

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

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Community College of Baltimore County

Institution Submitting Proposal

Fall, 2017

Projected Implementation Date

A.A.S. with 2 AOC's: Human Services
And Behavioral Health Counseling

Human Services Counseling

Award to be Offered

Title of Proposed Program

521602

51.1501

Suggested HEGIS Code

Suggested CIP Code

Wellness, Behavioral & Social Sciences

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President/Chief Executive Approval

Signature and Date

11/18/16

Date Endorsed/Approved by Governing Board

Date

ACADEMIC PROGRAM PROPOSAL

Associate of Applied Science

Human Services Counseling

Community College of Baltimore County

Associate of Applied Science Degree

Human Services Counseling (HUSC)

A. Centrality to institutional mission statement and planning priorities:

The proposed AAS degree program, Human Services Counseling, represents a merger and streamlining of two existing stand-alone programs: Human Services Program 521601 (CIP 511502) and Chemical Dependency Counseling 521602 (CIP 511501). There is significant overlap between the two programs, in terms of coursework and employment opportunities, and greater efficiency in both fiscal and human resources could be achieved through a merger of the two programs. Moreover, this merger reflects the imminent changes in the field from services offered in parallel to fully integrated human services systems.

The Human Services Counseling Program will provide students with necessary training for a wide variety of professional and paraprofessional jobs in the fields of human services, addiction counseling, child and youth care, and elder care. Within the proposed program, there will be one degree program (Associate of Applied Science in Human Services Counseling) with two distinct Areas of Concentration: Human Services Generalist and Behavioral Health Counseling. In addition, there are six certificates formed through combinations of required and elective courses from the degree program. These certificates represent stackable workforce credentials; each certificate responds to a unique need in the job market, with the certificates also paving the student's path toward earning the AAS degree. This structure supports contemporary research on 'momentum points' in supporting student retention; students who earn stackable credentials show greater movement toward degree completion.

The efficiency created by merging two existing programs supports the College's Completion Agenda. The Program will serve a greater number of students with less fiscal strain, thereby promoting enrollment stabilization, two key institutional priorities. Rather than offering distinct Group Counseling courses, for example, students in the merged program will be served by one course. Coursework will be more accessible to students across the region, as the expanded faculty resources will allow for courses to be offered in multiple CCBC locations. Finally, the merger of the program's faculty and resources will provide students from each of the current programs with a greater breadth of experience based on the individual faculty's areas of specialization and access to a more diverse pool of courses. The merger of programs into one Human Services Counseling Program represents a synergy of resources that will provide students with the requisite career skills to meet workforce development needs.

Research to support this proposal included discussions with statewide stakeholders, including the Maryland Addictions Directors Consortium (representing voices from the workforce and legislative advocacy) and the Maryland Board of Professional Counselors and Therapists. The Maryland Addictions Directors Consortium (MADC), which funds lobbyists in Annapolis and advocates for a number of initiatives to support workforce development in

Maryland, has offered its support for this proposal for three compelling reasons. This proposal was built using current industry standards, providing cost savings for students, and addresses the critical need to increase accessibility of the workforce. The Executive Director of the Maryland Addiction Directors Consortium is a current member of the CCBC Chemical Dependency Counseling Advisory Board, and one of the CCBC Program Coordinators serves on the MADC Statewide Advisory Panel.

Areas of Concentration

Within the Human Services Counseling Program, there are two distinct Areas of Concentration to enable students to focus on their specific career goals. The overarching philosophy of this design provides students with the broad training to work within many Human Services Counseling careers, while also allowing students to train as specialists in a particular field. Specifically, the courses for the degree program core provide a foundation on which to build the Area of Concentration.

Human Services Area of Concentration

The Human Services Area of Concentration (AOC) provides students with a foundational education to work in a variety of human services fields. This curriculum offers a generalist approach to prepare graduates for employment under the large umbrella of job opportunities available in human services. The Human Services Area of Concentration focuses specifically on the areas of high employment needed, including group home workers, life skills instructors, disability support workers, and in all areas working with the aged population. The skills and abilities needed for employment within the human services area, such as case management skills, group facilitation and leadership, ethical decision making, and report writing are practiced and mastered throughout the curriculum.

Behavioral Health Counseling Area of Concentration

The Behavioral Health Counseling Area of Concentration (AOC) provides the technical and clinical training required for students to work in the Behavioral Health Counseling field. The burgeoning field of Behavioral Health Counseling integrates clinical work in alcohol and drug counseling, mental health, and a variety of psychosocial needs of individuals seeking services. Graduates of this Area of Concentration will be eligible to apply for certification through the Board of Professional Counselors and Therapists as Alcohol and Drug Counselors at the associate degree level and are well-suited for work in the integrated application of Behavioral Health Counseling.

The Board of Professional Counselors and Therapists, which credentials our graduates, has not yet identified an integrated behavioral health counseling program in Maryland at any level, graduate or undergraduate. They welcome the opportunity to work with us as we provide a new program to meet the demands of the field.

B. Adequacy of curriculum design and delivery to related learning outcomes:

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

List of courses

HUSC 101 - Introduction to Human Services Counseling – 3 credits

Introduction to Human Services Counseling investigates the broad field of Human Services Counseling, and will explore the common knowledge, skills, and abilities in the field. Students focus on career exploration and personal development specific to this field of study.

Prerequisite: none

HUSC 102 - Functional Impact of Aging – 3 credits

Functional Impact of Aging examines functional changes related to aging. Topics include aging theories, normal biologic changes with aging, safe mobility practices, fall prevention principles, and an overview of specific diseases that impact the elderly. Following care plans developed by skilled practitioners (i.e. Occupational Therapists), and special topics particular to the aging population including substance abuse, health promotion, medications, and caregiving are also discussed.

Prerequisite: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053

HUSC 103 – Introduction to Elder Care – 3 credits

Introduction to Elder Care examines the many facets of the care and housing of the elderly; covers the evolution of elder care and provides the foundation to analyze issues such as the social, economic, and political environments, as well as credentialing, insurance, and reimbursement.

Prerequisite: none

HUSC 104 – Exploring Diversity in the Workplace – 3 credits

Exploring Diversity in the Workplace increases students' awareness of their own and others' life experiences, and the impact that those have in the workplace. The emphasis is on strategies for

cultural competence. This course is appropriate for students in a variety of majors, and has a particular focus in the human services, counseling, psychology, and health fields.

Prerequisite: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053

HUSC 106 - Understanding and Empowering At-Risk Youth – 3 credits

Understanding and Empowering At-Risk Youth introduces the principles and skills necessary to work with children and youth at risk due to a variety of factors; focuses on proficiencies needed to work with individuals in foster care or at risk for out-of-home placement.

Prerequisite: none

HUSC/SOCL 122 - Aging in a Global Society – 3 credits

Aging in a Global Society emphasizes six themes: psychosocial stages of development through the lifespan, person/environment interaction, optimal quality of life, cross-cultural factors, how aging is studied, and growing older in a new age of urbanization and technology. This is a course in social gerontology that addresses theories of “normal” aging, and the many challenges and opportunities faced when aging in a post-modern, and aging global society.

Prerequisite: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053

HUSC 131 - Job Coaching – 3 credits

Job Coaching provides an introduction to the business culture of the 21st century and its relationship to job coaching and supported employment; emphasizes client self-determination and benefits to the employer.

Prerequisite: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053

HUSC 139 - Interviewing and Counseling Techniques – 3 credits

Interviewing and Counseling Techniques develops competencies in the basic skills involved in the counseling relationship across all settings. Students will explore the relationship between interviewer and client with an emphasis on skill development and application.

Prerequisite: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053

HUSC 140 - Life Skills for At-Risk Youth – 3 credits

Life Skills for At-Risk Youth investigates skills needed to work with youth on a daily basis and those placed in out-of-home care. Course introduces and explores the issues in creating and maintaining a healthy, safe environment for children and adolescents. Topics include the development and implementation of leisure time activities, goal setting, daily living skills, job search skills, and money management.

Prerequisite: none

HUSC 141 - Introduction to Psychopharmacology – 3 credits

Introduction to Psychopharmacology provides an overview of the physiological and psychological effects of psychoactive drugs, such as alcohol and other depressants, opioids, stimulants, and psychedelics. This course examines routes of administration, neurochemistry, metabolism, dependence, and drug elimination for each of the major categories of substances.

Prerequisite: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053

HUSC 142 - Counseling Clients with Substance Use Disorders – 3 credits

Counseling Clients with Substance Use Disorders explores the unique issues encountered in clinical work with clients with substance use disorders in the Behavioral Health Counseling setting. This course addresses models of addiction, modalities of treatment, and models of recovery, relapse, and relapse prevention.

Prerequisite: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053, and HUSC 101

HUSC 205 - Group Counseling – 3 credits

Group Counseling focuses on the practice of group counseling and its application to the human services counseling field. Students learn the theory behind the practice, stages of group development, and examine the skills required to lead various types of groups. Therapeutic factors and multicultural competency are also explored.

Prerequisite: HUSC 139

HUSC 210 - Behavioral Health Counseling with Families – 3 credits

Behavioral Health Counseling for Families provides an overview of the theories and techniques applied when working with families in a behavioral health counseling setting, with an emphasis on working with families impacted by substance use and/or mental illness.

Prerequisites: HUSC 139 or consent of the program coordinator

HUSC 211 - Case Management – 3 credits

Case Management in Human Services explores the use of case management in both public and private human services programs; focuses on issues of eligibility coordination, efficient use of community resources, program planning, and models of case management.

Prerequisite: HUSC 139

HUSC 213 - Ethics in Addiction Counseling -- 1 credit

Ethics in Addiction Counseling introduces the standards of ethical behavior in the substance use disorders counseling field, with particular emphasis on client confidentiality and ethical decision-making.

Prerequisite: HUSC 142 or consent of program coordinator

HUSC/PSYC 222 - Child and Adolescent Psychopathology – 3 credits

Child and Adolescent Psychopathology provides an overview of common mental health diagnoses occurring in childhood and adolescence. This course includes a research-based perspective on the presentation, assessment, diagnosis, and treatment of disorders identified in the DSM-5 that represent variations across the developmental continuum. This course addresses situations and dynamics in child and adolescent development that contribute to disorder, risk, vulnerability, protective factors, and resilience.

Prerequisite: PSYC 101 or HUSC 139

HUSC 224 - Delivery of Addiction Services – 3 credits

Delivery of Addiction Services explores the theories and practical skills necessary for the delivery of addiction treatment services, including the Stages of Change, screening, assessment, treatment planning, and discharge planning.

Prerequisites: HUSC 139 and HUSC 142

HUSC 230 - Behavioral Health Counseling with Adolescents – 3 credits

Behavioral Health Counseling with Adolescents provides an overview of the skills necessary for clinical work with adolescents, including differential diagnosis, developmental patterns, clinical interventions, and the prevention of behavioral health disorders.

Prerequisites: HUSC 139; or consent of the program coordinator

HUSC 233 - Ethics in Human Services Counseling – 3 credits

Ethics in Human Services Counseling explores the many ethical issues inherent in the human services counseling field. Students identify ethical issues, apply relevant ethical codes, and implement a decision-making model to resolve the situation. This course also provides a specific focus on ethical issues relevant to the addiction treatment field, including the impact of federal confidentiality regulations, working with mandated client populations, and counselors who are also in recovery.

Prerequisite: HUSC 139 or consent of program coordinator

HUSC 244 – Counseling Clients with Co-Occurring Disorders provides students with an understanding of the interplay between psychiatric disorders, medical conditions and substance-

related disorders. Assessment and counseling strategies used in working with clients impacted by these disorders will also be examined.

Prerequisites: HUSC 141, HUSC 224, PSYC 201

HUSC 246 - Applied Theories of Counseling – 3 credits

Applied Theories of Counseling introduces the major theoretical approaches to counseling, with a focus on the applied skills within each theoretical lens. Students explore both the philosophical and theoretical underpinnings of the major schools of counseling, and their practical application in contemporary counseling settings.

Prerequisites: HUSC 139

HUSC 250 - Crisis Intervention – 3 credits

Crisis Intervention examines the principles associated with individuals and groups in crisis. Approaches to assist those experiencing the different types of crises are introduced and practiced. Focus is on assessments, appropriate interventions, and the application of ethics specific to crisis situations.

Prerequisite: HUSC 139

HUSC 263 - Clinical Field Placement in Behavioral Health Counseling – 3 credits

Clinical Field Placement in Human Services Counseling supplements the internship experience for students pursuing the Behavioral Health Counseling Area of Concentration in Human Services Counseling. Clinical students spend an additional 100 hours of supervised experience in the field, with an additional 15 hours of supplemental instruction and 10 hours of clinical supervision. Students may register concurrently with the Internship, but are not required to do so.

Prerequisite: consent of program coordinator

HUSC 273 - Internship in Human Services Counseling – 3 credits

Internship in Human Services Counseling provides an opportunity to gain supervised field experience in an agency setting appropriate to students' career goals. This course serves as a capstone experience for the Human Services Counseling program, and requires 100 hours of supervised field experience, 20 hours of career development activities, and 15 hours of instruction or supervision.

Prerequisite: consent of program coordinator

Degree Requirements

Human Services Counseling Degree (60 credits)

General Education Courses (18 credits)
CMNS 101 Fundamentals of Communication
ENGL 101 College Composition I
PSYC 101 Introduction to Psychology
HUSC 104 Diversity in the Workplace (or PSYC 105 or SOCL 141)
Biological or Physical Science
Mathematics
Degree Core Courses (21 Credits)
HUSC 101 Introduction to Human Services Counseling
HUSC 139 Interviewing and Counseling Techniques
HUSC 141 Introduction to Psychopharmacology
HUSC 205 Group Counseling
HUSC 233 Ethics in Human Services Counseling
PSYC 201 Abnormal Psychology
HUSC 273 Internship in Human Services Counseling

Students will also elect a 21-credit Area of Concentration consistent with his or her career goals:

Behavioral Health Area of Concentration (21 credits)
HUSC 142 Counseling Clients with Substance Use Disorders
HUSC 210 Behavioral Health Counseling with Families
HUSC 224 Delivery of Addiction Services
HUSC 244 Counseling Clients with Co-Occurring Disorders
HUSC 246 Applied Theories of Counseling
HUSC 263 Clinical Field Placement in Human Services Counseling
PSYC 103 Human Growth and Development
Human Services Area of Concentration (21 credits)
HUSC 106 Understanding and Empowering At-Risk Youth
HUSC 122 Aging in a Global Society
HUSC 211 Case Management
HUSC 250 Crisis Intervention
HUSC Elective
HUSC Elective
HUSC Elective

B2. Describe the educational objectives and intended student learning outcomes.

Educational Objectives

Upon completion of the program, students will be able to:

1. utilize a variety of counseling skills and abilities to function effectively as counselors in a variety of settings;
2. assess and document a client's current status and apply basic therapeutic techniques;
3. develop, prioritize, and implement a plan to address a client's presenting problem;
4. conduct themselves professionally and ethically as counselors in culturally-diverse settings; and,
5. express themselves professionally, both verbally and in writing, to a variety of audiences, including clients, other professionals, and external monitoring agencies.

This program will prepare students with the knowledge, skills, and abilities for a wide variety of entry level jobs, providing credentials where indicated (eligibility for certification by Maryland Board of Professional Counselors and Therapists or Child and Youth Care Practitioner, for example).

Additional Outcomes--Behavioral Health Counseling Area of Concentration

Upon completion of the Area of Concentration, students will be able to:

1. apply the core functions of Behavioral Health Counseling with diverse clients in a variety of work settings;
2. accurately assess, diagnose, and provide a treatment plan for people with behavioral health needs, within the counselor's scope of practice;
3. demonstrate treatment interventions appropriate to clients' needs, diagnoses, desired treatment outcomes, and cultural experiences;
4. recognize the impact of psychoactive substance use in all facets of the individual's experience, including the physical, social, and familial impacts; and,
5. work within ethical guidelines and the professional expectations of the fields of counseling.

