



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland Eastern Shore: Bachelor of Science in Rehabilitation Psychology

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: March 24, 2010

SUMMARY: The proposed program was developed in accord with the suggested guidelines established by the American Psychological Association (APA), as well as those established by the National Council on Rehabilitation Education (NCRE). The program will provide an interdisciplinary approach to rehabilitation services, incorporating the behavioral study of psychology.

The existing Doctor of Physical Therapy and Master's in Rehabilitation Counseling offered at the University will complement the proposed undergraduate program in Rehabilitation Psychology. In addition, the program will offer faculty, staff and students numerous opportunities for interdisciplinary collaboration with colleagues in related allied health fields.

Graduates will have the opportunity to pursue entry level employment in such fields as human services, rehabilitation, and drug addiction counseling, and to enter graduate programs in Psychology, Rehabilitation, and Counseling. It is anticipated that 15-30% of the graduates will pursue graduate program opportunities at UMES or through programs offered at other USM institutions.

The University expects an initial enrollment of twenty-five (25), increasing to forty (40) entering students within four years for a total enrollment in year four of 130 students.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy recommend that the Board of Regents approve the proposal from the University of Maryland Eastern Shore to offer the B.S. in Rehabilitation Psychology.

COMMITTEE RECOMMENDATION: Approval.

DATE: March 24, 2010

BOARD ACTION:

DATE:

SUBMITTED BY: Irwin Goldstein (301) 445-1992

irv@usmd.edu



DIVISION of ACADEMIC AFFAIRS
Office of the Vice President

JAN 13 2010

January 11, 2010

Thelma B. Thompson, Ph.D.
President
University of Maryland Eastern Shore
Princess Anne, MD 21853-1299

SUBJECT: NEW BS DEGREE IN REHABILITATION PSYCHOLOGY

Dear Dr. Thompson:

Attached are two draft letters for your review-- one is addressed to Dr. Kirwan and the other to Dr. Lyons, who are of the University System of Maryland and the Maryland Higher Education Commission respectively. These letters are requesting approval of a **new BS degree in Rehabilitation Psychology** in the Department of Rehabilitation Sciences. This new degree program will provide an interdisciplinary approach to Rehabilitation Services, which incorporates the behavioral study of psychology. Students will have the ability to qualify for a variety of entry-level positions which require knowledge of human behavior and the use of people skills. I hereby request your approval of the proposal.

Upon your approval, I will forward the requests electronically to Drs. Kirwan and Lyons for their approval. Please advise when your letters are processed so we may provide to you the required attachments.

Sincerely,

A handwritten signature in black ink, appearing to read "Charles Williams", with a long horizontal flourish extending to the right.

Charles Williams
Vice President for Academic Affairs

/cjc
Attachments

Copy: Dr. Nicholas Blanchard, Dean, School of Pharmacy and Health Professions
Dr. William Talley, Chair, Department of Rehabilitation Services



ACADEMIC AFFAIRS

2009 NOV 10 PM 1:12

RECEIVED UMES

DIVISION of ACADEMIC AFFAIRS
Office of the Vice President

September 21, 2009

TO: Dr. Mark Williams
Chair, UMES Senate

FR: Charles Williams
Vice President for Academic Affairs

RE: **New Program Proposal – BS Rehabilitation Psychology**

Attached please find a proposal request for **BS in Rehabilitation Psychology** which was submitted to the Office of Academic Affairs by the Dean of the School Pharmacy and Health Professions. Please forward the curriculum change to the UMES Senate Academic Affairs Committee for review and approval. If you have questions or need additional information, please feel free to contact me.

/cjc
Attachment

Copy: Dr. Nicholas Blanchard, Dean, School of Pharmacy and Health Professions (w/out Attachment)
Dr. William Talley, Chair, Department of Rehabilitation Services (w/out Attachment)

University of Maryland Eastern Shore Letter of Intent to Develop New Academic
Program

ACADEMIC AFFAIRS

2008 NOV 10 PM 1:12

IN ACCORD WITH SECTION 11-206.1 OF
THE ANNOTATED CODE OF MARYLAND

Need for the Program

By providing students with a broad perspective on the theory, history, structures, legislation and practice related to Rehabilitation and Psychology as they exist in today's world, and by offering a means of understanding how an interdisciplinary approach assist us to better understand the nature of the individuals that students will be trained to work with both locally and globally, a B.S. in Rehabilitation Psychology is extremely valuable to individuals in a wide array of disciplines. Rehabilitation Psychology is a dynamic interdisciplinary program that can lead to rewarding careers in fields encompass interest that include mental health services and behavioral research. Human behavior is a complex and fascinating discipline and as an academic topic, can provide the foundation for a variety of majors. The core curriculum is germane to rehabilitation, allied health, the social sciences, agriculture, other behavioral sciences, education and business. Many departments consequently, encourage students to enroll in general rehabilitation and psychology courses as a supplement to other coursework. Understanding people is critical to personal success and that knowledge can be helpful to our own awareness.

