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January 19, 2021

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Secretary Fielder:

Please find the attached proposal for a substantial change to the major in Psychology at St. Mary's College of Maryland. I believe you will find the proposal an excellent revision to our curriculum.

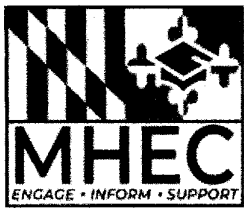
As per the proposal template, President Jordan and I confirm that the College's Hilda C. Landers Library has sufficient resources to support the revised program and that the College has sufficient equipment and facilities to support the revised program.

If there are any questions concerning this proposal, please contact Dr. Christine Wooley, Associate Dean of Curriculum (cawooley@smcm.edu or 240-895-3081).

Sincerely,

A handwritten signature in blue ink that reads "Michael R. Wick".

Michael R. Wick, Ph.D.
Provost and Dean of Faculty



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

Institution Submitting Proposal

St. Mary's College of Maryland

Each action below requires a separate proposal and cover sheet.

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

Payment ☐ Yes Payment ☒ R*STARS #
Submitted: ☐ No Type: ☐ Check #

Payment Amount: \$250 Date: 2/3/21
Submitted:

Department Proposing Program	<i>Psychology</i>		
Degree Level and Degree Type	<i>Bachelor of Science (major)</i>		
Title of Proposed Program	<i>Psychology</i>		
Total Number of Credits	128		
Suggested Codes	HEGIS: <i>200101</i>	CIP: <i>422704</i>	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>)		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: <i>2021</i>		
Provide Link to Most Recent Academic Catalog	URL: <i>smcm.edu/catalog/</i>		
Preferred Contact for this Proposal	Name: <i>Christine A. Woolley</i>		
	Title: <i>Assoc. Dean of Curriculum</i>		
	Phone: <i>240-434-5674</i>		
	Email: <i>cawoolley@smcm.edu</i>		
President/Chief Executive	Type Name: <i>Tuajuanda C. Jordan</i>		
	Signature: <i>Tuajuanda C. Jordan</i> February 15, 2021 Date: <i>1/19/21</i>		
	Date of Approval/Endorsement by Governing Board: <i>n/a</i>		

Revised 1/2021

Proposal for Substantial Modification of the Psychology Major at St. Mary's College of Maryland

1. Cover letter: from chief academic officer requesting approval
2. Proposal cover sheet:

The psychology program at St. Mary's College of Maryland (SMCM) was one of the 12 institutions selected to participate in the Council on Undergraduate Research (CUR) Transformations Project (NSF DUE #1625354) in 2017. Selection and involvement in the CUR Transformations Project required departments to restructure their curriculum to enhance research experiences for all majors by using backward design to vertically scaffold identified research skills across a four-year curriculum. In order to accomplish the goals of the Transformations Project, the psychology department at SMCM has modified the entire curriculum. The proposed curricular change is centered on five identified undergraduate learning outcomes connected to research experiences: 1) Review, evaluate, and integrate findings from the primary literature; 2) Design and execute an empirical project/methodology; 3) Analyze and interpret data; 4) Communicate about research; and 5) Behave as a scientist. Discussion of these undergraduate student learning outcomes led the department to multiple suggested changes to the curriculum including the addition of new courses and deletion of some previous courses. Briefly, our proposed curriculum includes a redesign of a content breadth requirement, a redesign of our statistical and methodological offerings (PSYC 204, PSYC 206), adding a six-student collaborative research course (PSYC 396), adding a new laboratory course structure (PSYC 321, PSYC 323, PSYC 325, PSYC 365, PSYC 371), and adding a new upper-level seminar course (PSYC 310) to enhance writing and professional skills.

The overall structure of the psychology major at SMCM will remain the same as students progress from 100 to 400-level courses. Students in the newly structured major will complete roughly the same number of credits to completion. Our current major requires 48 credits and our proposed major requires between 48 and 51 credits depending on the path through the major a student selects. Students in the proposed major will experience roughly the same distribution of lower-division to upper-division credits. Our current curriculum requires 20 lower-division credits as does the proposed major. Our proposed major may increase the number of upper-division credits from 28 to 31, again depending on student course selection. Finally, our new curriculum has five content breadth areas, compared to the current four areas that students are required to cover. However, our proposed curriculum enhances the flexibility in how students select their content breadth requirements and we believe the five proposed content areas better represent the American Psychological Association's recommendations for undergraduate education in psychology.

A. Centrality to Institutional Mission and Planning Priorities

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

Our institutional mission is as follows: St. Mary's College of Maryland (SMCM) is Maryland's honors college, a selective, public liberal arts college-- a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

The field of psychology is dedicated to the study of mental experience and behavior. The goal of the psychology major at SMCM is to develop students' understanding of the theories, methods, and professions within psychological science. This general goal is translated into specific objectives that concern the understanding of scientific methodology, the current state of psychological knowledge, and the application of methodology and knowledge to real-world problems and events. The psychology major contributes to all aspects of the College's mission as laid out below.

The Psychology major at SMCM is both *rigorous and innovative*. Our innovative curricular redesign is centered on five identified undergraduate learning outcomes connected to research experiences identified from our department's participation in the Council on Undergraduate Research (CUR) Transformations Project (NSF DUE #1625354) which required departments to restructure their curriculum to enhance research experiences for all majors by using backward design to vertically scaffold identified research skills across a four-year curriculum. Our majors will now engage in vertically scaffolded research skills as they progress through the major. The major is rigorous, requiring students to participate in aspects of the scientific process throughout the required courses of the major and culminates in the eight-credit year-long senior research project (St. Mary's Project).

The Psychology major at SMCM utilizes *experiential learning* and *close mentoring relationships* at multiple levels of instruction that foster opportunities for *scholarship and creativity*. All courses in the core research sequence (PSYC 101, 204, 206, lab courses, SMP) utilize hands-on research projects that students help design, conduct, analyze, and present. Opportunities for small group research in faculty laboratories (PSYC 396, 397, 493/494, 497) provide

additional opportunities for close mentoring relationships with applied laboratory experience, and internships (PSYC 398/498) and service learning courses (PSYC 410) provide experiences outside of the traditional classroom for real-world application of psychological content and development of professional skills. Throughout the curriculum, faculty encourage creative exploration and scientific contribution to the scholarship of psychology.

Our faculty openly communicate with each other and with our students in *honest, civil, and respectful ways*. We model *integrity* and ethical behavior through our classroom interactions, the ethical practices in our research, and our commitment to *inclusivity and diversity* in our teaching, research, and service. Many of us are leaders on campus and in professional roles in the field that further these initiatives beyond the classroom.

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

The proposed major relates to the following three of the College's five strategic goals:

--Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community. The psychology program attracts a large number of declared majors among first year students as well as transfer students, and our overall course enrollment numbers reflect the popularity of psychology as a major and as an area of study for non-majors. Student interest converts to a high number of degrees granted each year. In recent years we have been the most popular major and we have had the highest number of graduates at the College. The new curriculum fosters collaborative learning through in-class small group projects in numerous courses throughout the major, the ability to enroll in the new six-student Collaborative Research in Psychology (PSYC 396) course, and participation in the senior capstone project (the St. Mary's Projects) in which students work one-on-one with a faculty member to design, implement, analyze, and communicate the outcome of a two-semester research project.

--Engage students in a rigorous, experiential, flexible, innovative academic environment that capitalizes on our unique geographical location. As discussed above, our new curriculum is specifically designed to offer a rigorous, experiential, innovative experience for students based on the participation in the CUR Transformations Project (NSF DUE #1625354). Some of the changes made to the ways in which students can satisfy the breadth requirement will increase the flexibility of the major for students and enhance the flexibility of offerings that faculty can teach.

