

ST MARY'S

COLLEGE *of* MARYLAND

The National Public Honors College

BOARD OF TRUSTEES

ACADEMIC AFFAIRS COMMITTEE

Open Session

October 16, 2020



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
REPORT SUMMARY**

Date of Meeting: October 16, 2020

Date of Next Meeting: February 5, 2021

Committee Chair: Peter Bruns

Committee Members: Board Chair Lex Birney, Paula Collins, President Tuajuanda Jordan, Larry Leak '76, William Seale

Staff Member: Michael Wick

Faculty Members: Elizabeth Nutt Williams, Lindsay Jamieson

Dashboard Metrics: N/A

Executive Summary:

Discussion Items

Faculty Senate Report

Dean of Faculty Report

Information Items

SMCM Student Learning Report

Minutes of May 15, 2020

Action Item(s) related to specific strategic plan goals as appropriate:

III.A. Recommendation to Approve a Major in Neuroscience

III.B. Endorsement of 2020 Performance Accountability Report



**ACADEMIC AFFAIRS COMMITTEE
MEETING OF OCTOBER 16, 2020**

**OPEN SESSION
AGENDA**

I. CALL TO ORDER

II. DISCUSSION ITEMS

- | | |
|----------------------------------|--------|
| A. Faculty Senate Report | Page 1 |
| B. Dean of Faculty Report | Page 4 |

III. ACTION ITEM

- | | |
|---|---------|
| A. Recommendation to Approve a Major in Neuroscience | Page 9 |
| B. Endorsement of 2020 Performance Accountability Report | Page 55 |

IV. INFORMATION ITEM

- | | |
|---|---------|
| A. Student Learning Report for AY2019-2020 | Page 65 |
| B. Meeting Minutes of May 15, 2020 | Page 71 |

The committee expects to close a portion of this meeting.

October 1, 2020

Report to the Academic Affairs Committee of the Board of Trustees
Elizabeth Nutt Williams, Faculty Senate President

I was elected Faculty Senate President in April and started meeting with Faculty Senate in May. I feel very fortunate to be joining a group of faculty senators who are so thoughtful, ethical, and committed to their work. I also want to thank the former Faculty Senate President Jeff Byrd for all of his work and his help ensuring that I could hit the ground running. Jeff was a stabilizing force for the faculty last year while we restructured the Faculty Senate and moved forward with a number of new academic proposals. I am grateful to him and hope to continue his good work.

To that end, this summer I joined the Instruction and Learning Subcommittee of the College's Fall 2020 Reopening Task Force (co-chaired by Provost Wick and Dr. Samantha Elliott from the Center for Inclusive Teaching and Learning) and helped provide guidance related to the hybrid teaching model proposed for the fall semester. I also met with the Faculty Senate several times in July and August before our formal start on August 13 and voted on several important issues including: changes to the semester meeting schedule, inclusion of the Cross-Disciplinary Study Areas (CDSAs) in the meeting matrix, a response to the provost about teaching in the pandemic, and a letter to the president to underscore our desire to meet with her regularly and provide input on academic issues. We are thankful to President Jordan for agreeing to meet regularly with myself and Faculty Senate Vice President Lindsay Jamieson and look forward to continued open and collaborative communication as we progress into the academic year and beyond.

As issues of collaboration and communication are important to me (and to the faculty as a whole), I have also begun meeting regularly with the Staff Senate, our chapter of the AAUP (American Association of University Professors), various administrators (in addition to meeting with the provost and the president, it has been a pleasure to meet with Kelsey Bush, Interim Chief Diversity Officer, and Shana Meyer, Interim Vice President for Student Affairs), and students (we are delighted that Joshua Ajanaku will serve as the Student Government Association representative to the Faculty Senate). In particular, we want to emphasize how grateful we are to Provost Wick for his tireless and collaborative work on behalf of the faculty.

As part of my report, I include below important updates about programs and faculty at SMCM.

Status of Proposed New Majors:

- 1) New major approved:
 - a. Neuroscience Major – The faculty unanimously approved the Neuroscience Major at our first Faculty Meeting on September 1, 2020, and forwarded the documents to the Provost for implementation.

2) New major proposals currently under review:

- a. Marine Science Major – The Curriculum Review Committee (CRC) approved the Marine Science Major and has sent it to the Faculty Senate for review. The Faculty Senate will review the major at its next meeting (on October 8). If approved, the faculty will discuss and potentially vote on the new major at the next Faculty Meeting on November 17.
- b. Data Science Major – The CRC reviewed the Data Science Major proposal in April 2020 and sent back questions. The CRC is awaiting the response (which is expected in October 2020).
- c. Business Major – The CRC reviewed the Business Major proposal in September 2020 and sent back questions. The CRC is awaiting the response.

Issues of Concern to the Faculty:

Fall 2020 Hybrid Learning (Teaching During the Pandemic)

Faculty have conveyed to me several ongoing concerns related to teaching during the pandemic, including continuing technology malfunctions and connectivity issues and outages. While we are very appreciative of the IT staff, these issues continue to be challenges for both faculty and students. Faculty members are also quite concerned about the health and safety of the students, staff, and faculty at the college. Faculty remain particularly concerned about the definition of “close contact” being used to determine whether a faculty member should be alerted if a student in one of their classes has tested positive. Specifically, a faculty member has asked: “If someone in my office suite or in my class has tested positive, but we’ve been respecting the masking and distancing, should I not be told--especially due to me potentially taking it home to my loved ones? In other matters President Jordan is rightly keen on urging the community to do better than is merely required; this seems to be an appropriate such matter.”

We are pleased that our suggestions have helped improve the usefulness of the College’s COVID-19 Dashboard. However, faculty have also suggested that it might be helpful to increase our testing rate, as many other colleges have managed to get full baseline testing as well as continued testing to monitor the positivity rate on campus. That said, we are very happy that the rate of infection has stayed relatively low. One reason faculty believe that the rate has stayed low is that the community is taking the CDC guidelines very seriously. In fact, one negative consequence of this positive behavior is that the campus feels like a “ghost town” (safe but “demoralizing”). Student attendance at in-person classes has dropped significantly since the start of the semester in mid-August. Most students are attending class remotely even if they are living on campus. Faculty members are implementing different technologies to increase engagement in remote learning environments. They recognize, though, that student engagement is a “two-way street” where students must also take responsibility for their own learning and engagement.

Despite the many challenges, faculty members continue to do their work and do it well. As one faculty member said, they are “teaching their heart out” right now. The work is tiring. Indeed, students and faculty report feeling tired and stressed most of the time. But there are also success

stories – students in labs engaging enthusiastically in the work, students supporting one another via the chat function in Zoom, students showing up in person because they love their professors and love learning. Faculty members also want to convey their appreciation for the media and technology specialists, library staff, and the cleaning staff for all of their help and support.

Celebrating and Enhancing Diversity, Equity, and Inclusion

In addition to the overarching concerns related to the pandemic, there are social concerns that are also very important to faculty. Faculty members remain concerned about racial injustice, and many signed a Statement of Support from Faculty to Students in June to give tangible evidence of their commitment to diversity, equity, and inclusion. We look forward to making significant changes on campus in these areas and to working closely with Kelsey Bush (Interim Chief Diversity Officer), Michael Dunn (Assistant Vice President of Equity and Inclusion) and José Ballesteros (Professor of Spanish and newly named Director of Equity Programming).

The Program Prioritization Process (Task Force 3)

We are aware that Task Force 3 is engaging in work this semester and plans to submit recommendations to President Jordan in October 2020. As you might imagine, there is much curiosity and concern about the process, as the work has not been fully shared with faculty. Many faculty members feel these concerns add additional stress at an already very stressful time. While we are happy that there may be additional faculty input at a later date, the faculty remains concerned about a focus only on curriculum and not the “heart and soul” of SMCM (i.e., our ethos, not just our program array). One faculty member said it is “soul-crushing” to hear about the possibility of eliminating programs or lines, particularly at this moment in time. We are anxious to learn more about the process and the findings as well as to provide additional expertise and suggestions. We are grateful to the expert input of the faculty serving on the two subcommittees of the task force: Asif Dowla, Iris Ford, Jingqi Fu, and Deborah Lawrence.

Final Comments:

I have been a member of the faculty at SMCM for over 23 years – I am incredibly proud of our faculty for their commitment to the College and to our students. Their guiding principle remains one of concern for our students – their wellbeing, their learning, and their engagement. Despite challenges and concerns, the faculty persists. They are committed to providing an excellent honors education for our students and to engaging in nationally and internationally recognized scholarship and artistic endeavors. And they remain committed to the St. Mary’s Way. I hope this report provides a picture of both their commitment to the academic progress of the institution as well as the ways in which they are facing the many challenges before us.

Respectfully submitted,

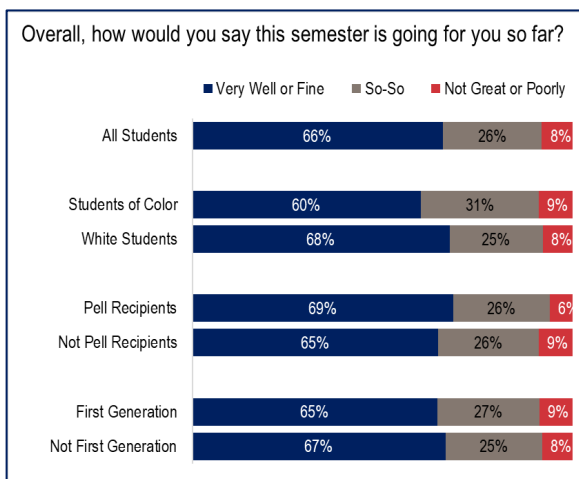
Libby Nutt Williams, Ph.D.
Faculty Senate President

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS**

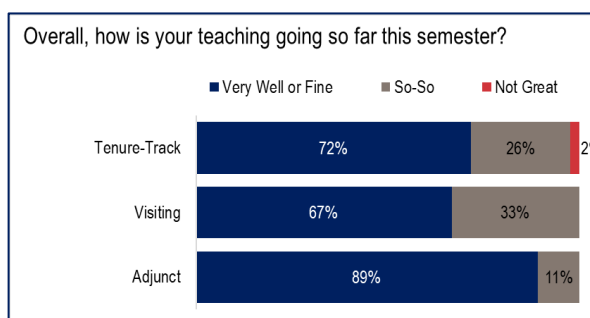
PROVOST REPORT

PANDEMIC AND TEACHING & LEARNING

As reported at the July Board of Trustees meeting, the College has taken a myriad of steps to foster a successful Fall 2020 term. We will not repeat the various actions taken but highlight just a few that directly connect to teaching and learning. The College shifted the Fall semester earlier to allow completion of in-person instruction by Thanksgiving break; the College instituted a “hybrid” approach to instruction that allow for the seamless transition between in-person and fully remote instruction and every option in between; the College provided any faculty, staff, and students in need with high-speed Internet access and/or remote access technology like laptops or Chromebooks; the Center for Inclusive Teaching & Learning offered in-depth professional development to assist faculty with teaching under the hybrid model; the Office of Institutional Research conducted multiple “check-in” surveys to monitor operations and that included the opportunity for students to request connection with specific support offices; classrooms were reconfigured to support social distancing standards; the College WiFi network was updated to provide the bandwidth required by the hybrid approach; and the list goes on and on. Below we provide the results of the latest faculty and student surveys that reinforce the success of all the College’s efforts.



Student Survey Results



Faculty Survey Results

While there is always room for improvement, we are pleased to report that the hybrid approach, backed by the almost unenumerable support actions, has thus far led to the College remaining open as a residential learning environment. We are enormously grateful to every member of our College community for their steadfast commitment to the health and safety of our campus and their unwavering resilience during these most challenging of times.

LEAD CORE CURRICULUM IMPLEMENTATION

Implementation of the LEAD Core Curriculum is moving forward. A steering committee, *LEAD Implementation Team (LIT)*, is overseeing the implementation.

CORE INQUIRY PROGRAM

In the spring, the College faculty adopted catalog language and policies in support of the new LEAD curriculum. As these materials were being developed, the faculty also worked to expand the Core Inquiry (formerly Integrated Inquiry) program. In 2019-20, we had three pilot Inquiries-- Climate, Justice, and the Idea of the West; this fall, we have expanded these initial pilots and added two new Inquiries: the Meaning of Music and Public and Environmental Health. During our remote version of SOAR (eSOAR)- the summer onboarding event for new first-year students-- we were able to enroll over 140 students in the Inquiry program. Although this number dropped to 126 as students adjusted their schedules, we still beat our target of enrolling 100 first-years in an Inquiry.

We began the fall semester with 44 students in Public and Environmental Health, 28 students in Justice, 22 students in Climate, 20 in the Idea of the West, and 13 in the Meaning of Music.

As of this writing, the following table provides information on the LEAD Core Curriculum courses that have been developed and offered.

CORE-P PROFESSIONALISM SEMINAR SERIES

Career and Network Navigation 1 (CORE-P 101) has successfully moved from the pilot phase to full implementation for fall 2020 with all first-year students enrolled in the 21 sections of the course. Students are using JobIQ to connect with peer mentors and professionals in order to expand their professional networks and gain a stronger understanding of professional opportunities and career paths.

The final core class within the professional literacy pathway, The Honors College Externship (Core-P 201), is still in the pilot phase. The COVID-19 pandemic has slowed the expansion of new externship placement sites and has temporarily taken some existing placement sites offline. The Career Development Center staff continue to focus on adding new placements and identifying solutions to safely return to all existing placements.

PROGRAM-TO-PROGRAM ARTICULATION AGREEMENTS

The College continues to work with Maryland community colleges to establish program-to-program articulation agreements. While progress has been slower than planned, several agreements have been finalized and several more are in the final stages of editing. This work will continue throughout the 2019-2020 academic year.

As of this writing, the following table provides the status of the various articulation agreements.

SMCM Department/Program	College of Southern Maryland	Anne Arundel Community College	Howard Community College	Montgomery College	Community College of Baltimore County	Baltimore Community College	Prince George's Community College	Carroll Community College	Frederick Community College	Hagerstown Community College	Harford Community College	Wor-Wic Community College
Anthropology		In-Prep	In-Prep				In-Prep					
Art	Sent	Sent	Sent	Sent	Sent							
Art History		Sent										
Biology	Signed	Sent	Sent	Sent	Sent							
Biochemistry	Signed	Sent	Sent	Sent	Sent		Signed					
Chemistry	Signed	Sent	Sent	Sent	Sent		Signed					
Economics												
Educational Studies	Sent	Sent	Sent	Sent	Sent		Sent	Sent	Sent	Sent	Sent	Signed
English	Signed	Sent	Sent	Sent	Sent							
Environment Studies	In-Prep	In-Prep	In-Prep	In-Prep		In-Prep						
History	In-Prep		In-Prep	In-Prep								
Interlanguages and Cultures												
Computer Science	Signed	In-Prep		In-Prep	In-Prep		In-Prep					
Music	Sent	Sent	Sent	Sent	Sent							
Philosophy And Religious Studies	In-Prep	In-Prep	In-Prep	In-Prep	In-Prep							
Physics - Applied	Signed	Sent	Sent	Sent			Signed					
Physics - Foundational	Signed	Sent	Sent	Sent			Signed					
Political Science	Sent	Sent	Sent	Sent	Sent							
Psychology	Sent	Sent		Sent	Sent		Sent					
Sociology	Sent	Sent	Sent	Sent	Sent							
Theater, Film, and Media Studies	Signed											

UPDATE ON NEW PROGRAMMING

As the Board is aware, Task Force 2 (TF2) recommended the addition of six new programs to the College; four of the programs are academic majors (Applied Data Science, Business Administration, Marine Science, and Neuroscience) and two are co-curricular programs (Track and Pep Band). The chart below provides the current status of the academic majors.