Why does the University have a need for an undergraduate program in rehabilitation psychology? In today's undergraduate academic institutions, psychology is considered one of the most popular undergraduate majors. In any given year over a quarter of a million, (that's 250, 000) students find themselves enrolled in undergraduate programs in psychology. That translates into over 60,000 individuals receiving undergraduate degrees in psychology each year. The majority of students who receive degrees in psychology do not however, go immediately into practice in the field of psychology. That's because, in most places, an individual needs more than a bachelor's degree to practice psychology. Rehabilitation and other allied health professions are among the fastest growing careers in the United States today. Students who complete their undergraduate training in rehabilitation and related areas find many entry-level positions, including many in the field of rehabilitation, for which a bachelor's degree in rehabilitation psychology would be sufficient. Many graduates will also use their knowledge of psychology to assist them in the pursuit of graduate degrees in psychology, rehabilitation counseling, counseling, guidance counseling, allied health programs and related fields of endeavor. Still others go on to find work, careers, or graduate opportunities in other areas, such as sales, public relations, marketing, and a host of other careers where the knowledge of human behavior is essential.

A bachelor's degree in rehabilitation psychology can qualify a person for a variety of entry-level jobs for which the knowledge of human behavior and the use of "people skills" are critical. Those who complete undergraduate degree programs in rehabilitation psychology may find themselves assisting psychologists, counselors, researchers or numerous other professionals in community mental health and independent living settings, addiction centers, rehabilitation

facilities, vocational evaluation centers, and correctional programs just to name a few. The job titles are however, likely to be something other than psychologist (which typically requires an advanced degree), such as case workers, counselors, therapy aides, social workers, probation officers, or rehabilitation assistants.

Students/Constituencies to be Served:

The student demand for a major in rehabilitation psychology is quite evident if one simply looks at the number of successful psychology and rehabilitation psychology programs housed at colleges and universities across the country. Locally, the admissions office informs us that students frequently ask about the availability of a psychology program here at UMES. The B.S. in Rehabilitation Psychology will respond to the broad interest in Psychology and the more specific focus on rehabilitation/disability issues as they relate to psychology to provide students with a uniquely valuable educational opportunity. Currently most of students at UMES take one or more courses in psychology and students majoring in rehabilitation, sociology, education, and other disciplines take several courses as a part of their requirements and they also frequently take additional courses in Psychology as electives.

In brief, since UMES does not currently offer a degree in psychology this program will fill a critical need for the University.

Brief Summary of the proposed Program:

The B.S. in Rehabilitation Psychology will have three main educational objectives: 1) to educate students in the practice, theory and interdisciplinary body of knowledge affiliated with rehabilitation and psychology. 2) to provide students with the opportunity to develop the knowledge, skills and literacy needed to think critically, examine, research and effectively and knowledgeably write and communicate their thoughts on matters that relate to rehabilitation and psychology 3) to effectively prepare the graduates of the rehabilitation psychology program to pursue graduate study in rehabilitation counseling, guidance and counseling, psychology and related areas. The program and proposed course of study will also meet the following goals and objectives for our students:

a.) To achieve a knowledge base centered on current research and findings in psychology, rehabilitation, disability studies and related areas. Students will be required to take courses which expose them to the history and systems of psychology and rehabilitation as well as traditional theories of counseling and psychology.

b.) To acquire specific skills in research and the critical analysis of information to enhance their capacity to become informed consumers and possibly contributors to current literature in the field. Students will be exposed to a variety of assignments which will require them to become familiar with research methods and techniques.

c.) To develop and achieve an understanding of a wide body of knowledge pertinent to the fields of rehabilitation, psychology, disability studies and related areas to facilitate their understanding of diverse populations.

d.) To develop the students capacity to recognize and understand the relationship between theory and practice as it relates to the field

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- ☒ New Instructional Program
☐ Substantial Expansion/Major Modification
☐ Cooperative Degree Program

University of Maryland Eastern Shore

Institution Submitting Proposal

Bachelor of Science in Rehabilitation Psychology

Title of Proposed Program

ACADEMIC AFFAIRS
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RECEIVED UMES