--Graduate prepared, responsible, and thoughtful global citizens and leaders. Aspects of our curriculum have always provided opportunities for students to develop professional

skills that enable them to leave the college with critical thinking, interpersonal, and leadership skills for successful transition. Our new curriculum enhances this by providing even more opportunities for collaboration in laboratories and research throughout the curriculum and increases the development of professional skills throughout the major and in a new upper-level course (PSYC 310). The psychology major has always included instruction in the ethical issues of research in multiple courses across the curriculum. This instruction is maintained in the new curriculum with enhanced emphasis on pre-registration, open-science, Institutional Animal Care and Use Committee (IACUC), and Institutional Review Board (IRB) proposals and instruction.

- c. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.*

The psychology department has completed an extensive analysis of resources as a portion of our participation in the CUR transformations project. The psychology department designed the new curriculum based on the current resources (number of tenure-track lines, average number of majors, average number of students enrolled in each course type from 2016-2019, and average student-credit hours offered from 2016-2019). Through our detailed analysis the psychology program was able to increase the number of seats and student credit-hours offered per year in the new curriculum compared to the old curriculum. The psychology program is confident in the ability to offer the new curriculum to psychology majors. No increase in funding is needed for the new curriculum compared to our current curriculum.

- d. Provide a description of the institution's commitment to:*

- i. Ongoing administrative, financial, and technical support of the proposed program

As noted above, the new psychology curriculum is based on resources used for the current psychology program. The new curriculum does not require a change in administration, financial, or technical support.

- ii. Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

As noted above, the new psychology program is a revision of an existing program. The existing faculty and infrastructure already exist and in place to support the transition from the current to the new psychology program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

a. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- i. The need for the advancement and evolution of knowledge

Psychology is one of the most popular undergraduate academic programs nationwide (National Center for Education Statistics, 2020). Additionally, the popularity of our current psychology major at St. Mary's College of Maryland suggests a need for our major as an educational opportunity in Maryland. In general, the degree to which scholarship and practice in psychology contribute to our understanding of people and their interactions is integral to the advancement of knowledge and the ability to apply that knowledge to maintain and improve the human condition, society, and individual mental and physical health.

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

As noted above, the revised psychology major is based on participation in the CUR Transformations project (NSF DUE #1625354). The previous psychology major allowed students the option of selecting the St. Mary's Project (the senior capstone project) or completing a sequence of a senior seminar class and an upper-division psychology course. Internal data indicated that 49% of underrepresented minority students selected the SMP option compared to 57% of Asian and 62% of white students. Our new curriculum includes specifically designed, vertically scaffolded research skills to prepare all students for the required SMP. In this way, the new curriculum enhances preparation for all students, including those educationally disadvantaged, to succeed at a high-impact, one-on-one mentored senior research experience.

- iii. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

Not applicable.

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

The three goals listed for the Maryland State Plan for Postsecondary Education include: access, success, and innovation. The revised psychology curriculum supports these goals.

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

Part of SMCM's goal as a public institution is to provide access to a high quality liberal arts education at rates that are affordable to students. The College enrolls a large number of students who express an interest in studying psychology, making a high quality, high-impact driven program available to Maryland students. Our revised curriculum will allow us to continue to be an accessible program for all students who are interested in studying psychology and would want access to small group research experiences, senior thesis opportunities, and interactive classrooms.

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

The revised psychology curriculum is based on participation in the Council on Undergraduate Research (CUR) Transformations Project (NSF DUE #1625354) in 2017. Selection and involvement in the CUR Transformations Project required departments to restructure their curriculum to enhance research experiences for all majors. Involvement in the Transformations Project led to numerous discussions regarding undergraduate student learning outcomes and the ability for all students to reach those outcomes. This led to the redesign of a content breadth requirement, a redesign of our statistical and methodological offerings (PSYC 204, PSYC 206), adding a six-student collaborative research course (PSYC 396), adding a new laboratory course structure (PSYC 321, PSYC 323, PSYC 325, PSYC 365, PSYC 371), and adding a new upper-level seminar course (PSYC 310) to enhance writing and professional skills. These changes were all made to equitably enhance student success.

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

This new curriculum redesigns our psychology major with various innovative components including professional skills development, enhanced opportunities for high impact practices, and a novel approach to learning breadth across the discipline. These components are designed in particular to improve student success by enhancing skills that students will need for their careers, providing experiences that further develop their identities as scientists, and providing them an exciting, flexible, and rigorous exploration of the field of psychology.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State (not required for liberal arts colleges)

D. Reasonableness of Program Duplication (not required for liberal arts colleges)

E. Relevance to High-demand Programs and Historically Black Institutions (HBIs)

- a. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.*

We do not expect the revision of our current program to negatively impact Historically Black Institutions (HBIs).

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

- a. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.*

Because this program is a revision to a currently existing program, we do not anticipate any additional impact on HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in [COMAR 13B.02.03.10](#)):

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

The proposed program is a curricular revision of a currently existing, longstanding program. The psychology program at St. Mary's College of Maryland (SMCM) was one of the 12 institutions selected to participate in the Council on Undergraduate Research (CUR) Transformations Project (NSF DUE #1625354) in 2017. Selection and involvement in the CUR Transformations Project required departments to restructure their curriculum to enhance research experiences for all majors by using backward design to vertically scaffold identified research skills across a four-year curriculum. In order to accomplish the goals of the Transformations Project, the psychology department at SMCM has modified the entire curriculum. The faculty who will oversee the program are the existing faculty who currently oversee the current program.

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

The proposed curricular change is centered on five identified undergraduate learning outcomes connected to research experiences: 1) Review, evaluate, and integrate findings from the primary literature; 2) Design and execute an empirical

project/methodology; 3) Analyze and interpret data; 4) Communicate about research; and 5) Behave as a scientist. Discussion of these undergraduate student learning outcomes led the department to multiple suggested changes to the curriculum including the addition of new courses and deletion of some previous courses. Briefly, our proposed curriculum includes a redesign of a content breadth requirement, a redesign of our statistical and methodological offerings (PSYC 204, PSYC 206), adding a six-student collaborative research course (PSYC 396), adding a new laboratory course structure (PSYC 321, PSYC 323, PSYC 325, PSYC 365, PSYC 371), and adding a new upper-level seminar course (PSYC 310) to enhance writing and professional skills.

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Listed below are the descriptions of the revised program learning outcomes (PLOs) that will guide the revised curriculum in psychology.

At the completion of the Psychology major students will:

- PLO1: explain key concepts within diverse content areas of psychology.
- PLO2: design and execute an empirical project/methodology within psychology.
- PLO3: effectively analyze and interpret data.
- PLO4: review, evaluate, and integrate findings from the primary literature.
- PLO5: demonstrate effective written communication of ideas in psychology.
- PLO6: demonstrate effective oral communication of ideas in psychology.
- PLO7: develop a professional identity formed by skills, behaviors, and dispositions reflected in psychological science and practice that supports the transition from the psychology major into multiple contexts.

c. Explain how the institution will:

- i. Provide assessment of student achievement of learning outcomes in the program
- ii. Document student achievement of learning outcomes in the program

St. Mary's College of Maryland has a three-year assessment cycle for institutional as well as programmatic learning outcomes. The assessment cycle of programmatic learning will continue within the revised major. Programmatic assessment at St. Mary's is organized by the Department Chair in consultation with the Assessment Implementation Team and the Coordinator of Transparent Teaching and Assessment, who helps departments conduct curricular mapping that links course-level outcomes to programmatic outcomes. At the end of each assessment period, a report is developed by the program Chair on what was learned through the assessment process and how this information will be used to improve the program moving forward.

Currently, assessment data generated by programmatic assessment cycles are logged into AEFIS, an assessment software package. Faculty members evaluate students' achievement via a designated course artifact and assessment instrument, such as a rubric. These data provide faculty with information about student performance that can inform the future iterations of their classes. At the same time, by entering these data into AEFIS, programs can track the percentage of students in a given course who have met (or not met) a course learning outcome; taken together, data from course learning outcomes linked to a program learning outcome tells us how many student have met the program learning outcome. The Assessment Implementation Team, with the support of the Provost's Office, works with faculty members and chairs to make sure that these achievements are documented.

