



December 15, 2025

Sanjay Rai, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission 217 E. Redwood Street, 21st Floor Baltimore,
Maryland 21202

Dear Dr. Rai,

The University of Baltimore is submitting a request for a new degree program, the Master of Science in Social-Organizational Psychology, beginning in the fall 2026 semester. This program will be within the College of Arts and Sciences.

The proposed 36-credit master's program will be the third of its kind in the country and the only program in Maryland and the surrounding region, meeting a demand that is currently unserved locally. The University of Baltimore is uniquely positioned to provide a graduate program that incorporates theoretical grounding, applied training, and interdisciplinary collaboration that will address Maryland's social and organizational challenges in today's workforce and communities.

The proposed HEGIS code is 2001-03, and the proposed CIP code is 42.2813 for this program.

If you have any questions or require additional information, please contact Aaron Wachhaus at 410-837-6113 or awachhaus@ubalt.edu.

Sincerely,

A handwritten signature in black ink, appearing to read 'Aaron Wachhaus'.

p.p Aaron Wachhaus, Associate Provost - Academic Affairs
Ralph O. Mueller, Sr. Vice President and Provost

Encl.

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Programs, Academic & Enrollment Services and Articulation



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

Institution Submitting Proposal

Each action below requires a separate proposal and cover sheet.

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

Payment Yes Payment R*STARS # JBI17567 Payment Date 12/15/2025
Submitted: No Type: Check # Amount: Submitted:

Department Proposing Program			
Degree Level and Degree Type			
Title of Proposed Program			
Total Number of Credits			
Suggested Codes	HEGIS:	CIP:	
Program Modality	<input type="radio"/> On-campus	<input type="radio"/> Distance Education (fully online)	<input checked="" type="radio"/> Both
Program Resources	<input type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	<input type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer Year:
Provide Link to Most Recent Academic Catalog	URL:		
Preferred Contact for this Proposal	Name:		
	Title:		
	Phone:		
	Email:		
President/Chief Executive	Type Name:		
	Signature:  Date: 12/12/2025		
	Date of Approval/Endorsement by Governing Board:		

Revised 4/2025

UN IVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

The University of Baltimore

Institution Submitting Proposal

Social and Organizational Psychology

Title of Proposed Program

Masters of Science

Award to be Offered

Fall 2026

Projected Implementation Date

200103

Proposed HEGIS Code

42.2813 (Applied Psychology)

Proposed CIP Code

Applied Psychology
College of Arts & Sciences

Department in which program will
be located

Kahlil King

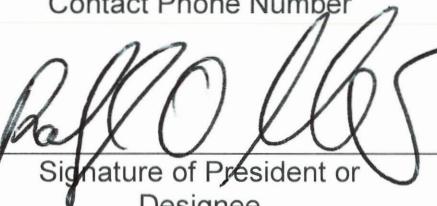
Department Contact

(410) 837-4200

kking@ubalt.edu

Contact Phone Number

Contact E-Mail Address


Signature of President or
Designee

10/17/2025

Date

A. Centrality to Institutional Mission and Planning Priorities:

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

The University of Baltimore (UBalt), a Predominantly Minority Serving Institution, seeks MHEC approval for a new graduate program, an MS in Social and Organizational (SO) Psychology. The proposed 36-credit program was carefully designed in alignment with SIOP's Guidelines for Graduate Education (2016), emphasizing a competency-based approach that equips students with the skills and knowledge needed to succeed as professionals in organizational psychology. Core courses focus on foundational areas of organizational psychology—such as team behavior and leadership—while electives allow students to tailor their training to individual interests and career goals. These courses are augmented with foundational courses in social psychology and research, providing graduates with an edge in employment with research firms and survey companies. The culminating capstone experience offers an applied learning opportunity through hands-on organizational consulting projects, research, or supervised experience, serving as both a recruitment tool and pathway to job placement. This program would replace UBalt's current 42-credit MS in Industrial and Organizational Psychology. By reducing the program from 42 to 36 credit hours, UBalt ensures students can complete their degree in two years without summer or winter courses, increasing competitiveness, improving course scheduling predictability, and reducing advising workload, while maintaining the flexibility and rigor necessary for professional development in social and organizational psychology. These changes support UBalt's values of student success and affordability and strongly align with UBalt's vision "to be the premier regional university for career advancement, where leaders grow, thrive and learn to apply their skills for solving local and global challenges."

This proposed program is the first truly cross-college, multidisciplinary graduate program at UBalt and capitalizes upon the strengths of the existing faculty, who have stronger training in organizational and social psychology (e.g. experimental methods, group dynamics and teams) rather than the industrial side of IO (e.g. measurement and selection). Organizational psychology is essentially applied social psychology; it involves applying the study of how individuals are shaped by others in an organizational context, thus contributing to UBalt's career and leader-focused mission. Our proposed program takes a balanced, systems-level approach to understanding workplace dynamics, leadership, and organizational systems, rooted in the scientist-practitioner model. It combines a foundation in psychological theory with developing expertise beyond the HR-focused applications common in IO programs. This interdisciplinary curriculum allows students to explore the interplay between social dynamics, leadership, and organizational structures across diverse contexts, emphasizing a holistic understanding of organizations and the societal forces shaping them. We aim to strategically leverage existing coursework across three colleges (The Yale Gordon College of Arts and Sciences, The College of Public Affairs, and the Merrick School of Business), integrating it into a coherent 36 credit program that prepares students for organizational consulting, research positions, or doctoral training. One unique competitive advantage of the proposed program is the ability for students to pursue research with faculty in directed study or in collaborative research teams. The reduction in credit hours targets UBalt's goal of increasing student success, as students will be able to complete the degree in a shorter timeframe. Another goal of the program is to rejuvenate partnerships with community partners such as the National Aquarium in Baltimore, with whom the Division

of Applied Behavioral Sciences had an MOU, and to reinvigorate degree-to-organization pipelines for consulting firms and government organizations such as Booz Allen Hamilton and the Maryland Transit Authority. This serves to increase community engagement, an institutional priority of the University.

Graduates in Social-Organizational (SO) psychology are trained to understand not only workplace diversity but also how broader societal inequities influence organizational dynamics. This is critical for addressing issues such as discrimination and bias in hiring and promotion practices, as well as systemic inequities that affect employee well-being and engagement. As organizations increasingly value inclusive leadership and cultural competence, this broader lens is a significant advantage over the traditional “individual” focus of IO psychology.

2. 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)

The program will be overseen by our current faculty, avoiding the need for new hires. The current program in IO Psychology has only one full-time dedicated faculty member. The proposed changes to the curriculum will involve adding four full-time faculty members from across the university as affiliate faculty for the program (one member from psychology, one member from business, one member from public administration and one from conflict negotiation and management). These existing faculty have the expertise required to effectively deliver the curriculum. We are also prepared to bring in adjunct faculty as needed, ensuring we meet the demands of the program while maintaining quality instruction. Detailed financial information is presented in Section L of this proposal.

3. Provide a description of the institution's a commitment to:
 - a. ongoing administrative, financial, and technical support of the proposed program

The University of Baltimore is committed to reenvisioning this program. The work dedicated to developing the curriculum described in this application is being supported by a Provost Award for Collaboration and Innovation. The program's needs will be met within the capacity of the existing faculty's teaching loads. To the extent necessary, adjunct faculty will be utilized.

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

The proposed program will require no new courses. Students who elect to complete the IO degree will be permitted to complete their original I/O program but will be given the option to complete the new program. Therefore, additional administrative, financial, and technical support of the program is not required, above and beyond the support already in place. We are committed to offering the program as long as reasonably necessary to build sufficient and sustainable enrollments.

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

Generally speaking, a degree program in SO psychology offers broader applicability, interdisciplinary integration, and more relevant perspectives, compared with IO psychology. Having a SO psychology degree will prepare graduates for impactful careers in an increasingly complex and interconnected world. There are several compelling reasons for offering a SO, rather than an IO psychology degree program:

Broader Scope and Societal Relevance

Unlike traditional IO psychology, which tends to focus on improving individual performance (e.g., employee selection, training and development, and performance management) toward achieving desired workplace outcomes, SO psychology combines the principles of social psychology and organizational theory to examine how human behavior is shaped by social systems, both within and beyond workplace contexts. This broader focus aligns with contemporary priorities, such as leadership, conflict management, organizational change, and social justice, all of which are integral to many organizations' missions today.

