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

Institution Submitting Proposal	College of Southern Maryland

*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 # 0601091   Payment Amount: $850.00   Date Submitted: 04/02/24

Department Proposing Program	School of Liberal Arts
Degree Level and Degree Type	Associate of Arts Degree
Title of Proposed Program	Psychology
Total Number of Credits	60
Suggested Codes	HEGIS: 493001.00 CIP: 420101.0000
Program Modality	◉ On-campus ○ Distance Education (fully online) ○ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	◉ Fall ○ Spring ○ Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: https://catalog.csmd.edu/

Preferred Contact for this Proposal	Name:	Cami Cooley
	Title:	Director of Academic Programs, Planning, and Assessment
	Phone:	(301) 934-7542
	Email:	camic@csmd.edu

President/Chief Executive	Type Name: Dr. Yolanda Wilson
	Signature: Date: 3-20-2024
	Date of Approval/Endorsement by Governing Board: 02/15/2024

Revised 1/2021

Office of the President

March 19, 2024

Dr. Sanjay Rai
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Re: New Academic Degree Program: Psychology, AA

Dear Dr. Rai:

The College of Southern Maryland is submitting a proposal for an Associate of Arts (AA) in Psychology. This degree is designed to create a pathway to colleges and universities offering a baccalaureate degree in Psychology or related programs of study.

The program is approved by CSM's Curriculum and Instruction Committee, President's Cabinet, and Board of Trustees. We are now seeking the Commission's approval to offer this program beginning Fall 2024.

Sincerely,

Yolanda Wilson, Ed.D
President
College of Southern Maryland

LA PLATA · LEONARDTOWN · PRINCE FREDERICK · REGIONAL HUGHESVILLE

Office of the President
Center for Business and Industry, Room 204
8730 Mitchell Road, PO Box 910, La Plata MD 20646-0910
301-934-7625 · www.csmd.edu

New Program Proposal – MHEC Paperwork Information
College of Southern Maryland Psychology, AA Degree Proposal

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.

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

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

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

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

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

For more information: [College of Southern Maryland Mission Statement](#).

The College of Southern Maryland (CSM) proposes replacing the Arts and Sciences: Social Sciences pathway with a standalone degree, Associate of Arts in Psychology. The program will be housed in the Department of Humanities and Social Sciences within the School of Liberal Arts. The Psychology, A.A. program is designed to prepare graduates to transfer to psychology and social sciences-related programs at the bachelor's degree level. The coursework within the program helps students describe the major theoretical perspectives and concepts in psychology. Additionally, students analyze psychological phenomena through the lens of research design principles in psychology. Furthermore, throughout the curriculum, students apply ethical standards related to psychological research and practice, apply psychological principles and practices to everyday life, and analyze the influence of social and cultural variables on behavior and mental processes.

To construct an understanding of the social and cultural contexts that drive the scientific study of human behaviors and mental processes, the program will also include history and sociology courses. A degree in psychology will align with the mission of the College of Southern Maryland by providing students with the first credential for professional advancement and economic access, momentum, and mobility.

For more information:

The Psychology, A.A. degree will align with the strategic goals of the College of Southern Maryland (CSM) by optimizing the path to transfer to four-year institutions. It will enable student progress and completion and build and sustain the reginal workforce pipeline. Also, this program will enhance equitable access to psychology by providing the first credential along this path. According to the US Department of Education (2023), CSM is 48% White, 28% Black, 9% Hispanic, 4% Asian, and 7% Two or more races. Due to the increasing diversity of the service area demographics, the program will ultimately contribute to a more diverse student population entering undergraduate institutions and the workforce. College of Southern Maryland | College Scorecard (ed.gov)

All costs of this newly proposed program will be funded through the annual operating budget for the Division of Learning (DOL). This new program will not require any extra expenditures outside those offset by increased tuition revenue from projected enrollment in the program (details are provided in Part L – Table 1). There are no new costs for equipment, instructional supplies, facilities, or staff. The program as proposed can be fully staffed with both current full-time and adjunct faculty and staff to support its operations. Initially no additional expense will be incurred; however, additional faculty would be hired as necessitated by growth in enrollment in years 3-5 (details are provided in Part L – Table 2.)

The proposed A.A. in Psychology program has the necessary support at the department, division, and institutional level to operate successfully. The Department of Humanities and Social Sciences will house the degree, with highly educated, credentialed, and deeply vested existing full-time tenured/tenure-track faculty, as well as qualified, long-term adjunct faculty, available to teach program courses (see table in Part I for the full listing of faculty), and administrative support personnel. All courses in the program can be taught by existing faculty.

As outlined in Parts K and L, CSM is confident that the existing administrative and technical supports and physical facilities available to the department and institution are sufficient to ensure the program's feasibility – the department is not seeking any capital investments, specialized facilities, any additional administrative positions or technology supports to successfully deliver the program. The classroom space in various campus buildings is sufficient. CSM's Information Technology Help Desk provides comprehensive technological assistance to faculty and students.

The program implementation is long-term, with a tenured/tenure-track faculty dedicated to the

ongoing course offering to ensure students can complete the degree within a reasonable time frame. The college is committed to student success and will provide all enrolled students with the necessary courses and resources (e.g., advisors to guide students through the program) so they can graduate on schedule.

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
   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

2. Provide evidence that the perceived need is consistent with the **Maryland State Plan for Postsecondary Education**.

The standalone Psychology, A.A. will prepare students for transfer into a program which can ultimately lead to increasing the number of mental health professionals. The College of Southern Maryland's proximity to the nation's capital provides the unique opportunity to prepare students for psychology careers in the DC, Maryland, and Virginia region, where the compensation and job availability is higher than the national average (EMSI, 2022). According to the U.S. Bureau of Labor Statistics (2023), the median annual wage for psychologists is $85,330.00; in the DMV region compensation is $109,700.00.

Low-income students comprise 34% of total enrollment at CSM. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting Goal 2 (Success) of the Maryland State Plan for Education. The College offers scholarships and grants, loans, work study, and affordable payments plans. For students completing their first two years of college at the College of Southern Maryland (CSM), the average savings is $29,000.00. Through the CSM Foundation, CSM has awarded $3 million dollars in scholarships, and 544 scholarships annually, on average, in the last 10 years. CSM Cost and Aid. Designated as a "Military Friendly School," CSM proudly serves over 700 students using military or veteran benefits. CSM Quick Facts

Students of color account for [43% of CSM's student body,](#) The College of Southern Maryland (CSM) provides unique cultural and personal enrichment opportunities to enhance the lives and increase the success of our students. CSM is a [Achieving the Dream](#) college, focusing on closing student equity gaps with programs with such the [Men of Excellence Program,](#) which advances success for male students of color. Additionally, CSM has chartered a chapter of the National Society of Black Engineers (NSBE) and is a member organization of the [Big Conversation: Partners in Dismantling Racism and Privilege in Southern Maryland](#).

The 2022 Maryland State Plan for Higher Education outlines three primary goals for the postsecondary community in Maryland:

Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

Student Success: Promote and implement practices and policies that will ensure student success.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

This new program proposal aligns most closely with the Student Success goals, and specifically with **Priority 6:** Improve systems that prevent timely completion of an academic program.

As indicated on p. 54 of the Plan, transfer continues to be a challenge in Maryland. The College of Southern Maryland's proposed standalone Psychology, A.A. degree will enhance successful transfer and eliminate challenges for students. The proposed standalone program is an affordable transfer degree option for students, providing required courses that match the transfer needs of students and align with the freshman and sophomore years of Maryland's public four-year institutions.

After successful completion of all application steps, each student in this program will be given an individual academic degree plan and assigned a college advisor trained in the transfer process. This advisor, along with program faculty and staff, will help students navigate through the program and through the transfer process.

Also, the program's curriculum is designed with many educational tools and resources to support diverse learners at the College. Some courses offered are accessible in both in-person and online formats, which allows ease of access and flexibility for students enrolled in the program and program faculty.

Both in-person and remote tutoring and advising resources are also available for students as an ongoing effort to support and promote program success and timely completion by all students.

The College of Southern Maryland has implemented Guided Career Pathways, based on the

national Pathways model, for all credit and non-credit students. This program aligns with the Arts and Humanities Guided Pathway and leads to transfer programs in the psychology field. Given the demographic growth and increasing diversity of our service area, the addition of the A.A. degree in Psychology at the College of Southern Maryland (CSM) will ensure the intellectual enhancement of students and therefore, the health and economic well-being of the CSM services area and the surrounding communities.

Since 2016, 78 College of Sothern Maryland (CSM) students have completed an associate degree and then transferred to a four-year institution and completed a bachelor's in psychology: 29 at University of Maryland Global Campus (UMGC); 25 students at St. Mary's College of Maryland (SMCM); 11 students at the University of Maryland-College Park (UMCP); seven students at Towson University (TU); and six students at Salisbury University (SU).

Should College of Southern Maryland graduates choose to not transfer to a four-year institution to pursue a bachelor's in psychology, then there are numerous opportunities for growth and economic mobility in this field, and in this region. Kaiser Permanente has plans to build a $100 Million multi-phase medical center, the first phase is on track to open in the first quarter of 2025. It will support growth in Charles County and adjacent markets. The new Waldorf medical center will have about 300 staff members, including new hires, bringing job growth to the area, including opportunities for graduates with an associate degree. https://kpproud-midatlantic.kaiserpermanente.org/kaiser-permanente-to-develop-100-million-medical-center-in-waldorf/

Moreover, an array of employment opportunities in Maryland and the surrounding area includes addiction counselor, psychiatric technician, residential counselor, crisis hotline counselor, parent educator, and post adoption support implementation specialist, further aligning with the mission of the College of Southern Maryland to provide students with their first credential for professional advancement and economic access, momentum, and mobility. https://www.simplyhired.com/search?q=associate+degree+psychology&l=maryland

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.