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

Program Requirements

General College Requirements

All St. Mary's College students complete the following as part of their Foundational Study for LEAD:

Core Seminar

New students practice skills of inquiry and communication by completing:

CORE101 or CORE301 (4 credits)

Core Knowledge and Methods

Students extend their breadth of learning and experience the importance of cultural literacy by completing:

**Language Requirement
(4 credits)**

Core Exploration (6 courses, one each from the following areas: Arts, Cultural Literacy, Humanities, Mathematics, Natural Sciences (with Lab), and Social and Behavioral Sciences) or **Core Inquiry** (4-5 thematically integrated courses that meet outcomes in all six Core Exploration areas)
(17-25 credits)

Professional Pathway

Students establish connections between academic and career preparation by completing:

**CORE-P101, CORE-P102, and CORE-P201
(4 credits)**

Total Credits Required for LEAD: 29-37

Psychology Requirements

I. **Foundation** (16 credits)

PSYC 101. Introduction to Psychology

PSYC 204 & 206. Psychological Research, Analysis, and Writing I-II

PSYC 310. Scientific Writing and Professional Development

II. **Breadth** (20-22 credits)

Five courses comprising

A. One course from each of the five breadth areas

B. At least two of five courses must be 200-level courses

C. At least two of five courses must be 300-level courses in either of two formats:

1. Lecture plus required laboratory section (5 credits)

2. Integrated laboratory course (4 credits)

Breadth Area	Courses
Biological & Sensory Processes	PSYC 235. Physiological and Sensory Psychology
	PSYC 236. Topics in Biological and Sensory Processes
	PSYC 322. + PSYC 322L. Biological Psychology plus Laboratory
	PSYC 323. Laboratory Seminar in Biological and Sensory Processes
	PSYC 414. Drugs, Brains, and Behavior
	PSYC 484. Advanced Topics in Biological and Sensory Processes
Culture & Community	PSYC 263. Multicultural Psychology

	PSYC 264. Topics in Culture and Community PSYC 364. + PSYC 364L. Culture and Community plus Laboratory PSYC 365. Laboratory Seminar in Culture and Community PSYC 456. Psychology of Gender PSYC 487. Advanced Topics in Culture and Community
Development & Learning	PSYC 211. Topics in Learning Theory PSYC 230. Lifespan Development PSYC 320. + PSYC 320L. Psychology of Learning plus Laboratory PSYC 321. Laboratory Seminar in Learning Theory PSYC 330. + PSYC 330L. Developmental Psychology plus Laboratory PSYC 332. Laboratory Seminar in Development PSYC 431. Infant and Child Development PSYC 483. Advanced Topics in Development and Learning
Health & Counseling	PSYC 280. Counseling Theories and Methods PSYC 282. Topics in Health & Counseling PSYC 370. + 370L. Health and Counseling plus Laboratory PSYC 371. Laboratory Seminar in Health and Counseling PSYC 475. Psychopathology PSYC 486. Advanced Topics in Health and Counseling
Social & Cognitive Processes	PSYC 221. Cognitive Psychology PSYC 222. Topics in Social and Cognitive Processes PSYC 250. Social Psychology PSYC 324. + PSYC 324L. Cognitive Psychology plus Laboratory PSYC 325. Laboratory Seminar in Cognitive Psychology PSYC 340. + PSYC 340L. Social Psychology plus Laboratory PSYC 341. Laboratory Seminar in Social Psychology PSYC 485. Advanced Topics in Social and Cognitive Processes

III. **Upper Level Elective** (4-5 credits)

One 300- or 400-level course not used to satisfy the Breadth or Capstone requirement.
 PSYC 396 Collaborative Research in Psychology satisfies this requirement.
 PSYC 397/497 Directed Research in Psychology satisfies this requirement (2 and 4 credit graded experiences only).

IV. **Capstone** (8 credits)

Every psychology major must complete a St. Mary's Project.
 It may be in psychology (PSYC 493 and 494) or another major discipline or study area.

Total Credits for Psychology Major: 48-51

Total Credits Required for Graduation: 128

Course titles (semester hours) and course descriptions:

PSYC 101. Introduction to Psychology (4)

A survey of the theoretical and empirical foundations of contemporary psychology. Students will be introduced to foundational skills in the evaluation of psychological research. This course satisfies the Core Curriculum requirement in Social and Behavioral Sciences.

PSYC 197/297/397/497. Directed Research in Psychology (1-4)

A laboratory or field research experience under the direct supervision of a faculty member. A learning contract that specifies the research goals and methodology must be filed with the Office of the Registrar. For 397 and 497 only, a maximum of four graded credit hours, completed as 2 credit or 4 credit experiences, may be applied to the upper level elective major requirement. This course may be repeated for credit. *Prerequisite: Learning contract filed in the Office of the Registrar.*

PSYC 199/299/399/499. Independent Study (1-4)

An independent creative or research project designed by the student and supervised by a psychology faculty member. A learning contract that specifies the nature of the project, the schedule for accomplishment, and the means of evaluation must be filed with the Office of the Registrar. This course may be repeated for credit. *Prerequisite: Learning contract filed in the Office of the Registrar.*

PSYC 204. Psychological Research, Analysis, and Writing I (4)

The first course in a two-course sequence to enhance knowledge of various research designs and data analyses, sharpen digital literacy skills and capabilities for critical thinking, and develop professional written and oral communication skills. This course covers research ethics, descriptive and correlational research design, data collection, qualitative analyses, and quantitative analyses that are conducted with statistical software. Students will learn foundational skills in the design, analysis, evaluation, and communication of psychological research. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the department chair.*

PSYC 206. Psychological Research, Analysis, and Writing II (4)

The second course in a two-course sequence to enhance knowledge of various research designs and data analyses, sharpen digital literacy skills and capabilities for critical thinking, and develop professional written and oral communication skills. This course reviews critical concepts from PSYC 204 and expands coverage to experimental design with data collection and quantitative analyses that are conducted with statistical software. Students will learn foundational skills in the design, analysis, evaluation, and communication of psychological research. This course serves as the prerequisite for 300-level psychology laboratory courses. *Prerequisite: PSYC 204 with a grade of C- or better or with permission of the department chair.*

PSYC 211. Topics in Development and Learning (4)

Survey of contemporary knowledge and issues within development and/or learning. Topics vary by semester but may include developmental topics such as adolescence; adulthood and aging;

or socioemotional development and/or psychology of learning topics such as adaptation; classical and instrumental conditioning; motivation; or stimulus control. This course satisfies the "Development & Learning" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

PSYC 221. Cognitive Psychology (4)

An examination of the mental processes that are involved in attention, perception, memory, thinking, decision making, language, and more. This course satisfies the "Social & Cognitive Processes" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

PSYC 222. Topics in Social and Cognitive Processes (4)

Survey of contemporary knowledge and issues within cognitive and/or social psychology. Topics vary by semester but may include social topics such as person perception, group behavior, attitude formation, attraction, stereotypes, social influence, aggression and other psychological aspects of social interaction and/or cognitive topics such as attention, perception, memory, thinking, decision making, or language. This course satisfies the "Social & Cognitive Processes" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

PSYC 230. Lifespan Development (4)

A comprehensive examination of physical, cognitive, social, and emotional developmental processes from conception to death. Various theoretical approaches to human development are considered, as are empirical and methodological issues in developmental research. This course satisfies the "Development & Learning" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

PSYC 235. Physiological and Sensory Psychology (4)

An introduction to the nervous system with a focus on brain-behavior relationships, including neural communication, basic sensory processes, and complex behavior. An introduction to the theoretical, empirical, and methodological approaches in the field. This course satisfies the "Biological & Sensory Processes" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

PSYC 236. Topics in Biological and Sensory Processes (4)

Survey of contemporary knowledge and issues within behavioral, cognitive, or systems neuroscience. Topics vary by semester but may include the brain's role in perception,

motivation, emotional processing, consciousness, mental illness, sexual behavior, thinking, memory, or learning. This course satisfies the “Biological & Sensory Processes” Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

PSYC 250. Social Psychology (4)

