
GARRETT COLLEGE

EXPERIENCE. EXPLORE. EXCEL.

March 5, 2018

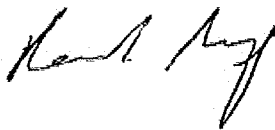
Maryland Higher Education Commission
c/o Dr. Michael Kiphart, Director of Academic Affairs
6 North Liberty Street
Baltimore, Maryland 21201

Dear Dr. Kiphart:

Garrett College is proposing an Associate of Applied Science degree in Addictions Counseling that will be implemented within existing institutional library resources, physical facilities, infrastructure and instructional equipment. On behalf of the college, I affirm the college will ensure there are adequate library resources, physical facilities, infrastructure and instructional equipment to meet the program's needs.

Please do not hesitate to contact me if you have any questions regarding Garrett College's commitment to providing the resources necessary to launch and maintain this proposed program.

Sincerely,



Richard Midcap, Ed.D.
Garrett College President

Cc: Dr. Qing Yuan, Academic Dean

**MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL**

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
- SUBSTANTIAL EXPANSION / MAJOR MODIFICATION
- COOPERATIVE DEGREE PROGRAM
- WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

Garrett College

Institution Submitting Proposal

January 2019

Projected Implementation Date

Assoc. of Applied Science

Award to be Offered

Addictions Counseling

Title of Proposed Program

Suggested HEGIS Code

Suggested CIP Code

Social & Behavioral Sciences

Dept. of Proposed Program

Dr. Qing Yuan

Dean of Academic Affairs

Dr. Qing Yuan

Contact Name

Qing.yuan@garrettcollege.edu

Contact E-Mail Address

301-387-3043

Contact Phone Number

President/Chief Executive Approval

Signature and Date

Date Endorsed/Approved by Governing Board

Date

A. Centrality to Institutional Mission Statement and Planning Priorities

The mission statement of Garrett College includes the following commitments:

1. To provide accessible, quality education in a supportive environment to a diverse student population through associate degrees and certificate programs.
2. To develop engaging, innovative and sustainable curricula, programs and initiatives that are responsive to changing and emerging employment opportunities for citizens of Garrett County and the surrounding region.

The addition of an A.A.S. degree program in Addictions Counseling supports these commitments, and also aligns with the College's strategic objective to "Provide credit and noncredit programs and other learning opportunities which align with local and regional labor market needs or that have the potential to attract students from outside the College's service area." (*Garrett College FY2017-FY2020 Strategic Plan*)

Approximately 16% of students graduating from Garrett College in 2016 and 2017 were social and behavioral science majors and approximately 20% of the graduates in 2016 and 2017 majored in general studies. The addition of an A.A.S. degree program in addictions counseling enhances the opportunity for social and behavioral graduates to pursue a specialization in a very broad field of study and provides students without a career focus an additional pathway to consider. Research on completion success rates and student persistence also support providing students with a more structured program that leads to specific career opportunities.

In accordance with Senate Bill 575 – Qualifications and Practice Limitations for Alcohol and Drug Counselors that was signed by Maryland Governor Lawrence Hogan on May 12, 2015 - the A.A.S. degree program in Addictions Counseling is designed for students who plan to qualify as a certified supervised alcohol and drug counselor (CSC-AD) and enter the workforce after completing a two-year degree in addictions counseling or who plan to transfer to a 4-year institution upon graduation to seek an advanced degree in addictions counseling. Furthermore, given that all addictions counselors are required to complete clinically supervised experience in alcohol and drug counseling to become certified and/or licensed addictions counselor, this program will assist students in getting a jumpstart on achieving this requirement.

The availability of this program will offer additional advantages for students including: reducing costs by allowing Garrett County high school graduates to take advantage of the Garrett County Scholarship Program; decreasing student debt by decreasing the amount of student loans required to complete a degree; increasing the likelihood of persistence to degree completion by simplifying the logistics of attending college; and opening up more employment opportunities for graduates in Garrett County, as well as regionally and nationally.

B. Critical and Compelling Regional or State-wide Need

The Maryland Department of Health and Mental Hygiene reported that a total of 2,089 deaths occurred from drug and alcohol-related overdoses in Maryland in 2016. Number of deaths in Maryland due to opioids increased from approximately 1,250 in 2015 to more than 1,800 in 2016, an increase of 30%. "Substance abuse is estimated to cost society \$442 billion each year in health costs, lost productivity and criminal justice costs. Implementation of evidence-based interventions (EBIS) can have a benefit of more than \$58 for every dollar spent" (<https://addiction.surgeongeneral.gov>).