Additional Outcomes--Human Services Area of Concentration

Upon completion of the Area of Concentration, students will be able to:

1. demonstrate standards of professional conduct including oral and written communication;
2. assess and document a client's current status utilizing basic counseling skills;
3. collaborate as an active member of a multi-disciplinary case management team that implements the individualized treatment plan;
4. explore the differing career paths available within the human services fields; and
5. work within ethical guidelines and the professional expectations of the fields of counseling.

Student Learning Outcomes

In alignment with the National Organization of Human Services (NOHS) outcomes, students who successfully complete the Human Services Counseling degree will be able to:

1. analyze the nature of human systems: individual, group, organization, community and society, and their major interactions;
2. explain the major models of causation that are concerned with both the promotion of healthy functioning and with treatment-rehabilitation;
3. conduct a competent problem analysis and to select those strategies, services or interventions that are appropriate to helping clients attain a desired outcome;
4. implement a plan of action for an identified problem and implement the plan in a systematic way, and follow through with evaluation of the plan;
5. select interventions which are congruent with the values of one's self, clients, the employing organization and the Human Services Counseling profession; and
6. communicate professionally, employ self-discipline, and apply ethical guidelines in interactions with their clients.

B3. Discuss how general education requirements will be met, if applicable.

As stated in the CCBC strategic plan, the College will “encourage students to value lifelong learning, personal development, active citizenship and educational and professional advancement.” The general education requirements provide students with a well-rounded education. The general education requirements proposed meet the state and CCBC General Education requirements for Associate in Applied Science degrees.

B4. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Since 1999, state certification has been required for any professional engaging in the practice of psychology or counseling in Maryland. Coursework in the Behavioral Health Counseling Area of Concentration provides students with the necessary degree and specific coursework for certification as a Certified Supervised Counselor-Alcohol and Drug by the Maryland Board of Professional Counselors and Therapists. This is the entry-level professional credential in the field, and provides the foundation for further career growth.

In addition, the coursework in the Behavioral Health Counseling AOC provides all of the undergraduate-level content-specific coursework for higher levels of certification and licensure at the Bachelors and Masters degree levels. Students often enter this academic track after earning Bachelors, Masters, and Doctoral degrees and desire specialization in Behavioral Health Counseling, as CCBC is one of a few colleges in Maryland to offer this specialized coursework. Students from Baltimore County and the surrounding region benefit through this merger, the accessibility of program courses, the unique integrated structure of the program, and the discounted tuition afforded by the continued Statewide Workforce Shortage designation.

In conjunction with this proposal, program faculty are pursuing program accreditation through the National Addiction Studies Accreditation Commission (NASAC). If earned, CCBC would be home to the only nationally-accredited program in Maryland. CCBC will apply for national accreditation during the 2016-17 academic year in conjunction with this proposal and have structured the Behavioral Health Counseling Area of Concentration around the NASAC accreditation standards.

B5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

C. Critical and compelling regional or statewide need as identified in the State plan:

The proposed degree program, as a merger of two existing degree programs, responds to several facets of the Maryland State Plan for Postsecondary Education. As the landscape of higher education in Maryland has shifted to include more non-traditional students, career-changing adults, and individuals with disabilities, it is imperative to make academic programs more accessible, affordable, and connected to career paths. The combined resources of this proposed program will provide a more efficient use of faculty, allowing course offerings to spread across all of the six CCBC campuses and extension centers. This expansion provides greater access for students living in all areas of Baltimore County, particularly those for whom reliable transportation is a challenge.

More specifically, the Human Services Counseling fields often attract students who have been consumers of these services. From a demographic perspective, program majors include higher percentages than average of first-generation college students, people of color, students with disabilities, economically disadvantaged students, and non-traditional students. The proposed degree program provides broader access to a diverse population by making course delivery more efficient across our six locations. In addition, the proposed coursework provides both precise and practical training for students to better prepare them to work with a diverse client base.

Trends in holistic behavioral healthcare in the past decade have pointed toward a number of necessary changes in the human services system of care. Those changes have begun at the federal and state levels in terms of funding streams and organizational oversight. The State of Maryland, for example, has experienced a merger of organizations into a Behavioral Health Administration. Systems of care that had traditionally operated independently are now merging. With the ever-increasing need to serve more consumers with fewer resources, it is essential for new professionals in the field to garner wider scope of training. Child and Youth Care professionals, for example, need to be prepared to work with young people living with addiction, while addictions professionals should be prepared to work with individuals living with disabilities or mental illness.

Additionally, as the social services system transforms to meet the Institute for Healthcare Improvement Triple Aim (improving overall population health, increasing quality of care, and reducing the per capita cost of care), priorities will emerge related to identifying the most costly users of healthcare - individuals with co-occurring disorders. The many changes spurring this transformation will require programs that function in a fully integrated manner and as such will demand a workforce who can meet the needs of the co-occurring population in human services. The proposed program is designed to meet these challenges. Funders will likely move to contracting only with those who can offer a full range of services in the not too distant future.

The obdurate few in the field of practice who have resisted change are part of the academic training programs. To date, no single degree program in Maryland has broadened its scope of practice in response to the trends in the field. With this proposed degree, CCBC places itself at the cutting edge of the field, providing the only fully integrated human services counseling degree program in the State.

Statewide Designation

As the current Chemical Dependency Counseling AAS degree has statewide designation as a Health Workforce Shortage Program, we request continuation of this designation for the proposed Associate of Applied Science in Human Services Counseling.

The current Chemical Dependency Counseling degree program earned statewide designation in 1987, as few programs existed to train addictions counselors in the state of Maryland at that time. While the continued significant workforce need is documented in a later section of this proposal (Section D), it is important to note that there is an ever-increasing need for qualified human services counselors to meet the needs of the heroin epidemic in Maryland, as well as emergency department and criminal justice diversion programs. As more high-need users access behavioral health systems of care, particularly with the expansion of the Affordable Care Act (ACA) to include behavioral health services, the demand for qualified professionals will continue to rise. Maryland has seen and will continue to see both an increase in new professionals entering the field, and experienced professionals returning for updated training.

While overall enrollment at community colleges has declined steadily over the past two years, enrollment in the Chemical Dependency Counseling and Human Services programs at CCBC has risen; we have experienced a steady increase in enrollment since Fall 2015 as the need for industry-specific training has increased. One rationale for this program merger is to support both the increased numbers of students and the specific technical training required for our graduates. We anticipate this merger will increase the College's capacity to meet student demand significantly through expanded course offerings at the Essex and Owings Mills campuses to accommodate additional students in the first years of the Program.

Historically, the programs have served students from all jurisdictions in Maryland; especially students outside the Baltimore metropolitan area. There continues to be a significant

shortage of qualified human services counselors in the workforces in southern and western Maryland. In addition, CCBC has recently served cohorts of students employed in Cecil County who were in need of specific coursework as a group. The current program design allows the program to continue to serve students from across the state; out-of-county students currently comprise 42% of our Chemical Dependency Counseling student population, and some students reside out of state. Coursework is available in block scheduling (classes meeting once weekly) to accommodate commuters from across the state, and all of the coursework is available in fully-online or blended learning formats to be readily accessible for all prospective students. Several courses are currently available as weekend offerings, with plans to expand those offerings in the coming semesters.

As the only program in Maryland that offers the required content area coursework for all levels of certification and licensure for alcohol and drug counselors, CCBC continues to meet a unique workforce niche by serving not only the needs of both new counselors entering the workforce but also experienced counselors who are in need of additional coursework to elevate their credentials. As behavioral health integration continues to influence training needs in the workforce, training programs will need to be responsive to the challenges faced by future counselors. CCBC stands alone by providing an integrated structure of Human Services Counseling, particularly through cross-training of students with a core of coursework before entering the Areas of Concentration. The innovative integration of our coursework, accessibility, and increased capacity to meet the needs of students throughout Maryland all support our petition for the continuation of statewide Health Workforce Shortage Program designation in the Associate of Applied Science in Human Services Counseling.

D. Quantifiable and reliable evidence and documentation of market supply & demand in the region and State:

1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
2. 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.
3. Data showing the current and projected supply of prospective graduates.

The National Organization of Human Services (NOHS) is the national organization overseeing human service professionals. A challenge in career searches is that these jobs fall under a wide umbrella of job titles. This is a partial list from the NOHS website:

Examples of Occupational Titles of Human Services Counseling Workers

Case Worker	Case Monitor Parole Officer
Family Support Worker	Child Advocate
Youth Worker	Gerontology Aide
Social Service Liaison	Juvenile Court Liaison
Residential Counselor	Home Health Aide
Behavioral Management Aide	Group Home Worker
Case Management Aide	Child Abuse Worker
Eligibility Counselor	Crisis Intervention Counselor
Alcohol Counselor	Mental Health Aide
Adult Day Care Worker	Community Organizer
Drug Abuse Counselor	Intake Interviewer
Life Skills Instructor	Community Outreach Worker
Client Advocate	Social Work Assistant
Neighborhood Worker	Community Action Worker
Social Service Aide	Psychological Aide
Group Activities Aide	Halfway House Counselor
Social Service Technician	Assistant Case Manager
Therapeutic Assistant	Rehabilitation Case Worker
Probation Officer	Residential Manager
Peer Recovery Specialist	Behavioral Health Counselor
Substance Abuse Counselor	

The job prospect outlook is good, and continues to grow, especially in areas of group home workers, life skills instructors, disability support workers, and in all areas working with the aging population. Many of these jobs require 24-hour staffing, expanding the job opportunities even further. The educational requirements of these jobs vary greatly, from a high school diploma to a Masters degree. The Council for Standards in Human Services Education (CSHSE) states that focused training on the job skills in greatest need, including communication skills, listening skills, problem solving, critical thinking, and crisis intervention skills) results in better trained employees and less turnover for the hiring agency, and higher pay scales for the worker. (http://cshse.org/documents/DiGiovanni-CSHSE_Legacy.pdf)

(http://www.nationalhumanservices.org/index.php?option=com_content&view=article&id=88:what-is-human-services?&catid=19:site-content&Itemid=89)

According to the U.S. Bureau of Labor Statistics, the job categories of Social and Human Service Assistants are expected grow 11%, which is faster than the average of all occupations. Citing the societal challenges of poverty, substance use, individuals with mental health diagnoses, children and adults with physical and intellectual disabilities, immigrants, former prison inmates, and the ever growing number of baby boomers reaching retirement age and beyond, these trends contribute to the need for more human service workers to meet the demands

of the population. (<http://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm>)

O*net Online, a government sponsored site, lists Social and Human Service Assistants in the category of Bright Outlook, which specifies those categories that are expected to grow rapidly between now and 2024, with a projected 100,000 or more job openings. This area will include new and emerging occupations to address society's changing needs. <http://www.onetonline.org/link/summary/21-1093.00>

After researching job titles utilizing the Maryland Department of Labor, Licensing, and Regulation, virtually every title searched under human services will experience growth between now and 2024. Using the broad term of Social and Human Service Assistants, the Baltimore County Workforce Region will experience a growth rate of 19%, which is significant. (<http://www.dllr.state.md.us/lmi/iandoproj/wias.shtml>)

According to the workforce advocacy panel within the Maryland Addiction Directors Consortium, there continues to be a significant statewide workforce shortage. The state is launching more and more initiatives to identify and treat those living with substance use disorders, including Justice Reinvestment. As more individuals are accessing benefits related to the expansion of the Affordable Care Act (ACA) and improvements in enrollment become the norm, Maryland will see the need for behavioral health services grow. Impending efforts surrounding required emergency room diversion will also increase the demand for a workforce trained through programs such as this one.

The innovative behavioral health specialty is an essential component to enable professionals to better understand and treat those living with complex behavioral health challenges. The current substance use disorder epidemic further highlights the demand for such a program.

Graduates of the Behavioral Health Area of Concentration meet the academic training requirements for certification as a Certified Supervised Counselor-Alcohol and Drug by the Maryland Board of Professional Counselors and Therapists. Given the current epidemic, particularly of heroin abuse and overdose in central Maryland, credentialed counselors are in high demand, and there continues to be a statewide workforce shortage of certified counselors. As CCBC expands its program to address the heroin crisis in Maryland, more graduates eligible for certification can enter the workforce. A survey of state and local government employment postings for counselors credentialed at this level indicates an approximate starting salary range of \$14.57-\$19.83 hourly, with experienced counselors at this level of credentialing earning upwards of \$25.00 hourly in the first five years. <https://www.jobaps.com/md/>
<https://www.baltimorecountymd.gov/Agencies/humanresources/classification4000/>

This proposed program is supported by the Maryland Addiction Disorders Consortium (MADC), a workforce advocacy council with more than 50 provider members. Our unique

partnership with MADC provides students with job placement information and resources across the state.

Each of the two current stand-alone programs (Human Services and Chemical Dependency Counseling) experiences a rate of completion commensurate with its size and the rates of completion at the College. The proposed merger will make courses more accessible in both location and scheduling, which will support CCBC's Completion Agenda with increased retention and graduation rates. Further, CCBC recognizes that completion of a degree or certificate is only one marker of student success. Many students, particularly those in the Behavioral Health Counseling AOC, are entering the program to earn an external certification or workplace credential. With shifting trends in employment demand, we anticipate a significant increase in student enrollment and completion in the coming years.

E. Reasonableness of program duplication:

While a number of community colleges offer Human Services or Chemical Dependency Counseling stand-alone programs, and some offer addictions services tracks within Human Services degree programs, none to date have integrated the two academic departments as in this proposal. Further, no other program in Maryland offers all of the undergraduate coursework required for all levels of certification and licensure as an Alcohol and Drug Counselor by the Board of Professional Counselors and Therapists. Currently, CCBC is the only community college that offers training recognized by the Maryland Department of Health and Mental Hygiene to train front-line practitioners working with clients in out-of-home care. These two factors further support our continued designation as a Statewide Workforce Shortage Program.

Justification for the Proposed Program

This program is a viable alternative for students who already hold a bachelor's degree and are seeking the educational background to qualify for specialized jobs in the Human Services Counseling field, such as nurses who would like to specialize in elder care, or individuals with degrees in Psychology and Human Services who want to certify as Behavioral Health Counselors. CCBC is poised to provide a quality educational program at a very cost-effective price for interested students. We anticipate that students will already have some of the required coursework completed from their bachelor's degree program; and where it is feasible, CCBC can provide reverse transfer options for these students to fulfill their program requirements. This initiative will also address a documented workforce development need, based on the shortage of qualified Alcohol and Drug Counselors and Human Services Workers in Baltimore County and the surrounding region. CCBC will continue to meet the Statewide Workforce Shortage need and strive to increase employment opportunities for students.

F. Relevance to Historically Black Institutions (HBIs):

Since the integrated Human Services Counseling Program is unique in the State of Maryland, it will not have any negative impact on the implementation or maintenance of high-demand programs at HBIs or the uniqueness and institutional identities and missions of HBIs. Students who graduate from HBIs with degrees in Human Services, Psychology, or a related discipline and want to pursue a career in Behavioral Health Counseling will have an affordable alternative in order to acquire the academic background needed to pursue employment in this in-demand field.

Historically, graduates from the two current programs have entered the workforce upon graduation. Many have returned to four-year schools for a baccalaureate degree. Graduates will find themselves prepared to enter rigorous four-year academic programs in a variety of fields (Human Services, Psychology, Social Work), and many elect to attend HBIs. CCBC is pursuing articulation agreements with Morgan State University and Coppin State University.