A comprehensive study of how cognition, affect, and behavior are shaped by social and situational factors with a focus on current theories and methods in social psychology. Topics include person perception, group behavior, attitude formation, attraction, stereotypes, social influence, aggression and other psychological aspects of social interaction. This course satisfies the “Social & Cognitive Processes” Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

PSYC 263. Multicultural Psychology (4)

This course introduces students to a multicultural perspective on behavior and psychological processes associated with sociocultural diversity. It aims to increase multicultural competency with respect to awareness, knowledge, and skills, and to facilitate students’ understanding of social justice in their personal and professional lives. The course utilizes theories and research from multicultural psychology addressing topics such as: differences in worldviews, social identities (e.g., gender, race, sexual orientation), acculturation process, power, privilege, and oppression. This course satisfies the “Culture & Community” Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

PSYC 264. Topics in Culture and Community (4)

Survey of contemporary knowledge and issues within the development of the discipline of psychology and applications of psychology to society. Topics vary by semester but may include psychology of climate change; ethnic minority psychology; sexual orientation and gender diversity (LGBTQ+ issues); psychology in the news; drugs and society; history of psychology; and/or history of neuroscience. This course satisfies the “Culture & Community” Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

PSYC 280. Counseling Theories and Methods (4)

An introduction to the major theoretical models of counseling, the methods of counseling, and their current applications and modalities. The course also provides students with an understanding of ethical and professional issues in the field. This course satisfies the “Health & Counseling” Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

PSYC 282. Topics in Health and Counseling (4)

Survey of contemporary knowledge and issues in health and human behavior. Topics vary by semester but may include health topics such as stress and coping and health promotion and communication and/or counseling topics such as a particular theoretical orientation; use of assessment in psychotherapy; legal, ethical, and professional issues in the field; and vocational psychology and career counseling. This course satisfies the "Health & Counseling" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different.

Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.

PSYC 307. Classroom Assistantship in Psychology (2-4)

A supervised experience for classroom teaching assistants. Students will meet with the instructor, attend appropriate classes, assist with assignments, and may hold review sessions. This course is repeatable for up to a total of eight credits. Credit/no credit grading. *Prerequisites: Permission of the instructor, minimum 2.50 GPA, and completion of at least eight credits of 200-level or above coursework in Psychology.*

PSYC 310. Scientific Writing and Professional Development (4)

An examination of select research topics in psychology based on the instructor's expertise. Each student will prepare a written literature review and oral presentation of a question connected to the semester's topic. The connections between information analysis and synthesis, written and oral expression, and career readiness will be highlighted. This course emphasizes developing skills in evaluating psychological research, designing empirical projects, and communicating psychological research. This course satisfies the LEAD P301 Curriculum requirement. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Students may co-enroll in PSYC 206 and PSYC 310 with consent of the department chair.*

PSYC 320. Psychology of Learning plus Laboratory (5)

The scientific analysis of learning in humans and nonhumans. Focuses on the laws of conditioning, adaptive behavior, stimulus control, and motivation of behavior. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the "Development & Learning" Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 321 without consent of the department chair.*

PSYC 321. Laboratory Seminar in Learning Theory (4)

The scientific analysis of topics in learning theory utilizing laws of conditioning. Topics vary by semester but may include connections between learning theory and eating, addiction, motivation, and/or adaptive behavior in humans and non-humans. This course emphasizes

developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the “Development & Learning” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 320 without consent of the department chair.*

PSYC 322. Biological Psychology plus Laboratory (5)

The scientific analysis of functional neuroanatomy and brain-behavior interactions in humans and non-humans, including the physiological basis of complex behaviors such as sleep, stress, learning and memory, sexual and emotional behavior, and neuropsychiatric disorders. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the “Biological & Sensory Processes” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better or with permission of the instructor. Not open to students who have received credit for PSYC 323 without consent of the department chair.*

PSYC 323. Laboratory Seminar in Biological and Sensory Processes (4)

The scientific analysis of topics in biological and sensory processes. Topics vary by semester but may include perception, sensory systems, mood disorders, learning and memory, addiction, and neurodegenerative disorders. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. This course satisfies the “Biological & Sensory Processes” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better or with permission of the instructor. Not open to students who have received credit for PSYC 322 without consent of the department chair.*

PSYC 324. Cognitive Psychology plus Laboratory (5)

The scientific analysis of human cognitive functioning and information processing, including perceptual processes, attention, memory, thinking, language, and decision making. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the “Social & Cognitive Processes” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 325 without consent of the department chair.*

PSYC 325. Laboratory Seminar in Cognitive Psychology (4)

The scientific analysis of topics in cognition. Topics vary by semester but may include perceptual processes, attention, memory, categorization, critical thinking, and decision making. This course emphasizes developing skills in evaluating psychological research, designing and

executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. This course satisfies the “Social & Cognitive Processes” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 324 without consent of the department chair.*

PSYC 330. Developmental Psychology plus Laboratory (5)

The scientific analysis of human development. Content areas may include perceptual, social, emotional, language, cognitive, moral development, and various contexts of development. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the “Development & Learning” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 332 without consent of the department chair.*

PSYC 332. Laboratory Seminar in Developmental Psychology (4)

The scientific analysis of topics in human development. Topics vary by semester but may include adolescence, adulthood & aging, and socioemotional development. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. This course satisfies the “Development & Learning” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 330 without consent of the department chair.*

PSYC 340. Social Psychology plus Laboratory (5)

The scientific analysis of human behavior in a social context. Content areas may include self and self-regulation, stereotyping and prejudice, attitudes/persuasion, interpersonal interactions, social influence, and social perception/cognition. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the “Social & Cognitive Processes” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 341 without consent of the department chair.*

PSYC 341. Laboratory Seminar in Social Psychology (4)

The scientific analysis of human behavior in a social context. Topics vary by semester but may include self and self-regulation, stereotyping and prejudice, attitudes/persuasion, interpersonal interactions, social influence, and social perception/cognition. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of

psychological research. This course satisfies the “Social & Cognitive Processes” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 340 without consent of the department chair.*

PSYC 364. Culture and Community plus Laboratory (5)

The scientific analysis of current theoretical and applied topics in culture and community. Topics vary by semester but may include psychology of climate change; ethnic minority psychology; and sexual orientation and gender diversity (LGBTQ+ issues). This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the “Culture & Community” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 365 without consent of the department chair.*

PSYC 365. Laboratory Seminar in Culture and Community (4)

The scientific analysis of theoretical and applied topics in culture and community. Topics vary by semester but may include psychology of climate change; ethnic minority psychology; and sexual orientation and gender diversity (LGBTQ+ issues). This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. This course satisfies the “Culture & Community” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 364 without consent of the department chair.*

PSYC 370. Counseling Psychology plus Laboratory (5)

The scientific analysis of topics in counseling and clinical psychology. Content focus is on the scientist-practitioner model and on the synthesis of the scholarly and applied aspects of psychotherapy and counseling-related topics. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the “Health & Counseling” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 371 without consent of the department chair.*

PSYC 371. Laboratory Seminar in Health and Counseling (4)

The scientific analysis of theoretical and applied topics in health and counseling psychology. Topics vary by semester but may include health promotion and communication, psychology of food and drink, motivation and emotion, psychotherapy process, multicultural counseling competence, or stress management. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting

research outcomes, and communicating the results of psychological research. This course satisfies the “Health & Counseling” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 370 without consent of the department chair.*

PSYC 396. Collaborative Research in Psychology (4)

A research experience under the direct supervision of a faculty member. In this course, students will engage in an in-depth investigation of a psychological research question. Students will participate in multiple aspects of the research process (e.g., literature review, hypothesis generation, study design, data collection, coding, data analysis, report writing, presentation). This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and/or communicating the results of psychological research. This course may be applied to the upper level elective major requirement. May be repeated for credit. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better.*

PSYC 398/498. Off-Campus Internship (4-16)

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. All interns are required to maintain regular contact with the faculty supervisor. Credit/no credit grading. Consult with the Career Development Center. *Prerequisite: Admission to the Internship Program.*