Program	Developed by Faculty	Submitted to CRC	Recommended by CRC	Submitted to Faculty Senate	Recommended to Faculty	Recommended by Faculty	Recommended by Provost	Recommended by President	Presented to Board	Approved by Board	IMHEC Proposal Developed	Submitted to MHEC	Approved by MHEC	Anticipated Start
Applied Data Science	X	X	Under revision	Fall 2020	Spring 2021	Spring 2021	Spring 2021	Spring 2021	May 2021	May 2021	Summer 2021	Summer 2021	Fall 2021	Fall 2022
Business Administration	X	X	Under revision	Fall 2020	Spring 2021	Spring 2021	Spring 2021	Spring 2021	May 2021	May 2021	Summer 2021	Summer 2021	Fall 2021	Fall 2022
Marine Science	X	X	X	X	Fall 2020	Jan. 2021	Jan. 2021	Jan. 2021	Feb. 2021	Feb. 2021	In process	Spring 2021	Spring 2021	Fall 2021
Neuroscience	X	X	X	X	X	X	X	X	Oct. 2020	Oct. 2020	X	Nov. 2020	Jan. 2021	Fall 2021

Added to Course Catalog as Pending Approval

Progress on the Pep Band was interrupted by COVID-19 and work will not likely continue until Fall 2021. Progress on adding Track as a sport has been substantial. Due to the generosity of a private donor, the outdoor track at the Jamie L. Roberts Stadium has been upgraded with a new surface appropriate to NCAA Division III athletic competition. A national search is underway for a Head Track Coach & Director of Cross Country and Track & Field. To date, we have received 69 applications, first interviews

were conducted with nine semi-finalists and three finalists. The Director of Athletics & Recreation, Crystal Gibson, is in initial conversations concerning possible affiliate membership with commissioners from the Atlantic East Conference (AEC), the Colonial States Athletic Conference (CSAC), and the Capital Athletic Conference (CAC). The North Eastern Athletic Conference (NEAC) does not offer track. In addition, Director Gibson is developing a proposal for an NCAA grant which would provide partial funding toward an Assistant Coach position.

PILOT WINTERIM TERM

We are pleased to announce a new, fully remote, term between Fall 2020 and Spring 2021. The new term, called *Winterim*, begins on December 14, 2020 and ends on January 12, 2021 with final grades due by January 15, 2021. Classes can carry up to four credits and can be taught as either three-week or four-week courses.

Students will be charged the College's published per-credit rate of \$200 per credit. Courses can be approved for additional fees to cover extraordinary expenses like studio or laboratory materials.

Student registration will begin on October 19, 2020 and continue through December 11, 2020 with low-enrollment courses monitored for possible cancellation beginning November 16, 2020.

Faculty compensation will follow the College's overload policy (\$1,000 per credit plus FICA). Minimum expected enrollment is six students per section (although exceptions can be made for compelling reasons).

To date, 34 classes are scheduled across 17 academic programs. For comparison, during a typical fall or spring term, we offer approximately 400 classes.

COVID REDRESS POLICIES FOR FACULTY PERSONNEL MILESTONES

The Provost's Office has developed COVID redress policies for candidates standing for formal evaluation that may have been negatively impacted by the coronavirus. The redress policies apply to all tenure-track faculty who started their probationary period between Fall 2015 and Spring 2021.

Candidates are permitted, but not required, to include a brief opening passage in their Self-Report in the form of a COVID Impact Statement. The purpose of such a passage would be to provide the evaluators the necessary context to understand whatever concrete effects the pandemic may have had on the candidate's work that is measured against the College's standard institutional and departmental expectations.

Inclusion in the candidate's packet of the standardized student evaluations from Spring 2020 and Fall 2020 are optional, at the candidate's discretion. Beginning with Spring 2021, regardless of delivery mode, student evaluations will again become a required element of the file.

Candidates unable to provide two semesters' worth of narratives due to having planned on using Spring 2020, are excused from the requirement for two sets. However, candidates must still plan to include the required two sets of narrative student evaluations if there remains enough time to plan for their collection.

Faculty may request and will be granted a one-year pandemic tenure clock extension. Such requests must be made in writing to the Office of the Provost by September 1st of any academic year and no later than the deadline in which their research file would be due for external evaluators. A pandemic tenure clock

106 extension is separate and distinct from any other tenure clock extensions granted to the candidate. A
107 pandemic tenure clock extension will be applied to the academic year in which the request is submitted to
108 the Provost's Office. The effect is as if that academic year did not exist in the probationary calendar
109 (achievements during the year, however, will be considered as part of the candidate's file).

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
ACTION ITEM III.A.**

**RECOMMENDATION TO APPROVE A MAJOR IN
NEUROSCIENCE**

RECOMMENDED ACTION:

The Academic Affairs Committee recommends that the Board of Trustees approve the curriculum proposal for a Major in Neuroscience.

RATIONALE:

The College currently offers a Minor in Neuroscience and neuroscience is one of the most popular “student designed majors” at the College. Task Force 2 (TF2) recommended a major in neuroscience following a suggestion by faculty members in response to the “community challenge” and after receiving a favorable market analysis on the major from Stamats Communications, Inc. Stamats found that neuroscience degree conferrals increased 86% in the College’s core market between 2014 and 2018 and a strong job market moving forward. Given the success and growth of the College’s neuroscience minor (40 students), the increased growth in conferrals, and the strong job market, this major is a wise choice for the College.

October 5, 2020

To: Peter Bruns, PhD
Chair, Academic Affairs Committee

From: Tuajuanda C. Jordan, PhD
President



Re: Proposed Major: Neuroscience

Upon recommendation and approval by the faculty and Provost Wick, I submit for your approval the proposal to have Neuroscience, presently a minor, as a major at the College.

A major in Neuroscience was recommended by Task Force 2 (TF2) following a suggestion from faculty in response to TF2's "Community Challenge." A favorable market analysis was conducted by Stamats Communication, Inc. showing neuroscience to be a growth area with a strong job market. According to the Stamats report, at maturity, the College could reasonably expect to graduate 26 students from the major each year.


I enthusiastically and without hesitation support Provost Wick's recommendation of the inclusion of Neuroscience in our academic program as a major. I believe it to be an excellent addition to our honors college program as the College strives to remain relevant to and address the needs of 21st-century students.

Upon approval by the Academic Affairs Committee and subsequently by the Board of Trustees, the College will seek approval by the State and have the major on the books allowing for conferral of degrees in Neuroscience by May 2021.

Copy: Michael R. Wick, Provost & Dean of Faculty
Libby Williams, President, Faculty Senate
Torry Dennis, Coordinator, Neuroscience Program

October 2, 2020

TO: Tuajuanda C. Jordan
President

FROM: Michael R. Wick 
Provost and Dean of Faculty

RE: Major in Neuroscience

After considerable thought, I am hereby recommending the approval of the major in Neuroscience at the October, 2020 Board of Trustees' meeting.

As you will recall, the idea for a Major in Neuroscience emerged from the work of Task Force 2 (TF2) following a suggestion by faculty members in response to the "community challenge" and after receiving a favorable market analysis on the major from Stamats Communications, Inc. Stamats found that neuroscience degree conferrals increased 86% in the College's core market between 2014 and 2018 and a strong job market moving forward. Given the success and growth of the College's neuroscience minor (40 students), the increased growth in conferrals, and the strong job market, this major is a wise choice for the College.

The Neuroscience Steering Committee, lead by Torry Dennis, Assistant Professor of Neuroscience & Psychology and Coordinator of the Neuroscience Program, developed the formal proposal and curriculum for the major. The proposal has been recommended for approval by the Curriculum Review Committee, the Faculty Senate, and the Faculty.

For all these reasons, I wholeheartedly recommend the approval of the proposed Major in Neuroscience.

Thank you.

C: Libby Williams, President, Faculty Senate
Torry Dennis, Coordinator, Neuroscience Program

1 May 2020

Torry Dennis
Assistant Professor of Neuroscience and Psychology, Coordinator Chair

Dear Torry,

The CRC has voted 5-0-0 to unanimously approve the submitted proposal for a new Neuroscience major. The committee thanks you for your clear, complete, and compelling proposal.

Herewith we will forward your original proposal and our response to the Faculty Senate for discussion and vote.

Sincerely,



Barry Ross Muchnick
Chair, Curriculum Review Committee
Assistant Professor Environmental Studies
St. Mary's College of Maryland

cc: Jeff Byrd, Faculty Senate President
Libby Williams, Faculty Senate President Elect

April 27, 2020

Curriculum Review Committee

Dear CRC,

Please find the attached proposal for a new neuroscience major. The major includes breadth and depth in neuroscience content, laboratory experiences in neuroscience, and a required St. Mary's Project. We have included A) a rationale for the major, B) indicators of interest in the major, C) a statement of effects on other programs and resource considerations, D) the proposed catalog copy, E) a suggested sequence of study for the major, F) new course information, G) a draft curriculum map, and H) a proposed assessment cycle. Our goal is to obtain MHEC approval before the end of the fall 2020 semester so students in academic year 2020-2021 could graduate with the major if requirements are met and recruiting for the major can begin.

This proposal has been approved by the Neuroscience Steering Committee. Programs providing contributions to the proposed major (Biology, Chemistry and Biochemistry, Philosophy, Psychology) were consulted in the creation of this proposal and have approved the curriculum that affects their program.

Sincerely,

Torry Dennis, *Assistant Professor of Neuroscience and Psychology, Coordinator*

Aileen Bailey, *Professor of Psychology*

Gina Fernandez, *Assistant Professor of Psychology*

Sarah Latchney, *Assistant Professor of Neuroscience and Biology*

Jessica Malisch, *Assistant Professor of Biology*

James Mantell, *Assistant Professor of Psychology*

Pamela Mertz, *Professor of Chemistry and Biochemistry*

A. Rationale for a Neuroscience Major

Neuroscience investigates the molecular, cellular, and genetic aspects of nervous system functioning as well as their influences on behavior. The major in neuroscience will allow the exploration of the brain from primarily a biological, chemical, and psychological perspective. The understanding of neuroscience requires knowledge about the function of neurons and the function of various brain regions and their relation to behavior. It also requires a grasp of the methodology behind neuroscientific research, including development, analysis, and interpretation of empirical studies. The major places a strong emphasis on scaffolded, directed research experiences within neuroscience. In addition, the neuroscience major creates an environment where faculty and students work collaboratively on neuroscience-related research questions.

The proposed major will build upon the strength of the existing neuroscience minor by utilizing core courses in biology, chemistry and biochemistry, and psychology, but will offer specific methodological, research, and upper-division neuroscience content. Additional breadth of study will come from upper-level work in at least two disciplines. One reconfigured neuroscience course and three new upper-level neuroscience courses will provide coherence to the major (see Table 1). For more information on our new and reconfigured neurosciences courses, see section F. The curriculum is designed to minimize implicit prerequisites by requiring foundational courses from the disciplines that primarily contribute to the major (these are required for most of the upper level electives listed in our curriculum).

Table 1. Proposed Requirements for the Neuroscience Major

<u>Required Foundational Courses</u>	<u>Credits</u>	<u>Current Status</u>
BIOL 105: Principles of Biology I	4	existing
BIOL 105L: Principles of Biology Lab I	1	existing
BIOL 106: Principles of Biology II	4	existing
BIOL 106L: Principles of Biology Lab II	1	existing
CHEM 103: Gen. Chem. I	4	existing
CHEM 106: Gen. Chem. II CHEM 106L: Gen Chem. II Lab	4	existing
PSYC 101: Intro. Psychology	4	existing
<u>Required Statistics Course(s)</u>		
PSYC 204: Psychological Research, Analysis, & Writing I***	4	existing
PSYC 206: Psychological Research, Analysis, & Writing II***	4	existing
OR		
BIOL 311: Biostatistics BIOL 311L: Biostatistics Lab	4	existing
<u>Required Neuroscience Courses</u>		
NEUR 201: Introduction to Neuroscience	4	existing
NEUR 310: Special Topics in Neuroscience	4	new course
NEUR 493: Neuroscience SMP*	4	new course

NEUR 494: Neuroscience SMP*	4	new course
<u>Elective Courses</u> <ul style="list-style-type: none"> • <u>Choose 12 credits from the following list.</u> • <u>Must choose from at least two disciplines.</u> • <u>Must choose at least two courses with labs.</u> 	<u>12 Credits Required</u>	
BIOL 305: Animal Behavior BIOL 305L: Animal Behavior Lab	4	existing
BIOL 330: Human Anatomy and Phys. BIOL 330L: Human Anatomy and Phys. Lab	4	existing
BIOL 387: Sensory Biology BIOL 387L: Sensory Biology Lab	4	existing
BIOL 419: Neurobiology BIOL 419L: Neurobiology Lab	4	existing
BIOL 436: Comparative Animal Physiology BIOL 436L: Comparative Animal Physiology Lab	4	existing
BIOL 438: Cancer Cell Biology BIOL 438L: Cancer Cell Biology Lab	4	existing
BIOL 380: Topics in Biology**	4	existing
CHEM 420: Biochemistry I CHEM 420L: Biochemistry I Lab	4	existing
CHEM / BIOL 425: Biochemistry II	4	existing
CHEM 480: Topics in Chemistry**	2-4	existing
NEUR 302: Neuroscience Research and Seminar	4	expanded course
PHIL 382: Meditation and the Mind	4	existing
PSYC 314: Drugs, Brains, and Behavior	4	existing
PSYC 322: Biological Psychology PSYC 322L : Biological Psychology Lab	4	existing
PSYC 326: Perception PSYC 326L: Perception Lab	4	existing
PSYC 484: Special Topics in Bio Psychology**	4	existing
TOTAL MAJOR HOURS	54-58	

*An SMP from any discipline will be accepted.

**Requires pre-approval by Neuroscience Steering Committee for content relevance.

*** These courses have been approved by the Psychology Department as part of their new major revisions. The Psychology Department will submit their major proposal for College review in fall 2020.

This proposed major has a number of strengths:

1. It provides a good balance between breadth and depth within neuroscience. Majors will be well-prepared for graduate work in neuroscience, the health sciences, and related fields while also having a strong liberal arts background.
2. It builds on the minor, allowing students with interest in neuroscience to travel either path, and it gives students flexibility to make a decision about the major or minor after completing common foundational courses.
3. It provides core content in biology, chemistry and biochemistry, and psychology—areas central to the understanding and practice of neuroscience.
4. It provides methodological instruction in statistics (existing course in psychology or biology), laboratory methods (NEUR302), and analysis of the primary literature (NEUR 302, NEUR 310, NEUR493/494).
5. It provides exposure to a wide range of career and educational opportunities (NEUR 201 and NEUR 310) and equips our students with skills needed after graduation through neuroscience-specific professional development activities (fulfilling the P301 part of the LEAD curriculum).
6. It requires advanced work in neuroscience through NEUR 310 & NEUR 493/494.
7. It requires advanced breadth in two of the five participating disciplines while allowing student choice in crafting their experiences to match their goals and interests.
8. It fosters a sense of community through shared experiences at multiple levels: Introductory (NEUR 201), intermediate (NEUR 302) and advanced (NEUR 310, NEUR 493, NEUR 494). This is an important consideration, as many of the courses students will take to complete the major will come from outside the NEUR HEGIS code.
9. The curriculum is well-matched to the suggested curriculum and components of undergraduate neuroscience majors (Wiertelak & Ramirez, 2008).

The proposed major in neuroscience supports the core mission of St. Mary's to provide an excellent liberal arts and sciences education in an environment that fosters scholarship and intellectual integrity through close relationships with faculty in classes, laboratories, and the community. The major is particularly suited to this mission because of its interdisciplinary focus. Majors will learn to approach complex problems from multiple perspectives. The major also fosters close relationships between students and faculty through multiple research activities. Students will work alongside faculty when they begin the major and continue through a mandatory St. Mary's Project (in any discipline).