G. Evidence of Principles of Good Practice

Curriculum and Instruction

The Human Services Counseling program was developed by CCBC faculty and was vetted and approved by the College's internal curriculum governance process to ensure that the curriculum is coherent, cohesive, and comparable in academic rigor to programs offered in traditional academic formats. As part of this process, the learning outcomes were examined to ensure they were appropriate given the rigor and breadth of the program. The careful research that is performed in the development of newly approved programs facilitates their internal adoption within CCBC's established planning and resource allocation processes. The program will be overseen by the Department Chair for Behavioral Sciences (includes the disciplines of Psychology and Human Services Counseling), and four full-time Human Services Counseling faculty members, two of whom hold active clinical licenses in the State of Maryland. The full-time faculty have completed the CCBC mandated training required to develop and teach online courses.

The College uses Blackboard as its Learning Management System (LMS). Within this environment there are numerous tools that provide for appropriate real-time or synchronous communications as well as delayed interaction or asynchronous communications between faculty and students. Faculty who will be teaching online are trained to take best advantage of these technologies in their courses. Faculty members include any assignments for development of new distance education courses in their Annual Professional Summaries as part of the faculty evaluation process.

All levels of academic and instructional technology planning are integrated in the development of new distance education courses and programs. Distance education planning is also coordinated with CCBC's Enrollment and Student Services and Administrative Services

divisions to ensure that students have access to academic and physical resources needed to promote student success. Many of the courses in the proposed Human Services Counseling program have already been offered online and have benefited from this integrated planning process.

Role and Mission

As part of CCBC's mission, the College is committed to preparing students for career success and strengthening the regional workforce. The Human Services Counseling Program will help to fulfill both of these goals. In addition, as part of CCBC's strategic direction of Teaching and Learning Excellence, the College is committed to using the most technologically appropriate and effective teaching methods and formats available. The effectiveness of current technologies to support the objectives of all academic programs is reviewed on an ongoing basis, as illustrated below, and additional resources are allocated to meet documented needs.

CCBC's Information Technology Services (ITS) has a robust, effective technical help desk and information technology support model for the College. The College routinely evaluates, adopts, and maintains the most current technologies available in support of online and distance learning.

Faculty Support

To promote high-quality instruction, once new distance education courses and programs have been approved, a faculty member must complete CCBC's Online Course Development Institute before developing and teaching a distance education course. Through this professional development, faculty members learn about the pedagogical and technological aspects of teaching online and work with an instructional designer to develop the course shell and materials. The instructional design team reviews the course for compliance with Quality Matters standards before the course is offered in the schedule of classes. Through this review, the faculty member and instructional design team ensure that the design of the course will enable a student to achieve the learning outcomes and that these outcomes are assessed appropriately. Faculty who are teaching online for the first time but not developing the course for online delivery (i.e., teaching an already existing distance education course), complete the professional development opportunity, Teaching an Online Course, to become skilled in teaching within this environment. This course is offered online and includes 40 hours of activities.

The Distance Learning Advisory Board (DLAB), comprised of institutional leaders including a number of faculty who teach online, creates policies for distance education practices and courses. As new policies are approved, they are monitored and assessed as part of the established institutional assessment processes.

The College provides a robust array of support services for faculty teaching in a distance education format. Within ITS, the Instructional Technology Department is led by the Senior Director of Instructional Technology and includes an Online Learning/Instructional Design Group and a Learning Management Systems and Instructional Training Group to provide support to faculty in the design of courses and courseware. The Online Learning/Instructional Design Group is led by a Director and includes three Instructional Designers (two at the senior level). The Learning Management Systems and Instructional Training Group is led by a Director and includes two LMS Administrators, two Technology Trainers, and an Administrator for Digital and Emerging Technologies. Additional support is provided to faculty via a 24/7 Technical Help Desk and an externally hosted LMS, which includes the highest level of technical support available.

To ensure appropriate learning resources are available to students, CCBC offers online tutoring, which is provided by trained tutors. The format for the service is through an asynchronous discussion board using Blackboard. Students self-register for each subject in which they seek tutoring; these subjects then appear on their Blackboard class list and include allied health, biology (all levels), chemistry (all levels), math (all levels), physics, and psychology. Online tutoring for other subjects, such as accounting, economics, and philosophy, may be available upon request. To increase awareness of online tutoring, the Student Success Centers publishes an announcement on Blackboard and distributes a brochure during the classroom announcements in the first week of the semester.

As indicated in the Library section of this proposal, students have access to a useful guide for academic and research support through online Library Guides. One of the College's librarians is featured on this page as a point of contact for students who need assistance.

The College also subscribes to several online databases that would be helpful to students in this program such as *Academic Search Premier*, *Proquest Complete*, *PsychInfo* and *Psychology Journals*. The CCBC Libraries' collection is growing in the area of eBooks and currently provides access to numerous relevant eBooks. Students can access these eBooks anytime from any computer or mobile device on or off-campus.

Beyond the resources provided through CCBC, the College provides Inter-Library Loan service, <http://library.ccbcmd.edu/screens/borrowingfromotherlibs.html>. In addition, to make library services more accessible to students, the CCBC library participates in a 24/7 online reference service through the *AskUsNow* Maryland statewide program.

Students and Student Services

The CCBC College Catalog is updated on an annual basis and contains clear, complete, and timely information on the proposed curriculum, course and degree requirements, nature of

faculty/student interaction, and assumptions about technology competence and skills. Within Blackboard, students can access useful information after they have registered for an online course such as Blackboard tutorials and technical requirements, availability of academic support services and 24/7 Help Desk support, and financial aid resources. Costs and payment policies are consistent for classes in online and traditional formats; this information is contained in the College catalog at the following URL:

<http://catalog.ccbcmd.edu/content.php?catoid=26&navoid=1538>.

Distance education students and other learners find support online for advising, registration, financial aid, and library services. Five designated full-time advisors dedicate 2-10 hours of advising time to respond to online student inquiries. General information is provided within 24 to 36 hours. All CCBC students may access online advising while maintaining confidentiality. In fiscal year 2016, online advising provided services for 1,350 students. Application and registration processes now occur mostly online.

The financial aid application process, including the counseling component, can be completed online. Financial Aid TV is also available on the CCBC website at the following URL: <http://cebc.financialaidtv.com/>. Distance education students are eligible for all facets of financial aid offered through CCBC.

CCBC has an extensive array of print and electronic communications to inform the public and other College audiences of the strength of CCBC's mission, the quality of its academic programs, and the diversity of training offerings and support services available. Revisions are made regularly to reflect program, policy, and/or procedural changes and to modify or rebrand the marketing message. As part of providing these communication tools and outreach initiatives for students and the community, several positive outcomes have been achieved. Staff training and the implementation of communication technology have augmented CCBC's efforts to comply with Higher Education Opportunity Act regulations related to misrepresentation. Additionally, a consistent message is provided when working directly with prospective and enrolled students. This same focus on quality will be applied to all advertising, recruiting, and admissions materials prepared for this proposed degree program.

Commitment to Support

CCBC faculty are evaluated annually in three areas—Professional Assignment, College and Community Service, and Scholarship/Professional Growth. It is stipulated that 60-70% of the evaluation must be based on Professional Assignment, and 10-20% must cover Professional Development. Within the category of Professional Assignment, the written faculty evaluation policy recognizes the importance of instructional improvement; and efforts made to convert, develop, or implement classes in online or blended formats are named in the category of instructional improvement. Potential areas of Scholarship/Professional Growth include furthering

one's technical education by learning new software and/or technology. In addition, public performances, presentations, and exhibitions that recognize one's area(s) of expertise that involves research and scholarly preparation are also recognized as acceptable means of documenting scholarship and professional growth.

Evaluation and Assessment

Learning Outcomes Assessment (LOA) projects are being developed for individual courses in the proposed program. For instance, students will be required to participate in an LOA so that the results can be assessed, and any deficiencies noted in the analysis can be addressed in the spirit of continuous improvement. This proposed program will be incorporated in CCBC's program review process that supports CCBC's strategic direction of Student Success and fulfillment of the related institutional goal to measure and assess student outcomes routinely, evaluate multiple measures of student achievement and success, and act upon the results to improve student outcomes.

CCBC's Office of Planning, Research and Evaluation (PRE) maintains information on student retention in academic programs. This data is provided as part of the program review process for analysis and program improvement. To further promote quality in instruction and assess the performance of the faculty member in the online environment, the Distance Learning Advisory Board developed a student course evaluation instrument for distance education courses. Faculty satisfaction with Distance Education Services and with Instructional Technology is measured through the annual CCBC Employee Survey. Since many of the courses in the Human Services Counseling program are included in other CCBC credit offerings, the program is cost effective by taking advantage of existing College resources.

As part of CCBC's commitment to an evidenced-based approach to the best online teaching practices, the College provides budgetary resources to support Quality Matters (QM), a faculty-centered peer review process designed to certify the quality of online course design. To date, 174 faculty have completed the Applying the QM Rubric workshop, and 70 are QM certified peer course reviewers. By faculty applying the QM rubric to existing distance education sections, CCBC can discern that essential course components, including learning objectives, assessments and measurements, resources and materials, learner engagement, and course technology have sufficient academic rigor and serve to enable students to meet the learning expectations and outcomes for the course. Increasing numbers of online courses are being evaluated for Quality Matters' certification. Continuous improvement is promoted through ongoing monitoring of student performance in distance education offerings by CCBC's Planning, Research, and Evaluation staff. The results of this monitoring are shared with appropriate constituencies so that any needed adjustments in curriculum can be made.

Student performance in online courses is also benchmarked against student performance in the same courses offered in a face-to-face format to evaluate differences. Comparisons of student retention/persistence are also made. The Office of Planning, Research, and Evaluation provided success rates for Fall 2015 web courses of 67%, compared to 78% in non-web courses and found that these rates had increased slightly in recent years. Additionally, the withdrawal rate for web courses in Fall 2015 was 5% higher (11%) than for non-web courses (6%). The percentage of students withdrawing from web based courses and traditional courses has declined slightly in the past several years. Data shows that many students who register late for distance education courses do so because classroom sections are full, and students who register late have lower success rates across all modes of instruction.

Assessment and documentation of student achievement will occur as part of CCBC's program review process. Academic programs, whether they are offered online or in traditional formats, are reviewed on a five-year cycle. Program coordinators must document how student learning outcomes were developed and validate how the outcomes relate to the College's mission.

H. Adequacy of faculty resources

The faculty for the proposed program will be drawn from the existing Human Services and Chemical Dependency Counseling AAS degree programs. Each has an appropriate graduate degree in his or her field of practice. Some of the full-time faculty are assigned to other academic departments but hold relevant degrees in the Human Services Counseling field and teach courses on an affiliate basis in these programs. While the full- and part-time faculty will share responsibility for teaching core coursework in the program, individual instructors have areas of specialization addressed within the degree program.

Faculty who teach in the Chemical Dependency Counseling program have historically been required to maintain clinical licenses or certification relevant to the coursework that they teach. This is especially true of those who oversee clinical internship students, as the Board of Professional Counselors requires that clinical interns receive supervision from an individual credentialed to provide clinical supervision.

In addition to their work in the classroom, the faculty are actively involved in their respective fields. While some continue to engage in clinical or professional practice, others are active as researchers, advocates, and advisors for programs in their respective fields of study. Our faculty are in high demand as presenters and consultants across the country. Professors Boone, Burney, Kuzsma, and McCadden serve on advisory boards for transfer institutions and workforce advocacy groups.

Table 1 below provides a summary of the full- and part-time faculty currently involved in the proposed program. Table 2 provides a summary of courses and their full- to part-time instructor load.

TABLE 1: PROGRAM FACULTY			
Full Time Faculty	Academic Rank	Degrees/Credentials	Courses Taught
Lisa Boone	Associate Professor	M.Ed. Education Human Services-Board Certified Practitioner	Core Coursework Human Services AOC
Lester Burney	Associate Professor	MS Human Services Administration Post Masters Certificate Clinical Community Counseling Human Services-Board Certified Practitioner	Core Coursework Human Services AOC
Marilyn Kuzsma	Associate Professor	MA-Counseling Psychology Licensed Clinical Alcohol and Drug Counselor	Core Coursework Behavioral Health Counseling AOC
Theodore McCadden	Associate Professor	D.Ed-Adult Education Certificate of Advanced Graduate Study-Counseling MA-Health Counseling Licensed Clinical Alcohol and Drug Counselor Internationally Certified Prevention Specialist	Core Coursework Behavioral Health Counseling AOC Adolescent and family therapy specialty
Affiliate Faculty	Academic Rank	Degrees/Credentials	Courses Taught
Kevin Mick	Associate Professor	MS-Counseling	Core Coursework Assigned to Sociology Department
Ann MacLellan	Professor	PhD Education	Elder Care Coursework Assigned to Sociology Department
Jennifer Pemberton	Associate Professor	D.Ed- Adult Education MS-Counseling Psychology Licensed Clinical Professional Counselor	Core Coursework Assigned to Psychology Department

Adrienne Washington	Instructor	MSW-Social Work	Core Coursework Assigned to Sociology Department
Part Time Faculty	Academic Rank	Degrees/Credentials	Courses Taught
George Carlson	Adjunct	PhD Policy Studies MSW Licensed Clinical Social Worker-Clinical	Core Coursework
Thomas Dolan	Adjunct	Grad. Cert.-Counseling Certified Associate Counselor-Alcohol and Drug	Core Coursework Delivery of Addiction Services
Jennifer Ferra	Adjunct	MSW-Social Work Certified Professional Counselor-Alcohol and Drug Licensed Graduate Social Worker	Core Coursework Adolescent area of specialty
Marguerite Falcon	Adjunct	MSW Licensed Clinical Social Worker-Clinical	Core Coursework
Bruce Ferguson	Adjunct	Licensed Clinical Marriage and Family Therapist	Core Coursework Family Therapy specialty
Stacy Fruhling	Adjunct	MA-Clinical Psychology Licensed Clinical Professional Counselor Licensed Clinical Alcohol and Drug Counselor	Core Coursework
Julia Knach	Adjunct	MS-Applied Psychology, concentration in Forensic Psychology Licensed Clinical Professional Counselor Licensed Clinical Alcohol and Drug Counselor	Core Coursework Youth and adolescent specialty
Renee Murrell	Adjunct	PhD Human Services, Social and Community Services MSW	Core Coursework
Mende Potkay	Adjunct	MSW	Core Coursework

		Licensed Clinical Social Worker-Clinical	
Justin Proctor	Adjunct	MSW-Social Work Licensed Clinical Social Worker	Core Coursework
Mark Wagner	Adjunct	MSW Licensed Clinical Social Worker-Clinical	Core Coursework

Table 2: Full-Time Faculty Assignments

Course Number and Title	FT or Adjunct Faculty Assignments	% FT Instructors
HUSC 101-Introduction to Human Services Counseling	Boone, Burney, McCadden, Mick, 2 adjuncts	66%
HUSC 102-Functional Impact of Aging	Boone, Burney	100%
HUSC 103-Introduction to Elder Care	Boone, Burney	100%
HUSC 104-Exploring Diversity in the Workplace	Boone, McCadden, Washington, 1 adjunct	75%
HUSC 106-Understanding and Empowering At-Risk Youth	Boone, Burney, 1 adjunct	66%
SOCL/HUSC 122-Aging in a Global Society	Burney, MacLellan	100%
HUSC 131-Job Coaching	Boone	100%
HUSC 139-Interviewing and Counseling Techniques	Burney, McCadden, 2 adjuncts	50%
HUSC 140-Life Skills for At-Risk Youth	Boone, Burney, 1 adjunct	66%
HUSC 141-Introduction to Psychopharmacology	Kuzsma, McCadden, Mick, 1 adjunct	75%
HUSC 142-Counseling Clients with Substance Use Disorders	Kuzsma, McCadden, Mick, 1 adjunct	75%
HUSC 205-Group Counseling	Boone, Burney, Kuzsma	100%
HUSC 210-Behavioral Health Counseling with Families	McCadden, 2 adjuncts	50%
HUSC 211-Case Management	Burney, 1 adjunct	50%
HUSC 213-Ethics in Addiction Counseling	Kuzsma, McCadden	100%
PSYC/HUSC 222-Child and Adolescent Psychopathology	McCadden, Pemberton	100%
HUSC 224-Delivery of Addiction Services	McCadden, 1 Adjunct	50%
HUSC 230-Behavioral Health Counseling with Adolescents	McCadden, Pemberton, 1 adjunct	66%

HUSC 233-Ethics in Human Services Counseling	Boone, McCadden, Pemberton, 1 adjunct	75%
HUSC 244-Counseling Clients with Co-Occurring Disorders	McCadden	100%
HUSC 246-Applied Theories of Counseling	McCadden, 1 adjunct	50%
HUSC 250-Crisis Intervention	Boone, Burney, 1 adjunct	66%
HUSC 263-Clinical Field Placement	Kuzsma	100%
HUSC 273-Internship	Boone, Burney, Kuzsma	100%
% of sections taught by FT faculty:		78.3%

I. Adequacy of library resources

The current CCBC Library resources are sufficient for the proposed program. As this proposal represents a merger of two existing programs, the combined resources of these two programs remain in place. In addition, both programs have historically used Perkins Grant funding to add to the library collection, and may continue to do so. The textbooks for the courses will be on reserve in the campus libraries. Students have access to a useful guide for Human Services Counseling resources by combining the two existing online Library Guides from the two stand-alone programs. One of the College’s librarians is featured on this page as a point of contact for students who need assistance.