PSYC 414. Drugs, Brains, and Behavior (4)

An examination of recreational and therapeutic drugs that act on the brain. Topics include the biology of the drug's effects on the brain, drug effects on behavior, and the use of psychoactive drugs in the treatment of psychopathology. Students will refine skills in the evaluation and communication of psychological research. This course satisfies the “Biological & Sensory Processes” Breadth Area. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor. Not open to students who have received credit for PSYC 314.*

PSYC 431. Infant and Child Development (4)

A comprehensive examination of physical, cognitive, social, and emotional development from conception through the beginning of adolescence. Special consideration is given to contexts of development (e.g., family, school, peers). Theoretical approaches to child development and empirical and methodological issues in developmental research are considered. Students will refine skills in the evaluation and communication of psychological research. This course satisfies the “Development & Learning” Breadth Area. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor. Not open to students who have received credit for PSYC 331.*

PSYC 456. Psychology of Gender (4)

A general introduction to the psychology of gender. Topics covered may include psychological development of gender through the lifespan; gender differences and gender-associated personality, abilities, and behaviors; and gender as it relates to power and status, language, imagery, relationships, work, violence, mental health, and feminist therapy. Discussion of gender will incorporate intersectional identities (e.g., race, culture, sexual orientation) and gender identity outside of the gender binary. Students will refine skills in the evaluation and communication of psychological research. This course satisfies the “Culture & Community” Breadth Area. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor. Not open to students who have received credit for PSYC 356.*

PSYC 475. Psychopathology (4)

An exploration of perspectives on psychological disorders with emphasis on major diagnostic categories and criteria. The course examines individual and sociocultural factors related to the causes and treatment of psychopathology. Students will refine skills in the evaluation and communication of psychological research. This course satisfies the “Health & Counseling” Breadth Area. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor. Not open to students who have received credit for PSYC 375.*

PSYC 483. Advanced Topics in Development and Learning (4)

An in-depth examination of a particular topic in developmental psychology and/or psychology of learning. Topics vary by semester but may include developmental topics such as adolescence; adulthood and aging; socioemotional development and/or psychology of learning topics such as adaptation; classical and instrumental conditioning; motivation; or stimulus control. Students will refine skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. This course satisfies the “Development & Learning” Breadth Area. *Prerequisite: PSYC 204 with a grade of C- or better, PSYC 301 with a grade of C- or better, or with permission of the instructor.*

PSYC 484. Advanced Topics in Biological and Sensory Processes (4)

An in-depth examination of a particular topic in biological psychology and/or sensory processes. Topics vary by semester but may include the brain's role in perception, motivation, emotional processing, consciousness, mental illness, sexual behavior, thinking, memory, or learning. Students will refine skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. This course satisfies the “Biological & Sensory Processing” Breadth Area. *PSYC 204 with a grade of C- or better, PSYC 301 with a grade of C- or better, or with permission of the instructor.*

PSYC 485. Advanced Topics in Social and Cognitive Processes (4)

An in-depth examination of a particular topic in cognitive and/or social psychology. Topics vary by semester but may include social topics such as person perception, group behavior, attitude formation, attraction, stereotypes, social influence, aggression and other psychological aspects of social interaction and/or cognitive topics such as perception, attention, memory, thinking, language, or decision making. Students will refine skills in the evaluation and communication of

psychological research. This course may be repeated for credit if topics are different. This course satisfies the “Social & Cognitive Processes” Breadth Area. *Prerequisite: PSYC 204 with a grade of C- or better, PSYC 301 with a grade of C- or better, or with permission of the instructor.*

PSYC 486. Advanced Topics in Health and Counseling (4)

An in-depth examination of a particular topic in clinical and counseling psychology and/or health psychology. Topics vary by semester but may include health topics such as stress and coping and health promotion and communication and/or counseling topics such as a particular theoretical orientation; developmental psychopathology; use of assessment in psychotherapy; legal, ethical, and professional issues in the field; and vocational psychology and career counseling. Students will refine skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. This course satisfies the “Health & Counseling” Breadth Area. *Prerequisite: PSYC 204 with a grade of C- or better, PSYC 301 with a grade of C- or better, or with permission of the instructor.*

PSYC 487. Advanced Topics in Culture and Community (4)

An in-depth examination of a particular topic related to the theoretical and applied topics in culture and community. Topics vary by semester but may include psychology of climate change, ethnic minority psychology, sexual orientation and gender diversity (LGBTQ+) issues in psychology, psychology in the news, drugs & society, history of psychology, and history of neuroscience. Students will refine skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. This course satisfies the “Culture & Community” Breadth Area. *Prerequisite: PSYC 204 with a grade of C- or better, PSYC 301 with a grade of C- or better, or with permission of the instructor.*

PSYC 493/494. St. Mary’s Project (1-8)

The project, which may take many forms, draws on and extends knowledge, analytical skills, and creative achievement developed through previous academic work. The project should include a reflection on the body of literature or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. This course emphasizes refining skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. This requirement may be satisfied by completing eight credits of the St. Mary’s Project in any discipline or cross-disciplinary study area. The project is supervised by a faculty mentor, appointed by the department chair. This course is repeatable for up to a total of eight credits. *Prerequisite: PSYC 206 or PSYC 303 and PSYC 310 with a grade of C- or better; Students may co-enroll in PSYC 310 and PSYC 493 with permission of the department chair. Consult faculty mentor for project guidelines.*

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

The program will be subject to the general graduation requirements of St. Mary's of Maryland for the bachelor of science degree, as published in the course catalog.¹ These are

- **Completion of at least 128 credit hours (credits), including at least 44 credit hours of upper-level (300- and 400-level) courses, with a cumulative grade-point average of at least 2.00**, both on an overall basis and in those courses that meet major requirements.
- At least 30 of the last 36 credit hours of academic work toward the degree at St. Mary's College must be completed by credits earned from St. Mary's College courses. With the permission of the Academic Policy Committee, this provision may be waived for students engaged in departmentally approved off-campus learning experiences.
- The LEAD Curriculum Foundational Study requirements (summarized above and outlined in the table below).

LEAD Foundational Study Requirement	Courses Available to Fulfill Requirement	Credits
Core Seminars	<ul style="list-style-type: none"> • CORE 101 or CORE 301 	4
Language Requirement	<ul style="list-style-type: none"> • Any College-level language course at 102/110 level or higher. 	3-4
Professional Pathway	Students must complete <u>each</u> of the following courses. <ul style="list-style-type: none"> • CORE-P101 (1 credit) • CORE-P102 (1 credit) • CORE-P201 (2-4 credits) 	Variable (See cell to the left)
Core Knowledge and Methods <u>Option #1</u> : Core Exploration	Core Exploration: <i>Arts</i> Choose <u>one</u> of the courses below to fulfill the Arts requirement of Core Exploration. <ul style="list-style-type: none"> • ART 204: Introduction to Drawing • ART 206: Introduction to Painting • ART 208: Introduction to Sculpture • ART 212: Introduction to Photography • ART 214: Introduction to Digital Art • ART 233: Topics in Studio Art • ART 239: Painting and Drawing from Life 	4 each