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

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.

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

The US Bureau of Labor Statistics (2022) reports that psychologists in the Washington, DC, Maryland, and Virginia area are in demand and there are a range of jobs for individuals in the field. The region employs 3,490 psychologists, which is close to the national average of 3,920. Psychologists in the region also earn an average of $109,700, which is significantly higher than the national median salary of $85,330 in the field. Moreover, students earning an A.A degree in Psychology and a bachelor's degree in psychology can obtain employment in careers such as a social science research assistant. Social science research assistants provide support to social scientists in conducting laboratory and survey research, data management, data analysis, and preparation for publication. This career is also in high demand in the Washington, DC, Maryland, and Virginia area. District of Columbia currently has the highest concentration of jobs for social science research assistants in the country. DC also ranks 3rd in earnings with an average salary of $67,500. https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm

Industries with the highest concentration of employment in Social Science Research Assistants:				
Industry	**Employment (1)**	**Percent of industry employment**	**Hourly mean wage**	**Annual mean wage (2)**
Scientific Research and Development Services	9,330	1.07	$ 29.80	$ 61,900
Colleges, Universities, and Professional Schools	13,690	0.45	$ 27.17	$ 56,500
Other Professional, Scientific, and Technical Services	810	0.10	$ 21.45	$ 44,620
Social Advocacy Organizations	460	0.19	$ 26.10	$ 54,280
Grantmaking and Giving Services	150	0.10	$ 24.40	$ 50,750

https://www.bls.gov/oes/current/oes194061.htm

According to O*NET OnLine, 22% of the jobs in the occupation code for clinical and counseling psychologists (19-3033.00) will require a Master's degree, 43% will require a Doctoral degree, and 34% will require post-doctoral training (https://www.onetonline.org/link/summary/19-3033.00). Extensive preparation is needed for this occupation. Employees in this occupation may need some on-the-job training, but most of these positions assume that the person will

already have the required skills, knowledge, work-related experience, and/or training. Students can receive this training after completing CSM's program and transferring to one of Maryland's four-year public institutions that offer psychology programs.

According to the Bureau of Labor Statistics, national employment in 2022 across the occupation of clinical and counseling psychologists (code 19-3033.00) measured in number of employees was 67,500. By 2032, this is projected to grow by 11.4% (faster than average), to 75,200, with 4,100 job openings (https://www.onetonline.org/link/summary/19-3033.00). In Maryland, 2020 employment was 2,470, and it is projected to grow by 9% by 2030, to 2,690 employees, with 190 job openings. Kaiser Permanente has plans to build a $100 Million multi-phase medical center, the first phase is on track to open in the first quarter of 2025. It will support growth in Charles County and adjacent markets. The new Waldorf medical center will have about 300 staff members, including new hires, bringing job growth to the area, including opportunities for graduates with an associate degree. https://kpproud-midatlantic.kaiserpermanente.org/kaiser-permanente-to-develop-100-million-medical-center-in-waldorf/

(https://www.onetonline.org/link/localtrends/19-3033.00?st=MD).

Top paying industries for Social Science Research Assistants:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Management of Companies and Enterprises	160	0.01	$ 32.00	$ 66,560
Business, Professional, Labor, Political, and Similar Organizations	250	0.06	$ 32.76	$ 68, 140
Architectural, Engineering, and Related Services	80	0.01	$ 30.52	$ 63,470
Scientific Research and Development Services	9,330	1.07	$ 29.80	$ 61,990
Elementary and Secondary Schools	140	(7)	$ 28.42	$ 59,120

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.

2. Provide justification for the proposed program.

For more information: [Academic Program Inventory](#) and [Degree Trend Data](#)

According to the Maryland Higher Education Commission's (MHEC) Academic Program Inventory, only four other community colleges in Maryland offer an associate degree in psychology. There are no related lower division certificate programs.

These programs provide the first two years of college for students preparing for a career in psychology or higher degrees in psychology. College of Southern Maryland's proposed program offerings include personality and adjustment and social psychology, which are courses not offered in the other AA in psychology programs in Maryland. A few other colleges in Maryland offer similar degrees in psychology at the bachelor's, master's, and Ph.D. levels. The program at the College of Southern Maryland will serve the students in Charles County, Calvert County, and St. Mary's County and provide students with the opportunity to transfer into these programs at four-year public partner institutions.

A separate psychology, associate's program will provide students with foundation courses to transfer into a four-year bachelor's degree program and will carry more academic value than an AA in social science. Also, psychology associate degree graduates may be able to gain entry level positions as psychiatric technician, social services assistant, and human resources assistant.

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.

We anticipate there will be no impact on the implementation or maintenance of high-demand programs at HBIs.

The proposed Associate of Arts, Psychology degree at College of Southern Maryland will support the success of Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore by establishing an affordable and high-quality transfer degree for residents of Southern Maryland who wish to pursue a degree in psychology or the social sciences at one of Maryland's Historically Black Institutions.

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.

We anticipate the program will have no impact on the uniqueness and institutional identities and missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR13B.02.03.10):

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

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

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

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

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

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

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

　　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.

　　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.

Establishment of the Program:

Feedback collected from the college's advisors and financial aid areas indicate significant student interest in psychology. The College of Southern Maryland has established a process for

curriculum development and revisions driven by the faculty. The proposal is approved by the curriculum and instruction committee, which is co-chaired by the Vice-President of Division of Learning and the Director of Academic Planning and Assessment. Once approved by this committee, it moves through several steps through the president's cabinet and the college's Board of Trustees before submission to MHEC. This program will better promote student transferability and improve student progress and completion as it allows for streamlined articulations with four-year institutions.

Faculty who will oversee the program:

David Robinson, Dean; Lisa Lynk Smith, Chair; and Suzette Wright, Psychology Program Coordinator

Graduates of the Psychology A.A. will be able to:

1. Describe the major theoretical perspectives and concepts in psychology.

2. Analyze psychological phenomena through the lens of research design principles in psychology.

3. Apply ethical principles related to psychological research and practice.

4. Apply psychological principles and practices to everyday life.

5. Analyze the influence of social and cultural variables on behavior and mental processes.

The academic planning and assessment office manages the assessment cycle and determines when courses are assessed. Assessment instruments are aligned to the course outcomes. Course level assessment is a part of program level assessment to determine how students are meeting the program outcomes. Each academic year at least one program student learning outcome will be assessed and reported to the Director of Academic Assessment for review by the Academic Learning and Assessment Committee (ALAC). In addition, assessment data is documented in the program's End of the Year Report, which is submitted to ALAC for accountability.

The office of Academic Planning and Assessment manages the assessment cycle and determines when the courses are assessed. The program review will take place within one academic year. The activities will be tracked through the end of the year report by the coordinators and chairs. The culmination of the review includes a six-year action plan, which addresses maintaining the program strengths and solving the program weaknesses.

ENG-1010 Composition and Rhetoric (English General Education Requirement)

Credits: 3

Students complete their college-level composition course. Students focus on planning, organizing, and developing a variety of argumentative compositions. Students practice the conventions of written Standard Academic English, gain information literacy skills, and learn research and documentation techniques, including conducting online and print research and documenting sources. By the end of the semester, students demonstrate their ability to write a unified and coherent argument-based essay of about 1000 words that incorporates research and is nearly free of grammatical, mechanical, and structural errors.

ENG-1020 Composition and Literature (English General Education Elective)

Credits: 3

Students in this course complete their second semester college-level composition course. Using critical literary analysis, students build on the planning, organizing, and critical analysis skills learned in ENG-1010, Composition and Rhetoric. Students use literature (short fiction, poetry, and drama) as the basis of their critical analysis and to extend, deepen, and illuminate their own experiences and connections with the larger world and contemporary issues. Students further master the conventions of written Standard American English, information literacy skills, and research and documentation techniques including conducting online and print research and documenting sources. By the end of the semester, students demonstrate their ability to write a unified, coherent argument-based essay that is nearly free of grammatical, mechanical, and structural errors.

COM-1350 Intercultural Communication (Arts and Humanities General Education Requirement)

Credits: 3

Students learn the theories of intercultural communication and the skills that allow for effective communication with diverse cultures. Units may include understanding diversity, perception, nonverbal communication, and intercultural communication in the workplace.

Students choose one of the following history courses:

HST-1011 Western Civilization to 1500 (Arts and Humanities General Education Requirement)

Credits: 3

Students critically examine Western human history and explore the social, religious, intellectual, and artistic achievements of Western society from the earliest human civilizations to the Reformation and examine the global impact of Western Civilization.

HST-1031 The U.S. to 1877 (Arts and Humanities General Education Elective)

Credits: 3

Students survey the diplomatic, economic, political, and social history of the United States from the colonial period to the end of Reconstruction.

HST-1032 The US Since 1877 (Arts and Humanities General Education Elective)

Credits: 3

Students survey the diplomatic, economic, political, and social history of the United States from the end of Reconstruction to the present.