The mission statement of the neuroscience minor already speaks clearly to the value of the study of neuroscience as a major at St. Mary's:

The neurosciences investigate the biological and chemical bases of behavior, including such issues as the molecular and cellular basis of neural functioning and how systems of neurons relate to behavior. By its nature, neuroscience is an interdisciplinary field of study that encompasses biology, chemistry, and psychology.

The cross-disciplinary neuroscience minor gives students a strong foundation in the content, issues, and methodology of the field of neuroscience. It serves the needs of students exploring careers in the neurosciences and provides a strong introduction to the neurosciences for undergraduate liberal arts students regardless of their major. Essential elements of the study area are the integration of knowledge across disciplines comprising the neurosciences and the development of research skills among student participants.

B. Indicators of Interest

The field of neuroscience has grown tremendously over the past several decades. Interest among St. Mary's students in the neuroscience program has grown steadily since its inception as a minor in 2003. The neuroscience program at SMCM is currently (with 49 students) the third largest minor on campus. Additionally, the neuroscience program has been the most productive minor (in number of graduating students) over the past five years among minors that do not also have a corresponding major or master's program. On internal surveys, our minors frequently comment on their interest in a neuroscience major and the need for expanded neuroscience course offerings (which a major could provide) on the open-ended question "What do you think would improve the overall program?"

It is clear that prospective students are also interested in neuroscience. For example, when examining data from students who were admitted to SMCM but did not attend, 28 over the past 5 years indicated that their "major sought" was in neuroscience (which could have contributed to them attending elsewhere).

Nationally, interest in neuroscience is growing exponentially. The first undergraduate major was established in 1973 at Amherst College. The number of programs grew slowly until there were 25 by the year 2000. By 2003 (the year the St. Mary's neuroscience minor began) there were 60. Current data from the National Center for Educational Statistics (NCES) shows that there are 237 programs currently offering bachelor's degrees in neuroscience in the US. This rapid growth in the number of neuroscience programs across the country is in direct response to student interest and demand. For example, the number of high school students who identified neuroscience as their intended major on the PSAT grew from 9,855 in AY 2011-2012 to 27,656 in AY 2017-2018, almost tripling in just six years.

Neuroscience Majors at Other Institutions

There are 26 institutions within 200 miles of SMCM that offer a neuroscience major, graduating a total of 789 students in AY 2018-2019 (NCES Data). Of these 26 institutions, only five are public. Currently, only Johns Hopkins University and University of Maryland College Park offer an undergraduate major in neuroscience within the State of Maryland (although Mount St. Mary's University is undergoing MHEC approval for their own major). We believe that the addition of a neuroscience major at SMCM is needed in order to be competitive with other Maryland institutions, especially UMD College Park.

Five out of six (83%) of our aspirant peer institutions and four out of twelve (33%) of our peer institutions offer a neuroscience major (see Table 2). Thus, if St. Mary's were to offer a major in neuroscience, it would place our major offerings closer to those offered at our aspirant institutions and would help us to stand out among our peer institutions. The proposed neuroscience major at SMCM is similar in structure to our aspirant institutions in both the interdisciplinarity of its faculty and the makeup of the curriculum.

Table 2. Neuroscience Majors Offered at Peer and Aspirant Peer Institutions

	Major (Yes/No)
Aspirant Peer Institution (83%)	
Bates College	Yes
Carleton College	No
Davidson College	Yes
Franklin and Marshall College	Yes
Hamilton College	Yes
Kenyon College	Yes
Peer Institutions (33%)	
Beloit College	No

Colorado College	Yes
Connecticut College	Yes
Dickinson College	Yes
Gettysburg College	No
Guilford College	No
Southwestern University	No
The College of Wooster	Yes
University of Mary Washington	No
University of Minnesota – Morris	No
University of NC at Asheville	No
Virginia Military Institute	No

Types of Students that the SMCM Neuroscience Major Will Enroll

We expect that students who will be attracted to the neuroscience major at SMCM will closely reflect those who have been involved in our minor. From 2005-2019, 43% of the students in the Neuroscience minor are members of at least one underrepresented group (minority, first generation, or low income students). Over this same period of time, 70% of our students identified as female (compared to 56% across all STEM fields at SMCM). Our students have also had success after graduation, with 94% (34/36 respondents) of neuroscience minors employed, engaged in public service, or enrolled in graduate school within one year (data from 2016-2018 graduates). Out of those 94%, almost a third of students (10/34 respondents) attended graduate school.

References

Wiertelak, E.P. & Ramirez, J.J. (2008). Undergraduate neuroscience education: Blueprints for the 21st century. *Journal of undergraduate neuroscience education*, 6, A34-A39.

C. Statement of Effects on Other Programs and Resource Considerations

With the addition of a new tenure-track faculty “shared” line (see below) we expect minimal impact on current programs at SMCM.

Available and Needed Resources

Faculty: Faculty on the steering committee will contribute to the teaching of core NEUR courses, with the consideration of home department needs. Home departments for these faculty members are biology (one line dedicated to biology and one line that is shared with neuroscience), chemistry and biochemistry (one), and psychology (three lines dedicated to psychology and one line that is shared with neuroscience). Several other faculty who are not members of the neuroscience program offer courses in biology, chemistry, philosophy, and psychology that satisfy upper-level elective requirements of the major.

Our current neuroscience faculty include:

Aileen Bailey, Psychology

Torry Dennis, Neuroscience & Psychology (Neuroscience Coordinator)

Gina Fernandez, Psychology

Sarah Latchney, Neuroscience & Biology

Jessica Malisch, Biology

James Mantell, Psychology

Pamela Mertz, Chemistry & Biochemistry

The neuroscience major, as proposed here, could be staffed adequately, albeit still sparsely, with one additional faculty line. This person would regularly teach Introduction to Neuroscience (NEUR 201), Neuroscience Research and Seminar (NEUR 302), and the upper-level Topics in Neuroscience (NEUR 310) course. They would have an active research program in neuroscience that would accommodate neuroscience major SMPs. We see value in having the person have a secondary appointment with Biology, as they would also teach elective courses available to both neuroscience majors and majors in the Biology Department. Sharing this line with Biology will also lighten the burden on the Biology Department, as they already contribute to several current (Environmental Studies, Neuroscience Minor) and proposed (Neuroscience Major, Public Health, Marine Science, & Data Science) programs.

We have created the following potential teaching rotation to indicate where this new line could fit into the teaching rotation for Neuroscience and upper level courses that count towards the major (see Table 3). Also, please note that NEUR 201L (a lab component to NEUR 201) is added to this rotation, but is not included in this proposal. We intend to submit this addition to the CRC in the future, but do not have the resources to support it in AY 2020-2021. The addition of the new faculty member would allow us to support this course addition starting in AY 2021-2022.

Table 3. Sample Teaching Rotation for Faculty with Dedicated Neuroscience “Effort”

Semester	Course	Enrollment	Staff
FA 20	PSYC 322	24	Dennis (NEUR/PSYC)
	SMP Release	-	Dennis (NEUR/PSYC)
SP 21	NEUR 201	26	Latchney (NEUR/BIOL)
	NEUR 310	18	Dennis (NEUR/PSYC)
	BIOL 419	16	Latchney (NEUR/BIOL)

	COOR Release	-	Dennis (NEUR/PSYC)
FA 21	PSYC 322	24	Dennis (NEUR/PSYC)
	SMP Release	18	Latchney (NEUR/BIOL)
	NEUR 302	6	Latchney (NEUR/BIOL)
	BIOL 311	16	New (NEUR/BIOL)
SP 22	NEUR 201	24	New (NEUR/BIOL)
	NEUR 201L	24	New (NEUR/BIOL)
	NEUR310	18	Dennis (NEUR/BIOL)
	BIOL 419	16	Latchney (NEUR/BIOL)
	COOR Release	-	Dennis (NEUR/BIOL)
FA 22	PSYC 322	24	Dennis (NEUR/PSYC)
	SMP Release	18	New (NEUR/BIOL)
	NEUR 302	6	Latchney (NEUR/BIOL)
	BIOL 311	16	New (NEUR/BIOL)
SP 23	NEUR 201	16	New (NEUR/BIOL)
	NEUR 201L	16	New (NEUR/BIOL)
	NEUR310	18	Dennis (NEUR/BIOL)
	BIOL 419	16	Latchney (NEUR/BIOL)
	COOR Release	-	Dennis (NEUR/BIOL)

Space: The new faculty member would be expected to have an active research program and would thus need both office space and laboratory space. Lab space would need to be met within the space currently associated with the Biology department. Office space could be met in either Schaefer Hall or Goodpaster Hall.

Instructional Materials: In general, the load on the College instructional infrastructure would be equivalent to the addition of one new faculty member in the sciences and could be handled through normal channels. The addition of the new courses in the major would require increases in the instructional budget for the neuroscience program, mostly for laboratory supplies. It should be noted here that the neuroscience program budget is currently the lowest of all academic program budgets at the college, despite being a research-based curriculum in a STEM discipline and one of the largest minors at SMCM (currently the “home department” for contributing faculty covers most of the costs of the minor). We also would ask to increase the currently modest budget for programming (e.g., speaker series, support the Nu Rho Psi honors society, etc.).

Support Staff: We do not envision the need to expand existing clerical and laboratory support staff to meet the needs of the neuroscience major.

D. Catalog Copy

Neuroscience investigates the molecular, cellular, and genetic aspects of nervous system functioning as well as their influences on behavior. The major in neuroscience allows for the exploration of the brain from primarily a biological, chemical, and psychological perspective. The understanding of neuroscience requires knowledge about the function of neurons and the function of various brain regions and their relation to behavior. It also requires a grasp of the methodology behind neuroscientific research, including development, analysis, and interpretation of empirical studies. The major places a strong emphasis on scaffolded, directed research experiences within neuroscience. In addition, the neuroscience major creates an environment where faculty and students work collaboratively on neuroscience-related research questions.

Any student with an interest in pursuing the neuroscience major should consult with the program chair. Students are encouraged to declare their major by the end of the sophomore year. Students should also seek an adviser, whether formal or informal, from participating faculty.

DEGREE REQUIREMENTS FOR THE NEUROSCIENCE MAJOR

To successfully complete the major in neuroscience, a student must satisfy the following requirements designed to establish breadth and depth of knowledge consistent with the goals of the neuroscience major.

To earn a Bachelor of Science degree with a major in neuroscience, a student must satisfy the following minimum requirements:

1. General College Requirements, including the following requirements to satisfy the major:
2. At least 54 credit hours as specified in a., b., and c. below. A grade of C or better must be received in each course under point 2, and the cumulative grade point average of courses used to satisfy the major must be at least 2.00. Courses taken for credit/no credit may not be used to satisfy requirements under point 2.
 - a. Required Courses: (38 credits)
 - BIOL 105: Principles of Biology I
 - BIOL 105L: Principles of Biology I Lab
 - BIOL 106: Principles of Biology II
 - BIOL 106L: Principles of Biology II Lab
 - CHEM 103: General Chemistry I
 - CHEM 106: General Chemistry II (*Must co-enroll in CHEM 106L*)
 - PSYC 101: Introduction to Psychology
 - NEUR 201: Introduction to Neuroscience
 - NEUR 310: Special Topics in Neuroscience
 - NEUR 493: St. Mary's Project (*Will accept an SMP in any discipline*)
 - NEUR 494: St. Mary's Project (*Will accept an SMP in any discipline*)
 - b. Required Statistics Course(s): (4-8 credits)
 - PSYC 204: Psychological Research, Analysis, and Writing I
 - PSYC 206: Psychological Research, Analysis, and Writing IIOR
 - BIOL 311: Biostatistics (*Must co-enroll in BIOL 311L*)

- c. Elective courses: 12 credit-hours of upper-level elective credits selected from the following list and not used to fulfill any other NEUR major requirement. Electives must originate from at least two disciplines (BIOL, CHEM, NEUR, PHIL, PSYC). At least two courses must have a laboratory component.
- BIOL 305: Animal Behavior (*Must co-enroll in BIOL 305L*)
 - BIOL 330: Human Anatomy and Physiology (*Must co-enroll in BIOL 330L*)
 - BIOL 380: Topics in Biology*
 - BIOL 387: Sensory Biology (*Must co-enroll in BIOL 387L*)
 - BIOL 419: Neurobiology (*Must co-enroll in BIOL 419L*)
 - BIOL 436: Comparative Animal Physiology (*Must co-enroll in BIOL 436L*)
 - BIOL 438: Cancer Cell Biology (*Must co-enroll in BIOL 438L*)
 - CHEM 420: Biochemistry I (*Must co-enroll in CHEM 420L*)
 - CHEM 425/BIOL 425: Biochemistry II
 - CHEM 480: Topics in Chemistry*
 - NEUR 302: Neuroscience Research and Seminar
 - PHIL 382: Meditation and the Mind
 - PSYC 314: Drugs, Brains, and Behavior
 - PSYC 322: Biological Psychology (*Must co-enroll in PSYC 322L*)
 - PSYC 326: Perception (*Must co-enroll in PSYC 326L*)
 - PSYC 484: Special Topics in Biological Psychology*

* Each Topics course under point c. must be approved by the Neuroscience Program for content relevance.

NEUROSCIENCE COURSES (NEUR)

NEUR 201. Introduction to Neuroscience. (4S).

This interdisciplinary course will introduce students to the study of neuroscience. Students will learn how the anatomy and function of the brain and nervous system underlie thought and behavior. Students will also be exposed to the methods used to study the brain and will gain proficiency in analyzing scientific literature and communicating scientific ideas. Prerequisite or co-requisite(s): *CHEM 106 and PSYC 101 with a grade of C or better.*

NEUR 302. Neuroscience Research and Seminar. (4F).

Students will gain hands-on laboratory experience by working in small groups to conduct research. All students will write a formal research report of their work, including a literature review, methods, results, and discussion. Students will also learn how to create an effective oral research presentation. Prerequisite: *NEUR 201 with a grade of C or better, or permission of the instructor.*

NEUR 310. Special Topics in Neuroscience. (4S).

Students will focus on an issue of importance to neuroscience. Students will read primary literature and lead discussions related to the primary topic. Topics will reflect the interdisciplinary nature of neuroscience and demonstrate multiple levels of analysis (physiological, pharmacological, and behavioral). Potential topics include Consciousness, Auditory Neuroscience, Neurobiology of Disease, Neural Plasticity and Learning, and Neurobiology of Communication. The specific topic will vary by semester. This course may be repeated for credit where the topic is not repetitive. Prerequisite: *NEUR 201 with a grade of C or better, or permission of the instructor.*

NEUR 197/297/397/497. Directed Research in Neuroscience. (1-4E).

A laboratory or field research experience under the direct supervision of an affiliated neuroscience faculty member. A learning contract that specifies the research goals and methodology must be filed with the Office of the Registrar. Credits earned from 397/497 are not eligible to fulfill upper-level credits in the neuroscience major. May be repeated for credit. Prerequisite: *Permission of the instructor.*

NEUR 199/299/399/499. Independent Study in Neuroscience. (1-4E).

This course consists of an independent research project supervised by an affiliated neuroscience faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. Credits earned from 399/499 are not eligible to fulfill upper-level credits in the neuroscience major; students desiring a 4-credit, graded research experience should register for NEUR 302. May be repeated for credit. Prerequisite: *NEUR 201 with a grade of C or better, or permission of the instructor.*

NEUR 493/494. St. Mary's Project. (1-8E).