Increased Demand for Interdisciplinary Expertise

A SO psychology degree integrates insights from both social psychology (e.g., group dynamics, social influence, conflict resolution) and organizational psychology (e.g., leadership, organizational culture, change management) to offer graduates a more comprehensive toolkit for addressing complex human and organizational issues. Such an interdisciplinary approach positions graduates well to work across diverse sectors and industries.

Alignment with Contemporary Workplace Trends

Over the past decade, nearly 90% of the workplace trends identified by SIOP (the Society for Industrial and Organizational Psychology)—87 out of 100—have been organizational in nature, emphasizing challenges such as leadership development, diversity and inclusion, employee well-being, and workplace adaptability. This overwhelming focus highlights the critical need for programs dedicated to organizational psychology and behavior. An organizationally focused program would equip professionals with the tools to address these contemporary and evolving challenges, ensuring that businesses remain agile and innovative, and that employees are supported and valued in an ever-changing environment.

- b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

As a Predominantly Black institution (PBI), the University of Baltimore is uniquely positioned to offer students educational pathways that can significantly enhance

their social mobility and career opportunities. By providing access to a specialized program like the master's in SO Psychology, the university can empower students from historically underrepresented communities to enter a high-demand field.

The proposed program maintains the strengths of an already established and competitive program (academic rigor, job placement success) but shifts the coursework to balance basic research and theory with applied research on topics such as leadership, diversity, conflict negotiation, and consulting, allowing students flexibility to use the degree for doctoral preparation or entry into the workforce. The state's commitment to developing educational programs that reach underrepresented populations, including women, people of color, and individuals with differing abilities, aligns perfectly with the goals of this program. A central component of this program is a shift in focus from the industry side of IO to social psychology, which critically explores concepts like prejudice, discrimination, bias, and systemic injustice. The applied emphasis of this program leverages the basic research of social psychology and creates actionable approaches to equity in organizations based on that research.

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

The proposed master's in Social-Organizational Psychology is consistent with the Maryland State Plan for Postsecondary Education (2021–2025) goals of *Access, Success, and Innovation*.

Access. UBalt has been nationally recognized for providing high-quality education at an affordable cost. In 2024, Washington Monthly ranked UBalt the 2nd best public university in the state of Maryland and the best public master's university in Maryland for earning performance 9 years after entering college. UBalt was also named the best public university in Maryland for earning performance in "Best Bang for the Buck—Northeast" category (<https://www.ubalt.edu/about/why-ubalt.cfm>).

Georgetown University's Center on Education and the Workforce (2022) ranked UBalt the best public university and Predominantly Black Institution (PBI) in Maryland for net value at 20, 30 and 40 years. In alignment with the Maryland State Plan's access and affordability goals, the new program reduces credit requirements from 42 (current I/O program) to 36 (proposed SO program), reducing overall cost and decreasing matriculation-to-completion. In addition, students would not be required to take summer, as graduate students may find it challenging to obtain financial aid for summer courses.

Success. The proposed program has been designed to increase transparency and facilitate timely completion, both critical to the Maryland State Plan's emphasis on student success. The 36-credit hour program provides a clear and attainable pathway to completion within two years without requiring summer enrollment. Graduate students will be able to balance coursework with employment and family responsibilities, which is particularly important for UBalt's diverse, working-adult population. Dedicated faculty mentorship, cross-disciplinary collaboration, and experiential learning opportunities further support student engagement and retention.

Innovation. The SO psychology program is being proposed as a direct response to the labor market needs in Maryland. Careers that address systemic societal and organizational challenges are growing rapidly. Graduates in SO psychology are trained to understand not only workplace diversity but also how broader societal imbalances influence organizational dynamics. This is critical for addressing issues such as discrimination and bias in hiring and promotion practices, as well as systemic inequities that affect employee well-being and engagement. As organizations increasingly value inclusive leadership and cultural competence, this broader lens is a significant advantage over the traditional focus of IO psychology.

For example, the role of change management consultants has grown significantly, with companies increasingly investing in cultural transformation. Organizational change managers are also in high demand as companies navigate hybrid work models and the need for resilience in times of uncertainty. The training provided in SO psychology will help graduates to address these nuanced, systemic challenges, offering career opportunities in fields where traditional IO psychology may not apply directly. For example, our proximity to the Department of Defense (DoD) and need for practitioners with strong understanding of social influences on employee behaviors will give the students a cutting-edge opportunity above others.

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

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

Graduates of the proposed Master's in SO Psychology program can expect to find employment across a wide range of industries. Common sectors include higher education institutions, consulting firms, healthcare systems (e.g., general hospitals), engineering services, employment agencies, public health administration, and various branches of local, state, and federal government. Graduates are also well-positioned for roles in administrative management, technical services, and nonprofit organizations focused on social and community services. Moreover, the median salary for those employed in these positions (\$147,420 in 2023) greatly exceeds the salary of most psychologists (\$94,310 in 2024), especially given that a masters in organizational psychology is a terminal degree (<https://www.bls.gov/oes/2023/may/oes193032.htm>).

Employment outlook for professionals in this field is strong. Job postings frequently seek individuals with this background for roles such as Human Resources Manager, Operations Manager, HR Specialist, Project Management Specialist, Data Scientist, Career Counselor, Training and Development Specialist, and Social and Community Service Manager. According to labor market projections, employment in several of these occupations is expected to grow faster than the average for all occupations statewide and regionally through 2034 (<https://www.bls.gov/ooh/fastest-growing.htm>), indicating sustained demand for program graduates.

Graduates of a master's-level SO psychology program typically enter the workforce at the mid-level. This may include roles such as HR specialist, training and development consultant, project coordinator, or organizational development

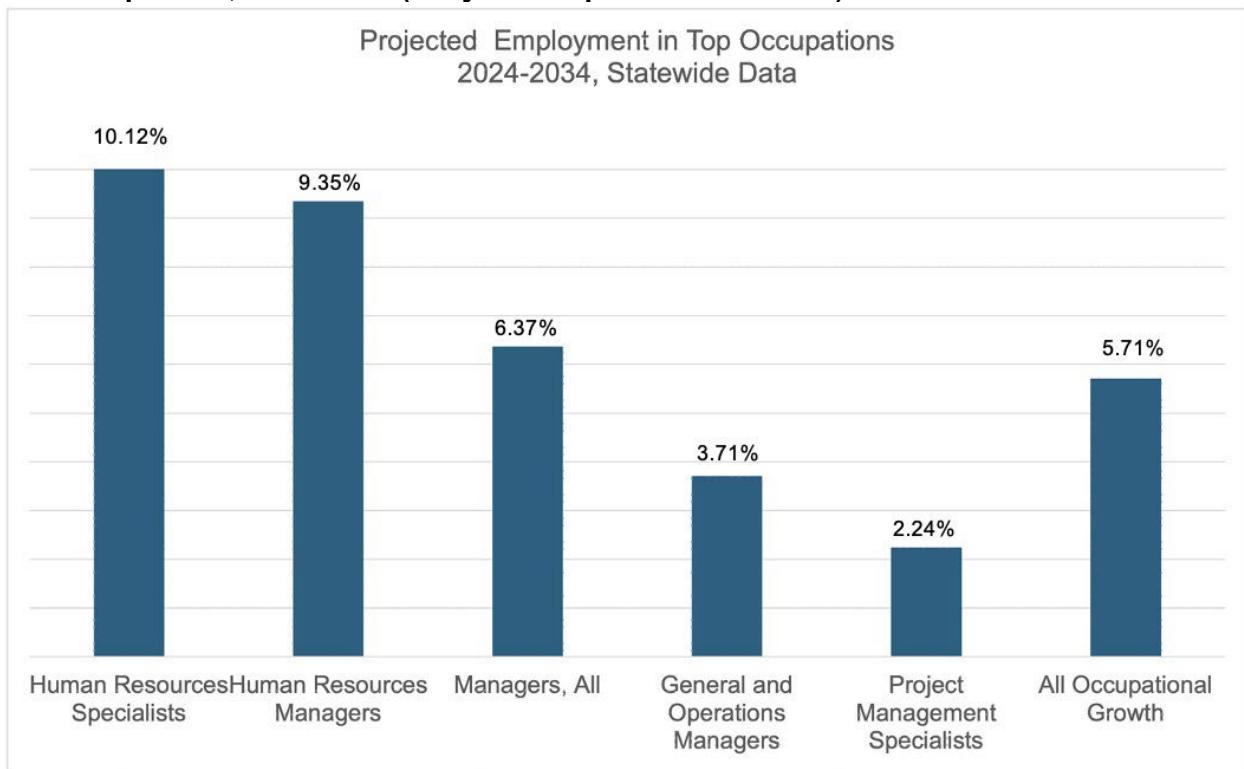
associate. In some cases, individuals with prior professional experience may qualify for mid- to upper-level roles, such as team lead, HR manager, or organizational consultant. Career advancement is often tied to experience and the specific industry in which a graduate is employed.