HST-1061 History of African Americans I (Arts and Humanities General Education Elective)

Credits: 3

Students survey the central place of African Americans in the cultural, economic, political, and social developments in U.S. history, from African kingdoms through Reconstruction.

HST-1062 History of African Americans II (Arts and Humanities General Education Elective)

Credits: 3

Students survey the central place of African Americans in the cultural, economic, political, and social development of the United States, from Reconstruction to the present.

Students will choose one course and lab from the following biological/physical sciences:

BIO-1040 Introduction to Human Anatomy and Physiology (Biological and Physical Science General Education Requirement)

Credits: 3

Students learn the structure and function of human systems. Topics include basic chemistry, cell structure and function, tissues, and the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, urinary digestive, endocrine, and reproductive systems.

BIO-1040L Human Anatomy and Physiology Lab (Biological and Physical Science General Education Requirement)

Credit: 1

Students study the basic anatomy and functioning of human systems including musculoskeletal, cardiovascular, respiratory, digestive, nervous, and urogenital.

BIO-1060 Principles of Biology I (Biological and Physical Science General Education Requirement)

Credits: 3

In this course for science majors, students study basic chemistry, the molecules of life, cellular structures and function, membrane transport, enzymes, cellular metabolic pathways and photosynthesis. They also study DNA, the genetic code and gene expression. Other topics studied include intercellular communications. The design and functions of an animal system are explored.

BIO-1060L Principles of Biology I Lab (Biological and Physical Science General Education Requirement)

Credit: 1

Students perform hypothesis formulation and testing using experiments in chemical identification, diffusion and osmosis, enzymes, cellular respiration and photosynthesis. Also included are exercises in DNA purification and electrophoresis of DNA.

BIO-1070 Principles of Biology II (Biological and Physical Science General Education Requirement)

Credits: 3

In this course for science majors, students study population ecology and classical genetics. Also studied are evidence for evolution, early life on earth, chemical evolution, trends in plants, invertebrate, vertebrate and human evolution and biodiversity.

BIO-1070L Principles of Biology II Lab (Biological and Physical Science General Education Requirement)

Credit: 1

Students carry out exercises in ecology, mitosis, meiosis, population genetics, Hardy/Weinberg Equilibrium, and plant and animal diversity.

CHE-1050 Introduction to Chemistry (Biological and Physical Science General Education Requirement)

Credits: 3

This course provides an introduction to the fundamental principles of chemistry. Topics are both descriptive and quantitative and include atomic structure, chemical structure and bonding, stoichiometry, states of matter, solution chemistry, acids and bases, and calculations using dimensional analysis.

CHE-1050L Introduction to Chemistry Lab (Biological and Physical Science General Education Requirement)

Credit: 1

This online lab accompanies CHE 1050, Introduction to Chemistry. Students use simple chemical labware and materials to perform qualitative and quantitative analyses in their own home. Lab investigations include chemical structure and bonding, stoichiometry, states of matter, gas laws, calorimetry, acids and bases, and calculations using dimensional analysis.

CHE-1200 General Chemistry I (Biological and Physical Science General Education Requirement)

 Credits: 3

Students learn fundamental principles of chemistry based on a study of the physical and chemical properties of metallic and nonmetallic elements. Topics include the structure of

matter, symbols, formulas and equations, chemical bonding, gaseous state and the kinetic molecular theory, solutions, oxidation reduction, the periodic table, and thermochemistry.

CHE-1200L General Chemistry I Lab (Biological and Physical Science General Education Requirement)

Credit: 1

Lab work includes basic chemical lab techniques and safety precautions and experiments in volumetric and gravimetric analysis. Computer assisted data collection and analysis is also performed.

CHE-1210 General Chemistry II (Biological and Physical Science General Education Requirement)

Credits: 3

The continuation of CHE-1200 includes chemical equilibrium, chemical kinetics, ionic equilibrium, solubility product, hydrolysis, electrochemistry, liquid and solid states, acids, bases and salts.

CHE-1210L General Chemistry II Lab (Biological and Physical Science General Education Requirement)

Credit: 1

Lab work includes computer assisted-data collection and analysis, lab techniques and safety precautions during experiments in equilibrium, reaction rates, and titration. Students also perform several qualitative analysis experiments.

PSY-1010 General Psychology (Program Requirement)

Credits: 3

This course provides an overview of the scientific study of human behavior and mental processes. Topics include the history of psychology, research methods, neuroscience, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics.

SOC-1010 Introduction to Sociology (Social and Behavioral Sciences General Education Requirement)

 Credits: 3

The scientific study of human behavior in groups explores the relationships among society, culture, and personality development. Social groups, social control, collective behavior, and social change are related to the family, economics, government, and politics.

MTH-1015 Intro to Statistics (Mathematics General Education Requirement)

Credits: 3

In this introduction to descriptive and inferential statistics, students learn about presentation of data, measures of central tendency and dispersion, the binomial and normal probability distributions, sampling techniques, correlation and regression, and hypothesis testing (z-test, t-test, chi-squared). Examples are selected from education, business, and the social and natural sciences.

PSY-2060 Social Psychology (Program Requirement)

Credits: 3

This course provides an overview of theory and research related to social psychology with emphasis on conformity and obedience, group influence, prejudice, and aggression. Additionally, students learn about social beliefs and judgments in terms of social psychology. Students will analyze how social behaviors differ over time, between genders, and across cultures.

PSY-2350 Personality and Adjustment (Program Requirement)

Credits: 3

This course provides a critical examination and evaluation of major personality theories in psychology and empirical research on personality development and individual differences. Topics include psychoanalytic, trait, biological, behavioral, learning, cognitive, social cognitive, and humanistic theories.

PSY-2050 Human Development Across the Lifespan (Program Requirement)

Credits: 3

From conception to death, this course provides an overview of the theoretical and empirical bases of human development across the lifespan. Topics include history, research methodology, theories of development, brain development, attachment, motor and language development, cultural and moral influences on development, death and dying, and other relevant topics.

FYS-1010 First Year Seminar (Program Requirement)

Credits: 3

This interactive course is designed to increase student success at the College of Southern Maryland. Students will engage in self-assessment to develop and strengthen academic and critical thinking skills and promote cultural awareness. By participating in career exploration and educational planning, students will understand college expectations and learn about academic resources and student success services. Transfer in students with 24 credits and a cumulative GPA of 2.0 may not be required to take this course. Please see an Academic Advisor.

Suggested elective courses:

MTH-1120 College Algebra (General Education Elective)

Credits: 3

Designed to provide students with a solid foundation in algebra, this course is intended primarily for students with scientific or technical majors, and with MTH-1130 , prepares students for the study of calculus. Topics include real and complex numbers, intervals, algebraic, exponential and logarithmic functions, graphing and solving various types of equations involving second and higher order terms, radicals, and absolute value. Graphical interpretations are emphasized throughout the course. Some topics are supported by the use of computer software and the use of graphing calculators. This course satisfies the General Education Mathematics requirement.

MTH-1150 Pre-Calculus and Trigonometry (General Education Elective)

Credits: 4

This course prepares students for calculus and includes real and complex numbers, relations, polynomial, rational, exponential, logarithmic, circular, and trigonometric functions, vectors

and analytic geometry. Graphical interpretations are emphasized throughout the course. This course satisfies the General Education Mathematics requirement.

MTH-1200 Calculus and Analytic Geometry (General Education Elective)

Credits: 4

This first course in calculus sequence is intended for students in the fields of mathematics, engineering, and the physical and life sciences. Topics include limits, continuity, derivatives, basic differential equations, parametric equations, indefinite and definite integration. Differential calculus applications include L'Hopitals Rule, curve sketching, optimization, Newton's Method, and rate problems, and integral calculus applications include areas of regions. This course satisfies the General Education Mathematics requirement.

SOC-1040 Introduction to Human Resource Services (General Education Elective)

Credits: 3

Students survey historical and theoretical approaches to human services in the United States. They examine major public welfare programs and agencies that deal with the delivery of these services and the legislative efforts that created the present social welfare system.

SOC 2100 Social Problems (General Education Elective)

Credits: 3

Students apply national and global sociological perspectives to the study of specific social problems such as the environment, crime, discrimination, and poverty and identify their varying causes and consequences. Students may be expected to participate in service-learning projects in order to apply course materials to real world efforts to solve social problems. This course satisfies the General Education Social/Behavioral Science requirement and the Core Competency for Cultural and Global Awareness.

CHE-1200 General Chemistry I with Lab (General Education Elective)

Credits: 4

Students learn fundamental principles of chemistry based on a study of the physical and chemical properties of metallic and nonmetallic elements. Topics include the structure of matter, symbols, formulas and equations, chemical bonding, gaseous state and the kinetic

molecular theory, solutions, oxidation reduction, the periodic table, and thermochemistry. Credit for this course may be earned through the Advanced Placement Examination. This course satisfies the General Education Physical Science requirement.

CHE-1210 General Chemistry II with Lab (General Education Elective)

Credits: 4

The continuation of *CHE-1200* includes chemical equilibrium chemical kinetics, ionic equilibrium, solubility product, hydrolysis, electrochemistry, liquid and solid states, acids, bases and salts. Credit for this course may be earned through the Advanced Placement Examination. This course satisfies the General Education Physical Science requirement.

BIO-1070 Principles of Biology II with Lab (General Education Elective)

Credits: 4

In this course for science majors, students study population ecology and classical genetics. Also studied is evidence for evolution, early life on earth, chemical evolution, trends in plants, invertebrate, vertebrate and human evolution and biodiversity. For students in the Arts and Sciences: Biological Sciences program, credit may not be earned for both BIO 1070 and BIO 1010. This course satisfies the General Education Biological Science requirement.

