits	<p>PSY 360 Abnormal Psychology</p> <p>Presents in-depth analyses of the historical and philosophical foundations of abnormal psychology and psychopathology. Examines the development of classification systems for mental disorders and the implications for diagnosis and treatment. Discusses the integrated roles of biology, psychology, and social context in the assessment and diagnostic process, legal considerations, and the role of ethics and morality.</p> <p>Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology)</p>
Choose one course (3 credits) from these options:	3 credits	<p>PSY 290 Multicultural Psychology</p> <p>Explores international and domestic diversity from a psychological perspective. Applies psychological theories and methods to develop an understanding of how diversity in many aspects of life, including gender, age, mental and physical ability, race, ethnicity, relationships, socioeconomic status, family structure, and religion impact human perspectives and interactions. Explores the psychological impact of racism, discrimination, stereotypes, prejudice, privilege, and oppression on society, politics, and education. Considers the role of social movements and consciousness-raising in psychologically empowering individuals and minority groups.</p>
	3 credits	<p>PSY 370 Social Psychology</p> <p>Provides an introduction to social psychology, including research, theory, and general principles of how people interact with and influence each other both individually and in groups. Covers the processing of social information, social influence, persuasion and attitude change, social interaction, prejudice, conformity, social psychology in court, and group phenomena. Highlights landmark studies in social psychology and applies social psychology principles to current social problems and topics.</p> <p>Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology) or SOC 101 (Introduction to Sociology)</p>

	3 credits	<p>PSY 397 Group Dynamics</p> <p>Provides an understanding of group processes, group formation, and the development of social skills in small groups. Covers group development, power structures in groups, leadership, group processes, communication in groups, decision making, conflict, and bias. Investigates the application of theory to contemporary issues in group dynamics.</p> <p>Prerequisite(s): PSY 101 (Introduction to Psychology) or SOC 101 (Introduction to Sociology)</p>
Choose one course (3-6 credits) from these options:	3 credits	<p>PSY 490 Senior Thesis in Psychology</p> <p>Serves as the culmination of the psychology major. Requires the development of a project based on existing research and data sets that models the application of appropriate research methodology. Examines the process of publishing research in the field of psychology. Note: Credit may not be earned for both PSY 490 and PSY 491.</p> <p>Prerequisite(s): ENG 101 (English Composition I), PSY 322 (Research Methods in Psychology), STA 201 (Introduction to Statistics), and senior standing in Psychology major</p>
	6 credits	<p>PSY 491 Advanced Senior Thesis in Psychology</p> <p>Serves as the culmination of the psychology major. Requires the development of a project based on original research that models the application of appropriate research methodology. Examines the process of publishing research in the field of psychology. Approval of the project by the Institutional Review Board (IRB) is required. Note: Credit may not be earned for both PSY 491 and PSY 490.</p> <p>Prerequisite(s): ENG 101 (English Composition I), PSY 322 (Research Methods in Psychology), STA 201 (Introduction to Statistics), and senior standing in Psychology major</p>
Choose one course (3 credits) from these options:	3 credits	<p>ETH 325 Tomer Devora: Pathways to Ethical Living</p> <p>Explores the development of compassion as exemplified by G-d's compassionate acts towards the Jewish People. Delves into the Tomer Devora by Rabbi Moshe Cordovero, which examines G-d's thirteen attributes of rachamim. Explores ways of emulating G-d's attributes to improve one's character, live ethically, and enhance interpersonal relationships. May be offered as two courses of 1.5 credit hour each (ETH 325A and ETH 325B).</p> <p>Prerequisite(s): None</p>