The College also subscribes to several online databases that would be helpful to students in this program such as *Academic Search Premier*, *Proquest Central*, *PsychInfo*, and *Lexis Nexis Academic*. The CCBC Libraries’ collection is growing in the area of eBooks and currently provides access to numerous eBooks on topics related to Human Services Counseling. Students can access these eBooks anytime from any computer or mobile device on or off-campus.

Beyond the resources provided through CCBC, the College provides Inter-Library Loan service, <http://library.ccbcmd.edu/screens/borrowingfromotherlibs.html>. In addition, to make library services more accessible to students, the CCBC library participates in a 24/7 online reference service through the *AskUsNow* Maryland statewide program.

J. Adequacy of physical facilities

As a merger of existing programs, this proposal requires no additional physical infrastructure at this time. In the first years of the program, faculty offices will remain the same, and existing classroom resources will continue to suffice. As program enrollment increases, there may be a need in future years to expand our full-time faculty; this need is currently mitigated by use of affiliate faculty from related disciplines.

On CCBC’s Dundalk campus, the current Chemical Dependency Counseling program is housed in a state of the art counseling laboratory. This laboratory consists of conjoined

classrooms with an observation window/mirror and audiovisual equipment in place to observe and record mock counseling and interviewing sessions with peer "clients". Bug-in-the-ear technology allows for real-time clinical supervision and feedback to enhance the in vivo experience. One-to-one tablet devices provide students with both technology support in the classroom and experience using the industry-specific software that they will use in their places of employment. Finally, the laboratory provides a shared space for students in the program to meet in small study groups, work on collaborative learning projects, and practice their skills. The laboratory also houses the Student Government Association affiliated student organization, and a job posting board.

New program proposals at CCBC are reviewed and approved according to the process developed through college governance, which includes approval by the Curriculum and Instruction Committee and the full College Senate. In addition, this new program proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the program can be implemented within existing institutional resources. A plan for ongoing equipment and facility upgrades and other routine needs has been developed and is in accord with CCBC's strategic plan.

K. Adequacy of financial resources with documentation

The following breakdown of costs is based on in-county tuition rates and having one student complete 30 credits (full time) total per year during the fall, spring and summer semesters.

Tuition (\$118 per billable hour x 30)	\$3540.00
General Services Fee	360.00 (\$12 per credit hour)
Registration Fee	165.00 (\$55/semester x 3)
Capital Fee	30.00 (\$10/semester x 3)
Technology Fee	300.00 (\$10 per credit hour)
Activity Fee	90.00 (\$3 per credit hour)
Total	\$4,485.00
 Graduation fee	 \$ 75.00

All students are eligible for regular CCBC financial aid.

Addendum to Section K: Adequacy of financial resources with documentation

The revised tables below compare the existing resources (income) for the proposed program with its expenditures. It is important to note that the expenditures listed here represent level funding from the existing Human Services and Chemical Dependency Counseling programs for the first three years. The 4 FTE faculty positions are currently filled by 2 FTE in Human Services and 2

FTE faculty in Chemical Dependency Counseling. Together, these faculty comprise the new Human Services Counseling faculty, with no additional expenditures for the institution. In Year 4, we anticipate a new hire and have created a fifth FTE position with benefits as noted in Table 4.

Table 3 lists the relevant resources (income) for the program, while Table 4 illustrates the cost of salary and benefits for the existing 4 FTE faculty, with the added fifth FTE in Year 4. Finally, Table 5 provides a comparison of the costs and resources, showing a net gain throughout.

TABLE 3: RESOURCES					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	666,750	755,850	867,375	947,625	1,050,300
a. # F.T. Students	50	60	75	85	100
b. Annual Tuition/ Fee Rate	4,485	4,485	4,485	4,485	4,485
c. Annual Full Time Revenue (a x b)	224,250	269,100	336,375	381,225	448,500
d. # Part Time Students	250	275	300	320	340
e. Credit Hour Rate	118.00	118.00	118.00	118.00	118.00
f. Annual Credit Hours	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	442,500	486,750	531,000	566,400	601,800
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources					
TOTAL (Add 1-4)	666,750	755,850	867,375	947,625	1,050,300

TABLE 4: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	379,860	392,234	404,006	486,671	501,271
a. # FTE	4	4	4	5	5
b. Total Salary	308,472	317,726	327,258	392,076	403,838
c. Total Benefits	72,338	74,508	76,748	94,595	97,433
2. Admin. Staff (b+c below)	0	0	0	0	0
a. # FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b+c below)	0	0	0	0	0
a. # FTE					
b. Total Salary					
c. Total Benefits					
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
8. TOTAL (Add 1 – 7)	379,860	392,234	404,006	486,671	436,381

TABLE 5: COMPARISON OF RESOURCES AND EXPENDITURES					
	Year 1	Year 2	Year 3	Year 4	Year 5
Net Resources	666,750	755,850	867,375	947,625	1,050,300
Net Expenditures	379,860	392,234	404,006	486,671	436,381
Total Gain (Loss)	286,890	363,616	463,369	460,984	613,919

L. Adequacy of provisions for evaluation of program

Program outcomes assessment is a primary focus for CCBC. Assessment of student satisfaction occurs in each class on a rolling basis through the Aleamoni Course/Instructor Evaluation Questionnaire (CIEQ). Assessment of program outcomes occurs as part of CCBC's 5-year Program Review cycle. Program Coordinators must document the connection between student learning outcomes and their relationship to the College mission.

It is noteworthy that CCBC's student learning assessment program received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review.

As a career preparation AAS program, the Human Services Counseling program enjoys two additional review processes. The Program is reviewed annually and guided by an Advisory Board. The Advisory Board is comprised of faculty, student and alumni representatives, internship site supervisors, professionals, and workforce advocates. This group meets annually to review the program outcomes and to provide guidance for future directions of the program. When the Advisory Board met in June 2016, the response to this proposal was overwhelmingly positive, particularly from our advocacy group and their lobbyists in Annapolis.

Finally, the continued success as a program is most readily measured by internship placement success. The Program has longstanding relationships with internship sites across the state and has a long history of success with placement sites. Many students are hired by their internship sites upon graduation.

M. Consistency with the State's minority student achievement goals

For FY 2015 CCBC's student demographic figures indicate that 53% of credit students are minorities, and 58% are female. We anticipate that the student population for the Human Services Counseling Program will mirror these trends, thereby promoting minority student access. Traditionally, the two stand-alone programs have attracted a higher than average racial minority population, and a higher percentage of non-traditionally aged students. Similar trends in student completion will help to address the reported gender gap and differences in race/ethnicity in the Human Services Counseling field across the nation.

To promote minority student success, one of the hallmarks of CCBC's strategic plan is the value of inclusiveness. That is, we honor the diversity of people, cultures, ideas, and viewpoints. To help faculty to better appreciate and to maximize the potential of a diverse student population in their classrooms, CCBC has a Culturally Responsive Teaching and Training Program (CRT). The CRT Program is a multi-faceted initiative engaging faculty, staff, administrators and

students in the recursive process of self-reflection, dialogue, change, and growth regarding cultural understanding and cooperation. This program has helped the College to close achievement gaps and thereby improve student success, with more than 500 faculty and staff receiving training in this initiative. It is noteworthy that CCBC received the Leah Meyer Austin Award at the Achieving the Dream Conference in 2015, and the CRT Program was an important component to enable CCBC to improve student achievement and to meet equity goals.

The Human Services Counseling faculty remain at the cutting edge of trends in addressing equity in higher education, engaging in ongoing training and scholarship in social justice education. One of the Program Coordinators has a secondary assignment as the Director of the Community Book Connection, a collegewide common reading program that leads faculty, staff, and students across the college in social justice educational initiatives. Several courses in the program use the common reader as a text each semester. This program also leads several college wide professional development initiatives to better equip faculty to address the needs of a diverse student body, including an ongoing faculty discussion group, a workshop series, and an annual faculty equity retreat. In addition, several full-time and affiliate faculty engage in independent scholarship around equity issues, including national- and international-level invited lectures and publications. Two of our program faculty serve as coordinators for a national-level research preconference day of scholarship to address equity issues in higher education, and serve as the co-editors for the conference proceedings.

A primary example of our commitment to equity shows in our new course, Exploring Diversity in the Workplace, which offers practical strategies to broaden the student's worldview around issues of diversity and equity. This course will serve as a program requirement for students in Human Services Counseling, but will also be open to students in other majors.

N. Relationship to low productivity programs identified by the Commission

N/A

Appendix A
Existing Articulation Agreements



The Community College
of Baltimore County



University of Maryland
University College

MOCU
Renewed/authorized
via email;

• 2011 ✓
• 2015 ✓

Memorandum of Agreement Between University of Maryland University College and The Community College of Baltimore County

Introduction

The University of Maryland University College (“UMUC”) is one of 11 degree granting institutions within the University System of Maryland (USM) and is accredited by the Middle States Association of Colleges and Schools Commission on Higher Education. The Community College of Baltimore County (“CCBC”) is an Associate degree granting institution accredited by the Middle States Association of Colleges and Schools Commission on Higher Education.

UMUC and CCBC are committed to providing community college students and staff with greater access to Baccalaureate and graduate degree opportunities.

I. Purpose

The primary purpose of this Memorandum of Agreement (the “Agreement”) is to establish a CCBC/UMUC Alliance in order to facilitate CCBC students’ ability to transfer into UMUC’s Baccalaureate degree program after earning their Associate degree from CCBC. The Agreement also allows UMUC students/applicants to pursue lower-level college courses at CCBC in order to fulfill general education requirements and/or pre-requisites for various academic programs offered at UMUC.

II. Alliance Admissions and Credit Transfer

A. CCBC/UMUC Alliance Admission

UMUC and CCBC agree to offer special services included in this Agreement to all CCBC students whom may be admitted to UMUC programs through CCBC/UMUC Alliance where general education requirements and program articulations exist between UMUC and CCBC.

B. Meeting UMUC General Education Requirements:

- 1) eWhen a student has been awarded an AA or AS degree by CCBC prior to begin to attend classes at UMUC, courses taken at CCBC for general education requirements will be accepted toward UMUC’s general education requirements.
- 2) eWhen a student has been awarded an AAS degree or has not completed an associates degree prior to begin to attend classes at UMUC, that student will be required to follow an

- agreed upon articulated program or to meet UMUC's general education requirements towards completion of UMUC's Baccalaureate degree program.
- 3) The student's GPA, based on CCBC academic coursework, will be the GPA used toward admission to UMUC.

III. Responsibilities of UMUC and CCBC

- 1) Appointed institutional representatives at CCBC and UMUC will insure that appropriate personnel in their respective institutions are aware of this agreement.
- 2) CCBC and UMUC will undertake joint marketing, for example, special targeted mailings, announcements, and on-site recruitment activities.
- 3) CCBC and UMUC will work together to develop appropriate methods to communicate and publicize all program articulation agreements in UMUC and CCBC publications, consistent with both institutions' policies.
- 4) CCBC and UMUC will allow each other to distribute or place materials at campus information distribution points that will be mutually agreed upon by both parties (e.g., kiosks, central information desks, bulletin boards).
- 5) CCBC and UMUC continue to explore the possibility of offering courses on each other's campuses or Education Centers during non-peak hours. For example, UMUC will launch a Management Studies program at CCBC Dundalk in fall 2006, giving students greater access to a bachelor's degree (Attachment 1).
- 6) CCBC will provide, bi-annually, appropriate information concerning its Emerging Scholars Program to UMUC. CCBC will have the opportunity to nominate its Emerging Scholars and others for appropriate UMUC scholarships.
- 7) While the student is at CCBC, CCBC will issue the student's financial aid. When the student plans to register for the student's first class at UMUC, the student must reapply for financial aid through UMUC. From then on, the student's aid will be issued from UMUC only, even if the student takes more courses at CCBC. In such a case, the student must pay tuition costs at CCBC. However, the amount of financial aid disbursed to the student at UMUC will be based on the student's enrollment at both schools if the student has completed a financial aid consortium agreement between CCBC and UMUC. If the student is taking courses concurrently at CCBC and UMUC, the student should be directed to contact the financial aid office at UMUC to initiate the consortium agreement.
- 8) While the student is taking any classes at CCBC, CCBC will handle processing of the student's I-20 for an F-1 Visa and reporting into the Student and Exchange Visitor Information System (SEVIS). If the student is taking classes only at UMUC, UMUC will handle processing of the student's I-20 for an F-1 Visa and reporting into SEVIS. International students will need to complete Family Educational Rights and Privacy Act (FERPA) waivers for the sharing of information needed for SEVIS reporting.

IV. Responsibilities of UMUC

A. Students Transferring from CCBC to UMUC

- 1) UMUC will provide CCBC with necessary transfer information for students (e.g., informational brochures, course catalogs, program comparisons, etc.).
- 2) UMUC will provide expedited admissions and waive the application fee for students who apply to UMUC through CCBC/UMUC Alliance before graduation from CCBC. Upon

- request, expedited transfer of credit services, to include an official evaluation, will be provided to students within one term before degree completion with CCBC.
- 3) Students who begin their studies at CCBC will be treated on an equal basis with students who begin their studies at UMUC in regard to the award and distribution of financial aid, academic advising, personal and career counseling, and all other student services.
 - 4) Students transferring from CCBC to UMUC who have earned an Associate degree and meet application and registration deadlines, and general academic and financial qualifications may be eligible for available transfer scholarships. CCBC will nominate eligible students for UMUC's Community College Scholarship Program (CCSP). The number of available scholarships and the continuation of the scholarship program are at the discretion of UMUC and will be communicated to CCBC on an annual basis.
 - 5) UMUC will assist CCBC transfer students in gaining access to privileges available to students both on and off campus. CCBC students who have been admitted to UMUC will receive schedules and notices for UMUC campus events and will be encouraged to take advantage of those activities.
 - 6) UMUC will assist transfer students who have not earned an Associate degree from CCBC in transferring courses back to CCBC to obtain their Associate degree.

B. Students Transferring from UMUC to CCBC

- 1) When appropriate, UMUC may advise and refer students who need to complete required courses that are not offered at UMUC to CCBC. These students include, but are not limited to, those who are placed on UMUC academic probation or suspension lists.
- 2) When appropriate, UMUC may refer students to CCBC who are interested in taking program specific courses that are not offered at UMUC.