WFS-1760 Introduction to Sports Psychology (General Education Elective)

Credits: 3

This course provides an overview of the psychological factors that affect the performance of individuals and teams with respect to sport and exercise. Included in this course is an emphasis on the development of adolescents as it applies to sports.

PSY 2310 Introduction to Abnormal Psychology (Program Elective)

Credits: 3

This course provides a critical examination of abnormal behavior and mental health disorders. Topics include the history of abnormal behavior; models of abnormal behavior; major mental health disorders; the assessment, diagnosis, and treatment of mental health disorders; disorders that are common among children, adolescents, and the elderly; triggers and causes of suicide; and law, society, and the mental health profession.

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Composition:

ENG-1010 Composition and Rhetoric (English General Education Requirement)

Credits: 3

Students complete their college-level composition course. Students focus on planning, organizing, and developing a variety of argumentative compositions. Students practice the conventions of written Standard Academic English, gain information literacy skills, and learn research and documentation techniques, including conducting online and print research and documenting sources. By the end of the semester, students demonstrate their ability to write a unified and coherent argument-based essay of about 1000 words that incorporates research and is nearly free of grammatical, mechanical, and structural errors.

Arts and Humanities:

COM-1350 Intercultural Communication (Arts and Humanities General Education Requirement)
Credits: 3
Students learn the theories of intercultural communication and the skills that allow for effective communication with diverse cultures. Units may include understanding diversity, perception, nonverbal communication, and intercultural communication in the workplace.

HST-1011 Western Civilization to 1500 (Arts and Humanities General Education Requirement)
Credits: 3
Students critically examine Western human history and explore the social, religious, intellectual, and artistic achievements of Western society from the earliest human civilizations to the Reformation, and examine the global impact of Western Civilization.

Biological and Physical Sciences:

Students will choose one course and lab from the following biological/physical sciences:

BIO-1040 Introduction Human Anatomy and Physiology (Biological and Physical Science General Education Requirement)
Credits: 3
Students learn the structure and function of human systems. Topics include basic chemistry, cell structure and function, tissues, and the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, urinary digestive, endocrine, and reproductive systems.

BIO-1040L Human Anatomy and Physiology Lab (Biological and Physical Science General Education Requirement)
Credit: 1
Students study the basic anatomy and functioning of human systems including musculoskeletal, cardiovascular, respiratory, digestive, nervous, and urogenital.

BIO-1060 Principles of Biology I (Biological and Physical Science General Education Requirement)
Credits: 3
In this course for science majors, students study basic chemistry, the molecules of life, cellular structures and function, membrane transport, enzymes, cellular metabolic pathways and photosynthesis. They also study DNA, the genetic code and gene expression. Other topics studied include intercellular communications. The design and functions of an animal system is explored.

BIO-1060L Principles of Biology I Lab (Biological and Physical Science General Education Requirement)
Credit: 1
Students perform hypothesis formulation and testing using experiments in chemical identification, diffusion and osmosis, enzymes, cellular respiration and photosynthesis. Also included are exercises in DNA purification and electrophoresis of DNA.

BIO-1070 Principles of Biology II (Biological and Physical Science General Education Requirement)
Credits: 3
In this course for science majors, students study population ecology, classical genetics. Also studied are evidence for evolution, early life on earth, chemical evolution, trends in plant, invertebrate, vertebrate and human evolution and biodiversity.

BIO-1070L Principles of Biology II Lab (Biological and Physical Science General Education Requirement)

Credit: 1

Students carry out exercises in ecology, mitosis, meiosis, population genetics, Hardy/Weinberg Equilibrium, and plant and animal diversity.

CHE-1050 Introduction to Chemistry (Biological and Physical Science General Education Requirement)

Credits: 3

This course provides an introduction to the fundamental principles of chemistry. Topics are both descriptive and quantitative and include atomic structure, chemical structure and bonding, stoichiometry, states of matter, solution chemistry, acids and bases, and calculations using dimensional analysis.

CHE-1050L Intro to Chemistry Lab (Biological and Physical Science General Education Requirement)

Credit: 1

This online lab accompanies CHE 1050, Introduction to Chemistry. Students use simple chemical labware and materials to perform qualitative and quantitative analyses in their own home. Lab investigations include chemical structure and bonding, stoichiometry, states of matter, gas laws, calorimetry, acids and bases, and calculations using dimensional analysis.

CHE-1200 General Chemistry I (Biological and Physical Science General Education Requirement)

 Credits: 3

Students learn fundamental principles of chemistry based on a study of the physical and chemical properties of the metallic and nonmetallic elements. Topics include the structure of matter, symbols, formulas and equations, chemical bonding, gaseous state and the kinetic molecular theory, solutions, oxidation reduction, the periodic table, and thermochemistry.

CHE-1200L General Chemistry I Lab (Biological and Physical Science General Education Requirement)

Credit: 1

Lab work includes basic chemical lab techniques and safety precautions and experiments in volumetric and gravimetric analysis. Computer assisted data collection and analysis is also performed.

CHE-1210 General Chemistry II (Biological and Physical Science General Education Requirement)

Credits: 3

The continuation of CHE-1200 includes chemical equilibrium, chemical kinetics, ionic equilibrium, solubility product, hydrolysis, electrochemistry, liquid and solid states, acids, bases and salts.

CHE-1210L General Chemistry II Lab (Biological and Physical Science General Education Requirement)
Credit: 1
Lab work includes computer assisted-data collection and analysis, lab techniques and safety precautions during experiments in equilibrium, reaction rates, and titration. Students also perform several qualitative analysis experiments.

Social and Behavioral Sciences:
PSY-1010 General Psychology (Social and Behavioral Science General Education Requirement)
Credits: 3
This course provides an overview of the scientific study of human behavior and mental processes. Topics include the history of psychology, research methods, neuroscience, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics.

SOC-1010 Introduction to Sociology (Social and Behavioral Science General Education Requirement)
Credits: 3
The scientific study of human behavior in groups explores the relationships among society, culture, and personality development. Social groups, social control, collective behavior, and social change are related to the family, economics, government, and politics.

Mathematics
MTH-1015 Introduction to Statistics (Mathematics General Education Requirement)
Credits: 3
In this introduction to descriptive and inferential statistics, students learn about presentation of data, measures of central tendency and dispersion, the binomial and normal probability distributions, sampling techniques, correlation and regression, and hypothesis testing (z-test, t-test, chi-squared). Examples are selected from education, business, and the social and natural sciences.

Proposed Psychology, A.A. Degree Program Course Sequence

Semester 1

PSY 1010: General Psychology (3 credits)

FYS 1010: First Year Seminar (3 credits)

ENG 1010: Composition & Rhetoric (3 credits)

MTH 1015: Introduction to Statistics (3 credits)

Any General Education Science course except SCE-1010 (3 credits)

Total = 15 credits

Semester 2

ENG 1020: Composition & Literature (3 credits)

COM 1350: Intercultural Communication (3 credits)

PSY 2050:   Human Development Through the Lifespan (3 credits)

SOC 1010: Introduction to Sociology (3 credits)

Choose one course from the list below:
HST 1011: Western Civilization to 1500 (3 credits)
HST 1031: The United States to 1877 (3 credits)
HST 1032: The United States Since 1877 (3 credits)
HST 1061: History of African Americans I (3 credits)
HST 1062: History of African Americans II (3 credits)
Total = 15 credits

Semester 3

PSY 2060: Social Psychology (3 credits)

Biological/Physical Sciences (4 credits)
Acceptable (lecture and matching lab):

See Gen Ed Listing

Any ENG literature course 2000 or higher (3 credits)

Any elective courses 1000 or higher (6 credits)

Total = 16 credits

Semester 4

PSY 2350: Personality & Adjustment (3 credits)

Any elective courses 1000 or higher (11 credits)

Total = 14 credits

Program Total = 60 credits

Suggested Elective Courses:

MTH-1120: College Algebra (3 credits)

MTH-1150: Pre-Calculus (4 credits)

MTH-1200: Calculus I and Analytic Geometry (4 credits)

SOC-1040: Introduction to Human Resource Services (3 credits)

SOC-2100: Social Problems (3 credits)

CHE-1200/L: General Chemistry I (4 credits)

CHE-1210/L: General Chemistry II (4 credits)

BIO-1070/L: Principles of Biology II (4 credits)

WFS-1760: Introduction to Sports Psychology (3 credits)

PSY 2310: Introduction to Abnormal Psychology (3 credits)

There are no specialized accreditation or graduate certification programs associated with this program.

There is no contract with any other institution or non-collegiate organization associated with this program.