	3 credits	<p>ETH 337 Business Ethics and Jewish Law</p> <p>Studies Jewish law as it relates to the world of commerce and business and its application to modern situations. Focuses on classical halachic literature, including Talmud and related commentaries. Explores the ethical principles that govern conduct in the world of commerce. Emphasis is placed on common ethical questions and the practical application of Jewish moral principles to the business world. May be offered as two courses of 1.5 credit hour each (ETH 337A and ETH 337B).</p> <p>Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles</p>
	3 credits	<p>ETH 390 Ethical Interpersonal Communication</p> <p>Studies the Jewish laws of interpersonal communication. Emphasizes the laws of speech, drawing from the Chofetz Chaim, Gemara, Medrashim, Rambam, Rabeinu Yona, and other Rishonim and Acharonim.</p> <p>Prerequisite(s): None</p>
	3 credits	<p>ETH 466 Medical Ethics and Jewish Law</p> <p>Discusses the structure and development of Jewish ethics and halacha (law) connected to the fields of health and medicine. Explores the development of medical ethics and the evolution of halacha related to medicine. Covers the Jewish approach to health and healing and major ethical issues and debates that arise in the field of medicine. May be offered as two courses of 1.5 credit hour each (ETH 466A and ETH 466B).</p> <p>Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles</p>

<p>Choose three or four courses (9-12 credits) from these options:</p> <p>* Courses noted with an asterisk may not be chosen if taken to fulfill a required course</p>	3 credits	<p>PSY 225 Psychological Perspectives on Psalms</p> <p>Discusses the various songs of Tehillim and explores the psychological, theological, and historical elements that are found in each individual psalm/song. Explores how to connect to the diversity of raw emotions portrayed in the text and discover the therapeutic function and tools in the psalm. Discusses the psychological and theological elements of each song and how to integrate them into one's personal and professional life. Delves into the mystical Hebrew alphabet to see the significance of King David's alphabetizing the verses of his longest psalm, #119.</p> <p>Prerequisite(s): None</p>
	3 credits	<p>PSY 230 Psychological Foundations of Education</p> <p>Studies the psychological foundations of learning, memory, and creativity, as related to educational processes. Emphasizes characterization of educational approaches in the context of important physical, cognitive, and motivational variables. Surveys relevant scientific research and relates research findings to practical applications within and beyond the classroom. Addresses complex topics such as standardized tests, bilingual populations, and the influences of home and community attitudes towards learning and education.</p> <p>Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology)</p>
	*3 credits	<p>PSY 290 Multicultural Psychology</p> <p>Explores international and domestic diversity from a psychological perspective. Applies psychological theories and methods to develop an understanding of how diversity in many aspects of life, including gender, age, mental and physical ability, race, ethnicity, relationships, socioeconomic status, family structure, and religion impact human perspectives and interactions. Explores the psychological impact of racism, discrimination, stereotypes, prejudice, privilege, and oppression on society, politics, and education. Considers the role of social movements and consciousness-raising in psychologically empowering individuals and minority groups.</p> <p>Prerequisite(s) or Corequisite(s): PSY 101(Introduction to Psychology)</p>

	3 credits	<p>PSY 301 Principles of Management and Organizational Behavior</p> <p>Provides a comprehensive analysis of individual and group behavior in organizations. Offers an understanding of how organizations can be managed more effectively while enhancing the quality of employees' work-life. Covers topics including motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, culture, decision making, communication and organizational change and development. Explores international organizational cultures and global perspectives of management.</p> <p>Prerequisite(s): None</p>
	3 credits	<p>PSY 352 Theories of Personality</p> <p>Explores major personality theories and related research. Covers basic personality traits and their measurements and developmental influences.</p> <p>Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology)</p>
	*3 credits	<p>PSY 370 Social Psychology</p> <p>Provides an introduction to social psychology, including research, theory, and general principles of how people interact with and influence each other both individually and in groups. Covers the processing of social information, social influence, persuasion and attitude change, social interaction, prejudice, conformity, social psychology in court, and group phenomena. Highlights landmark studies in social psychology and applies social psychology principles to current social problems and topics.</p> <p>Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology) or SOC 101 (Introduction to Sociology)</p>