In response to what has been identified as a national opioid overdose epidemic in this country, ongoing efforts to reform health care and the criminal justice systems at the federal, state and local levels are

creating new opportunities to increase access to addiction prevention and treatment services. Residential programs are instrumental in the battle against addiction and need individuals who are trained with at least an associate's degree in addiction counseling to properly staff these programs. In 2014, a total of 40,355 people were admitted for residential addiction treatment in Maryland. Maryland currently has more than 450 Drug and Alcohol Treatment Centers, with more than 150 designated as residential facilities. These centers and residential facilities require addictions counseling staff to meet the demand of a significant increase in court-ordered drug and alcohol rehabilitation.

The development of an A.A.S. program in Addictions Counseling at Garrett College is also consistent with the mission and vision of The Maryland Addictions Directors Council (MADC) which advocates for quality addictions services provided by qualified, highly skilled and knowledgeable professionals with multiple levels of credentialing based on their education, certification and access to ongoing professional development (<http://madc.homestead.com>).

Several factors support the local, regional and statewide need for an A.A.S. degree program in Addictions Counseling at Garrett College.

1. **Benefit to Garrett County Residents** – Due to its location in far western Maryland, Garrett College's proposed A.A. S. degree program in Addictions Counseling will not compete with any of the four existing A.A. S. Addictions Counseling programs at other Maryland community colleges. Furthermore, the existence of the Garrett County Scholarship Program provides a strong incentive for most Garrett County high school graduates to pursue higher education at Garrett College. This county-funded scholarship program provides up to two years of free tuition for Garrett County high school graduates who attend Garrett College. The availability of the proposed program in addictions counseling will provide these students with the opportunity to pursue a career in addictions counseling and behavioral health fields.

The availability of the proposed program in addictions counseling will also provide a further opportunity for local students to continue their education at Frostburg State University (FSU), which has bachelor's degree programs in psychology and social work that offer a specialization track in addictions counseling. More students will continue their education at FSU by taking advantage of their community college scholarship program, which is available to graduates of Maryland community colleges. Historically, FSU receives a majority of our students who transfer followed by West Virginia University, University of Maryland University College, and Fairmount State University.

Garrett County life is defined as rural with the characteristics of a rural population. Although over 86% of the county's high school seniors graduate each year, according to a recent high school student survey, there is a growing need for more transferrable programs such as addictions counseling. While A.A.S. programs are intended primarily for direct employment, this program is being designed to maximize transfer opportunities, especially with key transfer partners like FSU. The availability of the addictions counseling program will expand educational opportunities and choices for Garrett County students.

2. **Benefit to Students in the Region** - Due to Garrett College's geographic location (Garrett County borders West Virginia and Pennsylvania), the proposed A.A.S. program in Addictions Counseling will not only benefit students in Garrett County, but students coming from surrounding counties in West Virginia and Pennsylvania as well.

3. **Benefit to Other Maryland Students** - Garrett College is one of only two community colleges in Maryland that has residence halls. At present, 38 percent of the student population is made up of out-of-county and out-of-state students, most coming from Baltimore-Washington, D.C. area. Most of these students will either return home or transfer to a four-year institution upon graduation. The availability of an Addictions Counseling degree program at Garrett potentially will be attractive to many of these students given that demand for Addiction and Behavioral Health Counselors is projected to increase by 22% in the next ten years.

C. Evidence and Documentation of Market Supply & Demand in the Region and State

a. Current Job Openings

Addictions or Substance abuse counselors work in a wide variety of settings, including behavioral health centers in state and private hospitals, community health centers, prisons, facilities for adjudicated youth and private practice. Currently, there are approximately 1400 listings for substance abuse and behavioral health positions in the tri-state area (<https://www.indeed.com/jobs>).

b. Future Job Growth

Because federal health insurance reform requires insurance plans to cover treatment for mental health disorders (including addiction) and the trend toward states seeking treatment for drug offenders rather than jail time, the demand for addictions counselors is expected to increase significantly. Research suggests that recidivism is lower if addicts receive treatment for their addiction, these programs are more cost effective than incarceration, and states are increasingly using treatment for addiction to address budget cuts and overcrowded prisons. In addition, two bills were just introduced in Maryland's state legislature on January 27, 2017 that will increase the demand for addiction counselors. H.B. 515 would require that all hospitals receiving state and federal funding establish in-patient and out-patient addiction treatment programs. H.B. 488 would decriminalize possession of small quantities of illicit drugs, impose a fine and require substance abuse assessment and treatment (if necessary). Mental health centers, hospitals, and other treatment and counseling facilities will need to hire more addiction counselors in order to meet the anticipated increased demand for these services.