Clear, complete, and timely information on the curriculum, academic support services, financial aid resources, payment policies, course and degree requirements will be posted in the college catalog and website after MHEC approval. The program and course descriptions will be on the college webpage. The nature of the faculty and student interaction, assumptions about technology skills and required technical equipment, learning management system, availability of academic support services will be in the syllabus, college catalog, and the Learning Management System. Students will receive information about technical requirements and the learning management system use from the college's Help Desk and support from the Distance Learning and Faculty Development area. Professional development opportunities are available for faculty to enhance pedagogical skills to better support student success. Financial aid

resources, costs, and payment policies are located on the college website at
https://www.csmd.edu/costs-aid/index.html

Advertising, recruiting, and admissions materials clearly and accurately represent the proposed program and available student services. Prospective students and current students will have access to the same online materials detailing all the resources, The Marketing and Communications Department (MAR-COM) advances the mission of the college by developing and implementing clear, consistent, engaging, and multi-faceted marketing and communication strategies and products. This department will create program brochures, booklets, emails, newsletters, and course schedules. In addition, online methods of communication to promote the program will be used including Facebook, Twitter, Instagram, YouTube, LinkedIn, and Snapchat. The information regarding marketing is located on the college website at:

https://www.csmd.edu/about/marketing/index.html

See below the evidence of student access to the information and support:

https://catalog.csmd.edu/

https://www.csmd.edu/student-services/index.html

https://www.csmd.edu/student-services/learning-support/tutoring/index.html

https://www.csmd.edu/programs-courses/credit/online-learning/getting-started.html

H. Adequacy of Articulation (as outlined in COMAR 13B.02.03.19)

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found here.

   For more information: Transfer Agreements

The Psychology, A.A. program at the College of Southern Maryland is designed to fit into almost any psychology program.

The College of Southern Maryland currently has articulation agreements with the following institutions for Psychology from other degree plans at CSM:

- Shepherd University
- St. Mary's College of Maryland
- University of Maryland Global Campus

- West Virginia University

The College of Southern Maryland has prepared drafted articulation agreements with the following schools for the proposed A.A. Psychology degree: (Included at the end of the document.)

- Bowie State University
- St. Mary's College of Maryland

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, <u>terminal degree title and field</u>, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

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

   c) Evidenced-based best practices for distance education, if distance education is offered.

Faculty members teaching in the Psychology, A.A. program possess the expertise to deliver high-quality classroom instruction that enables students to achieve student learning outcomes. Additionally, the College of Southern Maryland (CSM) provides ongoing pedagogy training for full-time and part-time faculty in evidenced-based best practices including pedagogy that meets the needs of a diverse student populations using a variety of modalities, training related to use of the learning management system, and training related to best practices for distance education. The College's Distance Learning and Faculty Development (DLF) area has designed numerous online courses that prepare faculty to use the College's learning management system, BrightSpace/D2L. Faculty (full-time and adjunct) are required to complete this training as a condition of employment. The College uses an ongoing peer review and support process called Online Academic Rigor and Presence (OARP) to provide education and continuous improvement on best practices related to distance learning. The College's Division of Learning (DOL) also provides monetary support for faculty to attend professional development. Through the Faculty Development Committee (FDC), peer colleagues and guest speakers also address the ongoing education for pedagogy that supports the needs of students.

Faculty Name	Appointment Type	Terminal Degree and Field	Academic Title/Rank	Status	Course(s) Faculty Member will teach in this

					Program
Patrick Allen	Contract	Ed.D. School Psychology	Instructor	Adjunct	PSY-1010: General Psychology
Barbara Campbell	Contract	Ed.D.	Instructor	Adjunct	PSY-1010: General Psychology
Rupa Chandrashekar	Tenure-Track	Ph.D. Rehabilitation Counseling	Associate Professor	Full-time	PSY-1010: General Psychology; PSY-2050: Human Development Through the Lifespan; PSY-2060: Social Psychology; PSY 2310: Introduction to Abnormal Psychology; PSY-2350: Personality and Adjustment
Erik Deahl	Contract	M.A. Psychology	Instructor	Adjunct	PSY-1010: General Psychology
Sheila Douglas	Contract	M.A. Psychology	Instructor	Adjunct	PSY-1010: General Psychology; PSY-2050: Human Development Through the Lifespan
Brandie Edelen	Contract	M.S. Human Services	Instructor	Adjunct	PSY-1010: General Psychology; PSY-2050: Human Development Through the Lifespan

Nicole Green	Contract	D.A. Higher Education Teaching and Administration	Instructor	Adjunct	PSY-2050: Human Development Through the Lifespan
Janice Makholm	Contract	M.A. Community-Clinical Psychology	Instructor	Adjunct	PSY-1010: General Psychology
Brian Reip	Contract	M.Ed. Educational Psychology	Instructor	Adjunct	PSY-1010: General Psychology
Christine Schuette	Tenure-Track	Ph.D. Human Development	Associate Professor	Full-Time	PSY-1010: General Psychology; PSY-2050: Human Development Through the Lifespan; PSY-2060: Social Psychology; PSY 2310: Introduction to Abnormal Psychology; PSY-2350: Personality and Adjustment
Eric Turnbaugh	Contract	Psy.D. Psychology	Instructor	Adjunct	PSY-1010: General Psychology; PSY 2310: Introduction to Abnormal Psychology PSY-2350: Personality and Adjustment

Lynn Williams	Contract	M.A. Psychology	Instructor	Adjunct	PSY-1010: General Psychology; PSY-2050: Human Development Through the Lifespan
Suzette Wright	Tenured	Ph.D. Educational and Counseling Psychology	Professor	Full-Time	PSY-1010: General Psychology; PSY-2050: Human Development Through the Lifespan; PSY-2060: Social Psychology; PSY 2310: Introduction to Abnormal Psychology; PSY-2350: Personality and Adjustment

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 College of Southern Maryland library services maintain and teach academic, digital, media, and information literacy skills including utilizing academic databases and critically analyzing and evaluating information. Students may request holdings and inter-library loans by either email or in person. Psychology databases accessible through the College of Southern Maryland library are the following:

- ProQuest: Full text articles for scholarly journals, books, video and audio, dissertations, theses and newspapers
- Academic Video Online: Psychology: comprehensive video subscription
- EBSCO: Various databases for journals, periodicals, and newspapers in psychology
- Gale Databases: articles from journals, magazines, and newspapers.
- College of Southern Maryland library catalog: search various books on psychology
- CREDO: Full text reference books in psychology
- Project MUSE offers complete, full-text versions of scholarly journals in the humanities

and social sciences, and books from many of the world's leading university presses and scholarly societies.

Students may borrow circulating materials from any of the three CSM library branches. Through the interlibrary loan program, students can order almost any book, periodical article, or document needed. These materials are generally available within one week of the request. Library resources also include audiovisual collections used in the library and classrooms only.

All these can be found on the College of Southern Maryland website by navigating to the library services page after log in located at: https://www.csmd.edu/student-services/library-services/index.html

The college's president assures that appropriate library resources are available to support the needs of this program.

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.

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

CSM is a leader among Maryland community colleges in offering courses which meet the busy schedules of our students. CSM courses include the following formats: traditional face-to-face courses, asynchronous online courses, real-time technology courses, Hy-flex courses which allow students to choose in-person or remote learning, and Web-hybrid courses which offer a mix of online and traditional classroom face-to-face instruction. The college makes available state-of-the-art facilities on four campuses to accomplish its mission in support of our community's academic, professional, and self-enrichment pursuits. Theory content classes can meet in the standard classrooms. Standard classrooms include a smart podium, dry erase board, projection screen, and projector. Some classrooms are outfitted with cameras for a hy-flex option. The classrooms are adequately outfitted and reflect the common set-up seen in other institutions. The buildings and classrooms are ADA accessible with ramps and elevators where

appropriate. No accessibility issues have arisen regarding physical spaces. The software used in each discipline must have a VPAT that is analyzed for accessibility through the CSM accessibility department. The Brightspace/D2L courses have recently instituted the use of Ally, a software that indicates the accessibility of the materials within the course shell. Students are provided with college email addresses and have access to Help Desk support for use of email, the learning management system, and other technology.

This program will be housed on the main campus under the division of learning, the school of liberal arts, and the department of humanities, social sciences, and teacher education in La Plata. Classes in this program will be held across all three campuses, specifically La Plata, Leonardtown, and Prince Fredrick. Current buildings, classroom and office spaces, and teaching and learning equipment are sufficient to support the program. All facilities and equipment will undergo routine cleaning, inspection, and maintenance.

CSM's president assures that appropriate physical facilities, infrastructure, and instructional equipment are available to support the needs of this program.

Students are provided with college email addresses and have access to Help Desk support for use of email, the learning management system, and other technology. The College of Southern Maryland provides access to the electronic mailing system (Microsoft Outlook) to its full-time and part-time faculty members. Each faculty member's school email address uses the domain@csmd.edu. Faculty receive emails from both students and colleagues via this system. Students enrolled in credit programs are issued a school email address upon enrollment and uses the domain @mymail.csmd.edu.

Each course offered at the College of Southern Maryland is created in a BrightSpace/D2L shell that allows remote access during each term. Each faculty member, full-time and part-time, is given access to each class that they are assigned to teach via BrightSpace/D2L learning management system. Faculty can see who is enrolled in the course, create a gradebook, create discussion boards, upload course content, and communicate with students.

After enrolling in a course at the College of Southern Maryland, students are provided access to each course in which they are enrolled. Course access is granted during Preview Week, seven days before the course's official start. Within the course shell, students can access all course content posted by the instructor, assess graded assignments and feedback, and communicate with instructor and other students.