	3 credits	<p>PSY 378 Psychobiology</p> <p>Focuses on the relationship between biological and psychological phenomena (i.e., the mind-body connection). Explores the genetic foundations, developmental processes, and neurobiological systems that underlie and influence behavior, cognition, emotion, motivation, learning, memory, vision, sensation, and movement. Develops an appreciation for the reciprocal relationship between psychological experiences and environment and neurological development and brain functioning. Also studies the various illnesses and disabilities that occur when biological and psychological processes go awry and how knowledge of psychobiology can contribute to diagnosis and important treatment decisions.</p> <p>Prerequisite(s): PSY 101 (Introduction to Psychology)</p>
	3 credits	<p>PSY 381 Differentiated Instruction</p> <p>Introduces the principles of differentiated instruction, including reading across the curriculum, implementation of individualized education plans (IEPs) in the general education classroom, and teaching through different modalities. Focuses on effective co-teaching, universal design for learning, formative and summative assessment, and response to intervention/multi-tiered systems of support.</p> <p>Prerequisite(s) or Corequisite(s): PSY 383 (Survey of Exceptional Children)</p>
	3 credits	<p>PSY 383 Survey of Exceptional Children</p> <p>Introduces the concepts and principles of special education, and the academic, behavioral, and physical disabilities practitioners may encounter in the field. Discusses the construction and implementation of Individualized Education Programs (IEPs). Covers basic diagnostic procedures, interventions, and strategies for the inclusive classroom.</p> <p>Prerequisite(s): PSY 101 (Introduction to Psychology)</p>
	*3 credits	<p>PSY 397 Group Dynamics</p> <p>Provides an understanding of group processes, group formation, and the development of social skills in small groups. Covers group development, power structures in groups, leadership, group processes, communication in groups, decision making, conflict, and bias. Investigates the application of theory to contemporary issues in group dynamics.</p> <p>Prerequisite(s): PSY 101 (Introduction to Psychology) or SOC 101 (Introduction to Sociology)</p>

	3 credits	PSY 406 Independent Study in Psychology Provides an opportunity to develop advanced knowledge in the field of psychology and examine an area of interest related to psychology and/or psychology services. May involve the completion of independent research or an in-depth project related to the field of psychology. Enrollment requires development of a written independent study proposal and pre-approval by the Academic Dean. Limited to a maximum of 6 credits over the course of the degree. Prerequisite(s): Junior standing in the Psychology major or minor; minimum cumulative grade point average of 3.0 in the major or minor	
	3 credits	PSY 499 Internship in Psychology Provides opportunity for exploration of the field of psychology in a professional setting. Allows students to integrate theory and practice and engage in a team-based work environment. Requires completion of 45-135 clock hours under the supervision of a licensed practitioner in the field. Requires a special application. Prerequisite(s): Psychology major or minor with junior standing or higher	
General Education (60 credits)			
Students complete 60 credits to fulfill the general education requirements. Students in the Bachelor of Arts in Psychology must complete the following as part of the general education requirements:			
English Composition/ Rhetoric	6 credits	Required	ENG 101 English Composition I Introduces different forms of academic writing, as well as interpretation of source material. Focuses on developing effective writing skills, evaluating and explaining ideas, conducting library research, developing research papers, and using proper citation. Prerequisite(s): None
		Choose one course (3 credits) from these options:	ENG 102 English Composition II Develops advanced writing skills necessary for continued success in college and the professional field. Focuses on the research process, argumentation, and critical inquiry. Emphasizes structures, language, documentation, and formats appropriate for specific audiences and purposes. Prerequisite(s): ENG 101 (English Composition I)