The capstone project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. In consultation with faculty, the student identifies an area to be explored and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the body of literature or the conceptual framework to which it is a contribution. Some component of the project must be shared with the College community through posters, presentations, or other means. This requirement may be satisfied by completing eight credit hours 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 program chair. This course is repeatable for up to a total of 4 credit hours for NEUR 493 and 4 credit hours for NEUR 494. Prerequisite: *NEUR 201 with a grade of C or better; PSYC 206 or BIOL 311 with a grade of C or better; Approval of faculty mentor and program chair of the student's major(s). Consult faculty mentor for project guidelines.*

E. Suggested Sequence of Study

Below is a suggested sequence of study that will satisfy the major discipline area in Neuroscience.

First Year

Fall	Spring
BIOL 105	BIOL 106
BIOL 105L	BIOL 106L
CHEM 103	CHEM 106
PSYC 101	CHEM 106L
1 Core Course	2 Core Courses

Second Year

Fall	Spring
BIOL 270 & BIOL 270L (optional)	BIOL 271 & BIOL 271L (optional)
PSYC 204 or BIOL 311	PSYC 206 (if they took PSYC 204)
2 Core Courses	NEUR 201
	1 Core Course

Third Year

Fall	Spring
NEUR 302 (optional)	NEUR 310
Upper-Level Elective	Upper-Level Elective
2 Core or Elective Courses	2 Core or Elective Courses

Fourth Year

Fall	Spring
SMP: In Any Discipline	SMP: In Any Discipline
3 Core or Elective Courses	3 Core or Elective Courses

F. New Course Information

This proposal includes expanding our currently offered NEUR 302 (Neuroscience Research and Seminar; formerly Directed Research in Neuroscience) course. In addition, we propose new courses NEUR 310: Special Topics in Neuroscience and NEUR 493/494: St. Mary's Project in Neuroscience. Descriptions of these courses are provided below.

1. **Course Title:** NEUR 302: Neuroscience Research and Seminar.
2. **Frequency of Offering and Number or Credits:** 4F
3. **Level:** 300 level (NEUR 302)
4. **Statement of Purpose for Teaching the Course:** This is an expanded version of the directed research course currently in the catalog that is used by some students to satisfy one of the upper-level elective requirements of the neuroscience minor. Neuroscience majors will work in small groups to conduct research. As this will be the first exposure to independent research for many students, we will incorporate the students into an ongoing project of a faculty member or an advanced neuroscience student (e.g., an SMP study). Students will be required to write a formal research report of their work (e.g., literature review, methods, results, discussion) under the guidance of the course instructor.
5. **Course Learning Outcomes:** See section G or sample syllabus in *Appendix A*.
6. **Syllabus outline:** Sample syllabus supplied in *Appendix A*.
7. **Rationale for Adding this Course to the Catalog:** In addition to the rationale already provided, this course will ultimately allow us to model the process of science through experiential learning.
8. **Plans for Staffing the Course:** This course will be staffed by faculty with dedicated effort to the neuroscience program. For more information, please refer to the sample teaching rotation provided in section C.

1. **Course Title:** NEUR 310: Special Topics in Neuroscience
2. **Frequency of Offering and Number or Credits:** 4S
3. **Level:** 300 level (NEUR 310)
4. **Statement of Purpose for Teaching the Course:** This is a proposed new course for the major. The topics will vary by semester, but always focus on an issue of central importance to neuroscience. The format for the course is a "pro-seminar" where students will be responsible for reading the primary literature and leading discussions of the research. Emphasis will be given to topics that show the interdisciplinary nature of neuroscience and are amenable to multiple levels of analysis (e.g., physiological, pharmacological, and behavioral). Some potential topics for this course could include Consciousness, Auditory Neuroscience, Neurobiology of Disease, Neural Plasticity and Learning, and Neurobiology of Communication. Students may repeat the course for credit (if it is a new topic), but priority would be given to majors who have not taken the course before.
5. **Course Learning Outcomes:** See section G or sample syllabus in *Appendix B*.
6. **Syllabus outline:** Sample syllabus supplied in *Appendix B*.
7. **Rationale for Adding this Course to the Catalog:** This course builds skills in reading/extracting meaning from literature and practicing oral and written communication at an advanced level. Ultimately it builds many of the skills that students will need to prepare for their St. Mary's Project. Additionally, it builds community in the Neuroscience program (whose curriculum relies heavily on courses outside of the NEUR HEGIS code).

8. **Plans for Staffing the Course:** This course will be staffed by faculty with dedicated effort to the neuroscience program. For more information, please refer to the sample teaching rotation provided in section C.
-
1. **Course Title:** NEUR 493/494: St. Mary's Project
 2. **Frequency of Offering and Number or Credits:** 4F (NEUR 493) & 4S (NEUR 494)
 3. **Level:** 400 level (NEUR 493/494)
 4. **Statement of Purpose for Teaching the Course:** The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. In consultation with faculty, the student identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. 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.
 5. **Course Learning Outcomes:** See section G or sample syllabus in *Appendix C*.
 6. **Syllabus outline:** Sample syllabus supplied in *Appendix C*.
 7. **Rationale for Adding this Course to the Catalog:** Although faculty at SMCM have been supervising neuroscience-related SMP projects for a few decades, students have always been registered under the home department for their supervising faculty member. Adding NEUR 493/494 will allow the new program to offer SMPs in neuroscience. In addition to being in line with what is valued in our program, an SMP (or equivalent senior experience) is also a requirement of any new major being proposed at SMCM.
 8. **Plans for Staffing the Course:** This course will be staffed by neuroscience faculty (both with and without dedicated NEUR effort). For more information, please refer to staffing details provided in section C.
 9. **Procedure for Collecting SMP Applications:** Student applications will be collected the semester prior to the beginning of the SMP. Applications will be reviewed by participating Neuroscience faculty. Based on the match of student research interests and the faculty commitment to other programs, Neuroscience Faculty will meet and decide on the distribution of students to each faculty member.

G. Draft Curricular Map

Our program learning outcomes (PLOs) are provided below in Table 4. Use this table as a reference while reviewing the curricular map that is supplied in Table 5.

Table 4. Neuroscience Major Program Learning Outcomes

PLO	DOMAIN	DIMENSION	DEPTH OF LEARNING	ILLUSTRATIVE PROSE
PLO1	KNOWLEDGE	NATURAL SCIENCE	<i>Developing</i>	At the completion of the Neuroscience major, students will be able to explain the key concepts in neuroscience including, biochemical interactions, cellular mechanisms, anatomical structures, sensory and perceptual processes, animal behavior, and/or the concept of the mind.
PLO 2	SKILLS	INFORMATION LITERACY	<i>Developing</i>	At the completion of the Neuroscience major, students will be able to identify, locate, and evaluate Neuroscience-related primary literature.
PLO 3	KNOWLEDGE	NATURAL SCIENCE	<i>Capstone</i>	At the completion of the Neuroscience major, students will be able to develop evidence-based arguments related to concepts in Neuroscience.
PLO 4	SKILLS	PROBLEM SOLVING	<i>Capstone</i>	At the completion of the Neuroscience major, students will be able to design studies using the scientific method to address a problem in Neuroscience.
PLO 5	KNOWLEDGE	NATURAL SCIENCE	<i>Capstone</i>	At the completion of the Neuroscience major, students will be able to use appropriate statistical and methodological approaches to analyze data.
PLO 6	SKILLS	WRITTEN COMM.	<i>Capstone</i>	At the completion of the Neuroscience major, students will be able to construct an organized written product that conveys scientific information at a level appropriate to the audience.
PLO 7	SKILLS	ORAL COMM.	<i>Capstone</i>	At the completion of the Neuroscience major, students will be able to effectively orally communicate research ideas to a cross-disciplinary audience.
PLO 8	SKILLS	PROBLEM SOLVING	<i>Developing</i>	At the completion of the Neuroscience major, students will be able to work collaboratively with other students and faculty members on classwork and in the laboratory.

The curricular map for the Neuroscience major is provided below in Table 5. The link for each course learning outcome (CLO) to the relevant Neuroscience Major PLO is provided in the rightmost column.

Table 5. Neuroscience Major Curricular Map

Course Learning Outcomes (CLOs)	Literacy 1	Literacy 2	Level of Learning	PLO Link
BIOL 105: PRINCIPLES OF BIOLOGY I				
At the completion of BIOL105, students will be able to explain primary findings of a scientific paper.	DISCIPLINARY		FOUNDATIONAL	2
At the completion of BIOL105, students will be able to identify sections of a scientific paper.	DISCIPLINARY		DEVELOPING	2
At the completion of BIOL105, students will be able to perform assigned tasks by communicating within a group.	IE: CRITICAL THINKING/PROBLEM SOLVING		FOUNDATIONAL	8
At the completion of BIOL105, students will be able to explain core concepts in molecular and cellular biology.	INFORMATION LITERACY		FOUNDATIONAL	1
At the completion of BIOL105, students will be able to implement core biological concepts to real-world situations.	DISCIPLINARY	IE: ORAL COMMUNICATION	FOUNDATIONAL	X
BIOL 105L: PRINCIPLES OF BIOLOGY I LAB				
At the completion of BIOL105L, students will be able to interpret data findings through statistical analyses as demonstrated by choosing appropriate statistical tests (ttest or ANOVA) and describing how the p value relates to the data.	DISCIPLINARY		FOUNDATIONAL	5
At the completion of BIOL105L, students will be able to execute internet searches to identify sources to support a scientific question as demonstrated by find references to support a scientific question.	INFORMATION LITERACY		FOUNDATIONAL	2
At the completion of BIOL105L, students will be able to perform communication of scientific ideas as demonstrated by creating an oral presentation of experimental methods and results.	DISCIPLINARY	IE: ORAL COMMUNICATION	FOUNDATIONAL	7
At the completion of BIOL105L, students will be able to perform troubleshooting of scientific experiments as demonstrated by identify what went wrong and what could be done to fix the problem.	IE: CRITICAL THINKING/PROBLEM SOLVING		FOUNDATIONAL	X
At the completion of BIOL105L, students will be able to perform a student-designed experiment to answer a scientific question.	IE: CRITICAL THINKING/PROBLEM SOLVING		FOUNDATIONAL	4
At the completion of BIOL105L, students will be able to demonstrate how to graphically represent data as demonstrated by using Microsoft Excel to create graphs or tables.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	X
At the completion of BIOL105L, students will be able to execute communication of scientific ideas through writing as demonstrated by writing laboratory findings as specified sections of a scientific paper (Methods and Results).	DISCIPLINARY	IE: WRITTEN COMMUNICATION	FOUNDATIONAL	6
BIOL 106: PRINCIPLES OF BIOLOGY II				
At the completion of BIOL106, students will be able to explain core concepts related to the origin and diversity of life.	DISCIPLINARY		FOUNDATIONAL	1
At the completion of BIOL106, students will be able to explain core biological concepts concerning the structure and function of eukaryotic organisms.	DISCIPLINARY		FOUNDATIONAL	1
At the completion of BIOL106, students will be able to implement knowledge of core biological concepts to analyze real-world situations.	DISCIPLINARY		DEVELOPING	X

At the completion of BIOL106, students will be able to explain responses of organisms to internal and external variables.	IE: CRITICAL THINKING/PROBLEM SOLVING		FOUNDATIONAL	X
At the completion of BIOL106, students will be able to explain key concepts to the class.	DISCIPLINARY	IE: ORAL COMMUNICATION	FOUNDATIONAL	7
BIOL 106L: PRINCIPLES OF BIOLOGY II LAB				
At the completion of BIOL106L, students will be able to use statistical analysis as demonstrated by performance on worksheets and laboratory research reports.	DISCIPLINARY		DEVELOPING	5
At the completion of BIOL106L, students will be able to explain the phylogenetic relationships between major groups of organisms as demonstrated by performance on a variety of knowledge based assessments.	DISCIPLINARY		FOUNDATIONAL	X
At the completion of BIOL106L, students will be able to perform database searches to identify sources to develop and support a scientific hypothesis as demonstrated by use appropriate properly cited sources in the preparation of a research project report.	INFORMATION LITERACY		DEVELOPING	2 & 3
At the completion of BIOL106L, students will be able to perform communication of scientific ideas in a formal setting as demonstrated by presenting results of their independent research .	DISCIPLINARY	IE: ORAL COMMUNICATION	DEVELOPING	7
At the completion of BIOL106L, students will be able to perform experiments of their own design in support of a hypothesis as demonstrated by successfully implementing and analyzing the results of these experiments .	IE: CRITICAL THINKING/PROBLEM SOLVING		FOUNDATIONAL	4 & 5
At the completion of BIOL106L, students will be able to demonstrate ability to produce properly organized and formatted reports on research of their own design as demonstrated by assessment of the language, organization, logic, clarity, and analysis in these research reports .	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	6
BIOL 305: ANIMAL BEHAVIOR				
At the completion of BIOL 305, students will be able to integrate proximate and ultimate explanations for animal behavior as demonstrated by applying modern theory in exams and in-class discussions of scientific literature.	DISCIPLINARY		DEVELOPING	1
At the completion of BIOL 305, students will be able to develop a genetic perspective on biological evolution as demonstrated by addressing problems in quizzes, exams and class discussions.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	X
At the completion of BIOL 305, students will be able to develop a thorough understanding of a specific behavioral topic as demonstrated by conducting and presenting a study of animals in the field or lab.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	4
BIOL 311: BIOSTATISTICS				
At the completion of BIOL311, students will be able to execute hypothesis testing using biological data.	DISCIPLINARY		DEVELOPING	5
At the completion of BIOL311, students will be able to integrate experimental results to address biological conclusions.	DISCIPLINARY		DEVELOPING	X
At the completion of BIOL311, students will be able to show proficiency in the oral presentation of scientific experiments.	DISCIPLINARY	IE: ORAL COMMUNICATION	DEVELOPING	7

At the completion of BIOL311, students will be able to design critical experiments to test strong hypotheses.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	4
At the completion of BIOL311, students will be able to complete effective written summaries of experimental results.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	6
BIOL 330: HUMAN ANATOMY & PHYSIOLOGY				
At the completion of BIOL 330, students will be able to use the core concepts of Human Anatomy and Physiology as they relate to function on evaluations (Q and E), as demonstrated by Lecture quizzes and exams.	DISCIPLINARY		DEVELOPING	1
At the completion of BIOL 330, students will be able to integrate basic biological facts with pathologies and disease.as demonstrated by Lecture exams.	DISCIPLINARY		DEVELOPING	X
At the completion of BIOL 330, students will be able to use basic core concepts to identify structures and tissues in health and disease within the body and their functions. as demonstrated by Lab praticals.	DISCIPLINARY		DEVELOPING	1
At the completion of BIOL 330, students will be able to demonstrate clear understanding of structures in the body from the cellular to the structural level. as demonstrated by Lab dissection, microscopy and lab write ups.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	X
At the completion of BIOL 330, students will be able to design logical questions testing anatomical concepts. as demonstrated by Laboratory experiences and tutorials.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	3
BIOL 380 TOPICS IN BIOLOGY				
At the completion of BIOL380, students will be able to integrate scientific results to address questions in biology.	DISCIPLINARY		DEVELOPING	3
At the completion of BIOL380,students will be able to explain scientific topics .	DISCIPLINARY		FOUNDATIONAL	1
At the completion of BIOL380, students will be able to show proficiency in the oral presentation of scientific experiments.	DISCIPLINARY	IE: ORAL COMMUNICATION	DEVELOPING	7
At the completion of BIOL380, students will be able to design critical experiments to test strong hypotheses.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	4
At the completion of BIOL380, students will be able to complete effective written descriptions of scientific topics.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	6
BIOL 387: SENSORY BIOLOGY				
At the completion of BIOL 387, students will be able to use core concepts in sensory biology as demonstrated by the knowledge of multiple sensory systems.	DISCIPLINARY		DEVELOPING	1
At the completion of BIOL 387, students will be able to demonstrate the ability to critically evaluate primary literature.	DISCIPLINARY		DEVELOPING	2
At the completion of BIOL 387, students will be able to adapt primary scientific literature to tasks in laboratory and lecture.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	X
At the completion of BIOL 387, students will be able to develop an independent research project investigating a question in sensory biology.	INFORMATION LITERACY		DEVELOPING	4
At the completion of BIOL 387, students will be able to use principles of neuroscience as demonstrated by knowledge of sensory transduction and neurotransmission.	DISCIPLINARY	IE: ORAL COMMUNICATION	DEVELOPING	1