L. Adequacy of Financial Resources with Documentation (as outlined in [COMAR13B.02.03.14)](COMAR13B.02.03.14)

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

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

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	$262,326	$262,326	$262,326	$26,2326	$262,326
2. Tuition/Fee Revenue (c + g below)	$210,000	$231,525	$253,050	$278,250	$306,075
a. Number of F/T Students	30	33	36	40	44
b. Annual Tuition/Fee Rate	$4,200	$4,200	$4,200	$4,200	$4,200
c. Total F/T Revenue (a x b)	$110,250	$121,275	$132,300	$147,000	$161,700
d. Number of P/T Students	38	42	46	50	55
e. Credit Hour Rate	$175	$175	$175	$175	$175
f. Annual Credit Hours	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	$99,750	$110,250	$120,750	$131,250	$144,375
3. Grants, Contracts & Other External Sources	$ 0	$ 0	$ 0	$ 0	$ 0
4. Other Sources	$ 0	$ 0	$ 0	$ 0	$ 0
TOTAL (Add 1 – 4)	$472,326	$493,851	$515,376	$540,576	$568,401

Reallocated Funds:

Funds will be reallocated from the current AA Arts and Sciences: Social Sciences program, which is being suspended this year.

Tuition/Fee Revenue:

Assuming modest growth in both full-time and part-time enrollments and tuition and fees are assumed constant over the next five years, the chart displays the overall financials for the program. The in-county tuition rate of $140 per credit and a fee of $35 per credit for a total of $175 per credit have been used to calculate revenue; with 24 credits per year for full-time students, and an average of 15 credits per year for part-time.

Grants, Contracts, & Other External Sources:

This program does not use grants, contracts or external sources for funding.

Other Sources:

There are no other sources used for funding.

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c) below	$ 0	$ 0	$74,063	$74,063	$74,063
a. Number of FTE	0	0	1	1	1
b. Total Salary	$ 0	$ 0	$55,000	$55,000	$55,000
c. Total Benefits	$ 0	$ 0	$19,063	$19,063	$19,063
2. Admin Staff (b + c below)	$ 0	$ 0	$ 0	$ 0	$ 0

a. Number of FTE	0	0	0	0	0
b. Total Salary	$ 0	$ 0	$ 0	$ 0	$ 0
c. Total Benefits	$ 0	$ 0	$ 0	$ 0	$ 0
3. Support Staff (b + c below)	$ 0	$ 0	$ 0	$ 0	$ 0
a. Number of FTE	0	0	0	0	0
b. Total Salary	$ 0	$ 0	$ 0	$ 0	$ 0
c. Total Benefits	$ 0	$ 0	$ 0	$ 0	$ 0
4. Technical Support and Equipment	$ 0	$ 0	$ 0	$ 0	$ 0
5. Library	$ 0	$ 0	$ 0	$ 0	$ 0
6. New or Renovated Space	$ 0	$ 0	$ 0	$ 0	$ 0
7. Other Expenses	$ 0	$ 0	$ 0	$ 0	$ 0
TOTAL (Add 1 – 7)	$ 0	$ 0	$74,063	$74,063	$74,063

Faculty:

The current program will be fully staffed with full-time and adjunct faculty and staff from the department of Humanities and Social Sciences to support the new program of study. As mentioned above, these faculty will be reallocated from the current AA in Arts and Sciences: Social Sciences. Initially no additional expense will be incurred; however, additional faculty would be hired as

enrollment necessitates. The funds listed in Table are the anticipated average salary and benefits for a new assistant professor of Psychology for years 3-5.
Admin Staff: This program will be housed in the Humanities and Social Sciences department, as part of the School of Liberal Arts, which already has a dean, associate dean, department chair, and coordinator in place who will support the program.
Support Staff: This program will be housed in the Humanities and Social Sciences department. Office associates support the department as a whole, and not individual programs, so it is not expected that any new support staff will be needed.
Technical Support and Equipment: There is no additional or new technical support or equipment needed for this program. Current technical support and equipment is sufficient for the needs of the students and faculty.
Library: Current library materials are sufficient for the needs of the students and faculty.
New or Renovated Space: There is no new or renovated space needed for this program. Current classroom space is sufficient for the needs of the students and faculty.
Other Expenses: There are no other expenses required or needed for this program.

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.

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 College of Southern Maryland (CSM) uses a systematic process of assessment for program and course evaluation. This process supports the institutional value of Excellence, defined as committing to high standards and clear expectations. The systematic process of

assessment collects information to determine whether CSM's academic offerings are having the appropriate educational impact on students. The process is outlined below.

The College of Southern Maryland (CSM) has identified three sets of learning outcomes for its students: course, program, and the College's Core Competencies (institutional learning outcomes). Course outcomes define the skills, knowledge, and values students are expected to acquire upon completing a course. Program outcomes specify the skills, knowledge, and values that students are expected to acquire upon completion of a program of study. The College has a rigorous course and program assessment process.

Program Assessment at CSM is a cyclical process that includes:

1. Degree Program Reviews are conducted every six years.

2. Academic certificate programs (if applicable) are included within the review of degree programs.

3. Program Monitoring is conducted every year to improve courses and to ensure Core Competencies and program learning outcomes are met. Course assessment takes place by using embedded tests and assignments that address specific course outcomes. Data from these course-embedded assessments are analyzed and published as part of the End of Year (EOY) Report.

4. Program Assessments of student learning are conducted on a cycle established by faculty.

Data is collected and analyzed regarding student enrollment, retention, graduation, program outcomes, courses offered, student and faculty satisfaction, and cost-effectiveness of the program. The program review consists of a self-study, an external review, and an executive summary which includes an action plan for improving any areas of deficit mentioned above.

Non-tenured faculty members are evaluated yearly by students and administrators. Each year, non-tenured faculty members have their course material and student evaluations assessed by their department chairs and deans, with final verification of the assessment conducted by the Vice President of the Division of Learning (DOL). In order to receive high evaluations, faculty members must demonstrate effective teaching above all, but professional development in the discipline and participation in departmental, divisional, and college-wide activities is also assessed. The same criteria for evaluation are done for tenured faculty members, but once every four years. The above assessment process also provides administrators the opportunity to set out action plans for faculty improvement in teaching, professional development, and/or college service for each or any of those facets of the faculty member's career to be enhanced.

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 College of Southern Maryland provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations, contributing to the economic equity and cultural vibrancy of our community. The mission of the College of Southern Maryland is compatible with the State's minority achievement goals. The College provides accessible and affordable education, and it is committed to diversity, with students of color accounting for 43% of CSM's student body. The College of Southern Maryland is well positioned to provide opportunities for students traditionally underrepresented in higher education. Low-income students comprise 34% of total enrollment at CSM. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting Goal 2 (Success) of the Maryland State Plan for Education. Moreover, the graduates of this program will further align with the racial makeup of the region's workforce. The College will continue to recruit a diverse student base from both public and private schools and the local community. In addition to working with and relying on the college's student recruiting professionals, additional activities to recruit a diverse body of students will include:

- **involvement with community-based organizations, high schools, and teen activity programs;**

- **outreach through community events, open houses, and registration sessions;**

- **increased visibility of the new programs (e.g., college website, catalog, digital and print advertisements, movie theater advertisements, billboards, and television and digital video commercials);**

- **clear communication about the integrated nature of academic work with practical experience and professional networking opportunities.**

In sum, the College will continue to engage with community partners and stakeholders who represent the diversity of the region. In 2021, the College's Board of Trustees developed four strategic goals with the second goal being to ensure equity in all programs and services. Meeting this goal has four strategies:

   -Improve hiring practices to ensure equity for all

- Use disaggregated data to close equity gaps

- Expand digital access and technology to ensure equity for all learners

- Strengthen cultural competency among all employees

CSM has an Equity and Inclusive Diversity Office and a number of programs geared to special populations, including the Men of Excellence Program and a National Society of Black Engineers (NSBE). CSM is an Achieving the Dream college, focusing on closing student equity gaps, and the CSM Foundation created a $75,000 endowment for the Dr. Maureen Murphy Distinguished Professorship for Equity in Education. Also, interactive workshops and cultural diversity events are available for faculty, staff, and administrators. CSM is a member organization of the [Big Conversation: Partners in Dismantling Racism and Privilege in Southern Maryland](#). Each of these programs and initiatives focuses on improving the retention and success of minority students.

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.

This is a new program. Therefore, a low-productivity self-analysis is not applicable here.

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

This program is not offered as a distance learning program.

Articulation Agreement Template is provided by the Maryland Higher Education Commission (MHEC) and is a resource for institutions. This template is not legal advice. Institutions should consult their own legal counsel regarding articulation agreements and other agreements, contracts, or institutional policies. Please provide a copy of all institutional articulation agreements to MHEC.

Biology   Articulation Agreement
                                                                                                 Page **1** of **7**

ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
COLLEGE OF SOUTHERN MARYLAND
AND
BOWIE STATE UNIVERSITY REGARDING TRANSFER FROM ASSOCIATE OF ARTS IN PSYCHOLOGY TO BACHELOR OF SCIENCE IN PSYCHOLOGY

This Academic Program Articulation Agreement ("Agreement") is entered into by and between College of Southern Maryland (the "Sending Institution") and Bowie State University (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from Associate of Arts in Psychology for the completion of Bachelor of Science in Psychology (the "Program(s)").

A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution.

B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer into from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits for towards completion of the Program include:

SEMESTER 1						
COLLEGE OF SOUTHERN MARYLAND			**Receiving Institution Comparable Course**			
Course Number	**Course Name**	**Credits**	**Course Number**	**Course Name**	**Credits**	**Applied to***
ENG-1010	Composition & Rhetoric	3	ENGL-101	First-Year Composition	3	General Ed.
PSY-1010	General Psychology	3	PSYC-101	Intro. Psychology	3	Gen Ed.
MTH-1015	Introduction to Statistics	3	MATH-140	Elements of Statistics	3	Gen Ed.
General Education Science with Matching Lab		4	General Education Science with Matching Lab		4	Gen Ed.