			COM 101 Fundamentals of Communication Introduces the principles of effective communication and public speaking. Focuses on processes for constructing an argument, effectively transmitting information, and speaking with confidence. Develops all aspects of delivery, both in formal speeches and interpersonal communication. Prerequisite(s): None
Humanities	12 credits	Choose any 12 credits in the humanities; Must include coursework from two or more different subject areas	
Social Sciences	6 credits	Choose any 6 credits in the social sciences; Must include coursework from two different subject areas	
Mathematics	3 credits	Required	STA 201 Introduction to Statistics Develops an understanding of statistical methodology and use of critical judgment in analyzing data sets. Includes descriptive statistics, measures of central tendency, introduction to probability, both normal and binomial distributions, hypothesis testing, confidence intervals, linear regression, and correlation. Emphasizes developing the practical skills of interpreting and reporting descriptive and inferential univariate and bivariate statistical information. Prerequisite: None
Natural Sciences	3 credits	Choose any 3 credits in the natural sciences	
Technology	3 credits	Choose any 3 credits in technology	
Diversity	3 credits	Choose any 3 credits from the list of approved diversity courses	
Electives	24 credits	Any credit-bearing courses not already completed; 36 credits of Jewish Studies are required; 33 in addition to the Ethics course required as part of the major; these may be completed as part of the General Education Humanities Electives or Free Electives	
Free Electives (24 credits)			
Free Electives	24 credits	Any credit-bearing courses not already completed	

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

As with all WITS programs, the general education requirements for the proposed Bachelor of Arts in Psychology will meet or exceed COMAR specifications. The general education requirements are detailed in the following chart.

General Education Program (60 credits)		
Subject	Credits	Courses
English Composition/ Rhetoric	6 credits	ENG 101 English Composition I; and ENG 102 English Composition II or any advanced English composition or COM 101 Fundamentals of Communication
Humanities	12 credits	Chosen from any college-level course in art, Jewish Studies, language, literature, music, or philosophy
Social Sciences	6 credits	Chosen from any college-level course in history, economics, political science, psychology, or sociology
Mathematics	3 credits	Chosen from any college-level math course
Natural Sciences	3 credits	Chosen from any college-level natural sciences course
Technology	3 credits	Chosen from any college-level technology course
Diversity	3 credits	Chosen from the following: HIS 315 Jews and Christians in Renaissance Europe HIS 350 Food and Culture PSY 397/SOC 397 Group Dynamics PSY 370 Social Psychology HIS 340 Women in Jewish History and Culture PSY 290 Multicultural Psychology
Electives	24 credits	Chosen from all college-level courses
	60 credits	

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

N/A – The proposed program will not require any specialized accreditation or certification requirements.

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

N/A – WITS will not contract with another institution or non-collegiate organization for matters pertaining to the implementation of 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.

All degree requirements will be listed in the Academic Catalog and on the institutional website. As with all WITS programs, each student in the program will be assigned an academic advisor. Students and advisors will design individualized program plans tailored to the major. The program plans will identify the courses to be taken and provide a path toward graduation. Students and advisors will meet before every semester to review the program plans, make changes (if necessary), and discuss registration for the coming semester.

Students who enroll in the program will have access to all resources necessary to succeed in the program, including a dedicated student computer lab with high-speed internet access. The lab contains sufficient computers (16) to meet the anticipated enrollment in the program. All computers are loaded with the necessary and required software programs.

Students in online and hybrid courses will have access to the learning management systems (currently Microsoft Teams and Moodle) that provide access to course materials and resources.

To assist WITS students in need of academic support, faculty and administration will work together to resolve impediments to the learning process. This will include providing students with guidance in areas such as study habits, learning practices, academic writing, and tutoring. WITS will also utilize a process for referring students for professional services, such as mental health services or personal counseling, when necessary. For verified disabilities, faculty and administration will work with students to develop a plan to maximize success. WITS requires documentation from these students and considers the results of educational testing, IEPs, and 504 plans when determining accommodations. Examples of accommodations include extended time, extended deadlines, oral testing, using a laptop for exams, translating tests from Hebrew to English, and taking an exam in a separate room. All accommodations, concerns, and related recommendations will be documented.