Bachelor of Science in Rehabilitation Psychology
Degree to be Awarded

09/01/2011
Projected Implementation Date

2001-01
Proposed HEGIS Code

420101
Proposed CIP Code

School of Pharmacy and Health Professions
School in which program will be located

Dr. William Talley
Department Contact

410-651-6261
Contact Phone Number

wbtalley@umes.edu
Contact E-Mail Address

Shelma B. Thompson
Signature of President or Designee

Date

REHABILITATION PSYCHOLOGY

A. Mission

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant Institution, is a teaching, research, and doctoral institution that nurtures and launches leaders in a student-centered environment, particularly among ethnic minorities. Committed to providing high quality programs in an ethnically diverse environment, the University prepares students who will serve and shape the global economy. UMES is a growing, primarily residential university with learning, discovery, and engagement missions consistent with valuing the scholarship of faculty in discovering knowledge, disseminating new knowledge, and applying that knowledge to the extended community. The University recognizes its responsibility for developing human potential, enriching cultural expressions, and sharing its expertise with individuals, businesses, educational, governmental, and non-governmental organizations. The learning, discovery, and engagement foci are in accordance with UMES' legacy and mission as Maryland's 1890 Lang-Grant Institution.

While the Carnegie Foundation classifies UMES as a Masters Comprehensive University, MA 1, the University aspires to achieve Doctoral/Research University-Intensive classification. Consequently, UMES has developed and implemented freestanding doctoral degree programs in (a) Food Science & Technology, (b) Physical Therapy, (c) Organizational Leadership, and (d) Educational Leadership. To respond to widespread regional and national health care needs, especially those in rural areas, UMES has established a new School of Pharmacy and Health Professions (consisting of the departments of Pharmacy, Physical Therapy, Physician Assistant, Exercise Science, and Rehabilitation). The University will continue to seek the necessary support needed to help address the continuing shortage of allied health professionals (including psychologists) locally on the shore, regionally, and nationally.

UMES Mission: The "University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, emphasizes baccalaureate and graduate programs in the liberal arts..." http://www.umes.edu/about_umes/mission.html.

According to the 2004 State Plan for Postsecondary Education, the five goals "seen as critical by the Maryland Higher Education Commission are: Quality and Effectiveness, Access and Affordability, Diversity, A Student Centered Learning System, and Economic Growth and Vitality". MHEC is continuing to work to insure that Historically Black Institutions are "competitive, both in terms of program and infrastructure, with Maryland's traditionally white institutions".

The mission of the undergraduate program in rehabilitation psychology is to prepare students for entry-level employment in a variety of human service, behavioral, and rehabilitation-related settings, especially those serving individuals with behavioral, physical, emotional and developmental disabilities. The program is also designed to prepare its graduates to enter graduate level programs in psychology, rehabilitation, human services, physical therapy, and related allied health fields.

The establishment of a Rehabilitation Psychology program at UMES will aid in fulfilling the mission of UMES as an 1890 land-grant institution and serves to support the critical goals of MHEC. By providing a four-year Rehabilitation Psychology degree program, UMES will be able to prepare students for careers in areas of expertise that are crucially needed locally, regionally, and nationally.

B. Characteristics of the Proposed Program

1. Need

In support of the Maryland Higher Education Commission's 2000 Maryland State Plan for Postsecondary Education and its complement, The USM 2010: In Responding to the Challenges that Lie Ahead – the 10 Year Plan, UMES has committed itself to "equipping students with the skills, knowledge, and experience necessary for appropriate professional employment and professional development through strong academic programs whose strength is assured through regular review and accreditation where appropriate . . ." ¹

The University of Maryland Eastern Shore has a solid track record in delivering highly successful programs in Allied Health fields. For example, the Doctor of Physical Therapy (DPT) Program started as a Bachelor's Program, grew into a Master's Program, and because of industry trends, it evolved into the current first professional doctoral level program. The first 10 DPT's graduated in December 16, 2005. The UMES DPT program currently ranks number 1 nationally in the rank order of Physical Therapy Programs by first time pass rate in their licensure examination. The pass rates for the first cohort (2005) and second cohort (2006) DPT graduates were 100%. The Doctor of Physical Therapy Program was awarded Accreditation in 2004 by the American Physical Therapy Association. In addition, the university received high praise for the curriculum of the Physician Assistant Program as being "too rigorous" when the program was awarded accreditation in 2005 by the Accreditation Review Commission on education for the Physician Assistant (ARC-PA). The current Rehabilitation Department at UMES began as a Bachelor's Program in 1988 and grew to include The Master's Degree Program in Rehabilitation Counseling several years later. The Master's Degree Program in Rehabilitation Counseling is fully accredited by the Council on Rehabilitation Education (CORE) and received its initial approval by CORE in its first year of operation.