According to the U.S. Bureau of Labor Statistics (BLS) and Maryland Department of Labor, Licensing and Regulation (DLLR), job growth for substance abuse and behavioral health counselors is projected to increase by 22% nationwide and 35% in Maryland between 2014 and 2024. This excludes data on social workers, psychologists and mental health counselors providing similar services, as well as, data on the high attrition rate in these occupations.

c. A.A.S. Addictions Counseling Graduates

Degree requirements to become a certified addictions counselor vary from state to state. However, regardless of the state, those seeking employment as an addictions counselor at any level must demonstrate that they have completed addiction - and counseling - related coursework, have practical training and experience. A well-designed A.A.S. addiction counseling program can provide all three of these requirements. Furthermore, it can also shorten the amount of experience an individual must obtain to be eligible to become a certified or licensed addictions counselor. "Members of the International Certification & Reciprocity Consortium (C&RC) often count an associate's degree as the equivalent of 1,000 hours of work experience" (<http://www.addiction-counselors.com/education>). In accordance with Senate Bill 575 – Qualifications and Practice Limitations for Alcohol and Drug Counselors - certified supervised counselors for alcohol and drug abuse (CSC-AD) are required to have an associate's degree or higher in a human service

counseling field from a regionally accredited college or university that includes 24 college credits in addiction and counseling related coursework and a 6 credit field placement. Certified addictions counselors (CAC-AD) are required to have a bachelor’s degree or higher in a human service counseling field from a regionally accredited college or university that includes 33 college credits in addiction and counseling related course work, a 6 credit field placement, and 1 year (2000 hours) of supervised work experience before they can take the certification exam.

An A.A.S. program in addictions counseling would also provide a practical educational pathway for students’ who have already earned a bachelor’s degree and seeking coursework and training to qualify for certification in addiction counseling. It is anticipated that students with bachelor’s degrees would already have completed some of the required course work. Therefore, this program would provide these students with access, at a very cost-effective price, to the coursework and supervised fieldwork needed to become certified in addictions counseling.

Currently, in Maryland, there are in total only 11 colleges and universities offering addictions counseling programs and, of that total, only 5 of the 17 community colleges across the state offer an A.A.S. program in Addictions Counseling. However, the growth of these programs nationwide substantiates the need for these programs, as well as, the anticipated increased demand for services in addiction screening, assessment and treatment that are the result of reforms in health care and the criminal justice system. Therefore, this initiative will strive to increase employment opportunities for students and address a documented workforce development need, based on the shortage of qualified addictions and behavioral health counselors locally, across the state of Maryland and the surrounding region.

d. Sources and Summary

Table 1 summarizes the Maryland job growth information, discussed in the sections above, and obtained from the following sources:

- Maryland Department of Labor, Licensing & Regulation, Maryland Occupational Projections 2014 – 2024 (<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>)

Table 2 summarizes the national job growth information, discussed in the sections above, and obtained from the following sources:

- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*

Table 1

Maryland Occupational Projections 2014 – 2024 (Substance Abuse and Behavioral Health Careers)	
Occupational Title	Annual Growth Rate
Substance Abuse and Behavioral Counselors	3.50%
Social and Human Service Assistants	3.59%
Psychologists (Clinical, Counseling & School)	2.58%
Psychiatric Aids	3.45%
Mental Health and Substance Abuse Social Workers	3.21%
Mental Health Counselors	3.32%
Rehabilitation Counselors	3.21%
Community and Social Service Occupations	2.67%
Community and Social Service Specialists	2.25%

Table 2

National Job Growth Forecast (Substance Abuse and Behavioral Health Careers)		
Occupational Title	Job Growth Forecast	Expected Growth Rate Thru 2024
Substance and Behavioral Health Counselors	22%	Much faster than average
Social and Human Service Assistants	11%	Faster than average
Psychologists	19%	Much faster than average
Psychiatric Aids	5%	As fast as average
Social Workers	12%	Faster than average
Mental Health Counselors	19%	Much faster than average
Rehabilitation Counselors	9%	Faster than average
Community and Social Service Occupations	10%	Faster than average
Health Educators and Community Health Workers	13%	Faster than Average

D. Reasonableness of Program Duplication

A. A.S. Addiction Counseling programs do not exist at other nearby Maryland community colleges (Allegany College of Maryland and Hagerstown CC). The closest addictions program is at Frederick Community College, which would mean Garrett County residents would need to travel 2-2½ hours one way to attend this college. Being centrally located in Garrett County, having this program at Garrett College would lessen the students' travel time. Secondly, students graduating from Garrett County high schools can take advantage of the Garrett County Scholarship Program if they attend Garrett College. Having the ability to take advantage of this scholarship will lessen the educational financial burden on the students and their families.

This new proposed program aligns with Frostburg State University's bachelor degree programs in Psychology and Social Work that have specializations in Addictions Counseling. The alignment of this new program with established programs at Frostburg State University assures a smooth transition into either of FSU's 4-year Psychology or Social Work programs.