FYS-1010	First Year Seminar	3	FRSE-101	Freshman Seminar	3	Gen Ed.
Total Credits		16		Total Credits		16

SEMESTER 2						
COLLEGE OF SOUTHERN MARYLAND			**Receiving Institution Comparable Course**			
Course Number	**Course Name**	**Credits**	**Course Number**	**Course Name**	**Credits**	**Applied to***
ENG-1020	Composition and Literature	3	ENGL-102	Argument and Research	3	Gen Ed
COM-1350	Intercultural Communication	3	Fulfills COMM-101 Oral Communications		3	General Education
PSY-2050	Human Development through the Lifespan	3				
SOC-1010	Introduction to Sociology	3	SOCI-101	Introduction to Sociology	3	General Education
Choose One of the Following:						
HST-1061	History of African Americans I	3	HIST-114	African American History to 1865	3	Gen Ed
HST-1062	History of African Americans II	3	HIST-115	African Americans Since 1865	3	Gen Ed
Total Credits		15	Total Credits			15

SEMESTER 3						
COLLEGE OF SOUTHERN MARYLAND			**Receiving Institution Comparable Course**			
Course Number	**Course Name**	**Credits**	**Course Number**	**Course Name**	**Credits**	**Applied to***
PSY-2060	Social Psychology	3	PSYC-308	Social Psychology	3	Major
BIO-1060	Principles of Biology I	3	BIOL-101	Biological Sciences	4	Gen Ed/Major
BIO-1060L	Principles of Biology I Lab	1				
MTH-1120	College Algebra	3	MATH-125	College Algebra	3	Gen Ed/Major
English Literature Course		3	Arts and Humanities General Education Course		3	Gen Ed
PSY-2030	Child Psychology	3	PSYC-302	Childhood and Adolescence	3	Major
Total Credits		16	Total Credits			16

SEMESTER 4						
COLLEGE OF SOUTHERN MARYLAND			**Receiving Institution Comparable Course**			
Course Number	**Course Name**	**Credits**	**Course Number**	**Course Name**	**Credits**	**Applied to***

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Biology   Articulation Agreement
                                                                                                          Page **3** of **7**

PSY-2350	Personality and Adjustment	3	PSYC-307	Psychology of Personality	3	Major
PSY-2310	Introduction to Abnormal Psychology	3	PSYC-200	Introduction to Psychopathology	3	Major
CSC-1100	Practical Programming with Python	3	COSC-110	Computer Literacy and Applications	3	Gen Ed
WFS-1701	Personal Health and Fitness	3	Health and Wellness Elective		3	Gen Ed
Electives		3	Electives		3	Elective
Total Credits		15	Total Credits			15

SEMESTER 5			SEMESTER 6		
PSYC-204	Statistics I	3	PSYC-205	Research Methods in Psychology	4
PSYC-202	Learning and Memory	3	PSYC-311	Cross-Cultural Psychology	3
PSYC-320	Physiological Psychology	3	Psychology Elective		3
Electives to Meet 120 Credits			Electives to Meet 120 Credits		
Total		9	Total		10

SEMESTER 7			SEMESTER 8		
PSYC-340	Statistics II	3	PSYC-431	Senior Research Seminar in Psychology	4
PSYC-404	Psychological Testing	3	Psychology Elective		3
PSYC-415	Cognitive Psychology	3	Psychology Elective		3
Electives to Meet 120 Credits			Electives to Meet 120 Credits		
Total		9	Total		10

3. [Insert any additional pertinent provisions regarding the transfer of credits, e.g., residency requirements at the Receiving Institution.]
4. The Receiving Institution will share a list of graduates each semester with the Sending Institution. A representative from the Sending Institution will serve as the point of contact for this and will be required to complete a FERPA release form.

5. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the

oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

	Sending Institution	Receiving Institution
Name of staff person responsible for oversight	Suzette Wright	
Title of staff person	Program Coordinator	
Email address	swright4@csmd.edu	
Telephone Number	301-934-7820	

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

	Sending Institution	Receiving Institution
Name of person	Jacqui Rogers-Frere	
Title of person	Assistant Director, Registrar's Office	
Email address	jgrogers@csmd.edu	
Telephone Number	301-934-7571	

6. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

7. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

8. Each Institution shall advise students regarding transfer opportunities under this Agreement, and shall advise students of financial aid opportunities and implications associated with the transfer.

Articulation Agreement Template is provided by the Maryland Higher Education Commission (MHEC) and is a resource for institutions. This template is not legal advice. Institutions should consult their own legal counsel regarding articulation agreements and other agreements, contracts, or institutional policies. Please provide a copy of all institutional articulation agreements to MHEC.

Biology   Articulation Agreement
                                                                                                     Page **5** of **7**

9. Should either Institution make changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

10. Curricular changes (including non0substantial changes) to an academic program in

C. Term and Termination

1. This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering 60 days written notice to the other Institution and the Maryland Higher Education Commission.

3. Both Institutions agree to meet every year to review the terms of this agreement.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.

2. This Agreement may be modified only by written amendment executed by both Institutions.

E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department

chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

I. Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

College of Southern Maryland	Frostburg State University
By: _____	By: _____
Dr. Yolanda Wilson	Ronald Nowaczyk
President	President
_____	_____
Date	Date

College of Southern Maryland	Frostburg State University
By: _____	By: _____
Dr. Jacquelyn Madry-Taylor	Traki L. Taylor
Interim Vice President of Learning	Provost & Vice President for Academic Affairs

_____		_____
Date		Date

College of Southern Maryland   Frostburg State University

By: _____   By: _____
      Dr. David Robinson   Michael Mathias
      Dean, School of Liberal Arts   Interim Dean, College of Liberal Arts and
                                         Sciences

_____   _____
Date   Date

Articulation Agreement

The College of Southern Maryland
~~Arts and Sciences: Social Sciences~~Psychology
AND
The St. Mary's College of Maryland (SMCM)
Psychology

PREFACE

St. Mary's College of Maryland (SMCM) welcomes students from College of Southern Maryland into our community of learners. This Articulation Agreement is designed to facilitate College of Southern Maryland students' ease of transfer from the ~~Arts and Sciences: Social Sciences~~Psychology program at College of Southern Maryland to the SMCM Psychology program. This Agreement augments any Guaranteed and Dual Admission agreements signed between The College of Southern Maryland and SMCM.

Under this Agreement, College of Southern Maryland students graduating with an Associate of Arts (A.A.) in ~~Arts and Sciences: Social Science~~ Psychology will be eligible for admission into SMCM Psychology program, provided that students:

1. Submit the SMCM Application for Admission at least six months prior to the start of the semester they wish to transfer to St. Mary's College of Maryland.
2. Complete the required courses as described in the Appendix A of this agreement.
3. Satisfy all other SMCM admissions requirements, which are available on the College website at http://www.smcm.edu or by contacting an admissions counselor at St. Mary's College of Maryland.
4. Graduate from College of Southern Maryland with a minimum cumulative grade-point average (GPA) of 2.00.
5. Recognize that grades of "C" or better will transfer and will be transcribed as transfer credits or "TR" on the SMCM transcript. Per the Code of Maryland Regulations (COMAR), grades of D will transfer although may not be used for major/minor requirements.
6. Understand that there is no residential living requirement for incoming students, though transfer students may request on-campus housing if they wish.
7. Understand that SMCM will accept up to 70 transferable credits.
8. Understand that students with at least 56 transferable credits will enter with Junior status.
9. Submit College of Southern Maryland official transcripts along with official transcripts from any other colleges they may have attended prior to attending College of Southern Maryland.

SMCM welcomes International Students to apply to the College. Additional admission materials will include the Test of English as a Foreign Language (TOEFL) and WES transcript evaluations if applicable. Please check the College website at http://www.smcm.edu for details.

This Agreement is also available to part-time students.

ALTERNATIVES TO THIS AGREEMENT

Students interested in Dual Admission to SMCM are encouraged to consult with an Academic Advis~~o~~er at College of Southern Maryland and the Office of Admissions at SMCM to assist in choosing courses to promote timely graduation from SMCM. Transcripts will be evaluated on a preliminary basis by the SMCM Admissions Office prior to application upon request.

OBLIGATIONS OF ST. MARY'S COLLEGE OF MARYLAND

To facilitate the transfer of College of Southern Maryland graduates to the SMCM Psychology program in accordance with the foregoing, SMCM agrees to the following:

ST. MARY'S COLLEGE *of* MARYLAND
The Public Honors College

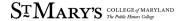# Articulation Agreement

1. To attend regularly scheduled transfer programs at College of Southern Maryland.

2. To invite College of Southern Maryland students to information/advising meetings with SMCM faculty and staff on a regular basis at both College of Southern Maryland and SMCM in order to facilitate smooth curricular and co-curricular integration to St. Mary's College of Maryland.

3. To send SMCM letters of admission to all College of Southern Maryland students who meet the conditions set forth herein and confirm their intention to matriculate at SMCM. It is recommended that students confirm their intention to matriculate at SMCM by June 1st for the fall semester, or by December 1st for the spring semester and satisfy all other regular SMCM admissions requirements.

4. Those students entering fulltime study at SMCM are eligible to be awarded academic scholarships and/or grants per established guidelines at the time of enrollment.