The DPT, and the Master's in Rehabilitation Programs will complement the proposed undergraduate program in Rehabilitation Psychology and will offer students who graduate from the program an avenue to pursue further study in one of its graduate programs as well as within other graduate programs at UMES and within the USM. In addition, it will offer faculty, staff, and students numerous opportunities for interdisciplinary collaboration with colleagues in related allied health fields. It is anticipated that a 15-30% of the graduates from the proposed Undergraduate program will pursue graduate opportunities at UMES or through programs offered within the USM.

¹ Mission Statement of the University of Maryland Eastern Shore "Institutional Objectives and Outcomes", p. 4, 2005

2. Educational Objectives

The educational objectives of this program are consistent with the suggested guidelines established by the American Psychological Association (APA), for undergraduate programs in psychology, as well as those established by the undergraduate registry for rehabilitation established by the National Council on Rehabilitation Education (NCRE), and includes a focus on the knowledge, skills, abilities, and values that students should acquire while pursuing a undergraduate major in rehabilitation psychology (neither APA nor NCRE have established requirements for undergraduate Rehabilitation Psychology programs, however both offer guidance).

- It addresses the need to highlight theory and research as the critical underpinning of psychology, rehabilitation, and related allied health fields;
- It highlights the need to integrate theory and practice;
- It supports the need of the program to utilize various pedagogical models, to include experiential components, in a way that is suitable to the subject matter, and which may also include: traditional lecture/classroom experiences, distance learning approaches, research, and laboratory experiences;
- It promotes the development of lifelong learning skills and fosters the development of competencies that will prepare students for entrance into the Workforce or acceptance into graduate or professional schools upon receipt of the baccalaureate degree;
- It addresses diversity and cross-cultural issues in the discipline, with an emphasis on those matters relevant to individuals with disabilities;
- It provides students with sufficient information regarding the growing internationalization of psychology, rehabilitation, and related behavioral and allied health disciplines;
- It offers students the opportunity to understand behaviors that may be effected by or ignore geographic boundaries;
- It supports the pursuit of excellence;
- It offers insight into the fact that observations are meaningful only to the extent that they accurately reflect what is being observed;
- It supports the notion that there are many legitimate ways to reach a learning outcome.

3. Program Overview

The Rehabilitation Services program was established at UMES in 1988 when UMES received encouragement from the Rehabilitation Services Administration (RSA) to develop an undergraduate program in rehabilitation services. Two years later, the program received support from RSA in the form of a 5-year grant totaling \$500,000.

The following points identify key characteristics of the Rehabilitation Psychology program:

- It will provide an entry level undergraduate curriculum in rehabilitation psychology that will allow students who successfully complete the program to pursue entry level positions in psychology, human services, behavioral sciences, rehabilitation, and allied health and/or to pursue admission to a variety of graduate programs in human services or allied health;
- It will create new opportunities for UMES students to develop their skills and abilities in rehabilitation, psychology, critical thinking, problem solving, research, and communication;

- It will improve community access to entry level health care professionals;
- It will improve community access to health care services provided by qualified professionals.

a) General requirements of the degree

The Rehabilitation Psychology program will consist of a curriculum with 120 total credit hours. The curricula will include 1 credit hours of general education courses in English, arts and humanities, social and behavioral sciences, and emerging issues. An additional 10 credit hours in mathematics and natural sciences are required under the General Education program, which are included as a part of the requirements for the Rehabilitation Services degree. This makes the total credits for General Education 41 credit hours. Students will add to this 48 hours of core courses, 22 hours of supportive core courses, and 9 hour of electives.

b) Total number of credits and their distribution

Category	Distribution
I. General Education Courses	41 credit hours
II. Rehabilitation/Psychology Core Courses	48 credit hours
III. Supportive Core Courses	22 credit hours
IV. Electives	9 credit hours

c) List of courses by title and level

The general education courses, most of the Rehabilitation Core courses, and most of the Supportive Core courses have already been developed and are being offered. Those few courses identified by asterisk in the Rehabilitation Core and Supportive Core courses will be developed in support of the new Rehabilitation Psychology proposal.