Financial aid information is available on the WITS website and in recruitment materials. Information is specifically provided related to the following:

- Federal Pell Grants
- Maryland State Scholarships
- Institutional Financial Need Scholarship (application required)
- External Scholarships
- Internal Scholarships

The Director of Financial Aid will be available to respond to questions about financial aid. Payment information for all WITS programs/courses is provided on the website and in the Academic Catalog. The Bursar will be available to answer questions about payment and arrange payment plans.

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.

Prospective students will receive clear and accurate information about academic support, costs/fees, payment policies, financial aid resources, and technology resources. If approved, all marketing and recruitment materials for the proposed Bachelor of Arts in Psychology, including print and online materials, will clearly and accurately describe the program and provide details related to all requirements and available services. The Chief of Operations and Compliance will review all collateral materials to ensure compliance with accreditation and licensing requirements.

H. Adequacy of Articulation

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

N/A – There are no expected articulation agreements for the proposed program.

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 this program).

Faculty with significant experience, training, and education in the field of psychology will support the proposed program. The credentials for the faculty

currently slated to teach in the proposed program are identified in the following chart.

Program Faculty				
Name	Status	Began with WITS	Degree and Field	Courses
Dr. Robert Benedek	Part-Time	2008	Doctor of Philosophy, Clinical Psychology, Ferkauf Graduate School, Yeshiva University; MA, Clinical Psychology, Ferkauf Graduate School, Yeshiva University; BA Magna Cum Laude, Yeshiva University	PSY 101; PSY 360
Rabbi Dovid Hochberg	Part-Time	2004	MSW, University of Maryland School of Social Work; MA Talmudic Law, Ner Israel Rabbinical College; BA Talmudic Law, Ner Israel Rabbinical College	PSY 331; PSY 397
Dr. Joshua Hollander	Part-Time	2019	Doctor of Chiropractic, Life University; Master of Business Administration, Management/Organizational Behavior, George Washington University; Bachelor of Science, Computer Information Systems, Bentley University	PSY 301
Ms. Shira Katz	Part-Time	2019	Master of Education, Clinical Mental Health, Lamar University; Bachelor of Science, Judaic Studies, Excelsior College	PSY 101; PSY 280
Ms. Dorie Lauer	Part-Time	2012	Master of Arts, Special Education and General Education, Goucher College; Bachelor of Arts, Liberal Studies, Thomas Edison State College	PSY 383
Dr. Gary Rockwood	Part-Time	2003	Doctor of Philosophy, Experimental/Biological Psychology, State University of NY-Albany; Master of Science, Experimental Psychology, Rensselaer Polytechnic Institute; BA, Psychology, State University of NY-Albany	PSY 290; PSY 230; PSY 322
Ms. Deborah Stern	Part-Time	2014	Master of Science, Applied Psychology, University of Baltimore; Bachelor of Arts, Liberal Studies, Thomas Education State College	PSY 331; PSY 322; PSY 490; PSY 491

In addition to the faculty who will teach the content coursework in the Bachelor of Arts in Psychology (shown above), WITS has a highly qualified roster of faculty who teach general education coursework.

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, b) the learning management system, and c) evidenced-based best practices for distance education, if distance education is offered.

Faculty members will have access to a variety of professional development and pedagogical training opportunities. Faculty will be encouraged to attend conferences in the field and institutional support will be available. In addition, WITS faculty will be eligible to participate in education conferences sponsored by the Center for Jewish Education and Shemesh, an educational support organization for Jewish youth with learning differences. Faculty will be able to attend the conferences at no charge.

Faculty will be observed by the Academic Dean who will provide feedback and additional support.