At the completion of BIOL 387, students will be able to demonstrate skills in oral communication as demonstrated by presentation of primary literature and original research.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	7
At the completion of BIOL 387, students will be able to demonstrate skills in written communication as demonstrated by writing in the style of primary literature.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	6
BIOL 419: NEUROBIOLOGY				
At the completion of BIOL 419, students will be able to formulate research questions in neurobiology.	DISCIPLINARY		FOUNDATIONAL	4
At the completion of BIOL 419, students will be able to explain fundamental concepts in neurobiology.	DISCIPLINARY		CAPSTONE	1
At the completion of BIOL 419, students will be able to synthesize ideas from neurobiology primary literature.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	3
At the completion of BIOL 419, students will be able to critique primary literature in neurobiology.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	2
BIOL 436: COMPARATIVE ANIMAL PHYSIOLOGY				
At the completion of BIOL 436, students will be able to use core concepts in physiology as demonstrated by application of knowledge in the laboratory and performance on knowledge-based assessment.	DISCIPLINARY		DEVELOPING	1
At the completion of BIOL 436, students will be able to execute laboratory techniques in physiological sciences as demonstrated by successful completion of laboratory experiments.	DISCIPLINARY		DEVELOPING	X
At the completion of BIOL 436, students will be able to demonstrate skills in oral communication as demonstrated by presentation of original research.	DISCIPLINARY	IE: ORAL COMMUNICATION	DEVELOPING	7
At the completion of BIOL 436, students will be able to develop an independent research project investigating a physiological question as demonstrated by Oral presentation of an independent research project.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	4
At the completion of BIOL 436, students will be able to demonstrate skills in written communication as demonstrated by writing in the style of primary literature.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	6
BIOL 438: CELL PHYSIOLOGY				
At the completion of BIOL438, students will be able to implement knowledge of cellular processes to new situations.	DISCIPLINARY		DEVELOPING	X
At the completion of BIOL438, students will be able to design a set of experiments to test a scientific question.	DISCIPLINARY		CAPSTONE	4
At the completion of BIOL438, students will be able to construct knowledge by analyzing recent scientific literature on a specified topic.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	2
At the completion of BIOL438, students will be able to construct knowledge by finding recent scientific literature on a specified topic.	INFORMATION LITERACY		DEVELOPING	2
At the completion of BIOL438, students will be able to develop skills in communicating scientific ideas.	DISCIPLINARY	IE: ORAL COMMUNICATION	DEVELOPING	7
At the completion of BIOL438, students will be able to demonstrate safe and proper methodology in the laboratory.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	X

At the completion of BIOL438, students will be able to develop skills in writing scientific ideas.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	6
CHEM 103: GENERAL CHEMISTRY I				
At the completion of CHEM103, students will be able to correctly use the fundamental concepts of chemistry.	DISCIPLINARY		FOUNDATIONAL	1
At the completion of CHEM103, students will be able to integrate ethical behaviors in professional and research related activities by acting ethically during lecture activities, experimentation, data analysis, interpretation, and communication.			FOUNDATIONAL	X
At the completion of CHEM103, students will be able to work collaboratively with other students and faculty as demonstrated by working effectively in groups in lecture and Intro Seminar.			FOUNDATIONAL	8
At the completion of CHEM103, students will be able to demonstrate written communication skills by completing writing assignments in lecture and Intro Seminar.	COMMUNITY		FOUNDATIONAL	6
At the completion of CHEM103, students will be able to utilize a prescribed problem solving strategy (General Chemistry Problem Solving Strategy) to emulate the mechanics of a successful problem solver.			FOUNDATIONAL	X
At the completion of CHEM103, students will be able to demonstrate proficiency in characteristics of a successful professional.	PROFESSIONAL		FOUNDATIONAL	X
At the completion of CHEM103, students will be able to develop the habits and ways of thinking associated with being a lifelong learner by demonstrating a growth mindset in their approach to scientific practices.	PROFESSIONAL		FOUNDATIONAL	X
CHEM 106: GENERAL CHEMISTRY II				
At the completion of CHEM106, students will be able to correctly use the fundamental concepts of chemistry.	DISCIPLINARY		FOUNDATIONAL	1
At the completion of CHEM106, students will be able to emulate, after direct modeling, various stages of the research process.			FOUNDATIONAL	X
At the completion of CHEM106, students will be able to demonstrate written communication skills by writing various sections of lab reports and lab notebooks.	IE: WRITTEN EXPRESSION		FOUNDATIONAL	6
At the completion of CHEM106, students will be able to demonstrate the ability to identify, locate, and evaluate primary literature related to laboratory work.	INFORMATION LITERACY		FOUNDATIONAL	2
At the completion of CHEM106, students will be able to work both individually and collaboratively with other students and faculty on lecture and laboratory related tasks.	COMMUNITY		FOUNDATIONAL	8
At the completion of CHEM106, students will be able to utilize a prescribed problem solving strategy (General Chemistry Problem Solving Strategy) to emulate the mechanics of a successful problem solver.			FOUNDATIONAL	X
CHEM 420: BIOCHEMISTRY I				
At the completion of CHEM420, students will be able to work both individually and collaboratively with other students and faculty on research tasks.	DISCIPLINARY		DEVELOPING	8
At the completion of CHEM420, students will be able to correctly use the fundamental concepts of biochemistry.			DEVELOPING	1

At the completion of CHEM420, students will be able to understand and implement the stages of the research process.			CAPSTONE	X
At the completion of CHEM420, students will be able to effectively communicate within a research team and disseminate the results of research to a diverse audience by sharing instructions on how to use research databases and presenting their results in the forms of an oral presentation (Capstone), a written report (Developing) and poster presentation (Foundational).	INFORMATION LITERACY		CAPSTONE	6 & 7
At the completion of CHEM420, students will be able to identify, locate, and evaluate primary literature related to research.	COMMUNITY		DEVELOPING	2
At the completion of CHEM420, students will be able to use problem solving and critical thinking skills to apply biochemistry concepts to biochemical methods and data analysis.			DEVELOPING	X
At the completion of CHEM420, students will be able to demonstrate proficiency in characteristics of a successful professional by preparing and presenting a research poster for their bioinformatics project.	PROFESSIONAL		FOUNDATIONAL	7
At the completion of CHEM420, students will be able to develop the habits and ways of thinking associated with being a lifelong learner.	PROFESSIONAL		CAPSTONE	X
At the completion of CHEM420L, students will be able to understand and implement the stages of the research process.			CAPSTONE	X
At the completion of CHEM420L, students will be able to effectively communicate within a research team and disseminate the results of research to a diverse audience by presenting their results in the forms of an oral presentation (Developing) and written reports (Capstone).	IE: WRITTEN EXPRESSION	IE: ORAL EXPRESSION	CAPSTONE	6 & 7
At the completion of CHEM420L, students will be able to demonstrate the ability to identify, locate, and evaluate primary literature related to research.	INFORMATION LITERACY		CAPSTONE	2
At the completion of CHEM420L, students will be able to work both individually and collaboratively with other students on research tasks during and outside of lab.	COMMUNITY		DEVELOPING	8
At the completion of CHEM420L, students will be able to develop the habits and ways of thinking associated with being a lifelong learner.	PROFESSIONAL		CAPSTONE	X
CHEM 425: BIOCHEMISTRY II				
At the completion of CHEM425, students will be able to correctly use the fundamental concepts of biochemistry.	DISCIPLINARY		CAPSTONE	1
At the completion of CHEM425, students will be able to understand and implement the stages of the research process and disseminate the results to a diverse audience.			CAPSTONE	X
At the completion of CHEM425, students will be able to effectively communicate within a research team.			CAPSTONE	X
At the completion of CHEM425, students will be able to demonstrate the ability to identify, locate, and evaluate biochemistry primary literature related to research as demonstrated by using the primary literature to develop research questions and write a grant proposal.	INFORMATION LITERACY		CAPSTONE	2

At the completion of CHEM425, students will be able to work both individually and collaboratively with other students and faculty on research related tasks.	COMMUNITY		DEVELOPING	8
CHEM 480: TOPICS IN CHEMISTRY				
No CLOs on file.				
NEUR 201: INTRO TO THE NEUROSCIENCES				
At the completion of NEUR 201, students will be able to extract the main ideas from primary literature in the neurosciences.	DISCIPLINARY		FOUNDATIONAL	2
At the completion of NEUR 201, students will be able to identify appropriate primary sources relevant to a specified topic in the neurosciences.	DISCIPLINARY		FOUNDATIONAL	2
At the completion of NEUR 201, students will be able to implement logical written arguments in neuroscience.	DISCIPLINARY		DEVELOPING	3 & 6
At the completion of NEUR 201, students will be able to explain how the nervous system works across different levels of organization.	IE: CRITICAL THINKING/PROBLEM SOLVING		FOUNDATIONAL	1
At the completion of NEUR 201, students will be able to map neural anatomy to function across a diversity of nervous systems.	INFORMATION LITERACY		FOUNDATIONAL	1
At the completion of NEUR 201, students will be able to propose well-designed experiments to answer research questions in neuroscience.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	FOUNDATIONAL	4
NEUR 301/303: SEMINAR IN THE NEUROSCIENCES / ADVANCED SEMINAR IN THE NEUROSCIENCES				
At the completion of NEUR 301, students will be able to evaluate contemporary literature in the neurosciences.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	2
At the completion of NEUR 301, students will be able to select appropriate primary neuroscientific literature on a focused topic of inquiry.	INFORMATION LITERACY		DEVELOPING	2
At the completion of NEUR 301, students will be able to perform oral communication of research ideas to a cross-disciplinary audience.	DISCIPLINARY	IE: ORAL COMMUNICATION	DEVELOPING	7
NEUR 302: Neuroscience Research and Seminar				
At the completion of NEUR 302, students will be able to read and understand the contemporary literature in the neurosciences.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	2
At the completion of NEUR 302, students will be able to create a testable hypothesis, design appropriate research methodology, conduct appropriate statistical analyses, and interpret research findings in relationship to the existing empirical and theoretical literature.	DISCIPLINARY		DEVELOPING	4, 5
At the completion of NEUR 302, students will be able to create an effective oral research presentation.	DISCIPLINARY	IE: ORAL COMMUNICATION	DEVELOPING	7
At the completion of NEUR 302, students will be able to write a final research report including an introduction (short literature review), methods, results, discussion, references, and figures and/or tables as appropriate.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	6
NEUR 310: SPECIAL TOPICS IN NEUROSCIENCES				
At the completion of NEUR 310, students will be able to extract and explain the main ideas from readings related to the topic of the course.	DISCIPLINARY		FOUNDATIONAL	1

At the completion of NEUR 310, students will be able to find and evaluate contemporary literature related to the topic of the course.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	2
At the completion of NEUR 310, students will be able to display oral communication of research ideas to a cross-disciplinary audience.	DISCIPLINARY	IE: ORAL COMMUNICATION	DEVELOPING	7
At the completion of NEUR 310, students will be able to develop evidence-based arguments related to the topic of the course	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	3, 6
At the completion of NEUR 310, students will be able to work collaboratively with other students and faculty.	COMMUNITY		DEVELOPING	8
NEUR 493/494: ST. MARY'S PROJECT				
At the completion of NEUR 494, students will be able to design a method of inquiry appropriate to the topic (Methodological Competence)	DISCIPLINARY		CAPSTONE	4
At the completion of NEUR 494, students will be able to demonstrate a thorough knowledge of the theories, principles, and/or literature relevant to the topic (Knowledge of the Domain)	DISCIPLINARY		CAPSTONE	1
At the completion of NEUR 494, students will be able to demonstrate effective written communication of ideas in the topic area	IE: WRITTEN COMMUNICATION		CAPSTONE	6
At the completion of NEUR 494, students will be able to demonstrate effective oral communication of ideas in the topic area	IE: ORAL COMMUNICATION		CAPSTONE	7
At the completion of NEUR 494, students will be able to create a capstone project that incorporates analysis, synthesis, and reflection in the process and/or the end product (Achievement, Synthesis, Reflection)	DISCIPLINARY		CAPSTONE	X
At the completion of NEUR 494, students will be able to integrate the use of original sources and information in the discipline to support the topic	DISCIPLINARY		CAPSTONE	3
At the completion of NEUR 494, students will be able to demonstrate curiosity, initiative, independence, transfer, and reflection in the project (categories from the VALUE Rubric)	DISCIPLINARY		CAPSTONE	X
PHIL 382: MEDITATION AND THE MIND				
At the completion of PHIL382, students will be able to situate how thinkers are responding to other thinkers about meditation and the mind as demonstrated by explaining their similarities and divergences from other thinkers.	DISCIPLINARY		DEVELOPING	1
At the completion of PHIL382, students will be able to apply views of thinkers on meditation and the mind to issues of continuing relevance as demonstrated by applying them to issues today in society, at St. Mary's, or in their own lives.	DISCIPLINARY		DEVELOPING	X
At the completion of PHIL382, students will be able to construct a critique of reasoning used for various arguments in discussions of meditation and the mind as demonstrated by being able to object to thinker's reasoning in support of their positions.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	X
At the completion of PHIL382, students will be able to ground in primary or secondary sources claims about thinkers on meditation and the mind as demonstrated by anchoring their attributions to thinkers by citing relevant texts.	INFORMATION LITERACY		DEVELOPING	3

At the completion of PHIL382, students will be able to demonstrate effective oral communication of ideas about meditation and the mind as demonstrated by contributing to class discussions or giving class presentations.	DISCIPLINARY	IE: ORAL COMMUNICATION	DEVELOPING	7
At the completion of PHIL382, students will be able to construct effective written communication of ideas about meditation and the mind as demonstrated by writing well-organized essays.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	6
PSYC 101: INTRO TO PSYCHOLOGY				
At the completion of PSYC 101, students will be able to understand key concepts within at least four diverse content areas of psychology.	DISCIPLINARY		FOUNDATIONAL	1
At the completion of PSYC 101, students will be able to understand research methods used in various psychological disciplines.	DISCIPLINARY		FOUNDATIONAL	X
At the completion of PSYC 101, students will be able to critically analyze claims related to behavior and mental processes.	IE: CRITICAL THINKING/PROBLEM SOLVING		FOUNDATIONAL	X
At the completion of PSYC 101, students will be able to demonstrate effective written articulation of ideas in psychology.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	FOUNDATIONAL	6
At the completion of PSYC 101, students will be able to differentiate between primary and secondary sources.	INFORMATION LITERACY		FOUNDATIONAL	X
PSYC 204/206: Psychological Research, Analysis, & Writing I & II				
*These are new courses, and the CLOs still need to be fully articulated & finalized by the Psychology Department.				
At the completion of PSYC 204 & 206, students will be able to interpret the results of empirical investigations of behavioral processes.				X
At the completion of PSYC 204 & 206, students will be able to demonstrate an understanding and use of ethics in psychological research.				X
At the completion of PSYC 204 & 206, students will be able to use appropriate primary and/or secondary sources to construct an argument.				3
At the completion of PSYC 204 & 206, students will be able to demonstrate use of various methodologies to test specific research questions or hypotheses.				5
At the completion of PSYC 204 & 206, students will be able to explain the analytical purposes of descriptive, inferential, and effect size statistics.				X
At the completion of PSYC 204 & 206, students will be able to interpret the mathematical basis underlying descriptive, inferential, and effect size statistics.				X
At the completion of PSYC 204 & 206, students will be able to use appropriate statistical methods to analyze data.				5
At the completion of PSYC 204 & 206, students will be able to implement statistical analysis with software.				X
At the completion of PSYC 204 & 206, students will be able to distinguish quantitative relationships within graphical representations.				X
At the completion of PSYC 204 & 206, students will be able to demonstrate APA-styled written conclusions for hypothesis test procedures.				X