¹ <http://www.smcm.edu/catalog>

	<ul style="list-style-type: none"> • ART 269: Community Arts • ARTH 220: Rock, Paper, Sword: The Media of the Ancient and Medieval World • ARTH 250: Topics in Western Art History • ENGL 106: Introduction to Literature • ENGL 130: Literary Topics • ENGL 270: Creative Writing • ENGL 281: Literature in History I • ENGL 282: Literature in History II • ENGL 283: Literature in History III • HIST 264: Introduction to Museum Studies • MUSC 112: Music as Communication • MUSC 203: Music Theory I (3) • MUSC 205: The Story of Music • MUSC 217: The Jazz Makers • MUSC 221: Topics in Music History • MUST 200: Introduction to Museum Studies • TFMS 106: Introduction to Dramatic Literature • TFMS 130: Introduction to Performance • TFMS 170: Stagecraft • TFMS 171: Elements of Theatrical Design • TFMS 200: Theater in History • TFMS 220: Introduction to Film and Media Studies • TFMS 221: Film and Media Production Modes • TFMS 225: Topics in Film and Media • TFMS 228: Media Production I • TFMS 230: Acting I • TFMS232: Voice and Speech for the Actor • TFMS 234: Acting for the Camera • TFMS 250: Movement I • TFMS 255: Modern Dance I • TFMS 258: Dance in History • TFMS 260: Topics in Dance/Movement • TFMS 275: Costumes and Clothes in History • TFMS 280: Topics in Production <p>Core Exploration: <i>Cultural Perspectives</i> Choose <u>one</u> of the courses below to fulfill the Cultural Perspectives requirement of Core Exploration.</p> <ul style="list-style-type: none"> • AADS 214: Africa and the African Diaspora • ANTH 150: Gambian Languages and Cultures • ANTH 230: Cultural Anthropology 	
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	<ul style="list-style-type: none"> ● ANTH 250: Language and Culture ● ARTH 224: Ancient American Art and Architecture ● ARTH 255: Topics in Global Art History ● ASIA 200: Introduction to Asian Studies ● ENGL 235: Topics in Literature and Culture ● HIST 253: Latin American Civilization ● HIST 268: Russian Civilization ● HIST 280: Africa and the African Diaspora ● ILAS 210: Latin American Cultural Studies ● ILAS 206: Introduction to Latin American Literature in Translation ● ILC/LNG102, 201, 202, 205, 206, or 260 courses, if they are not used to fulfill the language requirement. ● ILCT106: Introduction to World Literature ● MUSC 216: Introduction to the World's Music ● MUSC 223: Topics in Ethnomusicology ● POSC 252: Comparative Politics ● POSC 269: International Politics ● RELG 221: Islamic Civilizations ● RELG 231: Religions of Ancient India ● RELG232: Religions of Modern India ● TFMS 210: Japanese Performance Traditions ● TFMS 251: Introduction to Traditional African Dance <p>Core Exploration: <i>Humanistic Foundations</i> Choose <u>one</u> of the courses below to fulfill the Humanistic Foundations requirement of Core Exploration.</p> <ul style="list-style-type: none"> ● ARTH 100: Introduction to Art History ● HIST 104: Historical Foundations of the Modern World to 1450 ● HIST 105: Western Civilization ● HIST 108: History of the Modern World ● HIST 200: United States History, 1776-1980 ● HIST 206: East Asian Civilization ● HIST 219: Colonial American Survey ● HIST 272: Ancient Mediterranean ● HIST 274: Europe, 1815-1914 ● HIST 276: Twentieth Century World ● PHIL 101: Introduction to Philosophy ● PHIL 120: Introduction to Ethics ● RELG 110: Introduction to the Study of Religions ● RELG 210: Biblical Foundations 	
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	<ul style="list-style-type: none"> • RELG 211: Speaking of God: Introduction to Theology • RELG 220: Introduction to Islam • WGSX 220: Introduction to Women, Gender, and Sexuality Studies <p>Core Exploration: <i>Mathematics</i> Choose <u>one</u> of the courses below to fulfill the Mathematics requirement of Core Exploration.</p> <ul style="list-style-type: none"> • COSC 120: Introduction to Computer Science • MATH 131: Survey of Mathematics • MATH 151: Calculus I • MATH 152: Calculus II • MATH 200: Discrete Mathematics • MATH 255: Vector Calculus • MATH 256: Linear Algebra • MATH 281: Foundations of Mathematics <p>Core Exploration: <i>Natural Sciences with Laboratory</i> Choose <u>one</u> of the courses below to fulfill the Natural Sciences with Laboratory requirement of Core Exploration</p> <ul style="list-style-type: none"> • ASTR 154: Solar System Astronomy • ASTR 155: Stellar Astronomy and Cosmology • BIOL 101: Contemporary Bioscience with Laboratory • BIOL 105 and BIOL105L: Principles of Biology I and Laboratory • CHEM 101. Contemporary Chemistry with Laboratory • CHEM 106: General Chemistry II • GEOL 130: Introduction to Geology • PHYS 104: Basic Physics with Laboratory • PHYS 121: College Physics I • PHYS 141: General Physics I • PHYS 142: General Physics II • PHYS 151: Fundamentals of Physics I • PHYS 152: Fundamentals of Physics II • PHYS 251: Fundamentals of Physics III <p>Core Exploration: <i>Social Sciences</i> Choose <u>one</u> of the courses below to fulfill the Social Sciences requirement of Core Exploration</p> <ul style="list-style-type: none"> • ECON 102: Principles of Microeconomics • ECON 103: Principles of Macroeconomics • POSC 100: Introduction to Politics 	
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	<ul style="list-style-type: none"> • PSYC 101: Introduction to Psychology • SOCI 101: Introduction to Sociology 	
Core Knowledge and Methods <u>Option #2</u> : Core Inquiry	Core Inquiries are designed as groupings of thematically-linked courses taught over multiple semesters. In order to satisfy certain learning objectives (as opposed to a standard number of credits), Inquiries may be comprised of four courses, four courses plus a stand-alone requirement (such as a math or language course), or 5 courses. Current inquiry themes include Social Justice, Sustainability, and the Invention of the West.	Credits vary. See cell to the left for more details.

- The LEAD Curriculum Advanced Study requirements, which include:
 - o Academic Major
 - o Capstone Experience

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

Not applicable

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

Not applicable

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Course and degree requirements will be published in the course catalog and on the college website. St. Mary's College of Maryland publishes information on its website on the nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. It also communicates this information by email and hard copy mailing, and through advising appointments. Each student is assigned a faculty advisor and meets with that

advisor at least one time each semester to review progress in meeting degree requirements and plans for course selections.

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

As with all of its programs, St. Mary's College of Maryland will ensure that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available. St. Mary's College of Maryland has a fully staffed and engaged Admissions Office and Office of Marketing, Strategic Communications and Web Services. These offices work together to provide advertising, recruitment and admissions information regarding our curriculum offerings, research and outreach opportunities; along with relevant student and faculty information. These materials are updated regularly, and distributed via electronic and postal mail.

H. Adequacy of Articulation

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

I. Adequacy of Faculty Resources

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

Adequacy of Faculty Resources

The Psychology Department at SMCM has 14 full-time faculty members. Most of the members of the department are tenure-track (5) or tenured (7), and all of the faculty have the relevant terminal degree (Ph.D.). In 2019, the department underwent a self-study and had a positive external review. In that self study, we noted that the tenure-track faculty had averaged 5.3 peer-reviewed publications per person since 2010. In addition, there were 26 other publications such as edited books, book chapters, and encyclopedia entries during the same time frame, and there was an average of about 12.5 conference presentations per year. Finally, multiple members of the psychology department have received external funding from federal agencies including the National Institutes of Health and the National Science Foundation as well as foundations such as the Spencer Foundation. In terms of teaching, the psychology courses are consistently rated at or above the average college averages for teaching effectiveness. Most of the psychology faculty supervise student researchers in their labs and all faculty mentor senior thesis projects.

Current faculty in the department are listed below:

- Aileen Bailey, Ph.D., Professor of Psychology, Biology Department Chair. Full-time.
- Sarah D. Breedin, Ph.D., Visiting Assistant Professor of Psychology. Full-time.
- Torry S. Dennis, Ph.D., Assistant Professor of Neuroscience and Psychology, Coordinator of the Neuroscience Program. Full-time.
- Gina Marie Fernandez, Ph.D., Assistant Professor of Psychology. Full-time.
- Gili Freedman, Ph.D., Assistant Professor of Psychology. Full-time.
- Kristina Howansky, Ph.D., Assistant Professor of Psychology. Full-time.
- Ayse Ikizler, Ph.D., Assistant Professor of Psychology. Full-time.
- Cjersti Jensen, Ph.D., Visiting Assistant Professor of Psychology. Full-time.
- James T. Mantell, Ph.D., Associate Professor of Psychology. Full-time.
- Scott P. Mirabile, Ph.D., Associate Professor of Psychology. Full-time.
- Richard D. Platt, Ph.D., Associate Professor of Psychology. Full-time.
- Brian A. Sharpless, Ph.D., Visiting Associate Professor of Psychology. Full-time.
- Jennifer Tickle, Ph.D., Associate Professor of Psychology, Psychology Department Chair. Full-time.
- Elizabeth Nutt Williams, Ph.D., Professor of Psychology. Full-time.