All faculty receive training on the learning management systems, which are currently Moodle and Microsoft Teams. Faculty in this program will be given access to Moodle 101, an online training developed by eThink Education, which trains faculty in the use of Moodle. The training has structured modules and videos to help faculty utilize the many features of the learning management system. Faculty can also attend Microsoft Teams training sessions provided by WITS at the start of each semester.

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 Snyderman-Klein Library provides a valuable collection of Judaic studies and secular reference materials. Available resources include Biblical literature, rabbinic literature, commentaries, and historical references. The library also contains Jewish philosophical works; Jewish Code of Law books with accompanying interpretations and commentators; Talmudic and Midrashic sources and reference guides to Biblical and Talmudic sources. In addition to hardcopies, the library provides a comprehensive, digital collection of Judaic books (Bar Ilan software), as well as a selection of popular Judaic works and novels. Each year the library is expanded with additional texts.

Relevant to library resources required for the proposed program, WITS has conducted an assessment of resources needed to support program needs and, as a result, added the APA PsychInfo database to the existing library resources to support the Bachelor of Arts in Psychology. With the added publications made available through this database, the College has sufficient resources to support the program.

The library subscribes to the Maryland Digital Library, which utilizes the EBSCO Host Research Databases (<http://search.ebscohost.com>). The database includes the following research resources:

- Academic Search Premier
- APA PsychInfo
- CINLInfo
- Business Source Premier
- ERIC, the Education Resource Information Center
- Funk & Wagnalls New World Encyclopedia
- GreenFILE
- Health Source: Consumer Edition
- Health Source: Nursing/Academic Edition
- Library, Information Science & Technology Abstracts
- MAS Ultra - School Edition
- MasterFILE Premier
- MEDLINE
- Military & Government Collection
- Primary Search
- Regional Business News
- Teacher Reference Center

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.**

The proposed Bachelor of Arts in Psychology program will be delivered on the WITS campus, which is located at 6602 Park Heights Avenue in Baltimore. The College has appropriate physical facilities, infrastructure, and instructional equipment to support the needs of the program. The learning space includes five classrooms (with capacity ranging from 20-70 students) and one computer lab on the second floor. WITS has also begun to utilize two additional classrooms on the lower level as science labs. Future plans involve the renovation of the lower level into state-of-the-art laboratory facilities. Administrative and office space is

provided for the leadership team on the second floor. The second floor also provides a student lounge with a dining area and houses the Snyderman-Klein Library.

Each classroom has a computer connected to a projector. Computers are available for student use in the student lounge (four), library (three), and computer lab (16). All student-dedicated computers and classroom computers were replaced with updated models during the Fall 2020 semester or are in the process of being replaced at this time.

As a member of the Maryland Education Enterprise Consortium (MEEC), WITS can acquire education-related hardware and software needed to ensure the availability of up-to-date technological resources. All computers are running the most recent Windows and Office software. Students are able to receive their own Microsoft Office accounts, which provide them with off-campus access to the software. An Informational Technology Technician is on call to resolve technical problems as they arise.

The entire campus is hardwired with high-speed internet and wireless internet. Institution-owned and student laptops can connect to the network via password protected wi-fi. The network is secure to prevent unapproved access. All computers have virus protection, as well as special filters, which prevent inappropriate internet use. The office computers have a daily back-up system that protects files. All office staff and administrators can access the network remotely using GoToMyPC.

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) An institutional electronic mailing system, and b) a learning management system that provides the necessary technological support for distance education

All students and faculty are assigned wits.edu email addresses. They have access to Microsoft Office software through the email login. Students and faculty will also have access to the learning management platforms (currently Microsoft Teams and Moodle) for online and hybrid courses.

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

1. 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.

Resource-related finance data are provided in Table 1. The narrative explanation for each category in Table 1 is as follows:

1. As the courses are already being offered and faculty already engaged, there is no need to allocate new or additional funds for the proposed program.
2. Calculations for tuition/fees for Year 1 are based on current rates.
Calculations for Year 2 are estimated based on tuition rates for the following year. For Years 3, 4, and 5, WITS assumes a 2% increase in tuition. WITS assumes there will be no increase in registration, technology, or lab fees.
3. At this time, there are no grants, contracts, or external source funding for the proposed program.
4. At this time, there are no sources of additional funds earmarked for the proposed program.