IV. Responsibilities of CCBC

- 1) CCBC will identify, as early as possible, a selected student population who may be interested in transferring to UMUC, and mail or email UMUC information to this student population. UMUC will be responsible for the UMUC promotional materials being available to CCBC students during the advisement process.
- 2) CCBC will provide appropriate accommodations for the UMUC transfer mentor/specialist to meet with students in a confidential environment. Prior notice will be required.
- 3) CCBC will permit UMUC to conduct on-campus information sessions at locations and on dates that are mutually agreeable.

V. Term and Termination of Agreement

This Agreement shall be in effect from the date executed until terminated in accordance with this Agreement or by law. This Agreement may be terminated by either party with or without cause upon written notice to the other party given at least three months in advance of such termination date. Such termination will not affect the participation in the articulating programs of those CCBC students who have been fully or conditionally admitted to UMUC.

VI. Confidential Information

UMUC and CCBC acknowledge that, during the term of this Agreement and in the course of performing their obligations hereunder, they may disclose to each other information which they deem to be of a confidential nature, including without limitation, information relating to their respective past, present and future research, data, business strategies, marketing plans, development and business activities, designs, computer programs and code, machines, devices, systems, customer lists, personnel, student and financial information ("Confidential Information"). UMUC and CCBC will each designate information that it considers to be Confidential Information.

UMUC and CCBC agree that, they will not intentionally or negligently, directly or indirectly, use, disseminate, or disclose, any of the Confidential Information disclosed to one of them by or on behalf of the other without the prior written consent of the party to whom the Confidential Information belongs, except as may be required in the course of performing their respective obligations under this Agreement or as required by law.

UMUC and CCBC agree to protect the Confidential Information from use or disclosure using no less than a reasonable degree of care. Upon expiration or termination of this Agreement, or upon the other party's request, UMUC and CCBC agree to return to the other party to whom the Confidential Information belongs all copies of Confidential Information, and all drawings, documents, records, notebooks, disks, tapes, data residing or recorded in electronic media, and all other representations of Confidential Information, whether prepared by UMUC, CCBC, or others.

UMUC and CCBC agree and acknowledge that certain Confidential Information may be protected under the federal Family Educational Rights and Privacy Act ("FERPA") or the Maryland Public Information Act ("PIA"), as both may be amended from time to time, together with the regulations promulgated and in effect thereunder from time to time (collectively the "Privacy Acts"). The parties acknowledge that UMUC and CCBC are subject to the Privacy Acts. Any disclosure of information protected by the Privacy Acts shall be made in accordance with the provisions of the Privacy Acts.

VII. Other Terms

Assignment. Neither party may assign or transfer its rights or obligations under this Agreement without prior written consent of the other party.

Force Majeuro. Neither party will be liable to the other party hereunder or in default under this Agreement for failures of performance resulting from acts or events beyond the reasonable control of such party, including, by way of example and not limitation, acts of God, civil disturbances, war, and strikes.

No Agency. Nothing in this Agreement shall be deemed to create or give rise to a partnership or joint venture between the parties. Neither party shall have the authority to, or shall attempt to, bind or commit the other party for any purpose except as expressly provided herein.

No Third Party Beneficiary. This Agreement shall not create any rights, including, without limitation, third party beneficiary rights, in any person, including applicants, students, or agents and employees of the parties.

Applicable Law. In the operation of this Agreement, UMUC and CCBC shall abide by all applicable federal, state and local statutes, ordinances, rules, regulations, and standards in performing the terms of this Agreement, including but not limited to laws related to student confidentiality.

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

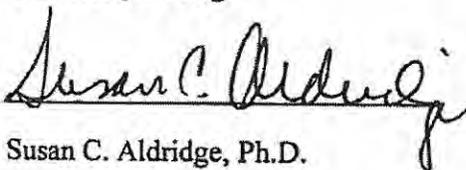
No Waiver. No failure on the part of either party to exercise, no delay in exercising, and no course of dealing with respect to any right, power or privilege under this Agreement shall operate as a waiver thereof, nor shall any single or partial exercise of any such right, power or privilege preclude any other or further exercise thereof or the exercise of any other right, power or privilege.

Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and all previous agreements or discussions between the parties relating to the subject matter hereof, written or oral, are hereby terminated and/or superseded by this Agreement. This Agreement may be amended or modified only by a written instrument signed by both parties. If any provision of this Agreement is held invalid, the validity of the remainder of this Agreement shall not be affected.

Publicity. Subject to the Maryland Public Information Act, each party may disclose the existence, subject matter, and terms of this Agreement in press releases and public announcements and in such connection may refer by name to the other party, subject to the other party's consent which consent shall not be unreasonably withheld.

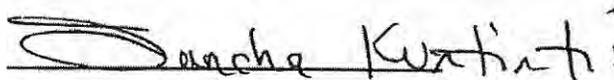
Binding Effect. This Agreement will be binding upon the parties hereto and their respective successors and assigns.

**University of Maryland
University College**



Susan C. Aldridge, Ph.D.
President

The Community College of Baltimore County



Sandra L. Kurtinitis, Ph.D.
President

7/27/06
Date

July 27, 2006
Date

AMENDMENT
TO
LETTER OF AGREEMENT
BETWEEN
UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
AND
COMMUNITY COLLEGE OF BALTIMORE COUNTY

This Amendment ("Amendment") to the Agreement is made as of November 1, 2012 by and between University of Maryland University College ("UMUC") and Community College of Baltimore County ("CCBC").

RECITALS

1. On July 27, 2006, UMUC and CCBC entered into a Letter of Agreement ("the Agreement") to establish the terms and conditions for dual admission and transfer credits for students between the two institutions.
2. The parties hereby agree to amend the Agreement as follows:

Section A. Amendments

1. A new Section IV. is added to the Agreement as follows:

IV. Transfer of UMUC's Credits to CCBC. This Section IV applies to courses taken at UMUC that may be applied to an Associate of Arts degree in General Studies earned at CCBC under a reverse transfer opportunity. CCBC agrees to accept credits earned by dual degree students from UMUC in accordance with the following:

- (A) UMUC will promote reverse transfer opportunities to CCBC students who

- (B) Both CCBC and UMUC shall identify points of contact to coordinate all reverse transfer activities.
- (C) Students may be provided student services at any CCBC or UMUC location. This includes, but is not limited to, advising services to interested students, timely delivery of official transcripts and consortia agreements for financial aid, and degree audits of transfer evaluations and degree program evaluations.
- (D) CCBC will waive the graduation application fee for qualified students.
- (E) CCBC and UMUC will reevaluate the program each Spring semester to determine if additional associate degree programs will be added for review for completion.

Section B. The Agreement as amended stays in full force and effect.

In witness whereof, the parties, by their authorized representatives, sign below:

**COMMUNITY COLLEGE OF
BALTIMORE COUNTY**

By: Sandra Kurtinitis

Printed Name: Sandra Kurtinitis, Ph.D.

Title: President

**UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE**

By: _____

Printed Name: Javier Miyares

Title: President



**COMMUNITY COLLEGE OF BALTIMORE COUNTY
AAS IN HUMAN SERVICES
TO UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
BS IN SOCIAL SCIENCE
TRANSFER GUIDE**

CHECKLIST FOR FULFILLMENT OF DEGREE REQUIREMENTS See catalog for overview of all requirements.	
<input type="checkbox"/> 30 credits at UMUC, including at least half of the major and minor and 15 upper-level credits. <input type="checkbox"/> 45 upper-level credits, including half the credit for the major and for the minor. <input type="checkbox"/> All required courses and minimum number of credits for major and minor. <input type="checkbox"/> Prerequisites for major and minor courses, if needed.	<input type="checkbox"/> All General Education Requirements <input type="checkbox"/> Grade of C or better in all courses for the major and minor. <input type="checkbox"/> Overall GPA of at least 2.0. <input type="checkbox"/> At least half the credit for the major earned through graded coursework. Total 120 credits.

UMUC DEGREE REQUIREMENTS	CCBC COURSES	UMUC EQUIVALENCY	CREDITS FROM CCBC	CREDITS NEEDED AT UMUC
COMMUNICATIONS	Credits:		9	3
WRTG 101 or WRTG 101S Introduction to Writing(3)	ENGL 101	WRTG 101	3	
WRTG 293 (3) Or other 3-credit WRTG course except 288, 388, 486A, 486B, ENGL 102 and JOUR 201 apply	ENGL 102	WRTG	3	
COMM 202 (3) Or other communication, writing, or speech	CMNS 101	COMM	3	
WRTG 391 (3) Or other upper-level advanced writing				3UL
ARTS AND HUMANITIES	Credits:		0	6
HUMN 344 (3) Or other UL arts/humanities				3UL
HIST 365 or ARTH 372 (3) Or any UL ARTH or UL HIST from a 2 nd discipline				3UL
BEHAVIORAL AND SOCIAL SCIENCES	Credits:		6	0
ECON 103 (3) Or other first behavioral/social science (May not also use in major)	PSYC 105 or SOCL 141	PSYC 354* or SOCY 423*	3	
BEHS 103 (3) Or other behavioral/social science from a 2 nd discipline	HUMS 139 or HUMS 163	BEHS	3	
BIOLOGICAL AND PHYSICAL SCIENCES	Credits:		4	3
BIOL 103 (4) Or other biological/physical science with related lab	BIOL 107 recom'd	BIOL 163	4	
NSCI 362 (3) Or other 3-credit UL biological/physical science				3UL
MATHEMATICS	Credits:		3	0
MATH 106 or higher-level math course (3)	MATH 125 recom'd or higher math	MATH 106	3	
INTERDISCIPLINARY OR EMERGING ISSUES	Credits:		3	4
LIBS 150 Introduction to Research (1)				1
IFSM 201 Concepts & Applications of Information Technology (3)	CSIT 101	IFSM 201	3	
CMST 301 Digital Media & Society (3) Or another UL computing course appropriate to the academic major				3UL

Legend/Notes
 ◆ required course for the major or minor
 * course meets content requirement but not upper-level minimum
 UL – UL stands for upper-level junior/senior courses and denotes the minimum upper-level credit that must be taken at UMUC for graduation
 ^ only 21 credits of vocational/technical are permitted for transfer at UMUC
 Courses placed in the ELECTIVES/MINOR section may meet degree requirements depending on which course the student takes from the list of courses offered for the associate's degree. Any credit applied to the associate's degree must also meet UMUC's transfer credit policy.

UMUC DEGREE REQUIREMENTS				CCBC COURSES	UMUC EQUIVALENCY	CREDITS FROM CCBC	CREDITS NEEDED AT UMUC
SOCIAL SCIENCE MAJOR						Credits: 0	12
◆ BEHS 210 Introduction to Social Sciences (3)							3
◆ BEHS 220 Diversity Awareness (3)							3
◆ STAT 200 Introduction to Statistics (3)							3
◆ BEHS 300 Research Methods in Social Sciences (3)							3UL
3 credits ANTH 102, GERO 100, PSYC 100, or SOCY 100 and an additional 12 upper-level credits chosen from ANTH, BEHS, GERO, PSYC, and SOCY Recommended Areas of Focused Study						Credits: 0	15
Anthropology	Gerontology	Psychology	Sociology				
◆ ANTH 102 Introduction to Cultural Anthropology (3)	◆ GERO 100 Contemporary Issues in Aging (3)	◆ PSYC 100 Introduction to Psychology (3)	◆ SOCY 100 Introduction to Sociology (3)				3
◆ ANTH 345 World Prehistory and Archaeology (3)	◆ GERO 302 Health and Aging (3)	◆ PSYC 321 Social Psychology (3)	◆ SOCY 313 Individual and Society (3)				3UL
◆ ANTH 346 Anthropology of Language and Communication (3)	◆ GERO 311 Gender and Aging (3)	◆ PSYC 338 Psychology of Gender (3)	◆ SOCY 325 Sociology of Gender (3)				3UL
◆ ANTH 350 Health, Illness and Healing (3)	◆ GERO 427 Culture and Aging (3)	◆ PSYC 351 Lifespan Development (3)	◆ SOCY 423 Race and Ethnicity: A Global Perspective (3)				3UL
◆ ANTH 351 Anthropology in Forensic Investigations (3)	◆ GERO 320 Psychosocial Aspects of Aging (3)	◆ PSYC 354 Cross-cultural Psychology (3)	◆ SOCY 350 Contemporary Social Problems (3)				3UL
CAPSTONE COURSE FOR MAJOR						Credits: 0	3
◆ BEHS 495 Advanced Seminar in Social Sciences (3)				MUST BE TAKEN AT UMUC			3UL
ELECTIVES/MINOR						Credits: 35-36	13-14
PSChoose any electives to meet degree requirements. Note minimum requirements for upper-level coursework. See requirements of individual minor. Students who complete the bachelor's degree from UMUC in an appropriate major (Computer Science, English, History, or Social Science), and other students who have the appropriate coursework (including Biology, Mathematics), can reduce the total coursework for the Master of Arts in Teaching graduate degree by up to 12 credits. Please see a UMUC advisor or visit UMUC's website for more information.				HUMS 101	BEHS	3	
				PSYC 101 (fulfills Psychology Focus Study requirement)	PSYC 100	3	
				Program Electives	Electives	12	
				PSYC 103 or HUMS 160	PSYC 351* or BEHS	3	
				HUMS 122 (fulfills Gerontology Focus Study requirement)	GERO 100	3	
				PSYC 201	PSYC 353*	3	
				HUMS 211	Elective	3	
				HUMS 220 or HUMS 260	BEHS or PSYC	2-3	
				HUMS 273	Elective	3	
Upper-Level Electives at UMUC							12UL
Any Electives at UMUC							1-2
Total Minimum Credits Needed for Graduation: 120				Total Credits:		60-61	59-60



**COMMUNITY COLLEGE OF BALTIMORE COUNTY
AAS IN HUMAN SERVICES
TO UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
BS IN GERONTOLOGY AND AGING SERVICES
TRANSFER GUIDE**

CHECKLIST FOR FULFILLMENT OF DEGREE REQUIREMENTS See catalog for overview of all requirements.	
<input type="checkbox"/> 30 credits at UMUC, including at least half of the major and minor and 15 upper-level credits. <input type="checkbox"/> 45 upper-level credits, including half the credit for the major and for the minor. <input type="checkbox"/> All required courses and minimum number of credits for major and minor. <input type="checkbox"/> Prerequisites for major and minor courses, if needed.	<input type="checkbox"/> All General Education Requirements. <input type="checkbox"/> Grade of C or better in all courses for the major and minor. <input type="checkbox"/> Overall GPA of at least 2.0. <input type="checkbox"/> At least half the credit for the major earned through graded coursework. Total: 120 credits.

UMUC DEGREE REQUIREMENTS	CCBC COURSES	UMUC EQUIVALENCY	CREDITS FROM CCBC	CREDITS NEEDED AT UMUC
COMMUNICATIONS		Credits:	9	3
WRTG 101 or WRTG 101S Introduction to Writing (3)	ENGL 101	WRTG 101	3	
WRTG 293 (3) Or other 3-credit WRTG course except 288, 388, 486A, 486B. ENGL 102 and JOUR 201 apply	ENGL 102	WRTG	3	
COMM 202 (3) Or other communication, writing, or speech	CMNS 101	COMM	3	
WRTG 391 (3) Or other upper-level advanced writing				3UL
ARTS AND HUMANITIES		Credits:	0	6
HUMN 100 (3) Or other arts/humanities				3
HIST 365 or ARTH 372 (3) Or any UL ARTH or UL HIST from a 2 nd discipline				3UL
BEHAVIORAL AND SOCIAL SCIENCES		Credits:	6	0
ECON 103 (3) Or other first behavioral/social science	PSYC 101	PSYC 100	3	
BEHS 103 (3) Or other behavioral/social science from a 2 nd discipline	HUMS 101	BEHS	3	
BIOLOGICAL AND PHYSICAL SCIENCES		Credits:	4	3
BIOL 103 (4) Or other biological/physical science with related lab	BIOL 107 recom'd	BIOL 163	4	
NSCI 362 (3) Or other UL 3-credit biological/physical science				3UL
MATHEMATICS		Credits:	0	3
MATH 106 or higher-level math course (3)				3
INTERDISCIPLINARY OR EMERGING ISSUES		Credits:	3	4
LIBS 150 Introduction to Research (1)				1
IFSM 201 Concepts & Applications of Information Technology or CMST 301 Digital Media and Society (3)	CSIT 101	IFSM 201	3	
CMIS 111 Social Networking and Cybersecurity Best Practices (3) Or another computing course appropriate to the academic major				3

Legend/Notes

- ◆ required course for the major or minor
- * course meets content requirement but not upper-level minimum
- UL – UL stands for upper-level junior/senior courses and denotes the minimum upper-level credit that must be taken at UMUC for graduation
- ^ only 21 credits of vocational technical are permitted for transfer at UMUC

Courses placed in the ELECTIVES/MINOR section may meet degree requirements depending on which course the student takes from the list of courses offered for the associate's degree. Any credit applied to the associate's degree must also meet UMUC's transfer credit policy.