At the completion of PSYC 204 & 206, students will be able to produce a clear and purposeful oral presentation on research and research methodologies in psychology.				7
At the completion of PSYC 204 & 206, students will be able to demonstrate clear and concise scientific writing using correct APA style.				6
PSYC 314: DRUGS, BRAINS AND BEHAVIOR				
At the completion of PSYC 314, students will be able to organize the basics of neuroanatomy and neuropharmacology.	DISCIPLINARY		DEVELOPING	1
At the completion of PSYC 314, students will be able to identify empirical research papers to address a specific topic in neuropharmacology.	DISCIPLINARY		DEVELOPING	2
At the completion of PSYC 314, students will be able to evaluate empirical research findings in neuropharmacology.	IE: CRITICAL THINKING/PROBLEM SOLVING		FOUNDATIONAL	2
At the completion of PSYC 314, students will be able to evaluate the multiple effects any psychoactive drug has on the brain and behavior.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	FOUNDATIONAL	X
At the completion of PSYC 314, students will be able to demonstrate an understanding of the major research findings in behavioral neuroscience.	DISCIPLINARY	IE: ORAL COMMUNICATION	CAPSTONE	1
PSYC 322: BIOLOGICAL PSYCHOLOGY W/LAB				
At the completion of PSYC 314, students will be able to demonstrate an understanding of the major research findings in behavioral neuroscience.	DISCIPLINARY		DEVELOPING	1
At the completion of PSYC322, students will be able to interpret the results of empirical investigations of behavioral processes in biopsychology.	DISCIPLINARY		DEVELOPING	2
At the completion of PSYC322, students will be able to integrate, critique or interpret theoretical perspectives in biopsychology.	DISCIPLINARY		DEVELOPING	X
At the completion of PSYC322, students will be able to design research studies to test specific research questions or hypotheses.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	4
At the completion of PSYC322, students will be able to write a complete laboratory report with proper components using APA style.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	6
At the completion of PSYC322, students will be able to demonstrate effective oral communication of ideas in biopsychology.	DISCIPLINARY	IE: ORAL COMMUNICATION	DEVELOPING	7
At the completion of PSYC322, students will be able to use appropriate and varied sources to construct an argument.	INFORMATION LITERACY		DEVELOPING	3
At the completion of PSYC 322, students will be able to Demonstrate use of various methodologies to test specific research questions or hypotheses.	DISCIPLINARY		DEVELOPING	X
PSYC 326: PERCEPTION WITH LABORATORY				
At the completion of PSYC 326, students will be able to use appropriate statistical methods to analyze data in perception.	DISCIPLINARY		DEVELOPING	5
At the completion of PSYC 326, students will be able to interpret the results of empirical investigations of behavioral processes in perception.	DISCIPLINARY		DEVELOPING	2

At the completion of PSYC 326, students will be able to Integrate, critique or interpret theoretical perspectives in perception.	DISCIPLINARY		DEVELOPING	1
At the completion of PSYC 326, students will be able to design research studies to test specific research questions or hypotheses.	IE: CRITICAL THINKING/PROBLEM SOLVING		DEVELOPING	4
At the completion of PSYC 326, students will be able to Write a complete lab report with proper components using APA style.	DISCIPLINARY	IE: WRITTEN COMMUNICATION	DEVELOPING	6
At the completion of PSYC 326, students will be able to demonstrate effective oral communication of ideas in perception.	DISCIPLINARY	IE: ORAL COMMUNICATION	DEVELOPING	7
At the completion of PSYC 326, students will be able to use appropriate and varied sources to construct an argument.	INFORMATION LITERACY		DEVELOPING	3
At the completion of PSYC 326, students will be able to demonstrate use of various methodologies to test specific research questions or hypotheses.	DISCIPLINARY		DEVELOPING	X
PSYC 484: SPECIAL TOPICS IN BIO PSYCHOLOGY				
No CLOs on file.				

H. Proposed Assessment Cycle

Table 6. Neuroscience Major Program Proposed Assessment Cycle

PLO No. --->		1	2	3	4	5	6	7	8
PLO Literacy 1 --->		Disciplinary	Information Literacy	Disciplinary	IE: Problem Solving	Disciplinary	IE: Written Communication	IE: Oral Communication	Disciplinary
PLO Literacy 2 --->			Disciplinary	IE: Critical Thinking	Disciplinary	IE: Critical Thinking	Disciplinary	Disciplinary	Professional
PLO Level --->		Developing	Developing	Capstone	Capstone	Capstone	Capstone	Capstone	Developing
		Key Concepts	Primary Literature	Evidence-Based Arguments	Design Studies	Statistical and Methodological Approaches	Written Communication	Oral Communication	Collaboration
Year	PLOs to assess	Courses for PLO1	Courses for PLO2	Courses for PLO3	Courses for PLO4	Courses for PLO5	Courses for PLO6	Courses for PLO7	Courses for PLO8
1 (19-20)	1, 2, 8	NEUR 310	NEUR 310						NEUR 310
2 (20-21)	3, 6, 7			NEUR 493/494			NEUR 493/494	NEUR 493/494	
3 (21-22)	4, 5				NEUR 493/494	NEUR 493/494			

Appendix A: Sample Syllabus for NEUR 302

Neuroscience Research and Seminar

NEUR 302

Instructor: Dr. Aileen M. Bailey

Office: 128 Goodpaster Hall

Office Hours:

Phone: 240-895-4338; X4338

Email: ambailey@smcm.edu

The NEUR 302 course will give you a strong foundation in the content, issues, and methodology of the field of neuroscience. You will gain hands-on laboratory experience by working in small groups to conduct research. Students will write a formal research report of their work including a literature review, methods, results, and discussion. Successful completion of this course (grade C or above) fulfills one of the required courses in the Neuroscience major.

Course Objectives:

1. At the completion of NEUR 302, students will be able to read and understand the contemporary literature in the neurosciences.
2. At the completion of NEUR 302, students will be able to create a testable hypothesis, design appropriate research methodology, conduct appropriate statistical analyses, and interpret research findings in relationship to the existing empirical and theoretical literature.
3. At the completion of NEUR 302, students will be able to create an effective oral research presentation.
4. At the completion of NEUR 302, students will be able to write a final research report including an introduction (short literature review), methods, results, discussion, references, and figures and/or tables as appropriate.

Course Materials:

There is no required text for this course. The seminar will be based on empirical articles related to the research projects being conducted.

Time Management: Your directed research experience is worth 4 semester hours. Thus, you should spend at least 12 hours each week working on your research project (the equivalent of taking one four-credit course). A large portion of this time will be spent working in the lab on your particular project. You will also spend time meeting individually or in groups with me to discuss your project, your data, and your presentations. Finally, you are expected to spend time working on library research for your final paper.

Course Assessment:

Assignment		Points
Discussion Leading		50 points
Laboratory Work		100 points
Laboratory Citizenship		10 points
Participation		20 points
Guest Seminar Reflection		10 points
Research Paper		
	Introduction Draft	10 points
	Methods Draft	10 points
	Results Draft	10 points
	Final Paper	100 points
Oral Presentation		50 points

Discussion Leading. We will be reading a series of review and empirical articles related to the semester's research project. Pairs of students will be assigned to lead one discussion.

Laboratory Work. This course is based on a collaborative group research project in which you are a team member. A large portion of your time will be spent working in the lab on your particular project. You are expected to complete all research tasks (animals care, behavioral measurements) assigned to you. Each group member will take on an equitant amount of laboratory work. Assignment of laboratory assignments will be completed during class with instructor consultation. You will not be graded on how successful your project is, or whether the data turns out the way you expect.

Laboratory Citizenship. This course is based on a collaborative group research project in which you are a team member. Laboratory citizenship reflects how dependable, careful, responsible, and ethical you have been in the laboratory. Assessment of your laboratory citizenship will be based on peer and instructor ratings.

Participation. Each student is expect to read the research articles prior to coming to class and be prepared to discuss them.

Guest Seminar Reflection. You will be asked to attend one guest lecture from the Neuroscience Seminar Series this semester. The Neuroscience Seminar Series typically brings three guest scientists to campus each semester to present their research. This is a wonderful opportunity to meet with professional

neuroscientists and to learn about current neuroscientific research. You will write a brief one page summary of the speaker's lecture paying particular attention to the methods, results and interpretation.

Final Paper. The paper should be structured like a journal article, with Introduction, Methods, Results, Discussion, and References, as well as Figures and/or Tables as needed to depict relevant data. The paper is worth 100 points. Points are assigned as follows, with full points being awarded when the paper fulfills or exceeds the listed expectations.

Oral Presentation. Students will give a final oral presentation to the class based on the empirical project worked on during the semester.

Tentative Course Outline:

Date	Topic	Readings/Assignments
Week 1	Introduction to the Class; Research Topic; Read first primary article(s)	Review and primary articles
Week 2	Laboratory Training (basic techniques); On-line ethical training course (CITI); Discussion of Primary Articles	Student Discussion Group 1
Week 3	Data Collection; Discussion of Primary Articles	Student Discussion Group 2
Week 4	Data Collection; Discussion of Primary Articles	Student Discussion Group 3
Week 5	Data Collection; Discussion of Primary Articles	Student Discussion Group 4 Draft Methods Due
Week 6	Data Collection; Discussion of Primary Articles	Student Discussion Group 5
Week 7	Discussion of Guest Speakers articles	Article related to Guest Speaker
Week 8	Data Collection	Draft Introduction Due
Week 9	Break	
Week 10	Data Collection; Discussion of Primary Articles	Student Discussion Group 6

Week 11	Data Collection	
Week 12	Review of Statistical Analysis	
Week 13	Peer review of results; figures/tables	Draft Results Due
Week 14	Presentations	Presentations
Week 15		Guest Seminar Reflection Paper DUE Final Paper DUE

Evaluation of Final Written Research Paper

The paper should be structured like a journal article, with Introduction, Methods, Results, Discussion, and References, as well as Figures and/or Tables as needed to depict relevant data. The paper is worth 100 points. Points are assigned as follows, with full points being awarded when the paper fulfills or exceeds the listed expectations.

Introduction (20 pts.)

- The relevant background literature is concisely and accurately summarized. (10 pts.)
- The experiment is clearly described, and the description of the background literature provides a clear justification for conducting the study. (5 pts.)
- One or more testable hypotheses are clearly stated. (5 pts.)

Methods (15 pts.)

- Complete and adequate information is given about the subjects (animals) or participants (human) in the study. (3 pts.)
- The procedures of the experiment are clearly and comprehensively described, including sufficient detail to allow for replication in an outside laboratory. (7 pts.)
- The methods are described in a logical manner (e.g., the procedures are described chronologically) without unnecessary redundancies. (5 pts.)

Results (15 pts.)

- The statistical test(s) chosen to analyze the data is/are appropriate. (3 pts.)
- Outcomes of the statistical analyses are fully and accurately reported. (7 pts.)
- The results of the experiment are reported descriptively, using language relevant to the experiment and avoiding statistical jargon. (5 pts.)

Discussion (20 pts.)

- The results of the experiment are clearly stated and interpreted according to the statistical analyses. (5 pts.)
- The results of the experiment are compared and/or contrasted to existing data in the literature, and are analyzed in the context of current knowledge. (5 pts.)
- Alternate interpretations of results are discussed, and discounted if appropriate. (3 pts.)
- Possible limitations and shortcomings of the experiment are discussed, and suggestions for improvements and/or subsequent experiments are offered. (4 pts.)

- Final conclusions are offered which are supported by the data of the experiment. (3 pts.)

References (5 pts.)

- All references cited in the text are accurately listed in the reference section.

Figures and/or Tables (15 pts.)

- An adequate number of figures and/or tables are included to depict the data. (5 pts.)
- Figures and/or tables are constructed accurately and clearly. (5 pts.)
- Captions concisely describe the data illustrated in each figure or table. (5 pts.)

Writing Style/Mechanics (10 pts.)

- Overall, the paper is well organized and flows smoothly with good readability. (5 pts.)
- The paper shows proper grammar, punctuation, and sentence structure, and is carefully proofread for errors. (5 pts.)

NEUR 310

SPECIAL TOPICS IN NEUROSCIENCE: STRESS AND ADDICTION

Torry S. Dennis, Ph.D.
Email: tsdennis@smcm.edu
Phone: (240)-895-4347
Office: Goodpaster Rm 127
Office Hrs: Tu 9-10am, Fr 1-2pm

Course Objectives

This special topics course will examine our current understanding of stress and addiction (and the interaction of stress and addiction) through the critical lens of neuroscience. We will explore topics such as, animal models in stress and addiction, negative affect in addiction, overlapping neurocircuitry in stress and addiction, sex/gender differences in stress and addiction, and recovery. Additionally, there are four slots toward the end of the semester that are reserved for topics of student interest (related to stress and addiction). These could include the interaction between PTSD and addiction, genetic contribution to both stress and addiction, early life stress and susceptibility to addiction, etc.

We will explore these topics through the close examination of literature (both primary and secondary sources). This course is designed to fulfill an upper-level elective credit for students in the cross-disciplinary neuroscience program.

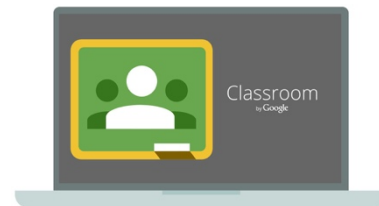
Learning Outcomes

At the end of NEUR 380, students should be able to:

1. Extract and explain the main ideas from readings related to the topic of the course.
2. Find and evaluate contemporary literature related to the topic of the course.
3. Display oral communication of research ideas to a cross disciplinary audience.
4. Develop evidence-based arguments related to the topic of the course.
5. Work collaboratively with other students and faculty.

Materials

There is no required text for this course. Discussions will be based on scientific readings and materials that will be posted on Google Classroom. Google Classroom will also be your one-stop-shop for the syllabus, slides/resources, assignment information, assignment submissions, and grades.



Should I Attend Class?

Yes! Much of the value of taking a class comes from the opportunity to directly engage with peers and the instructor. Additionally, much of this class is based on discussion and depends on the presence and participation of all students (which will be graded).

How Can I Communicate with the Professor?

My preferred method of written communication is through **email**. My email address is posted at the top of this page. I also highly encourage students to come by my **office** in Goodpaster 127 to ask questions about the content or just to say hello. My office hours are posted at the top of this page, but I am certainly available to meet outside of those hours if you cannot make them.

Course Evaluation and Grading

Assignments	Points
Participation / Discussion	100
Reading Questions	100
Review Paper Project	300
Student-Led Discussion	50
TOTAL	550

Letter Grade	Percentage
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	60%

Review Paper Project: This semester you will engage in the process of team-writing a review paper for publication. This paper will contain both individual and group components and will be chunked into many smaller assignments distributed throughout the semester. A brief summary of these assignments is provided below.