Table 1: Program Resources						
Resource Categories		Year 1	Year 2	Year 3	Year 4	Year 5
1	Reallocated Funds	0	0	0	0	0
2	Tuition/Fee Revenue (c + g below)	\$169,190	\$174,574	\$176,025	\$179,546	\$183,137
a	Number of F/T Students	10	10	10	10	10
b	Annual Tuition Fee Rate	\$16,919	\$17,257	\$17,603	\$17,955	\$18,314
c	Total F/T Revenue (a x b)	\$169,190	\$172,574	\$176,025	\$179,546	\$183,137
d	Number of P/T Students	0	0	0	0	0
e	Credit Hour Rate	\$288	\$294	\$300	\$306	\$312
f	Annual Credit Hour Rate	0	0	0	0	0
g	Total P/T Revenue (d x e x f)	0	0	0	0	0
3	Grants, Contracts & Other External Sources	0	0	0	0	0
4	Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)		\$169,190	\$172,574	\$176,025	\$179,546	\$183,137

2. **Table 2: Program Expenditures and Narrative. 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.**

Program expenditure data are provided in Table 2. The narrative explanation for each category in Table 2 is as follows:

1. Faculty salaries for Year 1 were determined using WITS' current pay scale. Subsequent years assume a 2% increase per year.
2. There are no additional administrators being hired in conjunction with the proposed program.
3. There are no additional support staff members being hired in conjunction with the proposed program.
4. The calculation for Year 1 was determined using actual technical support and equipment expenses based on historical averages. Subsequent years assume a 2% increase per year.
5. The calculation for Year 1 was determined using actual library expenses for the 2020-2021 year. Subsequent years assume a 2% increase per year.
6. As the computer lab already exists, there are no new or renovated space expenses expected.
7. There are no additional expenses expected in the administration of the proposed program.

Table 2: Program Expenditures						
Expenditure Categories		Year 1	Year 2	Year 3	Year 4	Year 5
1	Faculty (b + c below)	\$27,600	\$28,152	\$28,715	\$29,289	\$29,875
a	Number of FTE	0	0	0	0	0
b	Total Salary	\$27,600	\$28,152	\$28,715	\$29,289	\$29,875
c	Total Benefits	0	0	0	0	0
2	Admin Staff b + c below)	0	0	0	0	0
a	Number of FTE	0	0	0	0	0
b	Total Salary	0	0	0	0	0
c	Total Benefits	0	0	0	0	0
3	Support Staff b + c below)	0	0	0	0	0
a	Number of FTE	0	0	0	0	0
b	Total Salary	0	0	0	0	0
c	Total Benefits	0	0	0	0	0
4	Technical Support and Equipment	\$2,000	\$2,040	\$2,081	\$2,122	\$2,165
5	Library	\$8,957	\$9,136	\$9,319	\$9,505	\$9,695
6	New or Renovated Space	0	0	0	0	0
7	Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)		\$38,557	\$39,328	\$40,115	\$40,917	\$41,735

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.

Evaluation of Programs/Courses

Periodically, all curricula are formally reviewed and compared with relevant higher education institutions. The reviews are intended to validate program currency and assure relevance of requirements to admission requirements for graduate programs. As applicable, faculty provide input on program matters and participate in committees that evaluate content.

A master course outline provides the description and course learning objectives. The description and course learning objectives are articulated in the syllabus for the course. Faculty are provided a standardized syllabus template and instructions that includes all of the elements required to be contained in a syllabus. Faculty are asked to supply the topic outline/schedule; grading policy that specifies all graded course assessments and how assessments correlate to learning objectives; and course policies related to attendance, late work, and class decorum. Before the start of each semester, faculty submit their syllabus to the Academic Dean, who evaluates each syllabus for accuracy, academic level, and appropriate course content.