UMUC DEGREE REQUIREMENTS	CCBC COURSES	UMUC EQUIVALENCY	CREDITS FROM CCBC	CREDITS NEEDED AT UMUC
GERONTOLOGY AND AGING SERVICES MAJOR		Credits:	7	27
◆ STAT 200 Introduction to Statistics (3)	Math 153 recom'd	STAT 200	4	
◆ GERO 100 Contemporary Issues in Aging (3)	HUMS 122	GERO 100	3	
◆ GERO 301 Service/Program Management (3)				3UL
◆ GERO 302 Health and Aging (3)				3UL
◆ GERO 306 Programs, Services, and Policies (3)				3UL
◆ GERO 311 Gender and Aging (3)				3UL
◆ GERO 320 Psychosocial Aspects of Aging (3)				3UL
◆ GERO 338 Health Promotion in Older Adults (3)				3UL
◆ GERO 342 Long Term Care Administration (3)				3UL
◆ GERO 390 The Business of Aging (3)				3UL
◆ GERO 427 Culture and Aging (3)				3UL
INTERSHIP FOR MAJOR		Credits:	0	3
◆ GERO 486A Workplace Learning in Gerontology (3)				3UL
ELECTIVES/MINOR		Credits:	32-33	9-10
Choose any electives to meet degree requirements. Note minimum requirements for upper-level coursework.	Program Electives	Electives	12	
See requirements of individual minor.	HUMS 139 or 163	Elective	3	
Recommended: SPCH 482	PSYC 103 or HUMS 160	PSYC 351* or SOCY Elective	3	
	PSYC 105 or SOCL 141	PSYC or SOCY 423*	3	
	PSYC 201	PSYC 353*	3	
	HUMS 211	Elective	3	
	HUMS 220 or 260	BEHS or PSYC	2-3	
	HUMS 273	Elective	3	
Upper-Level Electives at UMUC				6UL
Any Electives at UMUC				3-4
Total Minimum Credits Needed for Graduation: 120		Total Credits:	61-62	58-59

Articulation Agreement
Between
The Community College of Baltimore County
And
Stevenson University

This Articulation Agreement ("Agreement") is made by and between The Community College of Baltimore County, 800 South Rolling Rd., Baltimore, MD 21228; 7201 Rossville Blvd., Baltimore, MD 21237; 7200 Sollers Point Rd., Baltimore, MD 21222; and Stevenson University, 1525 Greenspring Valley Rd., Stevenson, MD 21153.

WHEREAS The Community College of Baltimore County and Stevenson University recognize the need and importance of facilitating the transfer of students from The Community College of Baltimore County to Stevenson University as these students pursue their educational goals, and

WHEREAS The Community College of Baltimore County and Stevenson University recognize that to enhance this transition, a formal articulation agreement between The Community College of Baltimore County and Stevenson University should be established, and

WHEREAS The Community College of Baltimore County and Stevenson University have conducted a thorough review of the curricula at The Community College of Baltimore County and Stevenson University in the Human Services program,

Now, **THEREFORE**, in consideration of the mutual promises and conditions herein, the adequacy of which is hereby acknowledged, The Community College of Baltimore County and Stevenson University hereby agree as follows:

The following general principles guide the operation of this Agreement:

1. The agreement is designed for graduates of the Associate of Applied Science in Human Services. A maximum of 70 credit hours from The Community College of Baltimore County will be allowed toward fulfillment of the 120 credit hours required for baccalaureate completion.
2. Students must apply to Stevenson University as a Human Services major. Applications may be found at the Stevenson University website: www.stevenson.edu
3. Transfer students will need to see a Stevenson Human Services program advisor to work out their required course list.

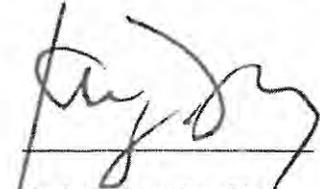
4. All course credits as delineated in the attached articulation plan will be accepted as transfer to fulfill Stevenson University requirements for the Bachelor of Science degree in Human Services. Only courses in which the student earns a grade of "C" or better are eligible for transfer.
5. Students must maintain a 2.0 cumulative grade point average in order to transfer.
6. Students need 30 credits of upper division coursework (300 and 400 level) in order to graduate from Stevenson University. Since this agreement articulates some upper division coursework, students may need to take additional upper division courses to meet this requirement.
7. Credits earned from non-direct classroom instruction (including CLEP, AP, and other nationally recognized standardized examination scores) are included in the maximum of 70 credits that will be accepted by Stevenson University toward degree requirements. An appropriate score is determined by Stevenson University, and students must submit original test scores/results to Stevenson University. Articulated High School credits will only transfer when accompanied by test scores given at CCBC and if the grade is on the CCBC transcript. Credit awarded for experiential learning ("life experience") is not recognized by, and is not transferable to, Stevenson University except when accompanied by test scores given at CCBC. The credit is only acceptable if it is on the CCBC transcript and articulated into CCBC credit prior to admission to Stevenson University.
8. Students intending to transfer should complete the admission application for Stevenson University following the third semester of their Associate Degree program. Students should contact the Financial Aid Office at Stevenson University as soon as possible in regard to college deadlines for financial aid.
9. The Community College of Baltimore County and Stevenson University do not presently have a dual enrollment program; should one be agreed to, this agreement will not preclude students from participation. Students may apply for and receive the benefits of dual enrollment. Those students would then be subject to the policies of said program should they apply.
10. The Community College of Baltimore County students who have completed the Associate of Applied Science degree in Human Services will be given every consideration for financial assistance and will be eligible to compete for academic scholarships at Stevenson University.
11. The Community College of Baltimore County and Stevenson University further agree to monitor the performance of this agreement and to revise it as necessary.
12. Appointed institutional representatives at The Community College of Baltimore County and Stevenson University will ensure that appropriate personnel in their respective institutions are aware of this agreement, including the admissions and advising staffs, transfer coordinator, and appropriate faculty and deans.

13. Students who begin their studies at The Community College of Baltimore County will be treated on an equal basis with students who began their studies at Stevenson University in regards to the award and distribution of financial aid, campus housing, course selection, registration, and all other student services.
14. The Community College of Baltimore County and Stevenson University agree to publicize this agreement. The Community College of Baltimore County will distribute information regarding this articulation agreement to The Community College of Baltimore County students interested in pursuing a Bachelor's degree in Human Services.
15. The Community College of Baltimore County and Stevenson University will conduct a review/revision of the procedures and contract every year.

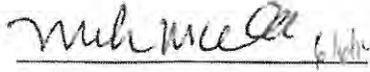
This agreement becomes effective upon signature by all parties and shall continue in effect unless voided by either party upon sixty (60) days prior written notice. The Community College of Baltimore County and Stevenson University will consider, in good faith, any amendments proposed by either party; however, the Agreement may only be amended in writing, signed by both parties.

The agreement may be terminated by either party for due cause and after adequate notice to the other. Termination of the agreement will not affect any students currently enrolled at The Community College of Baltimore County in the Human Services major at the time of termination, and they shall be able to transfer credits pursuant to this agreement.

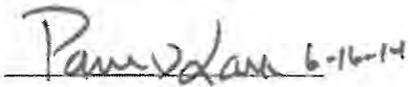
IN WITNESS WHEREOF the parties hereto have executed this agreement in duplicates this
6 day of June, 2014.



Kevin J. Manning, Ph.D.
President
Stevenson University



Mark McColloch, Ph.D.
Vice President of Instruction
The Community College of Baltimore County



Paul D. Lack, Ph.D.
Vice President for Academic Affairs
Stevenson University

A.A.S. in Human Services to B.S. in Human Services Articulation Agreement

The following indicates the transfer of course agreement between the A.A.S. in Human Services at the Community College of Baltimore County and the B.S. in Human Services at Stevenson University.

COURSE EQUIVALENCIES

Articulated Courses- CCBC	Credits	Articulated Courses-SU	Credits
BIOL 107 Human Biology <i>Satisfies CCBC Biology and Physical Sciences Gen Ed Requirement</i>	4	BIO 104 The Human Body and Contemporary Health Issues	4
CMNS 101 Fundamentals Communication	3	CM 101 Foundations of Communication	3
ENGI 101 College Composition I	3	ENG 151 English Composition	3
ENGI 102 College Composition II OR ENGL 239 Business Communication <i>Satisfies CCBC ENGL 102 recommendation as CCBC HUMS Program Requirement</i>	3	ENG 152 Writing About Literature OR ENG Writing Elective (200 or above)	3
SOCL 121 Marriage and the Family <i>Satisfies CCBC HUMS Elective</i>	3	HSR 101 Invitation to Family Studies	3
HUMS 101 Introduction to Human Services	3	HSR 201 Introduction to Human Services	3
PSYC 105 Human Relations in a Culturally Diverse Society <i>Satisfies CCBC Hums Elective</i>	3	HSR 220 Diversity and Cultural Competence in Human Services	3
HUMS 139 Interview/Communication Techniques	3	Focused HSR Elective	3
HUMS 211 Case Management in Human Services	3	Focused HSR Elective	3
HUMS 274 Internship: Human Services	3	HSR 299 <i>Satisfies HSR 380 Internship Requirement with the completion of a professional portfolio and advisement with a SU field experience coordinator to discuss final semester practicum opportunities based on HUMS 274 CCBC Internship.</i>	3
HUMS 122 Aging in America	3	Focused HSR Elective	3
HUMS 220 Crisis Intervention OR HUMS 260 Behavior Management and Crisis Intervention in Youth	3	Focused HSR Elective	3
CSIT 101 Introduction to Computers	3	IS 134 MS Windows and Office Applications (if CSIT 101 at CCBC) Not SU requirement Lower Level Electives (LLE)	3
MATH 153 Introduction to Statistical Methods	4	MATH 210 Statistics and Probability <i>Satisfies SU HUMS program requirement of MATH 140</i>	4
PSYC 101 Introduction to Psychology	3	PSY 101 Introduction to Psychology	3
PSYC 103/EDTR Principles of Human Growth and Development OR HUMS 160 Life Stages in Child and Youth Care	3	PSY 108 Human Growth and Development OR PSY 206 Child Development <i>Satisfies Program Requirement for Children track or HSR Focused elective.</i>	3
PSYC 201 Abnormal Psychology	3	PSY 215 Psychopathology	3
SOCL 101 Introduction to Sociology <i>Satisfies CCBC HUMS Program Requirement of SOCL 102 Social Problems</i>	3	SOC 101 Introduction to Sociology	3
HUMS 205 Techniques of Group Counseling	3	HSR 215 <i>Satisfies HSR 315 Group Process and Practice once student enters the SU HUMS program.</i>	3

HUMS 106 Introduction to the Field of Child and Youth Care	3	HSR 275 Focused HSR Elective <i>Required for Children Track at SU</i>	3
Total CCBC Credits Taken with AAS: 62		Total Credits Transferred: 62-70*	

Remaining Coursework including Upper Division SU Requirements

NOTE: Students need 30 upper division credits (300 and 400 level) in order to graduate from Stevenson), students may need to take additional upper division courses to meet this requirement.

*Additional Course Equivalencies that may be completed at CCBC for SU credit (not to exceed 70 total).

Stevenson University			The Community College of Baltimore County
Course Number	Course Title	Credit Hours	CCBC Equivalency
HSR 210	Professional Writing in Human Services	3	None
HSR 224	Introduction to Research Methods	3	*PSYC 255 Experimental Psychology (4)
LAW 259	Children and Family Law	3	None
PSY 108	Human Growth and Development	3	*PSYC 103 Principles of Human Growth and Development
Fine Arts Elective (Gen Ed)		3	*Choose One: ARTD 104, ARTD 105, MUSC 101, MUSC 102, THTR 111
Math/Science Elective (Gen Ed)		3	*Choose One: MATH 135, MATH 165, ASTM 101/102, ENVS 101/102 (3-4)
Humanities Elective (Gen Ed)		3	*Choose One: PHIL 101, PHIL 103, PHIL 131, Any HIST, ENGL 242, ENGL 243
Humanities Elective (Gen Ed)		3	None
Humanities Elective (Gen Ed)		3	None
HSR 315 <i>Satisfied by transfer course HSR 215 once students enter SU HSR program.</i>	Group Process and Practice	3	*HUMS 205 Techniques of Group Counseling
HSR 340	Administration of Human Services	3	None
HSR 360	Counseling Strategies for Individuals	3	None
HSR 380 <i>Satisfied by transfer course HSR 299**</i>	Internship in Human Services	3	*HUMS 274 Internship: Human Services
HSR 430	Family Dynamics and Interventions	3	None
HSR 440	Practicum in Human Services	12	None
HSR 441	Seminar in Human Services	3	None
PHIL 415	Topics in Professional Ethics	3	None

Courses in which students earn a grade of less than "C" are not acceptable for transfer.

** Transfer course HSR 299 Satisfies the SU HSR 380 Internship Requirement with the completion of a professional portfolio and advisement with a SU field experience coordinator to discuss final semester practicum opportunities based on HUMS 274 CCBC Internship.

MEMORANDUM OF UNDERSTANDING
THE COMMUNITY COLLEGE OF BALTIMORE COUNTY &
TOWSON UNIVERSITY

June 12, 2014

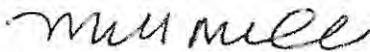
Human Services A.A.S. Degree

The Community College of Baltimore County (CCBC) and Towson University (TU) agree to follow the articulation of courses outlined in the articulation (course equivalency) document, for completion of requirements for the Bachelor of Science Degree in *Family and Human Services: Human Services Track* (Attachment A), which is attached to, and incorporated by reference into, this Memorandum of Understanding (MOU). The following principles guide the operation of this MOU, with the requirements for transfer in specific curricula set forth in Attachment A.

1. TU will accept a maximum number of 64 credits from CCBC as outlined in Attachment A. The number of transferable credits specific to this program is reflected in Attachment A.
2. Students who have completed the Associate of Applied Science Degree in the *Human Services* program at CCBC may transfer into TU's *Family and Human Services: Human Services Track* program with junior standing provided that the student has completed all courses identified on Attachment A (which is attached to, and incorporated by reference into, this MOU) with a cumulative GPA of 2.00 or higher. Courses completed at CCBC with 300 or 400 level TU course equivalencies will transfer as lower-level credit but will satisfy course content provided that the student validates the course with a higher level course for which the transferred course is a prerequisite.
3. Only courses in which a grade of C (2.00) or better is earned will apply toward the major at TU.
4. In accordance with the MHEC transfer policy pertaining to general education requirements, TU will accept the completion of CCBC's general education requirements (GenEds), and students will be required to complete courses at TU to satisfy the remaining University *Core Curriculum* requirements as shown in Attachment A.
5. A.A.S. Human Services degree-seeking students from CCBC who plan to take FMST101 and/or FMST 201 at TU while enrolled at CCBC ("Students") should contact the Human Services Program Coordinator at CCBC. CCBC is responsible for determining financial aid eligibility and awards based on the students' combined enrollment at both institutions, disbursing aid, monitoring academic progress, keeping records, returning funds, and completing federal reporting requirements. After all CCBC charges are paid, CCBC will disburse any excess aid to the student. Students are responsible for payment of the charges at the Visited Institution (in this case Towson University).