Given Garrett College's location and easy accessibility for residents living in West Virginia and Pennsylvania this new proposed program could potentially serve these areas as well.

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

No impact on HBIs is anticipated from this new program.

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

N/A.

G. Curriculum Design

The A.A.S. in Addictions Counseling program is designed to prepare students for careers in addictions counseling. The curriculum provides theoretical coursework along with practical, hands-on instruction and field experience to develop the knowledge and skills necessary for students to attain certification as a certified supervised alcohol and drug counselor (CSC-AD). Successful graduates will be eligible to apply for and take the CSC-AD state certification exam and be prepared to transfer to a 4-year institution to seek an advanced degree in addictions counseling, psychology, social work or other related human service programs.

a. Addictions Counseling – Associate in Applied Science Degree (60 credits) Program Objectives:

1. To introduce students to the research and theoretical perspectives relevant to developing a thorough understanding of the etiology and treatment of addiction and the impact of addiction on human behavior and society.
2. To provide students with opportunities to practice administering various substance abuse, addiction and mental health assessment instruments.
3. To provide students with the opportunity to explore and practice individual, group, family and multi-cultural therapeutic counseling techniques that build rapport, enhance interpersonal communication and facilitate self-disclosure with potential clients.
4. To provide students with the opportunity to learn how to write case conceptualizations, clinical case notes and collaborative treatment plans in the context of effective case management and client advocacy.
5. To provide students with the opportunity to investigate, analyze and practice resolving moral, cultural and ethical issues relevant to addiction counseling and working in human service settings, with an emphasis on core ethical concepts such as confidentiality, informed consent, ethical codes of conduct and legal responsibilities, and the consequences of violating ethical codes of conduct.

b. Learning Outcomes - Upon successful completion of this program students will be able to:

1. Identify and explain the classification system of psychoactive drugs and the physical, psychological, behavioral, and social impact of these drugs on individuals struggling with abuse and dependency, their significant others and the community.
2. Describe the theoretical models used to explain the etiology of substance abuse and dependency.
3. Identify and explain the philosophies, policies and models of treatment, recovery, and relapse prevention for addiction and co-occurring disorders.
4. Identify established diagnostic criteria and appropriate screening instruments used to complete a comprehensive assessment of substance use disorders that is sensitive to age, gender, ethnicity, religion and disabilities and how to use that information to determine the need for in-patient services, community based treatment interventions and/or family involvement.
5. Demonstrate an understanding of individual, group, family and multicultural counseling modalities that facilitate behavioral change in the treatment of substance disorders and co-occurring disorders.
6. Demonstrate an understanding of the core components of developing a successful client-counselor relationship and maintaining professional and ethical records in the field of counseling to include being able to identify and explain an addiction counselor's obligations with respect to legal, ethical and behavioral standards of conduct.
7. Demonstrate the ability to develop effective treatment plans that reflects knowledge of community resources, incorporates appropriate referrals and case management skills and provides for the coordination of services delivered by a multidisciplinary treatment team.

c. Addictions Counseling – Associate in Applied Science Degree (60 credits) Requirements:

1. INSTITUTIONAL REQUIREMENT (1 credit)

FYE 101 First Year Experience (1)

2. GER REQUIRED CREDITS (22 credits)

English Composition

ENG101 Comp I--Expos Writing (3)

Arts and Humanities

SPC101 Intro to Communication (3)

PHL 234 Death and Bereavement (3)

Social and Behavioral Sciences

SOC 101 – Principles of Sociology (3)

Science

BIO 109 Human Biology & the Environment (4)

Mathematics

MAT 210 Introductory Statistics (3)

Interdisciplinary/Emerging Issues

CIS 105 Intro to Computers (3)

3. CORE COURSES (36)

PSY 101 General Psychology (3)

PSY 102 Human Growth & Development (3)

PSY 240 Abnormal Psychology (3)

PSY 245 Psychology of Women (3)

PSY 250 Research Methods (3)

PSY 286 Drugs & Human Behavior (3)

PSY 288 Assessment & Treatment in Addictions (3)

PSY 283 Ethics in Human Services and Addiction Counseling(3)

PSY 289 Intro to Counseling & Case Management (3)

PSY 294 Fieldwork in Addictions Counseling (6)

SOC 211 Social Problems (3)

4. Elective (1)

b. Example Sequence

FALL

FYE 101 First Year Experience	1
ENG101 Comp I	3
BIO 109 Human Biology & the Environment.....	4
MAT 210 Introductory Statistics	3
PSY 101 General Psychology	3
Elective	<u>1</u>
TOTAL	15

SPRING

SPC 101 Intro to Communication.....	3
CIS 105 Intro to Computers	3
SOC 101Introduction to Sociology	3
PSY 102 Human Growth & Development.....	3
PSY 286 Drugs & Human Behavior	<u>3</u>
TOTAL	15