I. General Education Requirements 41 Credit Hours

A. Curriculum Area I – (Arts and Humanities) 9 credits

Students must select ENGL 203 plus two additional courses:

ARTS: ARTS 101, ARTS 310, MUSI 100, MUSI 101, MUSI 109

HISTORY: HIST 201, HIST 202, HIST 333, HIST 334, HIST 341, HIST 360

LANGUAGE: FREN 101, FREN 102, SPAN 101, SPAN 102, ASLS 203, ASLS 204

LITERATURE: ENGL 204, ENGL 205, ENGL 206, ENGL 207, ENGL 215, ENGL 218, ENGL 328, ENGL 329, ENGL 401

B. Curriculum Area II – (Social and Behavioral Sciences) 9 credits

Students must select one course in each of two disciplines plus an extra in Behavioral Science:

SOCIAL SCIENCES: ECON 201 or ECON 201H, ECON 202 or ECON 202H,

GEOG 201 or GEOG 202, HIST 101 or HIST 111H, HIST 102 or

HIST 112H, POLI 200 or POLI 200H, POLI 342, **SOCI 101***

or **SOCI 101H***

BEHAVIORAL SCIENCES: CRJS 101, HUEC 203, HUEC 220, HUEC 361, HUEC 380, SOWK 200 or SOWK 200H, **PSYC 200***, **SOCI 201***

C. Curriculum Area III – (Biological and Physical Sciences) 7 Credits

Students must select two science courses which must include at least one laboratory:

ANPT 114, BIOL 101, BIOL 103 (lab), **BIOL 111***, **BIOL113*(lab)**BIOL 112, BIOL 114 (lab), **CHEM 101***,CHEM 102, CHEM 103 (lab), CHEM 104 (lab), CHEM 111, CHEM 113 (lab), PHYS 101, PHYS 103 (lab), PHYS 121, PHSY 123 (lab), PHYS 122, PHYS 124 (lab), PHYS 161, PHYS 181H, PHYS 183H (lab), PHYS 182H, PHYS 184H (lab), PHYS 263, PLSC 184,

D. Curriculum Area IV – (Mathematics) 3 credits

One course at or above the level of MATH 102. Students must select one course as required by their major

department and/or results of their Mathematics Placement Exam.

Course No. Title Credits

MATH 102 Applications of College Mathematics 3

MATH 110 Trigonometry and Analytic Geometry 3

MATH 111H Honors Elementary Mathematical Analysis 3

MATH 112 Calculus I 3

MATH 109* College Algebra 3

E. Curriculum Area V – (English Composition) 9 credits

Course No. Title Credits

ENGL 101* Basic Composition I or

ENGL 101H* Basic Composition I (Honors) 3

ENGL 102* Basic Composition II or

ENGL 102H*/W Basic Composition II 3

ENGL 305/H/W Technical Writing (Honors) or

ENGL 310/H/W Advanced Composition (Honors) 3

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F. Curriculum Area VI – (Emerging Issues) 4 credits

Courses identified as being essential to a full program of general education for UMES students

GNST 100* or REHA 188, EDHE 111*

***Required for the Rehabilitation Services Program.**

MATH 110 and CHEM 111 are authorized substitutes for MATH 109 and CHEM 101.

II. Rehabilitation Core Courses 48 Credit Hours

REHA 201 Introduction to Rehabilitation 3 hrs

***RPSY 331** Research I-Intro to Research Methods 3 hrs

REHA 306 Counseling Skills and Techniques 3 hrs

REHA 301 Health and Medical Information 3 hrs

REHA 303 Case Recording/Case Management 3 hrs

REHA 302 Theories of Counseling & Psychology	3 hrs
REHA 305 Vocational Counseling/Job Develop	3 hrs
REHA 304 Test and Measurement	3 hrs
REHA 402 Rehabilitation of Devel Disabled	3 hrs
REHA 403 Rehabilitation of Psychiatric Disabled	3 hrs
REHA 406 Seminar in Rehabilitation	3 hrs
REHA 401 Fieldwork in Rehabilitation	6 hrs
*RPSY 418 Physiological/Psychology	3 hrs
Rehab or Rehabilitation Psychology Option 1	3 hrs
Rehab or Rehabilitation Psychology Option 2	3 hrs

III Supportive Core Courses 22 Credit hours

MATH 210 Basic Statistics	3 hrs
EDSP 200B Introduction to Special Education	3 hrs
PSYC 305 Developmental Psychology	3 hrs
PSYC 301 Child Development	3 hrs
PSYC 371 Abnormal Psychology	3 hrs
PSYC 404 Introduction to Personality	3 hrs
BIOL 231 Anatomy & Physiology I	3 hrs
BIOL 233 Anatomy & Physiology I Lab	1 hrs

IV Electives 9 Credit Hours

d) Student Learning Outcomes and means of assessing them:

Learning outcomes for the program will address the general liberal arts curriculum provided to students to include general educational requirements and supportive course work, but will focus on the provision of content consistent with the guidelines established by the APA for undergraduate psychology programs and the undergraduate registry for rehabilitation programs.