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

The following graphs present statewide and regional employment projections for a Master's-Level Social/Organizational Psychology Program. Relevant job titles within these occupations include those previously mentioned in Section C.1, such as Organizational Development Specialists, Training and Development Specialists, and Project Management Specialists, as well as roles like Human Resources Business Partners, Directors of Diversity and Inclusion, and Program Managers, and emerging roles such as People Analysts and Culture and Engagement Strategists.

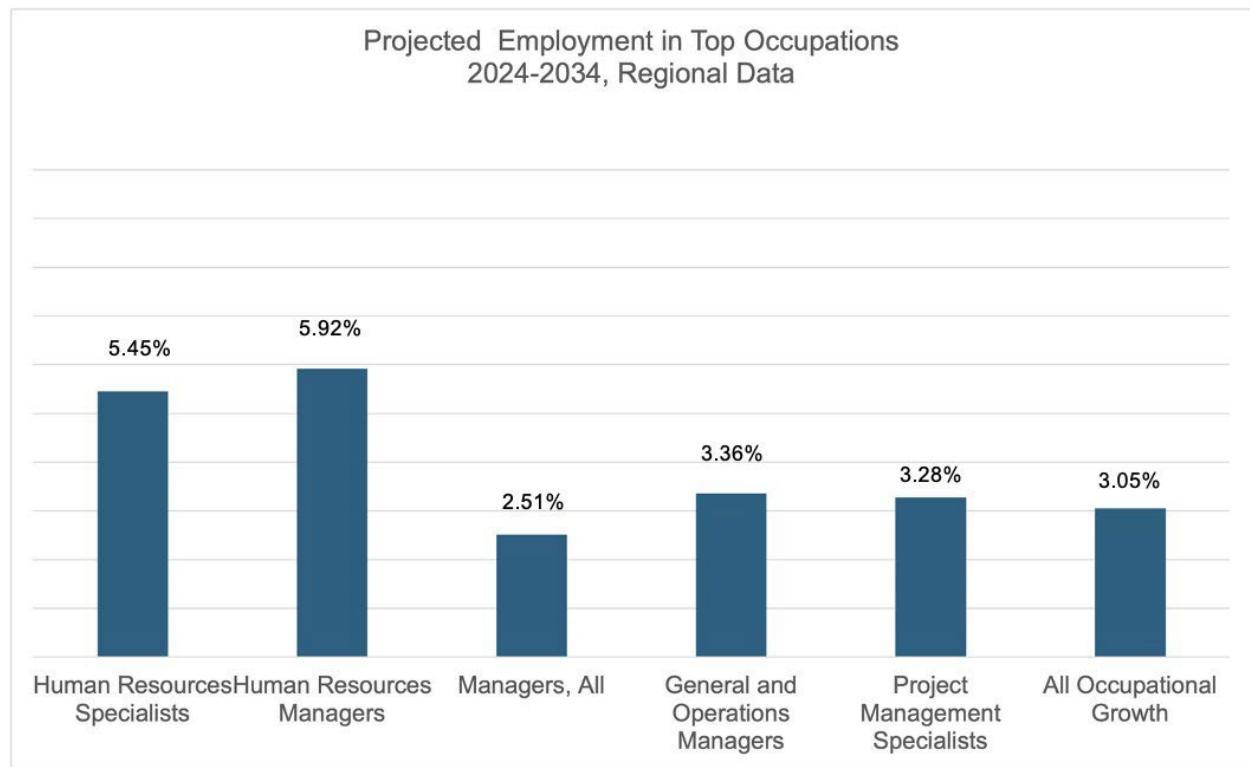
Overall occupational growth is projected to be 5.71% statewide and 3.05% across the broader region in the next 10 years. Notably, Human Resources Specialists, the largest and most directly aligned occupational category for graduates of this program, are projected to see over 10% growth over the next ten years statewide, indicating strong and sustained demand for graduates with relevant training.

Graph 1. Statewide Employment Growth Projections for Top SO-Aligned Occupations, 2023–2033 (Maryland Department of Labor)



Projected 10-year employment growth for SO-aligned occupations in Maryland.

Graph 2. Regional Employment Growth Projections for Top SO-Aligned Occupations, 2024–2034 (BLS, Mid-Atlantic Region)



Projected 10-year employment growth for SO-aligned occupations in the Mid-Atlantic region.

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.

Labor market data provides clear, quantifiable, and reliable evidence of both educational and employment trends relevant to the field, including strong job posting volume, projected occupational growth, and a close alignment between employer-desired skills and the proposed program's competencies. Together, these findings indicate a sustained and growing demand for professionals with graduate-level training in SO graduates over the next five years.

Educational and Training Needs. According to the U.S. Department of Labor's O*NET Online database, SO related occupations such as Human Resources Specialists, General and Operations Managers, and Project Management Specialists require knowledge, skills, and abilities in areas including performance management, project management, leadership, employee relations, conflict resolution, and data analysis. These roles align with the SO psychology program's curriculum focused on organizational dynamics and change. Program graduates would be suitable for mid-level entry opportunities requiring specialized training and 2-6 years of experience, thus, the master's degree is valuable for working professionals seeking career advancement. For positions requiring a bachelor's degree, earning a master's degree can provide a competitive edge and opportunity for advancement into

analyst, consultant, or managerial positions. This evidence demonstrates that the program is well aligned with workforce expectations, preparing graduates to enter the job market with the qualifications, skills, and professional experience most valued by employers.

Publicly available data from the Maryland Department of Labor (2023-2033)¹ and the U.S. Bureau of Labor Statistics (BLS, 2024–2034)² confirm strong growth and annual openings in key occupations aligned with Social-Organizational Psychology in which graduates of this program will be competitive.

Statewide Employment Projections. Maryland's Office of Workforce Information and Performance long-term occupational projections and annual opening estimates include SO-adjacent roles such as Human Resources Specialists, General and Operations Managers, and Project Management Specialists. These occupations are expected to have consistent annual openings. The program's location in Baltimore also positions graduates to serve the broader DC-Maryland-Virginia labor market, where demand is particularly strong in government, consulting, and nonprofit sectors. Job postings in the region consistently highlight skills in organizational leadership, project management, performance management, conflict resolution, and data analysis which are key competencies in the proposed SO curriculum.

National Employment Projections. Nationally, several occupations relevant to SO psychology are projected to grow faster than the average for all occupations (3% growth), including Human Resources Specialists (7.9%), Human Resources Managers (7.6%), Project Management Specialists (6.4%), and Training & Development Specialists (8.7%). Over five years, these result in hundreds of thousands of job vacancies across the country. The Bureau of Labor Statistics national projection (2024-2034) estimates consistent growth and a large number of openings annually for several occupations relevant to SO psychology. For example, annual openings are estimated at approximately 81,800 for Human Resources Specialists, approximately 17,900 for Human Resources Managers, and approximately 78,200 for Project Management Specialists.

The following tables present both employment growth projections and projected annual and five-year openings for select Social-Organizational (SO) Psychology-aligned occupations at the statewide and national level. Maryland data are from the Maryland Department of Labor's Office of Workforce Information and Performance, Long-Term Occupational Projections 2023–2033. National data are drawn from the U.S. Bureau of Labor Statistics' Employment Projections 2024-2034 (BLS). Occupations are identified by their Standard Occupational Classification (SOC) codes, including Human Resources Specialists (13-1071), Human Resources Managers (11-3121), Training and Development Managers (11-3131), Management Analysts (13-1111), General and Operations Managers (11-1021), and Project Management Specialists (13-1082). Project Management Specialists are reported in the national BLS projections, however, Maryland does not provide a separate

¹ Maryland Occupational & Industry Projections - Workforce Information & Performance. (2024). Occupational Projections. Maryland Department of Labor. [Data set].

<https://www.labor.maryland.gov/lmi/landopproj/maryland.shtml>

² U.S. Bureau of Labor Statistics. (2025). Occupational projections and worker characteristics [Data set]. <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>

breakout for this occupation in its statewide projections.