FALL

PHL 234 Death and Bereavement	3
PSY 240 Abnormal Psychology	3
PSY 288 Assessment & Treatment in Addictions	3
PSY 283 Ethics in Addiction Counseling	3
PSY 289 Intro to Counseling & Case Manage	<u>3</u>
TOTAL	15

SPRING

SOC 211 Social Problems.....	3
PSY 245 Psychology of Women.....	3
PSY 250 Research Methods.....	3
PSY 294 Fieldwork in Addictions Counseling	<u>6</u>
TOTAL	15

b. Course Descriptions

BIO 109 – Human Biology and the Environment

4 Credits

Study of the human species with emphasis on the interdependence of humans, other forms of life, and the physical environment. Not for Science majors. Intended for Social Science majors transferring to FSU. (*Science GER*) 3 Instructional hours, 2 Laboratory hours. Offered in the Fall. Prerequisite: RDG 075 and ENG 071

CIS 105 - Introduction to Computers

3 Credits

This introductory course is designed to familiarize students with the general concepts of computers and information sciences. The course will introduce students to the features and uses of common applications software such as word processing, spreadsheet, database, and operating systems such as Windows. Students will also learn about various hardware components and basic computer terminology. (*Interdisciplinary/Emerging Issues GER*) 3 Instructional hours. Offered in the Fall and Spring.

ENG 101 – Composition 1 – Expository Writing**3 Credits**

A course in writing expository and research-based essays that emphasize the development of clear theses through various rhetorical modes including description, narration, comparison-contrast, analogy, definition, analysis, classification, argumentation, and persuasion. Students will write and extensively revise before submitting for a grade a minimum of five expository papers, four to six typed, double-spaced pages. Additionally, students are strongly encouraged to visit the Writing Center for help on papers prior to turning in work to be graded. As writer voices develop, students use print and non-print sources to help support theses, leading to writing adhering to MLA guidelines. Students taking this course to fulfill their GER writing requirement must earn a minimal grade of C or repeat the course. *(English Composition GER) 3 Instructional hours. Offered in the Fall and Spring. Prerequisite: ENG 071, Co-requisite 91L, or college placement indicator.*

MAT 210 – Introductory Statistics**3 Credits**

An introduction to the practice of statistics. Topics include the various techniques of sampling. Observational studies and experiments, graphical and numerical summaries of data, the normal distribution, basic probability, random variables, sampling distributions, confidence intervals, hypothesis testing, simple linear regression, and correlation. *(Mathematics GER) 3 Instructional hours. Offered in the Fall and Spring. Prerequisite: MAT 075 or College Placement Indicator*

PHL 234 – Death and Bereavement**3 Credits**

Death and bereavement is a multidisciplinary, empirically based consideration of emotions, behaviors, beliefs, and attitudes related to death and the process of dying. This course will examine the philosophical, psychological, sociological, and emotional aspects of coping with death, the grief process, and personal adjustment. Emphasis will be placed on coping with the concept of death as related to oneself and adjustment to the death of others. Cross-listed as PSY 234.. *(Social and Behavioral Sciences GER) 3 Instructional hours. Offered in the Fall and Summer. Prerequisite: PSY 101 or PSY 102*

PSY 101- General Psychology**3 Credits**

Deals with the psychologist's attempt to understand humanity. Topics include psychological and physiological processes; biological foundations of behavior; biological base for integrated behavior; methods of psychology, tests and measurements; experimental design; intelligence; segments of the psychological process including motives, emotions, sensation and perception, processes of learning; personality and adjustment; and neurosis, psychosis, and psychotherapy. *(Social and Behavioral Sciences GER) 3 Instructional hours. Offered in the Fall and Spring. Prerequisite: RDG 075 and ENG 071*

PSY 102 – Human Growth and Development**3 Credits**

This course emphasizes principles underlying human behavior and development. Primary attention is given to understanding school-age children, but overall human development from conception to death is explored. *(Social and Behavioral Sciences GER) 3 Instructional hours. Offered in the Fall and Spring. Prerequisite: RDG 075 and ENG 101 or ENG 103*

PSY 240 – Introduction to Abnormal Psychology**3 Credits**

History of the study of psychopathology; concepts of models of positive mental health; major syndromes of deviant behavior, including psychoneurosis, psychosis, personality disorders and affective disorders; theories of deviant behavior and community mental health are studied. *3 Instructional hours. Offered in the Fall. Prerequisite: ENG 101 and PSY 101*

PSY 245 – Psychology of Women**3 Credits**

This course is designed to investigate the physical, mental, social, and emotional development of women from a psychological perspective. Emphasis will be given to examining the popular but unfounded negative

stereotypes of women, as well as, determining the more realistic aspect of the psychological development of women and the subsequent effect it has on adjustment, life-style and emotional problems. 3 Instructional hours. Offered in the Spring. Prerequisite: ENG 101 and PSY 101