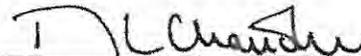
6. TU recognizes college-level experiential learning gained through previous work, military and/or volunteer service or life experience. Credit for prior learning may also be established through course challenge or standardized credit by examination.
7. CCBC students transferring to TU will be given every consideration for financial aid and will be eligible to compete for academic scholarships upon entrance to TU subject to stated scholarship deadlines.
8. Both CCBC and TU agree to work cooperatively to facilitate the transfer of students from CCBC to TU to ensure the high quality of the programs at the respective institutions. Transfer of students will be in accordance with policies and procedures of both institutions, as they may be amended from time to time.
9. This MOU will be in effect initially for five years, beginning *catalog year 2014-2015*, with a review every two years by both parties. Any revisions the parties deem necessary must be evidenced in writing and signed by the authorized officials of each institution. The MOU may be terminated by either party for due cause and after adequate notice of not less than six months to either party.
10. TU will establish procedures to provide information on the academic progress of CCBC students enrolled as part of this MOU.
11. This MOU, when signed, constitutes the entire agreement between the parties and supersedes all prior agreements and understandings between the parties respecting the matter hereof.

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY AND TOWSON UNIVERSITY



Dr. Mark McColloch
Vice President of Instruction

Date June 25, 2014



Dr. Timothy Chandler
Provost and Vice-President for
Academic Affairs

Date 7/24/14

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY - HUMAN SERVICES A.A.S. DEGREE
TOWSON UNIVERSITY/ FAMILY AND HUMAN SERVICES: Human Services Track B.S. DEGREE

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY			TOWSON UNIVERSITY			
COURSE #	COURSE TITLE	CRS.	TU EQUIVALENCY	CORE	COMMENTS	COURSE ID#
ENGL101	College Composition I	3	TSEM 102 (waived)	1.	Towson Seminar	13192
MATH 153	Introduction to Statistical Methods	4	ENGL 102	2.	English Composition	2348
CSIT 101	Technology and Information Systems	3	MATH 231	3.	Mathematics	4393
CMNS 101	Fundamentals of Communication	3	COSC 111 (C4)	4.	Creativity & Creative Development	13369
PSYC 101	Introduction to Psychology	3	COMM 131	5.	Arts & Humanities	1221
BIOL/PHSC	Biological/Physical Science w/Lab	4	PSYC 101	6.	Social & Behavioral Sciences	7117
			Depends on choice	7.	Biological & Physical Science w/Lab	
				8.	Biological & Physical Science	
			FMST 485	9.	Advanced Writing Seminar	
			FMST 201	10.	Metropolitan Perspectives	
				11.	The United States as a Nation	
ENGL 102	College Composition II	3	ENGL TLL	12.	Global Perspectives	10267***
PSYC 105 OR	Human Relations in Culturally Diverse Society OR	3	FMST TLL***	13.	Diversity & Difference	11243
SOCL 141	Racial & Cultural Minorities	3	SOCI 343****		Transfers as lower level credit.	10702
HUMS 162	Legal & Ethical Issues in Child & Youth Care	3	USEL TLL	14.	TU major elective Ethical Issues & Perspectives	10792****
	Total CORE in Transfer	29				
HUMS 101	Introduction to Human Services	3	FMST TLL		TU FMST elective	11243
HUMS 122	Aging in America	3	GERO 101			3215
HUMS 139 OR	Interviewing & Counseling Techniques OR	3	USEL TLL			10792
HUMS 163	Interviewing & Comm. Tech. for Children & Youth	3	USEL TLL			10792
HUMS 160 OR	Life Stages in Child & Youth Care OR	3	USEL TLL			10792
PSYC 103	Principles of Human Growth & Development	3	ECED 201			1658
HUMS 211	Case Management in the Human Services	3	FMST TLL		TU FMST elective	11243
HUMS 220 OR	Crisis Intervention OR	3	USEL TLL			10792
HUMS 260	Behavior Mgmt. & Crisis Intervention in Youth	3	USEL TLL			10792
HUMS 274	Internship: Human Services	4	USEL TLL			10792
PSYC 201	Abnormal Psychology	3	PSYC 361****		Transfers as lower level credit.	10663
	Human Services Electives:					
SOCL 101	Introduction to Sociology	3	SOCL 101		TU's program requires SOCI 101	
HUMS@	Human Services Elective taken at Towson and transferred into CCBC.	3	FMST 101@		these courses will be reserved for students completing this agreement. CCBC students interested in taking these courses at TU while enrolled at CCBC should work with the CCBC Human Services Program Coordinator.	7715
HUMS@	Human Services Elective taken at Towson and transferred into CCBC.	3	FMST 201@			
ACDV 101	Transitioning to College	1**	NT			
	Program Requirements at CCBC	34-35**				
	Total Program Requirements at CCBC	63-64**				
	Total Credits in Transfer	63				

* 12 Core Curriculum units must be completed at Towson University: 8, 9, 10, AND 11.

**THE COMMUNITY COLLEGE OF BALTIMORE COUNTY - HUMAN SERVICES A.A.S. DEGREE
TOWSON UNIVERSITY/ FAMILY AND HUMAN SERVICES: Human Services Track B.S. DEGREE**

** If you are new to college (meaning you have not successfully completed transferable college credit(s) at another institution(s)), you are required to take ACDV 101 Transitioning to College during your first semester at CCBC, thereby increasing the number of credits required for the degree by one (1) credit. Students are required to provide official transcript(s) to document successful completion of college coursework at another institution(s) in order for this requirement to be waived.

***Requires Course Directive for Core placement

****Transfers as lower-level credit.

@CCBC students, who choose not to complete FMST 101 and FMST 201 online at Towson prior to formal admission, may choose 6 units of HUMS electives as outlined in CCBC's Human Services AAS Degree requirements. FMST 101 and FMST 201 may be completed after admission to the University; however, they are prerequisite/gateway courses for the Towson major.

PROGRAM REQUIREMENTS TO BE COMPLETED AT TU (50-56)

REQUIRED COURSES FOR THE MAJOR (37-43)

FMST 101 Introduction to Family Studies (3)
(Recommended to be taken at TU while completing Associate degree, and transferred into CCBC as AAS Program Elective.)
FMST 201 Family Resources (3) Core 10
(Recommended to be taken at TU while completing Associate degree, and transferred into CCBC as AAS Program Elective.)

FMST 297 Preparing for Human Service Workers (3)
FMST 301 Family Relationships (3)
FMST 302 Theories of Family Functioning (3)
FMST 303 Trends in Contemporary Family Life (3)
FMST 305 Parent-Child Relationships Across the Lifespan (3)
FMST 380 Family Law (3)
FMST 387 Community Services for Families (3)
FMST 397 Internship in Family & Human Services (3)
FMST 485 Writing & Research Methods in Family Studies (3) Core 9
FMST 490 Senior Seminar (4)
PSYC 203 Human Development (3)
HLTH 220 Sexuality in a Diverse Society (3)

HUMAN SERVICES TRACK SPECIFIC REQUIREMENTS (10)

PSYC 205 Introduction to the Helping Relationship (3)
FMST 350 Fundamentals of Leadership in the Nonprofit Sector (3)
FMST 497 Advanced Internship in Family Studies & Community Development (3)

HUMAN SERVICES TRACK SPECIFIC ELECTIVES (3)

Electives shall be selected from the following content areas: psychology, sociology, health science, education, gerontology, and women's studies. Students are encouraged to take a course in small-group dynamics and gerontology. This elective must be at the 300 level or above.

TOTAL UNITS TO B.S. DEGREE (120-125 Units)

CCBC AAS Human Services Degree 63
Completion of TU Core Curriculum 6
Completion of TU Family Studies & Human Services Requirements 50-56
Electives 0-1

MEMORANDUM OF UNDERSTANDING

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY & TOWSON UNIVERSITY

June 12, 2014

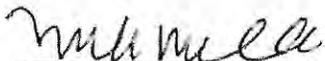
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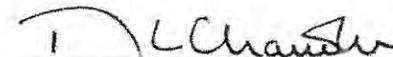
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THE COMMUNITY COLLEGE OF BALTIMORE COUNTY AND TOWSON UNIVERSITY



Dr. Mark McColloch
Vice President of Instruction

Date June 25, 2014



Dr. Timothy Chandler
Provost and Vice-President for
Academic Affairs

Date 7/24/14

**THE COMMUNITY COLLEGE OF BALTIMORE COUNTY - HUMAN SERVICES A.A.S. DEGREE
TOWSON UNIVERSITY/ FAMILY AND HUMAN SERVICES: Services to Children & Youth Track B.S. DEGREE**

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY			TOWSON UNIVERSITY			
COURSE #	COURSE TITLE	CRS.	TU EQUIVALENCY	CORE	COMMENTS	COURSE ID#
ENGL101	College Composition I	3	TSEM 102 (waived)	1.	Towson Seminar	13192
MATH 153	Introduction to Statistical Methods	4	ENGL 102	2.	English Composition	2348
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CHNS 101	Fundamentals of Communication	3	COSC III (C4)	4.	Creativity & Creative Development	13369
PSYC 101	Introduction to Psychology	3	COMM 131	5.	Arts & Humanities	1221
BIOL/PHSC	Biological/Physical Science w/Lab	4	Depends on choice.	6.	Social & Behavioral Sciences	7117
			FMST 485	8.	Biological & Physical Science	
			FMST 201	9.	Advanced Writing Seminar	
				10.	Metropolitan Perspectives	
				11.	The United States as a Nation	
ENGL 102	College Composition II	3	ENGL TLL	12.	Global Perspectives	10267***
PSYC 105 OR	Human Relations in Culturally Diverse Society OR	3	FMST TLL *** OR	13.	Diversity & Difference	11243
SOCL 141	Racial & Cultural Minorities	3	SOCI 343****			10702
HUMS 162	Legal & Ethical Issues in Child & Youth Care	3	USEL TLL	14.	TU FMST Elective Ethical Issues & Perspectives	10792****
	Total CORE in Transfer	29				
HUMS 101	Introduction to Human Services	3	FMST TLL		TU FMST elective	11243
HUMS 122	Aging in America	3	GERO 101			3215
HUMS 163	Interviewing & Comm. Tech. for Children & Youth	3	FMST TLL		TU FMST elective	11243
PSYC 103	Principles of Human Growth & Development	3	PSYC 203			7123
HUMS 211	Case Management in the Human Services	3	FMST TLL		TU FMST elective	11243
HUMS 260	Behavior Mgmt. & Crisis Intervention in Youth	3	ECED 201		TU will accept HUMS 260 as ECED 201 for this track.	1658
HUMS 274	Internship: Human Services	4	USEL TLL			10792
PSYC 201	Abnormal Psychology	3	PSYC 361****		Transfers as lower level credit.	10663
SOCL 101	Human Services Electives:	3	SOCI 101		TU's program requires SOCI 101	7715
HUMS @	Introduction to Sociology	3	FMST 101@		FMST 101 and FMST 201 are offered online at TU. Spaces in these courses will be reserved for students completing this agreement. CCBC students interested in taking these courses at TU while enrolled at CCBC should work with the CCBC Human Services Coordinator.	
HUMS @	Human Services Elective taken at Towson and transferred into CCBC.	3	FMST 201@			
	Human Services Elective taken at Towson and transferred into CCBC.	3				
ACDV 101	Transitioning to College	1**	NT			
	Program Requirements at CCBC	34-35**				
	Total Program Requirements at CCBC	63-64**				
	Total Credits in Transfer	63				

* 12 Core Curriculum units must be completed at Towson University: 8, 9, 10, AND 11.

** If you are new to college (meaning you have not successfully completed transferable college credit(s) at another institution(s)), you are required to take ACDV 101 Transitioning to College during your first semester at CCBC, thereby increasing the number of credits required for the degree by one (1) credit. Students are required to provide official transcript(s) to document successful completion of college coursework at another institution(s) in order for this requirement to be waived.

**THE COMMUNITY COLLEGE OF BALTIMORE COUNTY - HUMAN SERVICES A.A.S. DEGREE
TOWSON UNIVERSITY/ FAMILY AND HUMAN SERVICES: Services to Children & Youth Track B.S. DEGREE**

***Requires Course Directive for Core placement
****Transfers as lower-level credit

@CCBC students, who choose not to complete FMST 101 and FMST 201 online at Towson prior to formal admission, may choose 6 units of HUMS electives as outlined in CCBC's Human Services AAS Degree requirements. FMST 101 and FMST 201 may be completed after admission to the University; however, they are prerequisite/gateway courses for the Towson major.

PROGRAM REQUIREMENTS TO BE COMPLETED AT TU (40-46)

REQUIRED COURSES FOR THE MAJOR (34-40)

FMST 101 Introduction to Family Studies (3)
(Recommended to be taken at TU while completing Associate degree, and transferred into CCBC as AAS Program Elective)
FMST 201 Family Resources (3) Core 10
(Recommended to be taken at TU while completing Associate degree, and transferred into CCBC as AAS Program Elective)

FMST 297 Preparing for Human Service Workers (3)
FMST 301 Family Relationships (3)
FMST 302 Theories of Family Functioning (3)
FMST 303 Trends in Contemporary Family Life (3)
FMST 305 Parent-Child Relationships Across the Lifespan (3)
FMST 380 Family Law (3)
FMST 387 Community Services for Families (3)
FMST 397 Internship in Family & Human Services (3)
FMST 485 Writing & Research Methods in Family Studies (3) Core 9
FMST 490 Senior Seminar (4)
HLTH 220 Sexuality in a Diverse Society (3)

SERVICES TO CHILDREN & YOUTH TRACK SPECIFIC REQUIREMENTS (3)

FMST 415 Services to Children and Youth (3)

SERVICES TO CHILDREN & YOUTH TRACK SPECIFIC ELECTIVES (3)

Electives shall be selected from the following content areas: psychology, sociology, health science, education, gerontology, and women's studies. Students are encouraged to take a course in small-group dynamics and gerontology. This elective must be at the 300 level or above.

TOTAL UNITS TO B.S. DEGREE (120 Units)

CCBC AAS Human Services Degree 63
Completion of TU Core Curriculum 6
Completion of TU Family Studies Human Services Track 40 - 46
General Electives 5 - 11



ARTICULATION AGREEMENT BETWEEN

ASHFORD UNIVERSITY
AND
THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

INTRODUCTION

This ARTICULATION AGREEMENT formally recognizes that Ashford University and **The Community College of Baltimore County** are active educational collaborators, committed to providing greater educational opportunities and services for students transferring between institutions. This commitment strongly supports the concept of seamless transfer that embraces the principle that transfer students should not be required to repeat competencies already achieved.

Ashford University and **The Community College of Baltimore County** enter into this ARTICULATION AGREEMENT in the spirit of cooperation and to mutually recognize each other as quality institutions of higher learning. Each institution is dedicated to serving students from diverse populations.

PURPOSE

The purpose of this ARTICULATION AGREEMENT is to enable **The Community College of Baltimore County** students who transfer to Ashford University to carry with them the credit they have already earned for as much relevant study as possible. This ARTICULATION AGREEMENT provides a structure through which transfer articulation on all levels can be supported. The transfer guidelines outlined in this ARTICULATION AGREEMENT are applicable to students transferring to Ashford University from **The Community College of Baltimore County** only.