Table 1. Maryland Employment Growth Projections for Selected SO-Aligned Occupations, 2023–2033 (Maryland Department of Labor)

Occupation	2024	2034	Change	% Change
Human Resources Specialists	17,608	18,994	1,386	7.9%
Human Resources Managers	4,044	4,350	306	7.6%
Management Analysts	25,635	28,304	2,669	10.4%
Training & Development Managers	1,834	1,993	159	8.7%
General & Operations Managers	98,454	105,805	7,351	7.5%

Projected statewide employment growth for SO-aligned occupations, 2023–2033.

Table 2. National Employment Growth Projections for Selected SO-Aligned Occupations, 2024–2034 (BLS)

Occupation	2024	2034	Change	% Change
Human Resources Specialists	782,800	829,200	46,400	6.0%
Human Resources Managers	205,000	214,800	9,800	4.8%
Project Management Specialists	744,900	790,800	45,900	6.2%
Management Analysts	1,042,900	1,138,400	95,500	9.2%
Training & Development Managers	43,000	47,000	4,000	9.3%
General & Operations Managers	2,644,000	2,832,000	188,000	7.1%

Projected national employment growth for SO-aligned occupations, 2024–2034

Table 3. Maryland Projected Annual and Five-Year Openings for Selected SO-Aligned Occupations, 2023–2033 (Maryland Department of Labor)

Occupation	Annual Openings	5-Year Openings
Human Resources Specialists	1,625	8,125
Human Resources Managers	345	1,725
Management Analysts	2,403	12,015
Training & Development Managers	158	790
General & Operations Managers	8,931	44,655

Projected annual and five-year job openings for SO-aligned occupations in Maryland.

Table 4. National Projected Annual and Five-Year Openings for Selected SO-Aligned Occupations, 2024–2034 (BLS)

Occupation	Annual Openings	5-Year Openings
Human Resources Specialists	81,800	409,000
Human Resources Managers	17,900	89,500
Project Management Specialists	78,200	391,000
Management Analysts	98,100	490,500
Training & Development Managers	3,800	19,000
General & Operations Managers	283,100	1,415,500

Projected annual and five-year job openings for SO-aligned occupations nationwide.

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

Currently, there are no SO graduate programs in the state of Maryland (or the broader Mid-Atlantic region). Nationally, only two universities offer graduate-level degrees specifically focused on SO Psychology: Teachers College at Columbia University (approximately 90 students annually) and Illinois State University (approximately 30 graduates per year). This combined national output remains modest given the breadth of workforce needs which could reach over 13,000 jobs in Maryland alone.

Demand for professionals with expertise in organizational behavior, employee wellbeing, leadership, and diversity management continues to rise. According to the U.S. Bureau of Labor Statistics (BLS), employment for Industrial-Organizational Psychologists is projected to grow 6% from 2022–2032, with Maryland ranking among the top states for employment in psychology and management-related fields. Broader occupations that rely on SO Psychology skill sets, such as training and development managers, HR specialists, and management analysts, are projected to add tens of thousands of jobs across the country over the next decade. However, as of 2022, the National Center for Education Statistics³ lists the number of graduates in Industrial and Organizational Psychology (CIP Code 42.2804) as less than 1,000 annually. Therefore, while the national supply of SO and I/O program graduates combined is minimal relative to the availability of openings in relevant occupations, UBalt can directly contribute to increasing the supply of trained and qualified organizational psychologists available to fill these roles while establishing the first local source of SO-trained graduates.

Based on current enrollment, the proposed SO program could potentially enroll 10–20 students per cohort, producing 20–40 graduates every two years. This output would help fill a critical regional gap in the talent pipeline, serving employers in government, nonprofit, and private sectors who seek advanced training in organizational psychology but currently must recruit outside the state. Graduates from the UBalt SO program would not only be more competitive with their broader training in organizational and societal dynamics, but also uniquely and strategically positioned to serve employers in Maryland and the Mid-Atlantic region.

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.

UBalt's program is the oldest of the three I/O programs in the state (UMBC, MPS; UM College Park, MPS); this proposed shift reflects our intentional evolution toward a social-organizational model rather than toward duplication of the newer programs. The proposed MS in SO psychology program moves distinctly away from the personnel-focused (industrial) structure of the existing I/O programs including the current MSIOP program at UBalt. In the proposed program, students will complete 9

³ Digest of Education Statistics. (2024) Degrees in psychology conferred by postsecondary institutions, by level of degree and sex of student: Selected academic years, 1949-50 through 2021-22 [Data set]. National Center for Education Statistics. https://nces.ed.gov/programs/digest/d23/tables/dt23_325.40.asp

credits of foundational social-organizational coursework and 6 credits of interdisciplinary organizational courses, thereby shifting the focus from individual assessment to social and organizational processes. The Personnel Psychology requirement has been removed and replaced with Advanced Social Psychology; the previous six-credit Industrial Psychology requirement is also removed. Finally, students complete organizational psychology electives and a capstone supervised exclusively by faculty with expertise in social psychology, organizational psychology, or social-organizational psychology.

Johns Hopkins is the only program in Maryland with CIP Code 42.2813 (Applied Psychology). This program is a Master of Science in Counseling.

The table below summarizes the institutions with Master's degree programs using CIP Codes 42.0101 (General Psychology). There are no existing programs, aside from the University of Baltimore's Industrial-Organizational Master's of Science with CIP Code 42.2804 (I/O). There are no potentially similar programs such as Social Psychology (42.2707) and Organizational Behavior Studies (52.1003) at the Master's level.

Other Potentially Similar Programs in Maryland

Institution	Degree	Program	CIP Code	HEGIS Code
University of Maryland, College Park	Master of Professional Studies	Industrial-Organizational Psychology	420101	200101
University of Maryland Baltimore County	Master of Professional Studies	Industrial-Organizational Psychology	420101	200101
Loyola University Maryland	Master of Science	Clinical Professional Counseling	420101	200101
Towson University	Master of Arts	Four concentrations: Clinical, Counseling, Experimental, School	420101	200101
University of Maryland, College Park	Master of Science	Multiple concentrations: Clinical, Counseling, Experimental, Quantitative, Social	420101	200101
Morgan State University	Master of Science	Psychometrics	422708	200600
Frostburg State University	Master of Science	Counseling Psychology	422803	200401
Bowie State University	Master of Arts	Counseling Psychology	422803	200401
Bowie State University	Master of Arts	School Psychology	422805	082201

- *University of Maryland, College Park – Master of Professional Studies in Industrial-Organizational Psychology*
This is a professional studies degree oriented toward I/O practice that prepares students for applied work in I/O psychology. It does not emphasize social psychology or organizational behavior.
- *University of Maryland, Baltimore County – Master of Professional Studies in Industrial-Organizational Psychology*
This is a professional studies degree oriented toward I/O practice that prepares

students for applied work in I/O psychology. It does not emphasize social psychology or organizational behavior.

- *Loyola University Maryland – Master of Science in Clinical Professional Counseling*
This degree is designed to train licensed professional counselors. The focus is clinical, emphasizing mental health counseling skills, licensure preparation, and therapeutic interventions, not Social or Organizational Psychology.
- *Towson University – Master of Arts in Psychology (four concentrations: Clinical, Counseling, Experimental, and School Psychology)*
This program offers a number of concentrations in psychology, however, none focus on organizational or social-organizational psychology.
- *University of Maryland, College Park – Master of Science in Psychology (multiple concentrations: Clinical, Counseling, Experimental, Quantitative, Social)*
This program offers a number of concentrations in psychology, however, none focus on organizational or social-organizational psychology. The Social Psychology concentration focuses on social psychology more broadly rather than applied to organizational contexts. In addition, the Master of Science degree is not a terminal degree. Students admitted to the Ph.D. complete a Masters en route.
- *Morgan State University – Master of Science in Psychometrics*
This program is highly specialized in measurement and assessment, not organizational or social-psychological theory or practice.
- *Frostburg State University – Master of Science in Counseling Psychology*
This degree is designed to train licensed professional counselors. The focus is clinical, emphasizing mental health counseling skills, licensure preparation, and therapeutic interventions, not Social or Organizational Psychology.
- *Bowie State University – Master of Arts in Counseling Psychology; Master of Arts in School Psychology*
This degree is designed to train professional counselors. The focus is clinical, emphasizing mental health counseling skills, therapeutic interventions, as school psychology in community or school settings.

2. Provide justification for the proposed program.

Organizational psychology is essentially applied social psychology; it involves applying the study of how individuals are shaped by others in an organizational context, thus contributing to The University of Baltimore's mission. Our proposed program takes a balanced, systems-level approach to understanding workplace dynamics, leadership, and organizational systems, rooted in the scientist-practitioner model. It combines a foundation in psychological theory with developing expertise beyond the HR-focused applications common in IO programs. This interdisciplinary curriculum allows students to explore the interplay between social dynamics, leadership, and organizational structures across diverse contexts, emphasizing a holistic understanding of organizations and the societal forces shaping them.