1. **Idea Generation** (5 points): Brainstorm and generate at least three ideas for topics that you could write a review paper over. Be prepared to briefly discuss these in class.
2. **List of Papers** (10 points): After determining the topic of the review paper, search through the literature and identify 10 papers that might be useful for exploring your topic. In the Journal of Neuroscience format, submit a sheet with a list of citations for these 10 papers.
3. **Modified Annotated Bibliographies** (25 points): Read through at least six papers and write a modified annotated bibliography for each. Specific instructions about what information you should extract from the paper will be provided. You may choose articles that are not on your original “List of Papers”.
4. **Outline** (20 points): Organize a thoughtful outline of your section of the review paper.
5. **First Draft** (60 points): You will write your individual section of the review paper. Arguments should be evidence-based and flow logically. I encourage you to have group members review and help you with your section, but this part of the assignment will ultimately be graded individually.
6. **Peer Review #1** (20 points): As a group, provide thoughtful and constructive written feedback on another group’s first draft; you will receive a peer review in return.
7. **Second Draft** (60 points): Continue to expand on your original draft and incorporate feedback from me and from the first peer review. Include Introduction and Conclusion sections (this will require group effort). Most of the grade will still be individual, but some components of the grade will come from group effort.
8. **Peer Review #2** (20 points): As a group, provide thoughtful and constructive written feedback on another group’s second draft; you will receive a peer review in return.
9. **Final Draft** (60 points): Refine and submit the “publication-ready” draft of your review paper.
10. **Review Paper Presentation** (20 points): As a group, walk through your discoveries / arguments and reflect on what you learned throughout the process of writing the review paper.

In Class Participation / Discussion: This is a discussion-based course and depends on your participation to succeed. This requires a diligent reading of the material and coming prepared to discuss concepts / papers in class.

Reading Questions: To encourage an active and engaged discussion of the literature, I’m asking that students submit thoughts and questions about each article (for primary literature) before the discussion. These submissions will be collected via Google Classroom.

Student-Led Literature Discussion: Toward the end of the semester, small groups of students will facilitate the discussion of primary literature. This is not a “presentation” *per se*, but rather an exercise in building the skill of leading others in a productive discussion of a topic that is interesting to you.

General Course Policies

Late Assignment Policy: Much of the material builds on itself, so please make every effort to turn in assignments on time. Still, I will accept late work. A penalty of 10% will be levied for each day that the assignment is late (for five days). After five days, the grade converts to a “zero”. Pre-class reading questions will not be accepted late.

Academic Misconduct: Academic dishonesty includes, but is not limited to, cheating on exams, receiving unauthorized help on an assignment, and plagiarism. Further descriptions and judicial policies of academic dishonesty can be found in the student handbook, *To the Point*. If you are unsure about what constitutes academic dishonesty, please feel free to speak with me about it. The penalty for academic dishonesty is a zero on the assignment. Particularly serious instances of academic dishonesty can result in failing the course and referral to the judicial board for additional disciplinary action.

Extra Credit: There will be numerous opportunities for extra credit presented throughout the semester. You may earn up to **8 additional points**.



1. **You may participate in psychology studies conducted by students or faculty at St. Mary's. Studies eligible for extra credit are posted at <http://smcm.sona-systems.com>. Each credit you complete is worth 1 point. Most experiments are conducted early in the semester. Don't count on opportunities being available later in the semester.**
2. Attend **approved neuroscience seminars** on campus and write a 1-2 page summary (typed, double-spaced) of the presentation. In the summary, describe the presentation and discuss how it relates to issues from our class. Your personal response or interpretation of the seminar is welcome. Appropriate seminars will be announced in class. Summaries of seminars not announced in class will be accepted only if approved by me in advance. Each summary is worth 2 extra credit points.

Title IX and Sexual Misconduct

As stated in the St. Mary's Way, the College is a place where we strive to foster relationships based upon mutual respect, honesty, integrity, and trust. As such, the College is committed to providing an educational, living, and working environment free from all forms of harassment and discrimination for all members of our community. The College prohibits all forms of sexual or gender-based harassment, discrimination or misconduct, including sexual assault, sexual harassment, relationship violence, and stalking. If you or someone you know has experienced sexual misconduct, you may find information about resources and options on the Campus Rights webpage (www.smcm.edu/campus-rights) or by contacting the College's Title IX Coordinator, Michael Dunn (mkdunn@smcm.edu or [240-895-4105](tel:240-895-4105)). Please note that under College policy, faculty members are required to share any reports of sexual misconduct with Michael Dunn in order to make sure that the College is responding appropriately to address the health and safety needs of members of our community.

There are on-campus confidential resources available, including the counselors at the Wellness Center ([240-895-4289](tel:240-895-4289)) and the Sexual Misconduct Advocacy and Resource Team student-run 24/7 hotline ([301-904-2015](tel:301-904-2015)). More information about on- and off-campus confidential resources, as well as medical treatment, law enforcement, and other support services, may be found on the Campus Rights webpage.

Tentative Schedule

	Date	Day	Topic	Due Dates	
Week 1	1/20	M	MLK Day – No Class		
	1/22	W	Course Introduction		
	1/24	F	Review Paper Project: Review Idea Generation / Introduce Search Terms & Strategy		
Week 2	1/27	M	Broad Investigations: What is Stress? What is the history of Stress Research?	Idea Generation	
	1/29	W	Review Paper Project: Talk about Review Paper Ideas / Search for Papers		
	1/31	F	Discussing: Literature Discussion	Reading Qs	
Week 3	2/3	M	Broad Investigations: General Theories of Addiction	List of Papers	
	2/5	W	Review Paper Project: Introduce Annotated Bibliographies		
	2/7	F	Discussing: Literature Discussion	Reading Qs	
Week 4	2/10	M	Broad Investigations: Animal Models of Addiction & Stress		
	2/12	W	Review Paper Project: Introduce Outlines / Finalize on Annotated Bibliographies		
	2/14	F	Discussing: Literature Discussion	Reading Qs	Annotated Bibliographies
Week 5	2/17	M	Broad Investigations: Addiction as a Stress Surfeit Disorder		
	2/19	W	Review Paper Project: Bring Draft of Outline to Class & Get Feedback		
	2/21	F	Discussing: Literature Discussion	Reading Qs	
Week 6	2/24	M	Broad Investigations: Negative Affect & Addiction	Outlines	
	2/26	W	Review Paper Project: Work on First Draft		
	2/28	F	Discussing: Literature Discussion	Reading Qs	
Week 7	3/2	M	Broad Investigations: Overlapping Neurocircuitry in Stress & Addiction		
	3/4	W	Review Paper Project: Work on First Draft & Get Feedback		
	3/6	F	Discussing: Literature Discussion	Reading Qs	
Week 8	3/9	M	Broad Investigations: Stress, Addiction, & Recovery		
	3/11	W	Review Paper Project: Work on Polishing the First Draft		
	3/13	F	Discussing: Literature Discussion	Reading Qs	First Draft
Week 9	3/16	M	Spring Break! – No Class		
	3/18	W	Spring Break! – No Class		
	3/20	F	Spring Break! – No Class		
Week 10	3/23	M	Broad Investigations: Sex / Gender Differences in Stress & Addiction		
	3/25	W	Review Paper Project: Peer Review #1		
	3/27	F	Discussing: Literature Discussion	Reading Qs	
Week 11	3/30	M	Broad Investigations: Topic of Student Interest #1 (Led by Dr. Dennis)	Peer Review #1	
	4/1	W	Review Paper Project: Respond to Peer Review / Work on Second Draft		
	4/3	F	Discussing / Facilitating: Student-led Literature Discussion #1	Reading Qs	
Week 12	4/6	M	Broad Investigations: Topic of Student Interest #2 (Led by Dr. Dennis)		
	4/8	W	Review Paper Project: Polish Second Draft		
	4/10	F	Discussing / Facilitating: Student-led Literature Discussion #2	Reading Qs	Second Draft
Week 13	4/13	M	Broad Investigations: Topic of Student Interest #3 (Led by Dr. Dennis)		
	4/15	W	Review Paper Project: Peer Review #2		
	4/17	F	Discussing / Facilitating: Student-led Literature Discussion #3	Reading Qs	Peer Review #2
Week 14	4/20	M	Broad Investigations: Topic of Student Interest #4 (Led by Dr. Dennis)		
	4/22	W	Review Paper Project: Polish the Final Draft		
	4/24	F	Discussing / Facilitating: Student-led Literature Discussion #4	Reading Qs	Final Draft
Week 15	4/27	M	Review Paper Project: Prepare for Review Paper Presentations		
	4/29	W	Review Paper Project: Review Paper Presentations	Review Paper Presentation	
	5/1	F	Summing Up / Course Feedback		
Final Exam slot reserved for additional wrap-up discussion or unexpected scheduling changes.					

NEUR 493/494: St. Mary's Project in Neuroscience

Supplemental Syllabus – Spring 2021

Mentor: Dr. Torry S. Dennis

Email: tsdennis@smcm.edu

Office & phone: GH 127, 240-895-4347

A St. Mary's Project in Neuroscience is a comprehensive research experience in some domain of Neuroscience. It requires that you demonstrate: a) methodological competence, b) knowledge of the domain, c) synthesis, analysis, integration, and reflection, and d) a comprehensive presentation to the public.

SMP Meetings: You should plan to meet with me **every week** to discuss your progress on your SMP.

SMP Meeting Notes: We will hold individual meetings during the semester so that we can begin to focus on those tasks you need to be doing in order to make continued progress on your SMP. It is imperative that you keep notes during these meetings of any discussions, deadlines, and expectations that are covered. You should then email to me a summary of our meeting ("minutes" of the meeting, so to speak) **within 2 days** of the meeting. These will be mini-contracts for the progress and work you will be expected to do before our next meeting and beyond. I will then reply to your email to clear up any miscommunications we may have had; this will ensure that we are both on the "same page" regarding your progress and expectations. You will prepare these progress notes regardless of the format in which we meet (face-to-face, by email, etc)—they may actually be more important in cases when we do not meet face-to-face. The primary goal is that we are both kept up to date about your current status and your upcoming assignments.

Time Management: Your SMP is worth a total of 8 semester hours. You should plan on spending at least 3 hours per credit hour working on your SMP each week. For example, if you are taking 4 credits, you should spend roughly 12 hours a week working on your SMP throughout the entire semester. Do NOT put off starting or working on your SMP until the end of the semester. The quality of your work will suffer (and no one will be having a good time at that point).

You must adhere to the policies on academic honesty (www.smcm.edu/students/pdfs/tothepoint.pdf). Cases of academic dishonesty (e.g. plagiarism) are taken extremely seriously and may very well result in failure of your SMP.

Course Learning Outcomes

1. At the completion of NEUR 493, students will be able to design a method of inquiry appropriate to the topic (Methodological Competence).
2. At the completion of NEUR 493, students will be able to demonstrate a thorough knowledge of the theories, principles, and/or literature relevant to the topic (Knowledge of the Domain).
3. At the completion of NEUR 493, students will be able to demonstrate effective written communication of ideas in the topic area.
4. At the completion of NEUR 493, students will be able to demonstrate effective oral communication of ideas in the topic area.
5. At the completion of NEUR 493, students will be able to create a capstone project that incorporates analysis, synthesis, and reflection in the process and/or the end product (Achievement, Synthesis, Reflection).
6. At the completion of NEUR 493, students will be able to integrate the use of original sources and information in the discipline to support the topic.
7. At the completion of NEUR 493, students will be able to demonstrate curiosity, initiative, independence, transfer, and reflection in the project (categories from the VALUE Rubric).

Grading: The grade for your SMP in the semesters preceding completion will appear on your transcript as IP (In Progress). At the end of each semester, I will ask you to write an evaluation of your own progress that must be sent to me via email before I will turn in your grade to the registrar. Only after you have completed your SMP will grades for all semesters appear on your transcript. These grades may be the same or different from each other depending on my evaluation of your performance each semester. Your grades for each semester will be based upon your ability to demonstrate excellence in two areas: Process and Product (see the “Departmental Guide” for a description of the grading criteria for each of these categories). For the first semester, your Process grade is primarily based on your ability to attend scheduled meetings (mine and those of the SMP coordinator) and to conform to all the criteria and deadlines outlined in this syllabus. Your Product grade is based on completion of assignments throughout the term as well as on submission and quality of the writing assignment that is due at the end of the semester.

Assignments that will contribute to NEUR 493 grading:

Reference List and Annotated Bibliographies (20%): The reference list is due near the beginning of the semester and will list, in APA style, articles that you believe will be relevant to your topic. You are not required to use these in your final writing, but this should show that you are finding relevant articles, that your search strategies are effective, and that you know how to cite articles in APA style. Annotated bibliographies are due throughout the semester and are designed to make sure you are reading the primary literature in a thoughtful way. These will be the foundations for many discussions during our meeting time, so be prepared to discuss the articles, questions you have about them, and how the articles connect with other things you have read. For the annotations, write 1-2 paragraphs summarizing each article and describing how you feel the article is relevant (how it will fit in) to your project. Provide full APA formatted citations for each article, and indicate where you obtained the article (e.g., online journal, hard copy in the library, ILL). I am interested in your understanding and interpretation of each article; please do not simply copy or paraphrase directly from the abstract or body of the paper.

Outline of Introduction/Literature Review (5%): A detailed outline of your introduction/literature review.

Introduction/ Literature review (45%): A thorough, analytical, integrative review of the primary literature relevant to your study. The literature review should not simply report the outcomes of a series of studies, but should interpret the existing literature and show your understanding of the major issues in the area. The length of your literature review will depend to some extent on your topic, but should sufficiently cover the literature on your topic. You will have the opportunity to revise your literature review during the spring semester. General note: Always include an updated reference list with any writing you turn in that contains literature citations. I strongly encourage you to utilize *EndNote* (or your electronic reference manager of choice) to manage your citations and references.

Project design proposal and timeline (15%): A detailed outline of your study’s methodology and your research plan, including a draft timeline for the completion of the project. The proposal should focus on a novel research question and will approach that question with a methodologically sound and empirically supported research design. The proposal will discuss participants/recruitment, materials or stimuli that need to be designed or found, experimental procedures, and planned data analysis. More information will be provided, and non-empirical projects will have a comparable planning assignment.

Meeting attendance and adherence to deadlines (15%): Do you show up on time for SMP meetings, or give sufficient notice when you will miss one? Have you attended all group SMP meetings? Have you met all relevant deadlines, including Angie Draheim’s deadlines, for turning in SMP paperwork and other assignments? Do you respond to emails in a timely manner? Did you send weekly email summaries after meeting? Did you turn in your self-evaluation? Did you attend a Neuroscience approved talk this semester?

College Academic Policies:

Academic Misconduct

Definitions below are quoted from the St. Mary's College of Maryland Student Handbook, *To The Point: Student Code and Student Rights and Responsibilities* (<http://www.smcm.edu/tothepoint/>). *Additions by the instructor to the published policy are in italics.*

According to the college catalog, academic misconduct comprises the acts listed below. Procedures related to the enforcement of these guidelines are published in the "Code of Student Rights and Responsibilities," which is included in the student handbook, To the Point. Students are responsible for knowing and complying with these guidelines. Should a question arise, students are instructed to contact the instructor BEFORE turning in work. The final authority concerning methods of documentation is the course instructor, and it is the responsibility of the course instructor to decide whether a student has committed an act of academic misconduct. The penalty for academic dishonesty will be commensurate with the severity of the violation, ranging from a grade of zero for the assignment in question to a failing grade for the course. A hearing before the Academic Judicial Board is also a possibility. All cases of academic misconduct will be reported in accordance with college policies.

Definitions of Academic Misconduct

Academic misconduct may include, but is not limited to, the following acts:

1. Cheating. Cheating involves dishonest conduct on work submitted for assessment. Specific instances of cheating include, but are not limited to, the following:

- a) Assisting another student or receiving assistance from anyone to complete quizzes, tests, examinations, or other assignments without the consent of the instructor. *Students are not to copy from other's papers or quizzes, and are not to allow others to copy from their own work. In cases where group-conducted projects are to result in individually-written work, students are not to copy the writing of others or to allow others to copy their own work. In short, no student shall represent the work of another as if it were their own.*
- b) Using aids unauthorized by the instructor to complete quizzes, tests, examinations, or other assignments. *No cheat sheets!*

2. Plagiarism. Plagiarism is the act of appropriating and using the words, ideas, symbols, images, or other works of original expression of others as one's own without giving credit to the person who created the work. If students have any questions regarding the definition of plagiarism, they should consult their instructor for general principles regarding the use of others' work. Among sources commonly used for documenting use of others' work are the style manuals published by the American Psychological Association, the Council of Biology Editors, the Modern Language Association, and Turabian's Manual for Writers of Term Papers. The final authority concerning methods of documentation is the course instructor. Specific instances of plagiarism include, but are not limited to, the following:

- a) Word-for-word copying of sentences or paragraphs from one or more sources that are the work or data of other persons [including books, articles, theses, unpublished works, working papers, seminar and conference papers, lecture notes or tapes, graphs, images, charts, data, electronically based materials (*including web sites!*), etc.], without clearly identifying their origin by appropriate referencing.
- b) Closely paraphrasing ideas or information (in whatever form) without appropriate acknowledgement by reference to the original work or works.