TRANSFER ELEMENTS

AAS next plus

The Community College of Baltimore County Associate Degrees (AA, AS, AA in Humanities and Social Sciences, AS in Science)

This ARTICULATION AGREEMENT establishes that students who transfer from **The Community College of Baltimore County** to Ashford University and have earned an associate's degree with a 2.0 cumulative GPA or higher are accepted as fulfilling all General Education and competency requirements of an Ashford University Bachelor's program when one of the two conditions below is satisfied:

1) The student meets the General Education requirements for Bachelor of Arts degrees offered through state universities in the **State of Maryland**;

OR

2) The transfer credits have been evaluated and deemed acceptable by Ashford University Registrar's Office.

For either condition, the associate's degree will be transferred as a block covering General Education requirements as appropriate to each degree program. This does not constitute a waiver of any course required to earn a particular major.

Completed blocks are treated as whole; the components are not examined separately to determine transferability towards General Education requirements. **The Community College of Baltimore County** students will not have to repeat

Last updated January 31, 2012



General Education requirements at Ashford University except where major coursework applies as determined by Ashford University.

All other credits are accepted and applied toward the designated/appropriate Ashford University degree to satisfy elective and major requirements as appropriate and applicable and in accordance with Ashford University current transfer credit policies.

The Community College of Baltimore County students with a minimum cumulative GPA of 2.0 entering Ashford University under the terms of this ARTICULATION AGREEMENT will be admitted into Ashford University provided they meet all admissions requirements for the applicable program as determined by Ashford University.

The Community College of Baltimore County students transferring to Ashford University without an associate's degree will have all college-level/non-remedial courses completed at **The Community College of Baltimore County** with a grade of "C-" or better, and which do not duplicate other credits earned by student, accepted for transfer as either an elective, General Education requirement, or an exemption or replacement for a required course as deemed appropriate in accordance with Ashford University current transfer credit policies.

The Community College of Baltimore County students shall proceed through Ashford University admissions process and shall meet all requirements and deadlines applicable at the time of application. **The Community College of Baltimore County** students shall comply with all current policies and procedures of Ashford University.

Other Associate (AAS, AFA, AS Nursing, AAT) Degrees

AAS *

Other degree programs may represent the attainment of in-depth technical competency within an identified occupational area. However, **The Community College of Baltimore County** students may need to obtain competencies in the area of General Education. Ashford University will provide AAS transfer students with a flexible degree plan that will meet Ashford University's Baccalaureate Degree requirements.

Award of Upper-Division Credit

The Community College of Baltimore County students who transfer lower-division credits beyond that required for an associate's degree, or whose lower-division credits are equivalent to designated upper-division course content may have these courses evaluated by Ashford University and, where appropriate, they will be applied toward the course in the major. Lower-division credits transferred to satisfy upper-division courses do not constitute completion of the 30 upper-division credits required for graduation. Therefore, even if upper-division courses are awarded, **The Community College of Baltimore County** students will still need to obtain a minimum of 30 upper-division credits at Ashford University to meet graduation requirements.

Maximum Number of Transferable Credits

The maximum number of transfer credits that can be accepted and applied toward degree completion is 90 credit hours.

JOINT OBLIGATIONS

Last updated January 31, 2012



Ashford University and **The Community College of Baltimore County** agree to provide direct links on each institution's website indicating the existence of this ARTICULATION AGREEMENT. **The Community College of Baltimore County** agrees that no publicity regarding this ARTICULATION AGREEMENT will be released without obtaining prior written consent from Ashford University.

The parties agree that this ARTICULATION AGREEMENT shall not be posted on an internet website such as Google, Yahoo, Facebook, etc., and that the terms and conditions of this ARTICULATION AGREEMENT shall be kept confidential except as may be required by law or accrediting agency standard, or as may be necessary to promote the agreement described herein among the students of **The Community College of Baltimore County**. As a commitment to easing the access to transfer materials and advising services, Ashford University and **The Community College of Baltimore County** agree to promote seamless transfer by developing mutually supporting links between institutional web pages.

Development, distribution, and accuracy of all transfer articulation products (e.g., Articulation Agreement, and Transfer Guide) are the sole responsibility of Ashford University. Articulation materials may not be developed or distributed without the prior review and approval of Ashford University including, but not limited to, web content, logos, and printed materials.

Ashford University and **The Community College of Baltimore County** agree, subject to applicable federal and state laws and regulations, to exchange data and documents as mutually agreed upon in writing, which will contribute to the maintenance and improvement of this ARTICULATION AGREEMENT as well as promote effective cooperation between the two institutions.

Both parties will not engage in any misrepresentation concerning the University, including without limitation its educational programs, the nature of its financial charges, or the employability of its graduates, within the meaning of 20 U.S.C. Section 1094 or its implementing regulations at 34 CFR Section 668 Subpart F, or any successor code or implementing regulations, or any applicable state law or standard of the University's accrediting agency. All promotional and descriptive information regarding the University or displaying its name or logo that are to be made available by both parties will be subject to the review and approval of the University before being made available to both parties students or prospective students.

EVALUATION

Ashford University will conduct an annual evaluation process of the arrangement supported by this ARTICULATION AGREEMENT. The information obtained from this evaluation will be used to improve the transfer process for the benefit of students.

TERM

The term of this ARTICULATION AGREEMENT can exist indefinitely but will be reevaluated every five years from the date of the last signature to this Agreement unless it is discontinued by either educational partner by submitting written notification to the other partner six months prior to the identified cancellation date in order to protect all students transferring between these institutions, such that students who transfer pursuant to this ARTICULATION AGREEMENT are not adversely affected by cancellation of this ARTICULATION AGREEMENT.

Last updated January 31, 2012



MISCELLANEOUS

Nothing contained herein shall imply any partnership, joint venture or agency relationship between the parties and neither party shall have the power to obligate or bind the other in any manner except to the extent herein provided.

This ARTICULATION AGREEMENT may be amended only by a written agreement signed by both parties. Notwithstanding the previous statement, Ashford University reserves the right to amend its programs, policies, procedures, and criteria relating to transfer credit in its sole discretion at any time. Such changes will be reflected in the Ashford University Catalog.

This ARTICULATION AGREEMENT may be executed in two or more counterparts, each of which will be deemed an original, but all of which taken together shall constitute one and the same instrument. A facsimile or .PDF signature shall be deemed an original for purposes of evidencing execution of this ARTICULATION AGREEMENT.

The signatories to this ARTICULATION AGREEMENT represent and warrant that each has the right and authority to execute this Agreement in their individual or representative capacity, as applicable.

Ashford University:
Dr. Elizabeth Tice
President and CEO

Elizabeth Tice
(Signature)
10/9/12
(Date)

Contact at Ashford University:
Mark K. Young
Director of Academic Partnerships
400 North Bluff Blvd.
Clinton, IA 52732
(800) 798-0584 x.3426
mark.young@ashford.edu

The Community College of Baltimore County:
Dr. Mark McCulloch
Vice President of Instruction

Mark McCulloch
(Signature)
9/24/12
(Date)

Contact at Community College of Baltimore County:
Nicole Zampino Zairi
Articulation Assistant to the Office of Instruction
800 South Rolling Rd
Catonsville, MD 21228
(443) 840-4647
nzairi@ccbcmd.edu

DEGREE MAP

2011 - 2015
Academic Year

Associate of Applied Science (AAS) Human Services - 62 Credits

Bachelor of Arts in Health and Human Services - 120 Credits

Course No.	Course Title	Credits
CMNS 101	Fundamentals of Communication	3
ENGL 101	College Composition I	3
PSYC 101	Introduction to Psychology	3
CSIT 101	Introduction to Computers	3
SOCL 141*	Racial and Cultural Minorities	3
BIO1 107	Human Biology	4
MATH 153	Introduction to Statistical Methods	4
Total		23

General
Education
Courses

Course No.	Course Title (Competency / Subject Area)	Credits
XXX XXX	Elective	3
XXX XXX	Communication Competency I	3
PSY 101	Introduction to Psychology (Elective)	3
XXX XXX	Elective	3
SOC 308	Racial & Ethnic Groups (Elective)	3
XXX XXX	Science	4
XXX XXX	Mathematical Competency	4
General Education credits accepted		11
Major credits accepted		0
Elective credits accepted		12
Total		23

Course No.	Course Title	Credits
HUMS 101	Introduction to Human Services	3
HUMS 139	Interviewing and Counseling Techniques	3
HUMS 211	Case Management in the Human Services	3
HUMS 274	Internship: Human Services	9
PSYC 201	Abnormal Psychology	3
ENGL 102	College Composition II	3
PSYC 103	Principles of Human Growth and Development	3
HUMS 132	Aging in America	3
HUMS 220	Crisis Intervention	3
SOCL 132	Social Problems	3
HUMS 106	Introduction to the Field of Child and Youth Care	3
HUMS 140	Life Skills Development	3
HUMS 182	Legal and Ethical Issues in Child and Youth Care	3
Major credits earned		77
Elective credits allowed		12
Total		89

Major
Courses

Course No.	Course Title	Credits
HHS 201	Introduction to Human Services	3
XXX XXX	Elective	3
XXX XXX	Elective	3
XXX XXX	Elective	3
PSY 303	Abnormal Psychology (Elective)	3
XXX XXX	Communication Competency II	3
PSY 204	Lifespan Development (Elective)	3
XXX XXX	Elective	3
XXX XXX	Elective	3
SOC 203	Social Problems (Elective)	3
XXX XXX	Elective	3
XXX XXX	Elective	3
HHS 300	Applied Ethics Competency	3
General Education credits accepted		6
Major credits accepted		3
Elective credits accepted		30
Total		39

Total transferable credits: 82

Total credits accepted in transfer at Ashford University: 62

Community College of Baltimore County Guidelines:

- Students should contact their Community College advisor to ensure that all degree and graduation requirements for the Community College are met.
- Students with no prior college coursework are required to take a 1 credit college orientation course, ACIV 101, transferring to College, which would increase their required credits for CCBC degree completion.
- * Course meets CCBC's Diversity Requirement.

Course No.	Elective Courses	Credits
XXX XXX	Electives	3
Total		3

TTL credits accepted by AU in transfer:	62
Remaining credits to earn BA degree:	58
TTL credits needed for BA Degree from AU:	120

Ashford University Guidelines:

- Completion of a minimum of 30 credits of upper division coursework, including 18 credits of upper division course work in the major, is required for a Bachelor's Degree.
- Ashford major requirement met in transfer from Community College of Baltimore County.
- General Education requirement satisfied by a major course.
- Major course that satisfies a General Education requirement.
- Prerequisite course waived with transfer of Mathematical Competency requirement.

Course No.	Course Title	Credits
PSY 202	Adult Development & Life Assessment	3
COM 202B	Interpersonal Communication (Communication Competency III)	3
INF 103B	Computer Literacy (Information Technology Competency)	0
PHI 103	Informal Logic (Critical Thinking Competency)	3
MAT 121*	Introduction to Algebra (Mathematical Competency Prerequisite)	3
ENG 125	Introduction to Film (Cultural & Aesthetic Awareness)	3
ENG 125	Introduction to Literature (Literature)	3
HIS 204	American History Since 1865 (History)	3
ANT 101B	Introduction to Cultural Anthropology (Diversity Awareness)	0
POL 201	American National Government (Political Science)	3
PHI 208	Ethics & Moral Reasoning (Humanities)	3
HHS 301*	Introduction to Human Services	3
HHS 307a	Communication Skills for Health & Human Service Personnel	3
HHS 310	Health & Human Services Culture: The Helping Relationship	3
HCA 305	The U.S. Health Care System	3
SOC 313	Social Implications of Medical Issues	3
HCA 315	Community & Public Health	3
HHS 320*	Cultural Awareness in the Human Services	3
HCA 430	Special Populations	3
HHS 435	Contemporary Issues, Trends, Health Law Ethics in Health & Human Services	3
HHS 440*	Technology in Health & Human Services	3
HHS 460	Research Methods in Health & Human Services	3
GEN 492	General Education Capstone	3
HHS 492	Health & Human Services Capstone	3
Total credits remaining after transfer		57
TOTAL CREDITS		120

Courses
To Be
Taken
At
Ashford Univ.

855.709.7751

8620 SPECTRUM CENTER BLVD., SAN DIEGO, CA 92123

1/4/2014 9:30:00 AM

Appendix B
Letters of Support

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

October 5, 2016

To Whom it May Concern:

I am writing on behalf of the Maryland Addictions Directors Council (MADC) to express our strong support for the Community College of Baltimore County's (CCBC's) proposed Human Service Counseling Program. The creation of this program will aid our state in appropriately responding to the opioid epidemic by fostering an integrated behavioral health system of care and building workforce capacity within the field.

MADC promotes equity and excellence in the treatment of substance use disorders (SUD) throughout Maryland. We believe every patient should have access to a high quality treatment system that is informed by scientifically-proven best-practices and has the capacity to meet the needs of all Marylanders across the state. While our efforts directly address the urgent crisis our state faces related to the substance use epidemic, all initiatives are strategically aligned to cultivate long term, systemic change.

The innovative and integrated design of the Human Counseling Program supports our mission of fostering an integrated behavioral health system of care, building capacity within the field and identifying well-trained clinicians to bridge the workforce shortage. Students in both the Human Services and Behavioral Health Counseling Areas of Concentration, through their core coursework, would receive cross-training in working within an integrated mode. Further, the Behavioral Health Counseling coursework would broaden their current SUD scope to include the interplay of mental and somatic health.

As you are aware, drug and alcohol related deaths in Maryland nearly doubled in the past five years, and the need for addiction-related healthcare is at an all-time high. Complex conditions such as co-occurring mental health and SUD, co-morbid medical conditions, and criminal justice involvement place exceptional demands on the SUD treatment workforce.

Despite a clear – and growing – need for treatment providers, there is a statewide shortage of trained and appropriately credentialed professionals qualified to provide addiction treatment services. Currently Maryland has only 384 SUD providers as opposed 5,000 Mental Health providers.

Further complicating this matter, is the fact that until now Maryland has had no educational/degree programs for obtaining certification. Graduating from an accredited program (i.e. in social work, or an AA degree in SUD counseling) does not provide a clear, certain path to certification. In fact, many professionals interested in tackling SUD are choosing to pursue degrees and licensure through Social Work or other professional programs because the certification process is so unclear, difficult to navigate. Only 3% who enter the SUD field with the intention of obtaining professional SUD certification.

Significantly, the proposed program would be the ONLY program in Maryland whose degree requirements align exactly with the Board of Professional Counselor and Therapists' certification and licensure requirements at every level from Associates to Master's degree level credentials.

Without an expanded workforce of treatment providers, rates of addiction will continue unabated, and the State will be unable to eliminate waiting lists for treatment. The social and economic costs of the opioid epidemic will continue to negatively impact quality of life in Maryland until the SUD treatment workforce can be rightsized. Drug-related crime will continue to increase; greater numbers of children will be enrolled in state/local foster care system; and there will be increased demands on public assistance funding. On the other hand, research shows strong, competent, visible SUD workforce has a tremendous positive influence in treatment community and success. A strong SUD workforce is necessary to build a great, statewide system of addiction related healthcare.

Maryland cannot address its current heroin epidemic or build a modern treatment system in the absence of a highly-skilled workforce. **The treatment our citizens receive is totally dependent on the workforce who delivers it.** This is why MADC, and its members, urge the Higher Education Commission to promptly authorize statewide designation for CCBC's proposed Human Services Counseling Program.

CCBC should be commended for their careful crafting of a degree that is both responsive to the existing problems and proactive in building a 21st century workforce. We believe the training of these professionals is a public service that will truly elevate Maryland's addiction-related healthcare system. We enthusiastically lend our support to CCBC in this effort.

Sincerely,

Tracey Myers-Preston
CEO
MADC