There are no Master's-level SO psychology programs in Maryland or the surrounding region. The only comparable program is at Columbia University in New York City—an elite, high-cost institution that requires more credits and serves a different demographic. The proposed program at the University of Baltimore does not duplicate Columbia's offering, nor does it overlap with existing industrial/organizational psychology programs in Maryland or elsewhere in the region or East Coast. By explicitly removing the "Industrial" component, this program offers a distinct curriculum focused on the social dynamics of organizations, filling a unique gap in graduate education and workforce preparation.

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.

According to the current MHEC Program Inventory, none of the HBIs in the State currently offer graduate programs in SO Psychology, thus, we do not expect any impact on high-demand HBI programs.

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 expect no effect on the uniqueness and institutional identities and missions of HBIs since none of the HBIs in the State currently provide graduate programs in SO Psychology.

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

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

This is a new program that is cross-disciplinary in nature. It will be taught by psychology faculty from the Yale Gordon College of Arts and Sciences as well as faculty from the College of Public Affairs' Conflict and Negotiation Management and Public Affairs and the Merrick School of Business. A list of faculty members is reported in section I. All of these faculty members, including the program director, are full-time faculty members at the University of Baltimore.

Four faculty from three UBalt colleges (Yale Gordon College of Arts and Sciences, College of Public Affairs, and Merrick School of Business) worked together to design a program that integrates theory, applied practice, and interdisciplinary perspectives. This collaboration grew out of shared recognition of the need for a graduate program that prepares students to address contemporary organizational challenges in diverse settings through research-informed practice.

The program will be overseen by the Program Director and courses will be taught by faculty across the three colleges who bring expertise in areas such as organizational behavior, social psychology, conflict resolution, negotiation, leadership, and workplace dynamics. A list of faculty members is provided in Section I.

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

The competencies for the proposed program are aligned with the Guidelines for Education and Training in IO Psychology (Society for Industrial and Organizational Psychology, Inc., 2016), developed by SIOP's Education and Training Committee, emphasizing the organizational psychology domains. These guidelines outline developmentally appropriate expectations for master's-level education and the modality of the proposed program supports a range of instructional methods aligned

with SIOP's recommended approaches.

Competency 1: Ethical, Legal, Diversity, and International Issues Learning Outcomes:

- Apply ethical principles in organizational psychology practice.
- Uphold professional standards and confidentiality in workplace contexts.
- Promote diversity, equity, and inclusion in organizational interventions.
- Address international and cross-cultural considerations in organizational settings.

Competency 2: Professional Skills (Communication, Business/Research Development, Consulting, and Project-Management Skills)

Learning Outcomes:

- Communicate psychological concepts effectively to varied audiences.
- Lead and manage organizational consulting projects.
- Design and conduct applied research to support organizational objectives.

Competency 3: Research Methods

Learning Outcomes:

- Design quantitative research studies relevant to organizations.
- Conduct literature reviews to inform research questions.
- Evaluate research validity and reliability critically.
- Report research findings clearly and accurately.

Competency 4: Statistical Methods/Data Analysis

Learning Outcomes:

- Utilize statistical software to analyze organizational data.
- Interpret descriptive and inferential statistics in applied contexts.
- Assess data quality and handle missing or anomalous data appropriately.
- Present statistical results in accessible formats for stakeholders.

Competency 5: Groups and Teams

Learning Outcomes:

- Analyze group dynamics and processes in organizational settings.
- Understand the role of social identity and group norms in teams.
- Assess team effectiveness and performance metrics to facilitate team-building and conflict resolution strategies.

Competency 6: Leadership and Management

Learning Outcomes:

- Examine leadership theories and their organizational applications.
- Assess leadership styles and effectiveness.
- Address ethical issues in leadership and decision-making.

Competency 7: Occupational Health and Safety

Learning Outcomes:

- Identify workplace hazards and risk factors affecting health.
- Analyze factors contributing to workplace stress and employee wellbeing.
- Evaluate the impact of organizational policies on health outcomes.

Competency 8: Organization Development

Learning Outcomes:

- Assess organizational structures and culture for improvement opportunities.
- Apply change management theories and models to facilitate planned organizational change initiatives.
- Measure outcomes of development interventions.

Competency 9: Organization Theory

Learning Outcomes:

- Understand foundational and contemporary theories of organizations in order

- to diagnose organizational challenges.
- Analyze organizational environments and their influences.
- Explore systems thinking in organizational design.
- Examine power, politics, and decision-making processes.

Competency 10: Training: Theory, Delivery, Program Design, and Evaluation

Learning Outcomes:

- Understand core theories of learning and adult education as they apply to workplace training.
- Critically evaluate various training components and delivery methods and their effectiveness in different contexts and their alignment with organizational goals.
- Assess training program outcomes using established evaluation frameworks and metrics.

Competency 11: Work Motivation

Learning Outcomes:

- Examine theories of motivation and their workplace applications.
- Assess factors influencing employee engagement and satisfaction.
- Analyze intrinsic and extrinsic motivators in organizational contexts.

3. Explain how the institution will:

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

Program goals have been mapped across all courses in the curriculum, with assessments for each competency and goal embedded within courses.

Department-developed rubrics are used to evaluate artifacts collected by faculty on a bi-annual basis. These results are reviewed during departmental assessment meetings to identify strategies for improving student outcomes across the curriculum—improvements are not limited to the courses where the assessments occur.

- document student achievement of learning outcomes in the program

As described above, assessment is a faculty-driven cycle of continuous improvement. While assessment results document student achievement, they are also used to drive curriculum change.

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

Below is a list of program requirements, followed by recommended course sequencing, and course descriptions with semester credit hours.

The program requires 36 semester credit hours. Students complete 12 credits of required foundational core courses, 9 credits selected from the Social-Organizational core courses, 6 credits of interdisciplinary courses from approved offerings in the College of Public Affairs and the Merrick School of Business, and 6 credits of electives, which may be drawn from the elective list, from additional SO Core courses, or from interdisciplinary offerings not yet taken.

The program concludes with a 3-credit capstone. The culminating capstone

experience offers an applied learning opportunity through hands-on organizational consulting projects, research, or supervised professional experience. Each capstone (internship, practical applications, directed study, or research practicum) is intentionally structured to function as a culminating experience. The options reflect both professional and research pathways and may be completed individually or in a group format, depending on the course. All options require students to integrate program content, demonstrate mastery of key competencies, and produce a final product that reflects the synthesis of theory and practice, establishing readiness for professional or scholarly advancement.

Program Requirements:

Required Foundational Core Courses (12 credits):

- APPL 631 Intermediate Statistics for the Behavioral Sciences (3)
- APPL 632 Research Methods (3)
- APPL 643 Advanced Social Psychology (3)
- APPL 641 Organizational Psychology (3)

SO Psychology Core Courses - Choose 3 courses from the following list (9 credits):

- APPL 609 Occupational Stress & Health Psychology (3)
- APPL 642 Motivation, Satisfaction, & Justice (3)
- APPL 647 Training & Development (3)
- APPL 649 Special Topics in Industrial/Organizational Psychology
- APPL 650 Leadership & Work Groups (3)
- APPL 652 Organizational Theory & Development (3)
- APPL 658 Change Management (3)

Interdisciplinary Courses - Choose 2 courses from the following list (6 credits):

- PUAD 704 Managing Diversity (3)
- CNCM 730 Organizational Conflict and Conflict Management Systems (3)
- MGMT 615 Managing in a Dynamic Environment (3)
- MGMT 710 Strategic Human Resource Management (3)
- MGMT 712 Employment Law and the Human Resource Manager (3)
- MGMT 730 Leadership, Learning and Change (3)
- MGMT 731 Leadership Seminar (3)
- MGMT 780 Leading Across Cultures (3)

Electives - Choose 2 courses from the following list (6 credits):

- APPL 639 Special Topics: Applied Statistics
- APPL 644 Personnel Psychology (3)
- APPL 645 Personnel Assessment (3)
- APPL 648 Employee Selection (3)
- APPL 651 Job Analysis (3)
- APPL 653 Consulting Skills (3)
- APPL 654 Survey Development & Implementation (3)
- APPL 659 Cross-Cultural Organizational Psychology (3)
- APPL 660 Applied International Work and Organizational Psychology (3)

Capstone - Choose 1 courses from the following list (3 credits):