   Scholarships are renewable on an annual basis and students must meet with a Financial Aid advisor for additional information. SMCM offers a variety of scholarships and grant awards. These opportunities include merit-based and need-based aid and grants. Sources of these awards include SMCM, private donors, as well as federal and state programs.

5. To ensure that incoming students will be provided with SMCM financial aid information and receive full consideration for SMCM financial aid, in addition to appropriate scholarships and grants listed above, upon matriculation at St. Mary's College of Maryland.

6. To ensure that College of Southern Maryland graduates entering SMCM under the terms of this Agreement go through SMCM's normal transfer admissions process, including meeting all applicable SMCM requirements and deadlines pertaining to application for admission, orientation and registration, and payment of tuition and fees. They will abide by the policies and procedures, and any revisions thereof that apply to all SMCM students. Incoming matriculated students will have all the rights and privileges of other SMCM students.

7. To periodically invite College of Southern Maryland students to SMCM events.

OBLIGATION OF COLLEGE OF SOUTHERN MARYLAND

College of Southern Maryland agrees to publicize this agreement to prospective and current College of Southern Maryland students in its promotional literature, and make special arrangements for SMCM recruiters and advisors to visit College of Southern Maryland to meet with prospective and current Social Science/Psychology students.

JOINT OBLIGATIONS

1. To inform each other through appropriate channels prior to implementing major changes in policy or curricula that directly affect students transferring under the terms of this Agreement, and keep each other informed of any changes of policy or curricula that affect those students. Both SMCM and College of Southern Maryland will review this Articulation Agreement on a regular basis and make changes upon mutual agreement, as needed. Such changes will be effective when both College of Southern Maryland and SMCM sign the revised document.

2. Students are required to graduate from College of Southern Maryland with a minimum GPA of 2.00. Transferrable courses with grades of D or better will be brought into SMCM as transfer credits. A minimum grade of C- or better is required in courses counting toward Psychology.
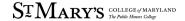
Articulation Agreement

3. To collaborate in providing students with information and academic advising both from SMCM and College of Southern Maryland. SMCM will make available contact information for questions about St. Mary's College of Maryland's academic requirements, LEAD Curriculum requirements, degree requirements, and the process of transferring to SMCM.

4. To jointly agree to develop and implement advertising and promotional efforts to communicate the benefits of this Articulation Agreement.

5. To designate that the SMCM Department Chair and the CSM Coordinator of Transfer and Articulation will coordinate this agreement.

6. To exchange data and documents on a regular basis that will contribute to the maintenance and improvement of the arrangement, enhance the transfer process, and promote effective cooperation between institutions. These will consist of data about individual transfer students, including admissions information and grades, and reports on the results of program reviews, assessments of students' learning, and decisions of curricula and other committees.

7. This Agreement may be updated (by means of addenda), upon mutual agreement by appropriate officials of the two institutions, to allow for additional curriculum articulation sheets accommodating course equivalencies for specific major(s)/minor(s)/certificate program(s). This Agreement sets forth the entire understanding of the parties with respect to the subject matter hereof and supersedes all prior understandings, memos, writings or agreements of the parties with respect to the subject matter hereof. Any waiver by a party of any of its rights or of the other party's obligations must be in writing.

8. To provide, when available, direct links between the SMCM and College of Southern Maryland websites when applicable.

REVISIONS, RENEWAL, AND TERMINATION OF THIS AGREEMENT

The SMCM Provost and Dean of Faculty and the CSM Provost & Vice President of Learning and Coordinator of Transfer and Articulation are responsible for identifying and communicating to each other changes in the policies or requirements of their respective institutions that affect this Articulation Agreement.

This Articulation Agreement will be in effect, as of the date of its signing, for students entering SMCM ~~fall~~ spring semester 202~~1~~52 or after. It will be reviewed on a yearly basis by the appropriate parties at each institution and will be renewed automatically until superseded by new Agreements or formally terminated. Either institution may terminate this Agreement at any time by written notice at least one year in advance of the effect date of termination. Should this Agreement be terminated, it is understood that the termination will not apply to students already accepted to SMCM under the terms of this Agreement.

Articulation Agreement

The willingness of both institutions to enter this Articulation Agreement in order to facilitate the transfer of students from College of Southern Maryland to St. Mary's College of Maryland, and to expand their opportunities for academic success there, is indicated by the following signatures. The undersigned representatives of the parties, College of Southern Maryland and St. Mary's College of Maryland, have executed this Articulation Agreement on the dates indicated:

College of Southern Maryland		St. Mary's College of Maryland	
~~Rodney Redmond~~Yolanda Wilson ~~Provost & Vice President of Learning~~President	Date	~~Katherine L~~Katie~~.~~ Gantz ~~Interim Dean of Faculty~~Vice President for Academic Affairs and Dean of Faculty	Date

APPENDIX A

College of Southern Maryland				St. Mary's College of Maryland			
Recommended Courses				**St. Mary's College Course Equivalents**			
Prefix	Number	Title	Credits	Prefix	Number	Title	Credits
	TOTAL RECOMMENDED CREDITS		0.00		TOTAL GRANTED CREDITS FROM RECOMMENDED COURSES		0.00
Required Courses				**St. Mary's College Course Equivalents**			
Prefix	Number	Title	Credits	Prefix	Number	Title	Credits
PSY	1010	General Psychology	3	PSYC	101	Intro. Psychology	34
PSY	2060	Social Psychology	3	PSYC	250	Social Psychology (Social & Cognitive Processes)	3
PSY	2350	Personality & Adjustment	3	PSYC	282	Topics in Health & Counseling	3
PSY	2050	Human Development Across the Lifespan	3	PSYC	230	Lifespan Development	34
		TOTAL ELECTIVE CREDITS	129.00			TOTAL GRANTED ELECTIVE CREDITS	1212.00
		GRAND TOTAL CREDITS	912			**GRAND TOTAL GRANTED CREDITS**	1212.00

StMARY'S COLLEGE *of* MARYLAND
The Public Honors College

APPENDIX A

<table>
<tr><td colspan="8" align="center">Remaining Degree Requirements at St. Mary's College of Maryland and Advising Sheet</td></tr>
<tr><td colspan="4" align="center">First Fall Semester at St. Mary's College</td><td colspan="4" align="center">First Spring Semester at St. Mary's College</td></tr>
<tr><td>Prefix</td><td>Number</td><td>Title</td><td>Credits</td><td>Prefix</td><td>Number</td><td>Title</td><td>Credits</td></tr>
<tr><td>CORE</td><td>301</td><td>Liberal Arts Seminar</td><td>4</td><td>PSYC</td><td>206</td><td>Psychological Research, Analysis, & Writing II</td><td>4</td></tr>
<tr><td>PSYC</td><td>204</td><td>Psychological Research, Analysis, & Writing I*</td><td>4</td><td>PSYC</td><td>2XX-4XX</td><td>Choose one of the Breadth Content Areas (if needed to fulfill the breadth requirement)</td><td>4</td></tr>
<tr><td>PSYC</td><td>2XX-4XX</td><td>Choose one of the Breadth Content Areas not already completed</td><td>4</td><td>PSYC</td><td>310</td><td>Scientific Writing & Professional Development (will require permission of department chair to waive the PSYC 206 pre-requisite)</td><td>4</td></tr>
<tr><td></td><td></td><td>Elective as needed to reach 128 total credits.</td><td></td><td></td><td></td><td>Elective as needed to reach 128 total credits.</td><td></td></tr>
<tr><td colspan="4" align="center">Second Fall Semester at St. Mary's College</td><td colspan="4" align="center">Second Spring Semester at St. Mary's College</td></tr>
<tr><td>Prefix</td><td>Number</td><td>Title</td><td>Credits</td><td>Prefix</td><td>Number</td><td>Title</td><td>Credits</td></tr>
<tr><td>PSYC</td><td>3XX</td><td>300-level laboratory breadth course</td><td>5</td><td>PSYC</td><td>3XX</td><td>300-level laboratory breadth course</td><td>5</td></tr>
<tr><td>PSYC</td><td>3XX or 4XX</td><td>Psychology Elective</td><td>4</td><td>PSYC</td><td>494</td><td>St. Mary's Project</td><td>4</td></tr>
<tr><td>PSYC</td><td>493</td><td>St. Mary's Project</td><td>4</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>*May need an additional 2xx-4xx breadth course during at least one semester if laboratory plans do not fulfill the remaining breadth areas</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>Elective as needed to reach 128 total credits.</td><td></td><td></td><td></td><td>Elective as needed to reach 128 total credits.</td><td></td></tr>
<tr><td colspan="4" align="center">First Summer at St. Mary's College (if needed for timely graduation)</td><td colspan="4" align="center">Second Summer at St. Mary's College (if needed for timely graduation)</td></tr>
<tr><td>Prefix</td><td>Number</td><td>Title</td><td>Credits</td><td>Prefix</td><td>Number</td><td>Title</td><td>Credits</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="8" align="center">Additional Requirements</td></tr>
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ST MARY'S COLLEGE of MARYLAND
The Public Honors College

APPENDIX A

NOTE: Completion of the A.A. or A.S. Degree satisfies LEAD Core Knowledge and Methods requirements. Completion of CORE 301 (or equivalent) is a requirement of attending St. Mary's College of Maryland.

*Students must take PSYC-204 their first semester at SMCM. If they have trouble signing up for the course, please contact the Department Chair and the Professor of the course.

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