Outcomes will address the knowledge, skills, abilities, and values considered to be consistent with the science and application of psychology and rehabilitation to include:

- An introduction to the knowledge base of psychology;
- An introduction to the knowledge base of rehabilitation;
- Establishment of the knowledge, skills, and abilities pertinent to research methods in psychology and rehabilitation;
- Familiarization with the critical thinking skills needed to be successful in psychology and rehabilitation;
- An introduction to the knowledge, skills, abilities, and values needed to effectively apply the principles of rehabilitation and psychology;
- Familiarization and indoctrination into the principles and values appropriate to the practice of rehabilitation and psychology;
- Fostering of appropriate communication skills;
- Development of an understanding of socio-cultural and international awareness;
- Encouragement to pursue personal development;
- Familiarization with career planning and development.

Comprehensive examinations, research papers, lab reports, and oral/audio-visual presentations along with individual, team, and senior projects will be utilized in assessing each student's progress in meeting the program and institutional goals and objectives.

e) Process and methods used in assuring graduates achieve program outcomes:

The processes used to assure that graduates achieve the program outcomes are as follows:

- Monitoring the oral and written communication requirements; monitoring all courses with lab content in all sub-disciplines; course grades;
- Basic skill assessment by individual instructors, course grade distribution, and course survey results;
- Monitoring through advising and course grades;
- Monitoring courses with computer usage, basic skills assessments by individual instructors;
- Monitoring courses with ethical issues;
- Monitoring the general education requirements.

4. Demonstrate Quality of Program Faculty

The program currently has 4 full-time faculty members with Rh.D./Ph.D.s in rehabilitation or closely related disciplines. No new faculty will be hired in the first year as a part of this program. Current faculty who are teaching or prepared to teach in the Rehabilitation Psychology program are:

William Talley, Rh.D., CRC, 20 years of teaching experience
Clayton Faubion, Ph.D., CRC, 10 years of teaching experience
Maryam Rahimi, Ph.D., CRC, 11 years of teaching experience
Gail Lankford, M.Ed., CRC, 17 years of teaching experience
Lakeisha Harris, Ph.D., CRC, 2 years of teaching experience
New position. To be hired in year two. Will possess a doctorate in psychology.

Second new position. To be hired in year 4. Will possess a doctorate in psychology.

5. Student Audience to be Served by the Program

In today's undergraduate academic institutions, psychology is considered one of the most popular undergraduate majors. In any given year over a quarter of a million (that's 250,000) students find themselves enrolled in various undergraduate programs in psychology. That translates into over 60,000 individuals receiving undergraduate degrees in psychology each year. The majority of students who receive degrees in psychology do not, however, go immediately into practice in the field of psychology. That's because, in most places, an individual needs more than a bachelor's degree to practice psychology. There are, however, many entry-level positions, including many in the fields of rehabilitation and addictions, for which a bachelor's degree in Rehabilitation Psychology would be sufficient. Many graduates will use their knowledge of psychology to assist them in the pursuit of graduate degrees in psychology, rehabilitation counseling, counseling, guidance counseling, addictions, etc. Still others will go on to find work, careers, or graduate opportunities in other areas such as sales, public relations, marketing, and a host of other careers where the knowledge of human behavior is essential.

The fall 2006 student and faculty profiles indicate that UMES is still the most diverse campus in the USM. The ethnic distribution of students is: Black 77.5%; White 11.3%; Native Americans 0.3%; Asian 0.9%; Hispanic 1.2%; foreign 4.4% and others 4.4%. The University stands as one of the System's fastest growing institutions with entering students representing 24 Maryland counties, more than 35 states, and originating from over 65 foreign countries.

Cumulative enrollment estimates are as follows:

	Year 1	Year 2	Year 3	Year 4
Entering students	25	30	35	40
Total students	25	55	90	130

6. Enhancing Student's Technology Fluency

Students will be technologically proficient. They will get exposure to various technologies throughout their course of study. A major focus will be the analytical research associated with required research courses.