- APPL 704 Practicum in Research (3)
- APPL 707 Practicum in Industrial/Organizational Psychology – Internship (3)
- APPL 755 Practical Applications in IOP (3)
- APPL 779 Directed Study in Applied Psychology (3)

Recommended Course Sequencing

Full-Time

Fall	Spring
Year 1	
APPL 631 Intermediate Statistics for the Behavioral Sciences (3)	APPL 632 Research Methods (3)
APPL 643 Advanced Social Psychology (3)	APPL 641 Organizational Psychology (3)
APPL 609 Occupational Stress & Health Psychology (3)	APPL 652 Organizational Theory & Development (3)
Year 2	
APPL 650 Leadership & Work Groups (3)	APPL 642 Motivation, Satisfaction, & Justice (3)
Interdisciplinary Course (3)	Interdisciplinary Course (3)
Elective (3)	Capstone (3)

Part-Time

Fall	Spring
Year 1	
APPL 631 Intermediate Statistics for the Behavioral Sciences (3)	APPL 632 Research Methods (3)
APPL 643 Advanced Social Psychology (3)	APPL 641 Organizational Psychology (3)
Year 2	
APPL 650 Leadership & Work Groups (3)	APPL 642 Motivation, Satisfaction, & Justice (3)
Interdisciplinary Course (3)	Interdisciplinary Course (3)
Year 3	
APPL 609 Occupational Stress & Health Psychology (3)	APPL 652 Organizational Theory & Development (3)
Elective (3)	Capstone (3)

Course Descriptions (credit hours in parentheses)

APPL 609 OCCUPATIONAL STRESS AND HEALTH PSYCHOLOGY (3)

Survey of the organizational environment that affects cognitive processes and subsequent physiological, psychological and behavioral responses affecting individual and organizational performance. Topics include the role of the person, such as biology and personality; the role of the organization, such as workplace climate and work roles; and different types of individual and organizational stress management interventions that contribute to individuals' health and well-being. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 631 INTERMEDIATE STATISTICS FOR BEHAVIORAL SCIENCE (3)

The logic of hypothesis testing and assumptions underlying its use are the framework for studying analysis of variance and covariance and multiple regression. These tools are learned in the context of application to psychological research. Students learn to complete statistical analyses using a microcomputer statistical package and to interpret the results. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 632 RESEARCH METHODS FOR APPLIED PSYCHOLOGY (3)

Builds on the fundamentals of research design and on knowledge of basic statistical techniques to provide a broad overview of the major research methods of applied psychological research. Students learn to frame inquiries and problems as research questions. The relative merits and drawbacks of the major research methods are explored. Students develop a research proposal to investigate an applied research question. Prerequisite: APPL 631. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 639 SPECIAL TOPICS: APPLIED STATISTICS (3)

Study of one major statistical topic, such as multivariate statistics, structural equation modeling, meta-analysis, analysis of ordinal and categorical variables or nonparametric statistical techniques. Offered when student demand is sufficient and matches instructor interests. Topic may vary from semester to semester. May be repeated for credit as course topic changes. Prerequisites: APPL 631, APPL 632 and permission of instructor. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 641 ORGANIZATIONAL PSYCHOLOGY (3)

Studies how principal theories and empirical findings from research in organizational psychology are used to improve employee performance and satisfaction. Emphasizes the interactive effects of situational and individual difference variables as they influence organizational behavior. Overview includes motivation, leadership, employee morale, group dynamics and interpersonal communication. Students apply theoretical and empirical findings to solutions of work-related problems in case studies. Lab fee may be required. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 642 MOTIVATION, SATISFACTION AND JUSTICE (3)

Critical and in-depth examination of the research evidence for theories of job satisfaction, motivation, and organizational justice. Students gain an understanding of how individual differences and situational factors shape employees' attitudes toward their work and organizations. Emphasis is placed on how job attitudes influence employee behavior and organizational outcomes. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 643 ADVANCED SOCIAL PSYCHOLOGY (3)

Survey of the theoretical positions, research methodology and current findings seeking to explain how interpersonal interactions affect individual and group behavior. Consideration is given to such constructs as attitudes, attributions and cooperation. Prerequisite: only open to the following majors: M.S. in Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

APPL 644 PERSONNEL PSYCHOLOGY (3)

Overview of the area of personnel psychology. Topics include job analysis, personnel selection and placement, training and development and performance appraisal. Special attention to measurement procedures involved in personnel selection and performance appraisal. Equal employment opportunity laws and their effect on personnel practices are discussed. Lab fee may be required. Prerequisite: This course is open only to the

following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 645 PERSONNEL ASSESSMENT (3)

Application of the technical material learned in Personnel Psychology related to assessment techniques used to select, promote and evaluate personnel. Hands-on experience with these methods, including development of the most common ones. Assessment techniques discussed may include ability tests, personality and honesty tests, drug testing, work samples, interviews, training and evaluation forms and performance appraisals. Students go through the process of developing surveys for attitude assessment. Prerequisite: APPL 644 or permission of instructor. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 647 TRAINING AND DEVELOPMENT (3)

Theory, findings and methods relating to how an organization ensures that its employees are equipped to accomplish its mission. This course focuses on training, development, and organizational learning including how employees learn, how to design and deliver effective training programs, how to evaluate training outcomes, and how development initiatives align with broader organizational strategy. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 648 EMPLOYEE SELECTION (3)

Examines testing and decision theory, legality and societal issues involved in matching individual knowledge, skills, abilities and other characteristics with organizational needs. Discussions include employment interviews, cognitive abilities testing, integrity and substance abuse testing, personality measures, biographical data and other procedures. Lab fee may be required. Prerequisite: APPL 644. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 649 SPECIAL TOPICS: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)

Studies a topic of industrial/organizational psychology of mutual interest to students and faculty that is not currently part of course offerings. Topic may vary. May be repeated for credit as course topic changes. Lab fee may be required. Prerequisite: This course is open only to the following majors: Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 650 LEADERSHIP AND WORK GROUPS IN ORGANIZATIONS (3)

Study of leadership and group dynamics in the context of organizations, focusing on the predominant psychological theories and research findings that explain leadership processes, group formation, and team development. Emphasis on learning how effective leadership strategies and group-based techniques can be used to enhance organizational effectiveness. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 651 JOB ANALYSIS (3)

Survey of job analysis methodology and issues using experiential projects. Includes tools used in conducting a job analysis: data gathering techniques, legal and technical

standards and the Occupational Information Network. Emphasis is on variation in approach dependent on subsequent application of the results. Prerequisite: APPL 644. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 652 ORGANIZATIONAL THEORY AND DEVELOPMENT (3)

Survey of organizational theory and techniques used in organizational development. Topics include organizational structure and communication, sources of power, organizational culture, and organizational diagnosis. Students engage in discovery of an organization's pain points, recommendations for organizational changes, and apply sound judgment based on empirical works associated with best practice interventions. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 653 CONSULTING SKILLS (3)

Focuses on the essential skills and abilities needed for successful consulting to organizations. Topics include business development, project management, cost estimation and report writing. Emphasizes learning techniques used for successful group presentations and developing skills for effective oral and written communication. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 654 SURVEY DEVELOPMENT AND IMPLEMENTATION (3)

How to plan, design and implement surveys to assess organizational characteristics. Emphasizes how to collect and analyze survey data and present findings to the organization. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 657 PERSONALITY AT WORK (3)

A study of the role that personality plays in an organizational setting. Examines the construct of personality as it relates to job performance and to interpersonal relations at work. Focuses primarily on recent theory, research and findings on the effectiveness of personality in selection with an emphasis on response distortion issues. Students complete several self-report inventories to gain a personal view of how someone with his or her profile would be expected to behave in various work environments. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 658 CHANGE MANAGEMENT (3)

Theory, findings and methods relating to how organizations manage and mismanage change. Students learn about techniques to assess and implement organizational change. Through hands-on activities, they learn to develop and implement change management programs, including skills training and team building. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 659 CROSS-CULTURAL ORGANIZATIONAL PSYCHOLOGY (3)

Examines topics in organizational psychology from a cross-cultural lens, focusing on portability of Western-based theories and practices to other cultures. Topics include cultural values, methodological equivalences, intercultural training, group processes, organizational justice, work-family issues, leadership, negotiations, acculturation and expatriation/repatriation. Prerequisite: This course is open only to the following majors:

Applied Psychology. Other majors may take this course with departmental permission only.