All faculty will contribute to the service courses in the major (PSYC 101, PSYC 204, PSYC 206, PSYC 310, PSYC 493, PSYC 494). All faculty are eligible to offer research experiences in the major as well (PSYC 396, Directed Research, Independent Studies, Internship Supervision). The other courses that individual faculty will be able to teach in the proposed major are listed in the table below.

Faculty Member	Courses
Aileen Bailey	PSYC 211. Topics in Development and Learning

	PSYC 235. Physiological and Sensory Psychology PSYC 236. Topics in Biological and Sensory Processes PSYC 320. + 320L. Psychology of Learning plus Laboratory PSYC 321. Laboratory Seminar in Learning Theory PSYC 322. + 322L. Biological Psychology plus Laboratory PSYC 323. Laboratory Seminar in Biological and Sensory Processes PSYC 483. Advanced Topics in Development and Learning PSYC 484. Advanced Topics in Biological and Sensory Processes
Sarah D. Breedin (visiting professor; existing tenure-track line)	PSYC 221. Cognitive Psychology PSYC 222. Topics in Social and Cognitive Psychology PSYC 324. + 324L. Cognitive Psychology plus Laboratory PSYC 325. Laboratory Seminar in Cognitive Psychology PSYC 485. Advanced Topics in Social and Cognitive Processes
Torry S. Dennis	PSYC 235. Physiological and Sensory Psychology PSYC 236. Topics in Biological and Sensory Processes PSYC 282. Topics in Health and Counseling Psychology PSYC 322. + 322L. Biological Psychology plus Laboratory PSYC 323. Laboratory Seminar in Biological and Sensory Processes PSYC 371. Laboratory Seminar in Health and Counseling PSYC 414. Drugs, Brain, and Behavior PSYC 484. Advanced Topics in Biological and Sensory Processes PSYC 486. Advanced Topics in Health and Counseling
Gina Fernandez	PSYC 211. Topics in Development and Learning PSYC 235. Physiological and Sensory Psychology PSYC 236. Topics in Biological and Sensory Processes PSYC 322. + 322L. Biological Psychology plus Laboratory PSYC 323. Laboratory Seminar in Biological and Sensory Processes PSYC 414. Drugs, Brain, and Behavior PSYC 483. Advanced Topics in Development and Learning PSYC 484. Advanced Topics in Biological and Sensory Processes
Gili Freedman	PSYC 222. Topics in Social and Cognitive Psychology PSYC 250. Social Psychology PSYC 264. Topics in Culture and Community PSYC 340. + 340L. Social Psychology plus Laboratory PSYC 341. Laboratory Seminar in Social Psychology PSYC 364. + 364L. Culture and Community plus Laboratory PSYC 365. Laboratory Seminar in Culture and Community PSYC 456. Psychology of Gender PSYC 485. Advanced Topics in Social and Cognitive Processes PSYC 487. Advanced Topics in Culture and Community
Kristina Howansky	PSYC 222. Topics in Social and Cognitive Psychology PSYC 250. Social Psychology

	PSYC 264. Topics in Culture and Community PSYC 340. + 340L. Social Psychology plus Laboratory PSYC 341. Laboratory Seminar in Social Psychology PSYC 364. + 364L. Culture and Community plus Laboratory PSYC 365. Laboratory Seminar in Culture and Community PSYC 456. Psychology of Gender PSYC 485. Advanced Topics in Social and Cognitive Processes PSYC 487. Advanced Topics in Culture and Community
Ayşe İkizler	PSYC 263. Multicultural Psychology PSYC 264. Topics in Culture and Community PSYC 280. Counseling Theories and Methods PSYC 282. Topics in Health and Counseling Psychology PSYC 364. + 364L. Culture and Community plus Laboratory PSYC 365. Laboratory Seminar in Culture and Community PSYC 370. + 370L. Counseling Psychology plus Laboratory PSYC 371. Laboratory Seminar in Health and Counseling PSYC 456. Psychology of Gender PSYC 475. Psychopathology PSYC 486. Advanced Topics in Health and Counseling PSYC 487. Advanced Topics in Culture and Community
Cjersti Jensen (visiting professor; existing tenure-track line)	PSYC 211. Topics in Development and Learning PSYC 230. Lifespan Development PSYC 330. + 330L. Developmental Psychology plus Laboratory PSYC 332. Laboratory Seminar in Development PSYC 431. Infant and Child Development PSYC 483. Advanced Topics in Development and Learning
James T. Mantell	PSYC 221. Cognitive Psychology PSYC 222. Topics in Social and Cognitive Psychology PSYC 236. Topics in Biological and Sensory Processes PSYC 323. Laboratory Seminar in Biological and Sensory Processes PSYC 324. + 324L. Cognitive Psychology plus Laboratory PSYC 325. Laboratory Seminar in Cognitive Psychology PSYC 484. Advanced Topics in Biological and Sensory Processes PSYC 485. Advanced Topics in Social and Cognitive Processes
Scott P. Mirabile	PSYC 211. Topics in Development and Learning PSYC 230. Lifespan Development PSYC 330. + 330L. Developmental Psychology plus Laboratory PSYC 332. Laboratory Seminar in Development PSYC 431. Infant and Child Development PSYC 483. Advanced Topics in Development and Learning
Richard D. Platt	PSYC 221. Cognitive Psychology PSYC 222. Topics in Social and Cognitive Psychology

	PSYC 324. + 324L. Cognitive Psychology plus Laboratory PSYC 325. Laboratory Seminar in Cognitive Psychology PSYC 485. Advanced Topics in Social and Cognitive Processes
Brian A. Sharpless (visiting professor; existing tenure-track line)	PSYC 280. Counseling Theories and Methods PSYC 282. Topics in Health and Counseling Psychology PSYC 370. + 370L. Counseling Psychology plus Laboratory PSYC 371. Laboratory Seminar in Health and Counseling PSYC 475. Psychopathology PSYC 486. Advanced Topics in Health and Counseling
Jennifer Tickle	PSYC 222. Topics in Social and Cognitive Psychology PSYC 250. Social Psychology PSYC 264. Topics in Culture and Community PSYC 340. + 340L. Social Psychology plus Laboratory PSYC 341. Laboratory Seminar in Social Psychology PSYC 364. + 364L. Culture and Community plus Laboratory PSYC 365. Laboratory Seminar in Culture and Community PSYC 456. Psychology of Gender PSYC 485. Advanced Topics in Social and Cognitive Processes PSYC 487. Advanced Topics in Culture and Community
Elizabeth Nutt Williams	PSYC 263. Multicultural Psychology PSYC 264. Topics in Culture and Community PSYC 280. Counseling Theories and Methods PSYC 282. Topics in Health and Counseling Psychology PSYC 364. + 364L. Culture and Community plus Laboratory PSYC 365. Laboratory Seminar in Culture and Community PSYC 370. + 370L. Counseling Psychology plus Laboratory PSYC 371. Laboratory Seminar in Health and Counseling PSYC 456. Psychology of Gender PSYC 475. Psychopathology PSYC 486. Advanced Topics in Health and Counseling PSYC 487. Advanced Topics in Culture and Community

b. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

i. Pedagogy that meets the needs of the students

St. Mary's College of Maryland provides ongoing pedagogy training via the Center for Inclusive Teaching and Learning (CITL). CITL offers workshops, learning communities, and an annual Inclusive and Innovative Instruction Conference. Members of the psychology department frequently attend these events and have also led some of these workshops and conference presentations. In addition to the institutional training and resources, the psychology department engages in intradepartmental pedagogy training via formal and informal mentoring as well as classroom observations and discussions

between senior and junior faculty members. Many faculty also use professional development funding to attend conferences and trainings specifically related to pedagogy.

ii. The learning management system

SMCM also provides training with the institutional learning management system via the Office of Information Technology and the instructional technologist, Jennifer Falkowski. Throughout the year, there are multiple workshops available on using Blackboard effectively in the classroom. In addition, both OIT and CITL offer workshops and training resources on instructional technologies (e.g., Google Classroom, Zoom).