All courses use Maryland's Technology Standards for Universities within the curriculum. Students will demonstrate competence in state technology standards as part of course requirements and will use technology to solve real work problems through computer simulations and computer based formal presentations. Also:

- The Internet and local area networks are used for class assignments, lecture presentations, and communications between faculty and students;

- Faculty members utilize instructional technology tools such as course web pages, courseware, and BlackBoard/WebCT for course preparations, presentations, and assignments;
- The program will exploit technology to offer distance education curricula and supplementary course materials to expand student populations and accommodate logistical issues.

7. Library Resources

The Frederick Douglas Library (FDL) presently houses over 178,500 volumes of books and 755 periodicals. Students and faculty may also take advantage of the library holdings housed at the twelve other universities in the University of Maryland System, through inter-library loans. The Frederick Douglas Library collaboration with the University of Maryland System allows for the use of electronic library databases. Presently, the library has over 1,200 books specific to rehabilitation and over 1,500 books specific to psychology.

The University is continually updating and adding Rehabilitation and Psychology books, journals, and data bases to its collections in order to meet the needs of the existing program. In addition, the President assures that institutional library resources meet new program needs.

8. Facilities

The campus is located on over 600 acres in the historic town of Princess Anne, Maryland. The main campus includes 80 buildings that house over 22,000 square feet of classroom space in fifty classrooms. Seating capacity ranges from 16 to 175 in the classrooms and is supplemented by four auditoriums, which seat up to 500. There are also three multipurpose rooms which can seat up to 500 when configured auditorium style or smaller numbers when in other configurations. There are over seven smart conference rooms that are set up for videoconferences, interactive teaching, teleconference, etc. The campus also houses over 45,000 square feet of office space. There is ample access to audio-video equipment including camcorders, DVDs, VCRs, television monitors, tape recorders, overhead projectors, computer supported overhead projectors, tape duplicating facilities, a photographic laboratory, a dark room, and an audio visual/cable television studio. The campus houses an advanced computer center, a computer-based testing center housed in the counseling center, a modern Arts and Technology Center, the Student Development Center which houses various student support services such as the Center for Basic and Communication Skills, the Office of Disabled Student Services, the Counseling Center, and the Cooperative Education Center. All of these facilities are accessible to persons with disabilities.

C. Finance

The proposed program will be a part of the Department of Rehabilitation and will utilize the existing resources of the department. Courses will be taught by existing departmental faculty and will include faculty who currently teach psychology courses here at UMES (PSYC 200, PSYC 301, PSYC 303, PSYC 305, PSYC 307, PSYC 371, PSYC 401, PSYC 406, and PSYC 497). For example, in the spring semester of 2008, five sections of PSYC 200 were offered by existing faculty. In the spring semester of 2010 these same faculty will offer five sections of

PSYC 200. Of course an increase or decrease in enrollment may necessitate a similar increase or decrease in course offerings. Psychology courses are currently taught by personnel assigned to the Department of Education.

Table 1: Resources

Resources Categories	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14
1. Reallocated Funds	-0-	-0-	-0-	-0-	-0-
2. Tuition/Fee Revenue	\$184,990	\$423,225	\$714,888	\$1,082,016	\$1,255,149
a. #FT Students	20 R	24 R New	28 R New	32 R New	32 R New
R= Residents	5 NR	20 R Return	44 R Return	72 R Return	84 R Return
NR-Non Residents	Total: 25	5 NR Return	11 NR Return	18 NR Return	21 NR Return
		6 NR New	7 NR New	8 NR New	8 NR New
		Total: 55	Total: 90	Total: 130	Total: 145 (assumes 25 graduate)
b. Annual Tuition/Fee					
In-State Rate	\$6,042	\$6,283	\$6,535	\$6,796	\$7,068
Out of State Rate	\$1,2830	\$13,343	\$13,876	\$14,432	\$15,009
c. Annual Full Time	\$184,990	\$423,225	\$714,888	\$1,082,016	\$1,255,149
d. # Part Time Students	-0-	-0-	-0-	-0-	-0-
e. Credit Hour Rate	-0-	-0-	-0-	-0-	-0-
f. Annual Credit	-0-	-0-	-0-	-0-	-0-

Hours					
g. Total Part Time Revenue	-0-	-0-	-0-	-0-	-0-
3. Grants, Contracts, & Other External Sources	-0-	-0-	-0-	-0-	-0-
4. Other Sources	-0-	-0-	-0-	-0-	-0-
Grand Total	\$184,990	\$423,225	\$714,888	\$1,082,016	\$1,255,149