APPL 660 APPLIED INTERNATIONAL WORK AND ORGANIZATIONAL PSYCHOLOGY (3)

Expose students to the increasingly geographically dispersed and technologically connected world by examining topics in work and organizational psychology through an international field experience, collaborating with peers, instructors, and local experts from a different cultural environment. Students will practice intercultural interactions and enhance their cross-cultural competence, drawing on contextual factors influencing strategic decision-making in different national contexts. Topics may address personnel selection, performance management, organizational development, motivation, leadership, occupational health and stress, and more. Students will engage in site visits, case analyses, and intercultural team collaborations. Prerequisite: APPL 641 or permission from instructor. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 704 PRACTICUM IN RESEARCH (3)

Supervised participation in research studies designed by either the student or an individual approved by the instructor. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade. prerequisites: APPL 631 and APPL 632 or equivalent and approval of instructor. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 707 PRACTICUM IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)

Supervised participation in field research in applied job settings. Hands-on experience with I/O work assignments is performed and evaluated. The work and/or field research is designed by the student or senior personnel and should enhance a student's vita/resume. Government, industry, public/community service or other settings may be generated by the instructor or the student. Setting and research/job duties must be proposed and agreed upon in writing by the student, the instructor and an authorized representative from the organization. To the extent that settings/positions must be generated by the instructor, enrollment is limited according to availability. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade. Prerequisite: permission of instructor. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 755 PRACTICAL APPLICATIONS IN I/O PSYCHOLOGY (3)

An opportunity to practice real-world application of the competencies acquired in the degree program. Students propose solutions to simulated or actual challenges faced by organizations and demonstrate their ability to integrate and apply broad knowledge of personnel and organizational psychology. Prerequisites: APPL 632, 632, 641, and 643. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 779 DIRECTED STUDY IN APPLIED PSYCHOLOGY (1-3)

The pursuit of independent work under the supervision of a faculty member. This work should relate to a topic not covered by the regular department offerings and may provide a basis for entrance into courses with special prerequisites. The student writes a proposal that is approved by the supervising faculty member and the graduate program

director prior to registration. Prerequisites: Completion of required core and approval prior to registration. Pass/fail grading. Eligible for continuing studies (CS) grade. Prerequisite: permission of instructor. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

PUAD 704 MANAGING DIVERSITY (3)

Examines issues of diversity in the workplace, particularly in relation to organizational performance and service delivery among public organizations. Uses historical and legal frameworks to consider the struggles of marginalized groups and employs theoretical and applied perspectives to examine the barriers, challenges and benefits of diversity in the workplace.

CNCM 730 ORGANIZATIONAL CONFLICT AND CONFLICT MANAGEMENT SYSTEMS (3)

Examines the nature of conflict as it occurs in organizations, how conflict can function both destructively and constructively in that context, and the history of how conflict has traditionally been viewed and managed in organizational contexts. Also considers the theory underlying the creation of integrated conflict management systems in organizations, the nature of such systems and how they are developed, designed and evaluated.

MGMT 615 MANAGING IN A DYNAMIC ENVIRONMENT (3)

Covers the processes and necessary skills for leading and managing people in organizations that compete in dynamic environments. Emphasizes leading and motivating diverse employee populations in global organizations, and human resource management issues, including evaluation, rewards, and employment law.

MGMT 710 STRATEGIC HUMAN RESOURCE MANAGEMENT (3)

Covers human-resource management from a strategic perspective with an emphasis on fit with organizational goals and strategies in order to gain and sustain a competitive advantage. Issues discussed include HRM strategies, HR planning, recruitment, selection, performance management, and training and development. Additional emphasis is placed on high performance work systems, the increased use of contract workers, international dimensions of HR and ethical considerations.

MGMT 712 EMPLOYMENT LAW AND THE HUMAN RESOURCE MANAGER (3)

Covers employment law as it applies to management decisions in recruitment and promotion as well as in terms of management's responsibility to comply with federal laws. Topics include legal issues in employment law and the legal consequences of noncompliance, the regulatory model of government control over the employment relationship, equal employment opportunity, safety and health regulations, the Americans with Disabilities Act, pay and benefits law, the Employee Retirement Income Security Act, civil rights of employees (privacy and wrongful discharge), the Family Leave Act, international comparisons and emerging regulatory issues.

MGMT 730 LEADERSHIP, LEARNING AND CHANGE (3)

Based on the idea that the deeper we go into the exploration of organizational leadership, learning and change, the more we need to deal with the dimensions of the sense-making, connection-building, choice-making, vision-inspiring, reality-creating roles of leaders. The course involves a series of workshops designed to help students learn something that cannot be taught: leading, learning and changing "from within."

Readings, assignments and Web forum interactions are designed to inspire “practices of deep inflection”: storytelling, historical inquiry, reflective reading and writing, dialogue and action research.

MGMT 731 LEADERSHIP SEMINAR (3)

Focuses on the critical issues pertaining to success in operating at the executive level in business and other organizations. Topics include vision, values clarification, knowing the customer, communications for internal motivation and public awareness, ethical responsibilities, decision-making, resource decisions, performance maximization, human asset activities and individual leader behaviors for effectiveness.

MGMT 780 LEADING ACROSS CULTURES (3)

Focuses on leadership challenges and dilemmas of multinational and multicultural organizations within the United States and among other countries. Enhances knowledge and capabilities to more effectively identify, understand and manage the cultural components of organizational and business dynamics. Topics include cultural value awareness, cross-cultural communication skills and cross-cultural leadership skills, including strategic planning, organizational design and creating and motivating a globally competent workforce.

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

Not applicable to graduate degrees.

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

Not applicable.

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

Not applicable.

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.

UBalt's website is a valuable resource that offers students a wealth of up-to-date information. This includes details about program curricula, course and degree requirements, expected technology competencies and skills for each degree, technical equipment prerequisites for courses, academic support services, available financial aid resources, comprehensive cost breakdowns, and payment policies.

The program will provide students with a 'Guide-to-Graduation' planner allowing them to track the necessary courses needed to complete the program as well as monitor their progress by viewing their completed and remaining courses in the

degree audit tool in PeopleSoft.

Additionally, students can access information about our state-of-the-art learning management system (LMS), Canvas, which serves as a vital platform for their educational journey. Within Canvas, we provide a range of student tutorials to assist with LMS navigation, ensuring students can make the most of its features. Moreover, individual courses can offer resource materials through this platform, further enhancing the learning experience.

Our commitment to student success extends to ensuring accessibility. The University's Office of Disability and Access Services maintains a dedicated website and physical office with regular office hours. We also provide access to video and audio technologies to assist students who require accommodation.

The Division of Student Support and Access Services, along with the Bogomolny Library, offer a diverse array of academic and other support services. These encompass access to counseling resources, available 24/7, to address the various needs of our students and foster their overall well-being. The Office of the Dean will work with the website content manager to ensure that the M.S. in SO Psychology curriculum is developed and regularly maintained. The catalog will be revised to reflect the new program requirements, and an updated Guide to Graduation for the M.S. in SO Psychology will be provided.

Information about course formats and technology assumptions, as well as any equipment requirements, will be available, as usual, to students in the course schedule. Each student will receive a syllabus that outlines student learning outcomes, course format, technology needs, and campus resources. These resources include the Office of Disability and Access Services, the Academic Support Center (which has a Writing Center), and the Office of Technology Services.

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

The program director will communicate with the College of Art and Sciences and university marketing departments to ensure that any marketing materials, such as program fact sheets, reflect the new curriculum. Monies from the innovation award are dedicated to the creation of accurate marketing materials. Furthermore, Drs. Kahlil King and Sally Farley will be tabling at strong pipeline conferences for undergraduate students, at SIOP and EPA (Eastern Psychological Association) to recruit for the program in spring 2026, provided this application is approved. See above for information about the catalog and website. The catalog is updated annually and posted online, in addition to the routine program web page updates.

H. Adequacy of Articulation

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

The Program is within the scope of accelerated BS-MS programs within the University of Baltimore, as articulated by the University System of Maryland's rules for Accelerated Programs. Under this policy, an undergraduate student with a GPA

of 3.5 or higher is allowed to take up to 9 graduate credits and double count them towards their graduate degree.