PSY 250 – Research Methods

3 Credits

An introduction to the scientific method as applied to the social and behavioral sciences. Topics of study include: differentiating between quantitative and qualitative studies; types of research (i.e. descriptive, correlational and experimental); methodology for data collection (i.e. naturalistic observation, surveys, tests); statistics; structure and content of a journal article manuscript. Should be taken immediately after completing PSY101. 3 Instructional hours. Offered in the Spring. Prerequisites: PSY 101, ENG 101, MAT 075

PSY 283 – Ethics in Human Service and Addiction Counseling (New Course)

3 Credits

This course will Investigate and analyze moral, cultural and ethical issues in human service fields and addiction counseling to include examining core ethical concepts (ie confidentiality, informed consent, ethical codes of conduct and legal responsibilities) and the consequences of violating ethical codes of conduct. Students will be provided with opportunities to practice resolving ethical, moral and cultural dilemmas to prepare them for fieldwork in human service fields and addiction counseling.

3 Instructional hours. Offered in the Fall. Cross-listed as SOC 283. Prerequisite: ENG 101, PSY 101

PSY 286 – Drugs and Human Behavior

3 Credits

An introduction to the research and theory applied to understanding the impact of psychoactive drugs on human behavior. Topics of study include: the history of drug use, various drug classifications to include the biological, psychological and social effects on the human organism and the environment (especially alcohol and other frequently abused drugs), the process of addiction and trends in prevention. 3 Instructional hours. Offered in the Spring. Prerequisites: PSY 101 and ENG 101

PSY 288 - Assessment and Treatment in Addictions Counseling (New Course)

3 Credits

This course will provide a comprehensive introduction to the systematic approach of screening, assessment, and treatment planning for individuals struggling with substance abuse and chemical dependency. Students will be presented with the opportunity to practice administering various substance abuse, addiction, and mental health assessment instruments. Students will learn about addictions case management and client advocacy through the process of examining and developing collaborative treatment plans. 3 Instructional hours. Offered in the Fall. Prerequisite: ENG 101, PSY 101, PSY 286

PSY 289 – Introduction to Counseling and Case Management (New Course)

3 Credits

This course will provide a comprehensive introduction to the core components of developing a successful client-counselor relationship and maintaining professional and ethical records in the field of counseling. Students will be provided with the opportunity to explore and practice individual, group and multi-cultural therapeutic counseling techniques that build rapport, enhance interpersonal communication and facilitate self-disclosure with potential clients. In addition, learning to write case conceptualizations, clinical case notes and treatment plans in the context of effective case management is emphasized.

3 Instructional hours. Offered in the Fall. Prerequisites: ENG 101, PSY 101, PSY 286

PSY 294 – Fieldwork in Addictions Counseling (New Course)

6 Credits

Students will be provided with a supervised fieldwork placement that gives them an opportunity to practice assessment and implement theories and techniques used in the treatment and case management of counseling individuals struggling with substance abuse and chemical dependence. Students will be required to complete 200 hours of supervised fieldwork (approximately 15 hours a week), submit weekly reports

about the fieldwork experience, attend weekly 90 minute supervised case reviews and submit a final analysis. Fieldwork placements must be approved prior to registration and no later than December 1st. Offered in the Spring. *Prerequisites: PSY 283, PSY 286, PSY 288, and PSY 289.*

SOC 101 – Principles of Sociology

3 Credits

An introduction to the primary concepts, terminology, and methods of investigation employed in the analysis of social institutions. Topics include processes leading to social stratification, analysis of various types of groups and their interrelationships, social class and social change, ethnic groups, problems of population growth and the development of human resources. *(Social and Behavioral Sciences GER) 3 Instructional hours. Offered in the Fall and Spring. Prerequisite: RDG 075 and ENG 071*

SOC 211 – Social Problems

3 Credits

This course examines the cause of social disorganization in modern society. Included are the concerns of personal deviation and the value conflict as well as such contemporary concerns as drugs, alcohol abuse, mental illness, family conflict and crime. *(Social and Behavioral Sciences GER) 3 Instructional hours. Offered Spring. Prerequisite: SOC 101*

H. Adequacy of Articulation

Garrett College is currently working with the Psychology Department at FSU to establish an articulation agreement for psychology. Significant progress toward completion of the psychology articulation agreement has been made. Pending program approval by MHEC, the proposed addictions counseling program for Garrett College would align with FSU's addictions counseling specialization in the psychology program. With a long history of collaboration, both Garrett College and FSU consider an articulated program in psychology is a mutually beneficial step for both institutions as well as our students. In addition, Garrett College will work on articulation agreements with surrounding institutions such as West Virginia University and Fairmont State University as well as other Maryland institutions.