Evaluation of Faculty

Over the course of a semester, the Academic Dean observes and evaluates faculty. While all faculty members are informally observed on an annual basis, a formal, detailed, and written evaluation is conducted on a rotating basis, approximately once every five years. All new faculty members are formally observed during their first semester.

At the end of each semester, every faculty member completes a self-evaluation. The self-evaluation requires faculty to reflect upon their own performance and determine how they could improve a course in future semesters.

Student Evaluations of Courses and Instruction

Students complete course evaluations for all courses with the exception of Jewish Studies courses. Over time, course evaluations have not been done for Jewish Studies courses out of respect for the religious faculty. However, criteria are in development to begin evaluation of the Jewish Studies courses.

On course evaluations, students provide input and feedback on how to strengthen the course and instruction to better meet their academic and professional goals. The Academic Dean shares written reports of the student course evaluations with the faculty member.

Evaluations of Student Learning Outcomes

All courses within WITS programs are guided by course learning objectives that have been aligned with overall program goals. The alignment of the course content (course learning objectives) with overall program learning expectations is accomplished through the development of curriculum maps. Curriculum maps demonstrate where content is introduced at varying levels.

To assess achievement of the course learning objectives, faculty use both direct and indirect assessment measures. Results show where students have achieved mastery, demonstrated proficiency, or need improvement. Results are used for course and program improvement.

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.

As stated previously, each faculty member completes course assessments that are designed to improve course content and, ultimately student learning. Course assessments are completed at the end of each semester. As part of the process, faculty determine the percentage of students who achieved mastery, proficiency, or need improvement.

Direct measures assess learning and/or student achievement through demonstration of specific knowledge, skills, or services. Direct assessment tools include content-specific exams, pre/post-tests, projects, portfolios, criteria-based or skill-based rubrics, and/or other mechanisms that directly show learning or skills gained. Indirect measures assess perceptions and/or opinions about learning, performance, or services, such as student course evaluations, surveys, etc. To assess institutional effectiveness, assessment practices also emphasize the collection of raw data that directly verify enrollment, retention, allocation of resources, and levels of satisfaction.

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 & success, and the institution's cultural diversity goals and initiatives.

The proposed Bachelor of Arts in Psychology program will address the professional growth and success of Orthodox Jewish women and provide an opportunity to pursue a profession in the field of psychology. The program will encourage and support Jewish women as they move into careers in psychology, both in and outside of their communities. While the graduates of the program

will fill an important need for psychology professionals who can be understanding of the cultural nuances of the Orthodox Jewish community, the goal of the institution is to prepare the students to be competent in caring for all individuals, regardless of race or creed.

O. Relationship to Low Productivity Programs Identified by the Commission

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

N/A – The proposed program is not directly related to an identified low productivity program.

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

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

In December 2019, WITS received MHEC approval to provide distance education. The approval letter is attached as Appendix A.

- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

WITS complies with and abides by the Guidelines for the Evaluation of Distance Learning as supported by the Council of Regional Accrediting Commissions (C-RAC). Specifically, WITS supports the following hallmarks of online learning:

- Online learning is appropriate to the institution's mission and purposes.
- The institution's plans for developing, sustaining and, if appropriate, expanding online learning offerings are integrated into institutional planning and evaluation processes.
- Online learning is incorporated into the institution's systems of governance and academic oversight.
- Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.
- The institution evaluates the effectiveness of its online learning offerings, including the extent to which the program learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

- Faculty responsible for delivering the online curricula and evaluating the students' success in achieving the program learning goals are appropriately qualified and effectively supported.
- The institution provides effective student and academic services to support students enrolled in online learning offerings.
- The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.
- The institution assures the integrity of its online learning offerings.