I. Adequacy of Faculty Resources

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

Faculty Member	Appointment Type	Field	Status	Terminal Degree	Academic Rank	Required courses to be taught
Kahlil King	Contractual	Applied Organizational Psychology	Full-time	Ph.D.	Lecturer; Program Director of the M.S. in Industrial-Organizational Psychology	APPL 631; APPL 632; APPL 639; APPL 641; APPL 644; APPL 649; APPL 654; APPL 660; APPL 755; APPL 707; APPL 779
Sally Farley	Tenured	Social Experimental Psychology	Full-time	Ph.D.	Professor; Program Director of the B.A. in Psychology	APPL 643; APPL 704; APPL 779
Rae Yunzi Tan	Tenured	Social-Organizational Psychology	Full-time	Ph.D.	Associate Professor; Program Director of the M.S. in Negotiations and Conflict Management	CNCM 730; APPL 779;
Kevin Wynne	Tenured	Industrial/Organizational Psychology	Full-time	Ph.D.	Associate Professor of Management	MGMT 615; MGMT 710, MGMT 730, MGMT 731
Joseph Adler	Contractual	Public Administration	Full-time	DPA	Lecturer; Program Director of the Masters in Public Administration	APPL 704; APPL 779
Thomas Mitchell	Contractual	Social Experimental Psychology	Part-time	Ph.D.	Associate Professor Emeritus	APPL 644; APPL 755
Krystal Roach	Contractual	Industrial/Organizational Psychology	Part-time	M.S.	Adjunct	APPL 609
Troy Brighton	Contractual	Industrial/Organizational Psychology	Part-time	Ph.D	Adjunct	APPL 649; APPL 650; APPL 652
Chelsea Bean	Contractual	Industrial/Organizational Psychology	Part-time	M.S.	Adjunct	APPL 649
Jeffery Godbout	Contractual	Industrial/Organizational Psychology	Part-time	M.S.	Adjunct	APPL 649; APPL 650; APPL 652
Lorenda Naylor	Tenured	Public Administration	Full-time	Ph.D.	Program Director, B.A. Politics, Policy and International Affairs	PUAD 704

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
 - a. Pedagogy that meets the needs of the students

The University of Baltimore provides periodic training to its faculty on the use of the latest online and face-to-face teaching tools as well as professional development opportunities through attending national conferences and training, such as, for example, Coursera, EdX, etc. In addition, the faculty is afforded opportunities to attend continuing professional education sessions through other providers of technical skills training, such as Coursera and Udemy.

- b. The learning management system

The University of Baltimore periodically provides necessary training in its Learning Management System, Canvas, through its Center for Excellence in Learning, Teaching and Technology (CELTT) as well as periodic quality reviews of the faculty's utilization of LMS.

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

Similar to LMS training, The University of Baltimore's CELTT provides periodic training in online teaching to its faculty. Additionally, the faculty of the Yale Gordon College of Arts and Sciences coordinates informal, collegial discussions about course design and delivery. Student evaluation data is used to improve course design and effectiveness.

J. Adequacy of Library Resources

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

The program does not require additional library resources beyond those already provided by the University of Baltimore's Bogomolny Library, which provides an adequate level of access to relevant academic, peer-reviewed resources such as journals and conference proceedings.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment <https://dsd.maryland.gov/Pages/COMARSearch.aspx>

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

The University of Baltimore's current physical facilities, infrastructure, and instructional equipment are fully adequate to initiate and sustain the program. Classrooms are well-equipped for both online and face-to-face instruction and feature up-to-date IT infrastructure to support a range of academic needs. Students have access to computer labs for courses such as statistics, as well as the Virtual Desktop (VPN) when needed. Loaner laptops are also available for students who

require them. Sufficient office space is available for program faculty and staff, and the University has designated lab space that can be utilized should program needs expand in the future.

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) learning management system that provides the necessary technological support for distance education

The University of Baltimore provides every student with an email address, access to our learning management system (Canvas), and free access to Office 365 software (Word, Excel and PowerPoint). All faculty and credit-earning students are provided with an institutional e-mail account that integrates with the institution's learning management system, Canvas. Open-access, comprehensive student support for the learning management system is provided in module format and includes "how to" video and print tutorials, links to student services, and tips for success in an online learning environment. Faculty can access an LMS training site and work with Canvas faculty fellows from their colleges and instructional designers for course design and technical support. Both faculty and staff have access to 24/7 phone and chat support.

L. Adequacy of Financial Resources with Documentation

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.

This program can be offered with no new faculty and does not incur an additional cost. The Yale Gordon College of Arts and Sciences projects modest growth in this program over the next several years. We assume a 2% growth in enrollments, along with a 2% growth in tuition revenue. Based on historic data, the model assumes a split of 46% full-time students, 54% part-time students.

Table 1: Program Resources

Resource Categories	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
1. Tuition and Fee Revenue (c + g below)	\$435,613	\$470,985	\$509,229	\$560,966	\$617,961
a. Number of F/T students	11	12	13	14	15
b. Annual Tuition/Fee Rate	\$24,474	\$24,963	\$25,463	\$25,972	\$26,491
c. Total F/T Revenue (a*b)	\$274,471	\$296,758	\$320,855	\$353,454	\$389,365
d. Number of P/T students	13	14	15	16	17
e. Credit Hour Rate	\$1,020	\$1,040	\$1,061	\$1,082	\$1,104
f. Annual Credit Hours	12	12	12	12	12

g. Total P/T Revenue (d*e*f)	\$161,142	\$174,227	\$188,374	\$207,513	\$228,596
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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.

The college is not requesting any additional resources at this time. The expenses model below assumes no COLA or merit pay.

Table 2: Program Expenditures

Resource Categories	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
1. Faculty (b + c below)	220,306	220,306	220,306	220,306	220,306
a. Number of FTE	2.44	2.44	2.44	2.44	2.44
b. Total Salary	173,506	173,506	173,506	173,506	173,506
c. Total Benefits	46,799	46,799	46,799	46,799	46,799
2. Admin Staff (b + c below)	-	-	-	-	-
a. Number of FTE	-	-	-	-	-
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
3. Support Staff (b + c below)	-	-	-	-	-
a. Number of FTE	-	-	-	-	-
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
4. Technical Support and Equipment	-	-	-	-	-
5. Library	-	-	-	-	-
6. New or Renovated Space	-	-	-	-	-
7. Other Expenses	-	-	-	-	-
Total (Add 1 through 7)	220,306	220,306	220,306	220,306	220,306

M. Adequacy of Provisions for Evaluation of Program

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

The University has a shared governance process for curriculum approval. Both new courses and new programs are required to submit student learning outcomes (SLOs), which are then evaluated by faculty curriculum committees, plus staff in the deans' and provost's office.

The assessment of program student learning outcomes is faculty-driven. Assessment generally occurs within courses, but assessment results are shared and evaluated within the Yale Gordon College of Arts and Sciences.

Faculty are evaluated annually by their supervisor and dean. In addition, policies for tenure-track and tenured faculty call for in-depth peer review at regular intervals. All courses undergo student evaluation using the college-wide software tool Explorance Evaluations. Students complete evaluations of their course and the instructor at the end of each semester, using an online form. Data from these evaluations are incorporated in the annual chair's evaluation of faculty and are used in faculty promotion and tenure decisions.

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.

Student learning outcomes are assessed over a two-year cycle using direct and indirect measures. The primary assessment measures are direct assessments administered within courses, evaluated by faculty, reviewed by programs, and affirmed by the Yale Gordon College of Arts and Sciences as a whole.

Retention is a key metric of the quality of our courses and faculty and retention data is reviewed on an ongoing basis, as are student evaluations of faculty. These evaluations have highlighted improvements that can be implemented across the curriculum in course delivery and feedback.

As we implement the new curriculum, we have created a new assessment plan. Embedded assessments will be deployed beginning in Fall 2026 for the new program goals and the faculty will use this data to drive curriculum improvement.

N. Consistency with the State's Minority Student Achievement Goals

<https://dsd.maryland.gov/Pages/COMARSearch.aspx>

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

The University of Baltimore is an unusually diverse institution, with an average undergraduate age over 27, and a majority-minority undergraduate population. Approximately 47 percent of UB students are African American and 32 percent white. The University serves nontraditional students, which includes many working adults and one of the strategic goals is specifically to strengthen UB's commitment to these core values.

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.

Not applicable.

P. Adequacy of Distance Education Programs

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.

The University of Baltimore has a long history of online education, offering the first fully online AACSB-accredited MBA program and having had the MS in Interaction Design and Information Architecture and PBC in User-Experience (UX) Design programs completely online for over ten years. As a university, we are versed in the technical, pedagogical, and social aspects of online learning. The proposed program is slated to mix online, hybrid, and face-to-face modalities, but the faculty teaching in this program are well-versed in online education since the COVID 19 pandemic. The University provides professional-grade Zoom instructional software.

The University of Baltimore provides support for distance education, both at the program level and in individual courses, through its Center for Excellence in Learning, Teaching, and Technology.