St. Mary's utilizes Blackboard. The Office of Information Technology includes a position for an instructional technologist who trains new faculty on Blackboard and other technology-based tools for teaching. This position also provides support for faculty when they have questions about Blackboard and other such tools.

iii. Evidence-based best practices for distance education, if distance education is offered

The SMCM psychology department will not deliver instruction through distance education beyond COVID-19 hybrid instruction needs. However, programs that offer online courses work with the Center for Inclusive Teaching and Learning to develop appropriate structures for online courses.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)

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

The revised psychology program will continue to rely on the St. Mary's College of Maryland Library which is the largest academic library in the Southern Maryland region. The physical collection includes over 130,000 books, periodicals, and DVDs as well as over 100 online research databases and over 160,000 e-books, online journals, and streaming video files. Online materials are available to St. Mary's students, faculty, and staff from anywhere in the world 24/7. The St. Mary's College of Maryland Library is part of the University System of Maryland and Affiliated Institutions (USMAI) Library Consortium, a statewide consortium of 16 campuses, allowing for the sharing of research collections statewide. Direct borrowing through USMAI is supplemented by interlibrary loan and document delivery. In addition to developing, organizing, and making available the library's scholarly resources, librarians work with program faculty to develop information literacy outcomes in courses. Information literacy is infused throughout the College curriculum's foundational studies.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

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

Goodpaster Hall, which is the building where the psychology department is housed, has sufficient classroom space, office space, and laboratory space for our current program offerings; the changes to the curriculum do not require resources beyond those already deemed sufficient for our needs.

- b. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:*

- i. An institutional electronic mailing system

All SMCM students, staff, and faculty are issued an institutional email address and cloud storage through Google Workplace which have been sufficient for the current program. In light of COVID-19, St. Mary's has invested heavily in technology to deliver a high-quality education in a synchronous, hybrid format (where students can join in the physical classroom or join "live" remotely). In order to provide hybrid instruction, we have invested in hardware and software for classroom spaces, including cameras, boom microphones, lapel microphones, expanded WiFi, and media switching stations to allow students joining remotely to hear and see those in the physical classroom, and for the in-person class to hear and see those who are joining remotely (via an Institutional Zoom account). The revised psychology curriculum will not incorporate distance learning or education beyond the needs to address COVID-19 hybrid instruction.

- ii. A learning management system that provides the necessary technological support for distance learning

SMCM employs Blackboard Learn as its primary learning management system, as well as a range of Google Workplace tools, including Google Classroom. However, this curriculum will not incorporate distance learning or education beyond the needs to address COVID-19 hybrid instruction. In order to engage students both in the classroom setting and remotely (via an institutional Zoom account) during the COVID-19 pandemic, the College has equipped both faculty and classrooms with necessary technology to support synchronous, hybrid teaching practices. For example, classrooms have been outfitted with cameras, boom microphones, interactive monitors, and lapel microphones.

The Office of Information Technology includes a position for an instructional technologist who trains new faculty on Blackboard and other technology-based tools for teaching.

This position also provides support for faculty when they have questions about Blackboard and other such tools.

L. Adequacy of Financial Resources with Documentation

TABLE 1: PROGRAM RESOURCES					
Resource 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)	\$680580	\$687375	\$694260	\$701190	\$708210
a. Number of F/T Students	45	45	45	45	45
b. Annual Tuition/Fee Rate	\$15,124	\$15,275	\$15,428	\$15,582	\$15,738
c. Total F/T Revenue (a x b)	\$680580	\$687375	\$694260	\$701190	\$708210
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$195	\$200	\$200	\$200	\$205
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$680580	\$687375	\$694260	\$701190	\$708210

Table 1 Narrative:

As a revision to our current Psychology major, we expect this program modification to maintain the current popularity of the major.

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1 2015/16	Year 2 2016/17	Year 3 2017/18	Year 4 2018/19	Year 5 2019/20
1. Faculty (b + c below)	\$0	\$0	\$0	\$0	\$0

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

Table 2 Narrative: This modification to the Psychology major does not require any new or additional resources for implementation.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)

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

St. Mary's College attends to student learning outcomes through the assessment procedures outlined above. For tenure-track faculty, performance is evaluated via a pre-tenure review, a tenure and promotion review, and periodic reviews (every three years until promotion to full professor, then every five years). Performance at each of these post-tenure reviews is evaluated by the provost based on a system of up to three increments of merit. Reviews for tenure and promotion to full professor include faculty

course evaluations, which are required for each course taught, and narrative evaluations, which are administered by the department chair in all courses taught by the faculty member in two of the three semesters prior to the submission of their file. Students provide detailed, written responses to questions about the faculty's member expertise and teaching effectiveness in these evaluations. Faculty members up for promotion are also observed by their colleagues who evaluate their teaching effectiveness. Adjunct and visiting professors are also required to administer course evaluations. Results are monitored by department chairs and the Associate Deans of Faculty and Curriculum, who will discuss evaluations as needed with faculty.

- b. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.*

In addition to the program assessment procedures outlined above, academic programs at St. Mary's College undergo a program review process every 7-10 years. These reviews include reflection on assessment procedures as well as an evaluation of curricula, student programming, and support for faculty by an external team. Psychology was last reviewed in Spring 2019.

Student satisfaction is tracked through various survey opportunities, including NSSE, our senior exit survey, and our alumni surveys (alums are surveyed the year after they graduate and every five years after that). Individual programs also periodically survey their students and alums and to gather data on their experience and make adjustments to curricula and programming.

Because St. Mary's College is a small school, retention is primarily tracked at the institutional level. However, individual programs can request data concerning students' performance in required courses for the major, and the Office of Institutional Research, Office of the Provost, and the Office of Student Support Services work together to evaluate patterns of performance in gateway courses for majors.

Cost-effectiveness is monitored via the Provost and the President's Executive Council (which includes the Provost), with input from the Academic Planning Committee. This committee reviews line proposals and evaluates need for resources based on current class sizes.

N. Consistency with State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

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

St. Mary's current strategic plan includes goals to increase the diversity of faculty and staff by 30% beyond the campus' 2015 demographic breakdown. In addition, our current administrative structure includes a Chief Diversity Officer, an Assistant Vice President of Equity and Inclusion, and Director of Equity Programming who work through the division of Inclusive Diversity, Equity, Access and Accountability. The goal of this office is to establish a set of coordinated actions that encompass the participation of various departments, offices, and functional units to foster representation, equity, and inclusivity at all levels of St. Mary's College.

As stated previously, the impetus behind the psychology department's curricular updates were based on a grant funded through the Council for Undergraduate Research Transformation project. One of the overarching goals of the project, and of our new curriculum, is to eliminate barriers to high impact practices such as research experiences and capstone projects. Research has indicated that underrepresented and underserved student populations tend to encounter fewer high impact practices during their undergraduate career. However, when underserved populations can access these and other experiential learning experiences in a scaffolded, supportive fashion, it can lead to positive outcomes in terms of retention and graduation.

O. Relationship to Low Productivity Programs Identified by the Commission

- a. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.*

The psychology program is not directly related to any identified low productivity programs at St. Mary's College of Maryland.

P. Adequacy of Distance Education Programs

- a. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.*

The SMCM psychology department will not deliver instruction through distance education beyond COVID-19 hybrid instruction needs.

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

The SMCM psychology department will not deliver instruction through distance education beyond COVID-19 hybrid instruction needs.