I. Adequacy of Faculty Resources

Garrett College has a strong faculty team consisting of both full-time and part-time faculty members. A majority of the general education courses that are listed are taught by full-time faculty. Courses for the Addictions Counseling program will also be taught primarily by a full-time faculty member. See chart below.

Full-time Faculty Member for Addictions Counseling Program:

Dr. Terry Lynn Kasecamp, Professor of Psychology, has an Ed. D. in Educational Leadership, a M.S. in Counseling Psychology and a B.S. in Psychology and Sociology from Frostburg State University. This combined with 28 years of teaching experience in higher education, 8 years of clinical experience as a psychotherapist to include addictions counseling, and several years of providing drug and alcohol training for O.E.T.A.S. makes Dr. Kasecamp uniquely qualified to not only provide instruction for this program but also to provide leadership in the development and implementation of this program.

Adjunct Faculty for Addictions Counseling Program:

In addition to adjunct faculty currently teaching psychology courses, recruiting highly qualified adjunct faculty with clinical experience in the field of addictions counseling will be essential to provide practical training and experience for students enrolled in this program. Upon approval from MHEC this will be a top priority to assure the overall success of this program.

Faculty Teaching Addiction Counseling and Psychology Courses		
Faculty Member & Credentials	Status	Courses
Dr. Terry Lynn Kasecamp, Ed.D	Full-time	PSY 101 – General Psychology PSY 102 – Human Growth & Development PSY/PHL 234 – Death & Bereavement PSY 240 – Abnormal Psychology PSY 245 – Psychology of Women PSY 250 – Research Methods PSY 289 – Introduction to Counseling & Case Management PSY 294 – Fieldwork in Addictions Counseling
Anita Rhodes, MS, LCPC	Adjunct	PSY 286 – Drugs and Human Behavior PSY 288-Assessment & Treatment in Addictions Counseling
Ruth Friend, MS	Adjunct	PSY 102 – Human Growth & Development
To Be Determined	Adjunct	PSY 283 – Ethics in Addictions Counseling

Faculty Teaching GER Courses		
Faculty Member & Credentials	Status	Courses
Christa Bowser, MS	Full-time	BIO 109 – Human Biology & the Environment
Dr. Greg Jenkins, PH.D.	Full-time	Eng 101 – Comp 1 SPC 101 – Introduction to Communication
Jack Dubose, MS	Full-time	Eng 101 – Comp 1 SPC 101 – Introduction to Communication
Dr. Jeff Reitz, Ph.D.	Full-time	MAT 210 - Statistics
Tim Foster, MS	Full-time	MAT 210 - Statistics
Michelle Lieberman, MS	Full-time	SOC 101 – Introduction to Sociology SOC 211 – Social Problems
Pramod Kapoor	Full-time	CIS – Introduction to Computers

J. Adequacy of Library Resources

The Library at Garrett College offers extensive resources for academic research with a large collection that includes books, periodicals, electronic journals, newspapers, audiobooks, CDs, videos, and DVDs. In addition to student computer workstations with Microsoft Office products and Internet access for academic projects, the GC library offers extensive services to students including, but not limited to the following: multiple electronic databases including Maryland Digital Library, ProQuest, Science Resource Center, and Access Science; on-campus access and 24-hour remote access; Citation Machine, an on-line service that assists students in the location and citation of sources to support literature research; and access to materials from other Maryland public and university libraries, the library of West Virginia University, and the Library of Congress through interlibrary loan and a variety of virtual libraries. It is anticipated that the above-listed resources will be sufficient for A.A.S. Addictions Counseling students. This will be assessed annually to determine what additional reference or library resources may be required.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

The proposed program will not have a major impact on the use of existing facilities and equipment. More than half of the required core courses are currently offered and taught by full-time faculty. It is anticipated that adding this program will increase low or under-enrolled courses. The use of additional facility space for the new courses being offered will not interfere with how the facility space is currently being used. No additional equipment will be required for this program.

L. Adequacy of Financial Resources

Table 3 on the following page summarizes resource estimates in each of the following categories over the first 5 years of program implementation:

1. Reallocated Funds: N/A
2. Tuition and Fee Revenue: Includes payments directly attributable to students new to the institution enrolled in this program each year. The total revenue was estimated based on the cost to in-county students only at the rate of \$135.00/credit plus \$25.00 registration fee/semester. All the cost is based on the current rate of tuitions and fees. Full-time cost estimate is based on 15 credits per semester, 30 credits per year while part-time estimate is based on 6 credits per semester and 12 credits per year.
3. Grants and Contracts: N/A
4. Other Sources: N/A

Table 4 on the following page summarizes expenditure estimates for the following categories over the first 5 years of the program:

1. Garrett College does not intend to hire any new full-time faculty for this program at this time given that 42 credits of the 60 credit program are currently being taught by full-time faculty at the college. In addition, one of the core courses for this program, PSY 286 – Drugs and Human Behavior is also currently being taught by an adjunct instructor to meet requirements for other programs. The additional 15 credits needed to fulfill the requirements mandated by the state of Maryland for this program will be primarily taught as an overload by the full-time psychology faculty member or by adjunct faculty. The estimated cost of these additional 15 credits is based on the current overload and adjunct pay of \$1875 per 3 credit course.
2. New Administrative Staff (#FTE, Salary, and Benefits) – N/A
3. New Support Staff (#FTE, Salary, and Benefits) N/A
4. Equipment: Existing classroom equipment will be sufficient for this program.
5. Library: N/A
6. New and/or Renovated Space: N/A
7. Other Expenses: N/A

Table 3. Resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	N/A	N/A	N/A	N/A	N/A
2. Tuition/Fee Revenue (c + g below)	\$21,410.00	\$31,280.00	\$39,480.00	\$49,350.00	\$57,550.00
a. Number of F/T Students	4	6	8	10	12
b. Annual Tuition/Fee Rate	\$ 4,100.00	\$ 4,100.00	\$ 4,100.00	\$ 4,100.00	\$ 4,100.00
c. Total F/T Revenue (a x b)	\$16,400.00	\$24,600.00	\$32,800.00	\$41,000.00	\$49,200.00
d. Number of P/T Students	3	4	4	5	5
e. Credit Hour Rate	\$135	\$135	\$135	\$135	\$135
f. Annual Credit Hour Rate	\$1,670	\$1,670	\$1,670	\$1,670	\$1,670

g. Total P/T Revenue (d x f)	\$5,010	\$6,680	\$6,680	\$8,350	\$8,350
3. Grants, Contracts & Other External Sources	N/A	N/A	N/A	N/A	N/A
4. Other Sources	N/A	N/A	N/A	N/A	N/A
TOTAL (Add 1 – 4)	\$21,4110.00	\$31, 280.00	\$39,480.00	\$49,350.00	\$57,550.00

Table 4. Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Overload & Adjunct Pay	\$9, 375	\$9, 375	\$9, 375	\$9, 375	\$9, 375
a. FT Overload x 9 credits	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625
b. Adjunct Pay x 6 credits	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750
c. Total Benefits	N/A	N/A	N/A	N/A	N/A
2. Admin Staff (b + c below)	N/A	N/A	N/A	N/A	N/A
a. # FTE	N/A	N/A	N/A	N/A	N/A
b. Total Salary	N/A	N/A	N/A	N/A	N/A
c. Total Benefits	N/A	N/A	N/A	N/A	N/A
3. Support Staff (b + c below)	N/A	N/A	N/A	N/A	N/A
a. # FTE	N/A	N/A	N/A	N/A	N/A
b. Total Salary	N/A	N/A	N/A	N/A	N/A
c. Total Benefits	N/A	N/A	N/A	N/A	N/A
4. Equipment	N/A	N/A	N/A	N/A	N/A
5. Library	N/A	N/A	N/A	N/A	N/A
6. New or Renovated Space	N/A	N/A	N/A	N/A	N/A
7. Other Expenses	N/A	N/A	N/A	N/A	N/A
TOTAL (Add 1 – 7)	\$9, 375	\$9, 375	\$9, 375	\$9, 375	\$9, 375

M. Adequacy of Provisions for Program Evaluation

All of Garrett College’s instructional programs are evaluated annually based on the results from regular assessment of student learning outcomes. In addition to college-wide general education student learning outcomes, the College has established a set of program-specific learning outcomes for every degree and certificate program. Based on the fact that the A.A.S. in Addictions Counseling is both a career-oriented and a transfer-oriented program, the program-level learning outcomes that have been identified focus on developing an understanding of theory along with practical, hands-on instruction which will enable students to develop the knowledge and skills required to qualify as a certified supervised alcohol and drug counselor (CSC-AD) after completing a 2-year degree in addictions counseling or to transfer to a 4-year institution upon graduation to seek an advanced degree in psychology or social work with an emphasis in addictions counseling.

Garrett College also employs a formal program review process wherein each of its academic and career programs is formally reviewed on a regular cycle. In addition to student performance and enrollment data, these reviews are comprehensive and take into account information on faculty training and performance, all costs related to the program, and other factors.

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

1. The College actively recruits in urban areas with large minority populations and approximately 29% of the current student body is comprised of minority students.
2. The College is in the process of identifying a Diversity Officer who will provide support to minority students in an effort to increase their retention.

O. Relationship to Low Productivity Programs

N/A

P. Distance Education Program

N/A