Tuition/fee rate annual Increase: 4%

Estimated % In-State: 80%

Table 2: Expenditures

Expenditure Categories	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14
1. Total Faculty Expenses	-0-	\$73,000	\$73,000	\$146,000	\$146,000
a. # FTE	-0-	1	1	2	2
b. Total Salary	-0-	\$55,000	\$55,000	\$110,000	\$110,000
c. Total Benefits	-0-	\$18,000	\$18,000	\$36,000	\$36,000
2. Total Administrative	-0-	-0-	-0-	-0-	-0-
a. # FTE	-0-	-0-	-0-	-0-	-0-
b. Total Salary	-0-	-0-	-0-	-0-	-0-
c. Total Benefits	-0-	-0-	-0-	-0-	-0-
3. Total Support Staff	-0-	-0-	-0-	-0-	\$40,000

a. # FTE	-0-	-0-	-0-	-0-	1
B. Total Salary	-0-	-0-	-0-	-0-	\$30,000
c. Total Benefits	-0-	-0-	-0-	-0-	\$10,000
4. Equipment	-0-	\$3,000	-0-	\$3,000	\$3,000
5. Library	-0-	\$10,000	\$10,000	\$10,000	\$10,000
6. New or Renovated Space	-0-	-0-	-0-	-0-	-0-
7. Other Expenses	-0-	\$3,000	-0-	-0-	\$1,000
TOTAL	-0-	\$89,000	\$83,000	\$159,000	\$200,000

In year 2 of the proposed program, we will need to hire one (1) person to advise new majors and to teach upper level courses such as RPSY 471. In year 4 of the proposed program, we will need to hire a second individual to handle the additional advising responsibilities and to teach courses offered to rehabilitation/psychology majors.

Recommended Course Sequence

Recommended Course Sequence

REHABILITATION SERVICES PROGRAM Course Sequence Rehabilitation Psychology Track

FRESHMAN YEAR

FALL SEMESTER

ENGL	101	Basic Composition I	3
MATH	109	College Algebra	3
SOCI	101	Intro. to Sociology	3
REHA	188	First Year Experience Sem.	1
EDHE	111	Health and Wellness	3
CHEM	101	General Chemistry I	3
Semester Total			16

SPRING SEMESTER

BIOL	111	Principles of Biology I	3
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BIOL	113	Principles of Biology I Lab	1
ENGL	102	Basic Composition II	3
PSYC	200	Intro. to Psychology	3
Humanities		GER CURR. AREA I: Humanities	3
SOCI	201	Social Problems	<u>3</u>
		Semester Total	16

SOPHOMORE YEAR

FALL SEMESTER			HOURS
ENGL	203	Fund. of Contemp. Speech	3
MATH	210	Basic Statistics	3
BIOL	231	Anatomy and Physiology I	3
BIOL	233	Anatomy and Physiology I lab	1
REHA	201	Intro. to Rehabilitation	3
Humanities		GER CURR AREA I: Humanities	<u>3</u>
		Semester Total	16

SPRING SEMESTER			HOURS
RPSY	331	Research I-Intro to Research Methods	3
Elective			3
EDSP	200B	Intro to Special Education	3
ENGL	305	Technical Writing	3
PSYC	301	Child Development	<u>3</u>
		Semester Total	15

JUNIOR YEAR

FALL SEMESTER			HOURS
PSYC	371	Abnormal Psychology	3
REHA	306	Counseling Skills/ Tech.	3
REHA	301	Health & Medical Info.	3
REHA	303	Case Record/ Case Mgmt.	3
PSYC	305	Developmental Psychology	<u>3</u>
		Semester Total	15

SPRING SEMESTER			HOURS
REHA	302	Theories of Counseling	3
REHA	305	Vocation. Counsel./Dev.	3
REHA	304	Test and Measurement	3
RPSY	418	Physiological/Psychology	3
Elective			<u>3</u>
		Semester Total	15

SENIOR YEAR

FALL SEMESTER			HOURS
REHA	402	Rehab of the Devel. Disabled	3
REHA	403	Rehab Psychiatric Disabled	3
PSYC	404	Intro to Personality	3
REHA/RPSY		Option	3
Elective			<u>3</u>
		Semester Total	15

SPRING SEMESTER			HOURS
REHA	406	Seminar in Rehabilitation	3
REHA	401	Field Work in Rehab	6
REHA/RPSY		Option	<u>3</u>
		Semester Total	12
		Total Credits Required	120