- c) Presenting material obtained from the Internet as if it were the student's own work.
- d) Minor alterations such as adding, subtracting, or rearranging words, or paraphrasing sections of a source without appropriate acknowledgement of the original work or works.

Please note that your writing needs to be in your own words. Making “cosmetic” changes to someone’s writing by substituting synonyms or making slight changes in the order of words still constitutes plagiarism. Be careful when taking notes from primary sources to indicate when additional wording changes are necessary, or when you copied closely from the text so that this can be changed before turning in your own writing. Avoid quotations except where absolutely necessary. Also, remember that you cannot use the same APA reference format for articles you have read in full and articles you have not read in full. Although you should read primary sources in their entirety, be sure you are not taking credit for having done so if you did not.

3. Falsification. Falsification involves misrepresentation in an academic exercise. Misrepresentation includes, but is not limited to:

- a) Falsely attributing data or judgments to scholarly sources.
- b) Falsely reporting the results of calculations or the output of computer programs, or materials from other electronic sources.
- c) Presenting copied, falsified, or improperly obtained data as if it were the result of laboratory work, field trips, or other investigatory work.

Your SMP product, if empirically based, will be graded on the merits of the background research and synthesis, your research design, and your appropriate use of statistics and interpretation of your results, regardless of whether the results are statistically significant. Therefore, there is absolutely no reason to manipulate or falsify data in order to obtain a particular statistical result. Any intentional manipulation of data in this manner is unacceptable.

4. Resubmission of work. No student may turn in work for evaluation in more than one course (during the same semester or different semesters) without the permission of the instructors of both courses.

A student may only use work from an earlier class if the proposed related work truly represents a different research question/thesis. In these cases, it is quite possible that the same references may be used to advance the thesis, but the summary and analysis of these sources should be reframed in a way that makes a distinction between the current and prior theses. Permission must be obtained from me after submitting (by email is fine) a brief written proposal of how the new research question is fundamentally different from the one previously investigated. In addition, you should submit the work from the previous course when turning in the work for the present class.

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By remaining enrolled in this course, you indicate your understanding of the policies relating to Academic Misconduct and are aware that it is your responsibility to understand the entire policy and procedures as published in the Student Handbook. Ignorance of the policy excuses no one.

Tentative Schedule

Date/Week of:	Agenda	Anything Due?
Week of 1/14	First meeting For next individual meeting: Brainstorm concepts/theories related to your topic, review the timeline and syllabus and determine any personal additional timelines	
Week of 1/21	Individual meeting: Discuss your SMP ideas and literature search strategies; Discuss idea of annotated bibliography (AB) For next week: Begin literature search	
Week of 1/28	Individual meeting: Discuss literature search problems/ideas; continue literature searching, begin reading. For next meeting: Work on List of References and Annotated Bibliographies	
Week of 2/4	No individual meeting; Work on literature searching and reading. Mandatory meeting & library instruction for 1 st semester SMPs (see SMP Guide)	2 Annotated Bibs
Week of 2/11	Individual meeting: Discuss lit search success and first 4 articles For next week: Start thinking about background a hypotheses	List of 15 Refs 2 Annotated Bibs
Week of 2/18	Individual meeting: Discuss theoretical background and hypotheses developed from readings For next week: Put together budget for the project	3 Annotated Bibs
Week of 2/25	Individual meeting: Discuss the logistics of the project and budget For next week: Continue thinking about background a hypotheses	
3/1	Budget Due to Dr. Dennis	Budget
Week of 3/4	Individual meeting: Continue to discuss theoretical background and hypotheses developed from readings. Talk about creating an IACUC protocol. For next meeting: Start thinking about methodology	3 Annotated Bibs
Week of 3/11	No individual meeting: Spring Break!	
Week of 3/18	Individual meeting: Discuss readings, theoretical background, hypotheses, and possible methodologies developed from readings; begin to think about outline of paper. For next meeting: Begin outlining your paper	4 Annotated Bibs
Week of 3/25	No individual meetings this week (Advising Week): Work on outline	3 Annotated Bibs
Week of 4/1	Individual meetings: Discuss outline, readings, and project design plans For next week: Work on project design proposal and timeline	Outline of Paper
Week of 4/8	Individual meetings: Feedback on outlines, discussion of future directions For next week: Work on IACUC Proposal	Design Proposal and timeline
Week of 4/15	No individual meeting; Work on literature searching and reading. Mandatory "elevator talk" for 1 st semester SMPs (see SMP Guide)	
Week of 4/22	Individual meetings: Focus on research design; discuss progress on Introduction	IACUC Proposal
Week of 4/29	Individual meetings (if needed): Continue work on introduction	
5/5	Introduction for Paper Due!	Final Introduction



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
MEETING OF OCTOBER 16, 2020**

**ACTION ITEM III.B.
2020 PERFORMANCE ACCOUNTABILITY REPORT**

RECOMMENDATION

The Academic Affairs Committee endorses the Finance, Investment, and Audit Committee's recommendation that the Board of Trustees approve the 2020 Performance Accountability Report for submission to the Maryland Higher Education Commission.

RATIONALE

The Performance Accountability Report (PAR) is a report required by the State of Maryland that assesses the College's progress on a variety of goals and objectives including academics, enrollment, retention and graduation, financial aid, and student outcomes. The report provides data on specific metrics as well as narrative describing strengths and challenges. Maryland law requires institutions to submit their PAR to the Maryland Higher Education Commission for review, and final submission to the Governor and General Assembly.

ST. MARY'S COLLEGE OF MARYLAND

1. MISSION

St. Mary's College of Maryland 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.

2. INSTITUTIONAL ASSESSMENT

Goal 1: Ensure a high quality and rigorous academic program.

Objective 1.1: Revised metrics for this objective were introduced this year. For the past three years, SMCM has met the target of 100% of graduates completing at least two high-impact practices (HIP) and 80% completing at least three HIPs. This year, 99% of students completed at least two HIPs. The few students who completed only one HIP were on track to complete a second experience when the coronavirus pandemic forced the cancellation of their plans. We are confident that as the pandemic resolves, we will meet this goal of 100% in future years.

Peer Benchmarks: The National Survey of Student Engagement (NSSE) releases annual benchmarks regarding the completion of HIPs among graduating seniors at institutions participating in the survey. For the Class of 2019, SMCM's rate of 100% of students completing at least two HIPs exceeds the national average of 86% of students at participating Carnegie Baccalaureate Arts & Sciences institutions. Further, SMCM's rate of 87% of students completing at least three HIPs is also well above the national average of 68% of students at participating Carnegie Baccalaureate Arts & Sciences institutions.

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For the past four years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees. Although the percentage of credit hours taught by full-time faculty (87%) just missed the target (88%) this year, full-time faculty still teach the great majority of undergraduate credit hours. Finally, the undergraduate student-faculty ratio has been between 9:1 and 10:1 for the past five years, well below (better than) the target of 12:1.

Peer Benchmarks: SMCM has by far the lowest student-faculty ratio (9:1) among the traditional four-year public institutions in Maryland, which average 15:1. The SMCM student-faculty ratio is second lowest (after New College of Florida at 8:1) among COPLAC institutions, which average 15:1; and is on par with Maryland private institutions, peer institutions, and aspirant institutions, which range from 7:1 to 14:1 (average = 10:1). (Source: IPEDS Data Center)

Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff.

Objective 2.1: In FY20, SMCM recruited a first-year class that exceeded the targets for the percentages of minority students (for the seventh consecutive year), of first generation college students (for the third consecutive year), and of Pell grant recipients (for the third time in five years). High school academic performance of the entering class remains strong; the average GPA of incoming students was again at its highest value in the past five years, and is projected to improve for the FY21 entering class. Median SAT scores appear to have stabilized around 1180, above the target of 1150 (note that only the 2018, 2019 and 2020 scores are directly comparable because of changes to the SAT). Finally, SMCM continues to face challenges in recruiting and enrolling students from outside of Maryland, but this is expected to improve with the FY21 class.

Peer Benchmarks: Based on available benchmark data which uses the mean (average) rather than the median, the average SAT score of SMCM entering students (1176) continues to exceed that of most other Maryland four-year institutions (FY20 average = 1096), and our students rank well against high school seniors both in Maryland (FY20 average = 1058) and nationwide (FY20 average = 1059). (*Source: MHEC 2020 Data Book*)

Objective 2.2: Both four-year graduation rates (Fall 2016 cohort graduating by Summer 2020) and six-year graduation rates (Fall 2014 cohort graduating by Summer 2020) were below targets for all groups. Projections show most rates rebounding over the next two years, although not to target levels and with greater fluctuations among estimated six-year rates. Some of the current year's decline may be attributable to students who did not complete due to pandemic-related complications in Spring and Summer 2020. However, this is unlikely to explain the full decline.

We continue to analyze the relationship between students' progress toward degree completion and several important early academic milestones, including enrolling in a college mathematics course in the first year, attempting at least 16 credits per semester in the first year, and earning at least 32 total credits in the first year. These milestones are historically correlated with higher retention and graduation rates, particularly among students from underrepresented groups. For the last two cohorts analyzed (Fall 2015 and Fall 2016 cohorts), students were less likely to have met these milestones, and four-year graduation rates were subsequently lower. We will continue to examine students in the Fall 2016 cohort for possible additional insights into their lower completion rates; however, it seems more productive to focus our attention forward on current and future cohorts rather than looking backward. Thus, we will devote particular attention to understanding the experiences and performance of current students, particularly those in their first and second year, with regard to the critical academic milestones we have identified. We will continue to work with faculty advisors and academic support staff to ensure they are aware of the importance of these milestones, and know how to communicate them to their first-year student advisees. We will investigate additional strategies to support students who may be behind the pace of 16 credits per semester; this December, for example, we will offer our first ever winter term classes, which will allow students to earn up to an additional 4 credits via remote learning.

Finally, about 15% of departed first-year students over the past several cohorts have transferred out to two-year institutions, according to data from the National Student Clearinghouse. We are considering how best to reach out to these students regarding the possibility of reverse transfer,

encouraging them to return and complete their baccalaureate degree at SMCM. The development of targeted, program-specific articulation agreements with many Maryland community colleges (discussed below in Objective 2.6) is expected to facilitate such reverse transfer efforts.

Peer Benchmarks: Based on the most recent comparison data available (FY16), SMCM's overall four-year graduation rate (72% for the 2012 cohort) exceeded those of other institutions belonging to the Council of Public Liberal Arts Colleges (COPLAC) and other Maryland public four-year institutions, as well as Maryland private institutions and SMCM's peer institutions, many of which are private. The average four-year graduation rate at aspirant institutions (all private) represents a benchmark well above our target. As shown below, four-year graduation rates for African American students, Hispanic students, and all minority students combined were all well above the corresponding rates at other COPLAC and Maryland public institutions. Four-year rates for all minority students and Hispanic students were also higher at SMCM than at Maryland private institutions and peer institutions, while rates for African American students lagged behind. Benchmark four-year graduation rates for Pell recipients are not available. (Source: IPEDS Data Center)

Four-Year Graduation Rates, FY16 (Fall 2012 cohort)					
Institution(s)	N	Overall	Minority	Afr Amer	Hispanic
SMCM	1	72%	63%	48%	67%
COPLAC	27	38%	31%	29%	31%
MD Public	11	29%	25%	23%	28%
MD Private	9	60%	53%	53%	51%
Peer	12	67%	62%	54%	66%
Aspirant	6	86%	84%	78%	86%

For six-year graduation rates, the most recent comparison data available (FY18) reveal that SMCM's overall rate (80%, for the 2012 cohort) exceeded that of all other comparison groups except private aspirant institutions at 89%. SMCM's six-year rates for all minority students exceeded those at other COPLAC, Maryland public, and Maryland private institutions, but were behind those of peer and aspirant peer institutions. Notably, the six-year graduation rate for Hispanic students at SMCM was well above that from all other groups except aspirant institutions. African American students' six-year graduation rates at SMCM exceed those at COPLAC and Maryland public institutions, but are behind other groups. Finally, SMCM's six-year graduation rates for Pell recipients in FY18 was well above those of other COPLAC, Maryland public and private, and peer institutions, and was close to the average rates at aspirant institutions. (Source: IPEDS Data Center)

Six-Year Graduation Rates, FY18 (Fall 2012 cohort)							
Institution(s)	N	Overall	Minority	Afr Amer	Hispanic	Pell	Need Aid
SMCM	1	80%	72%	56%	81%	84%	81%
COPLAC	27	54%	50%	48%	47%	48%	51%
MD Public	11	49%	48%	47%	50%	47%	48%
MD Private	9	67%	60%	59%	58%	62%	65%
Peer	12	75%	73%	68%	75%	75%	74%
Aspirant	6	89%	88%	83%	89%	87%	88%

These comparisons with peers and aspirants, which are our primary programmatic and curricular competitors, underscore the need for SMCM to direct additional attention and resources toward underrepresented students. *(Source: IPEDS Data Center)*

Objective 2.3: After a low second year retention rate in FY19, the rate has rebounded to 85% for the Fall 2018 cohort returning in Fall 2019. While still not meeting the target, this retention rate still exceeds many benchmarks.

Peer Benchmarks: Based on the most recent data available (FY18), SMCM's first-to-second year retention rate (82%) exceeded those of other public liberal arts colleges (COPLAC institutions, average = 73%), Maryland public four-year institutions (average = 75%), and Maryland private institutions (average = 79%), and approached the rate at peer institutions (average = 84%), many of which are private. Retention rates at private aspirant institutions averaged 94% in FY17, which is well above SMCM's target but is a useful aspirational benchmark as we strive to remain competitive with those institutions. *(Source: IPEDS Data Center)*

Objective 2.4: SMCM continues to work to maintain a diverse faculty and staff. Gender parity was once again achieved for both faculty and staff in FY20, and the diversity of full-time staff (percent minority) missed the target by only one percentage point. Faculty diversity declined which indicates a need for further attention to recruitment and retention strategies.

Objective 2.5: SMCM has met or exceeded the target of an entering class that contains 20% transfer students for the past seven years. The FY21 estimate (Fall 2020 incoming class) is for a lower than usual proportion of transfer students, likely related to the challenges of recruiting transfer students during the coronavirus pandemic in Spring and Summer 2020. We will continue to focus on recruiting a strong incoming class of transfer students.

Objective 2.6: Among transfer students, the three-year graduation rate (69%, Fall 2017 entering students graduating by Summer 2020) well exceeded the target of 60%. The four-year rate (69%, Fall 2016 entering students graduating by Summer 2020) just missed the target but was also strong. Moreover, analysis of students' degree progress for the Fall 2018 and Fall 2019 transfer cohorts suggests that these graduation rates will continue to increase strongly over the next two years. Continued development and refinement of articulation agreements with Maryland two-year institutions will facilitate transfer students' timely progress toward the baccalaureate degree.

Goal 3: Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Objective 3.1: This objective has consistently been met or exceeded as SMCM has focused on meeting the financial needs of entering first-time students.

Objective 3.2: Both four-year and six-year graduation rates among students receiving need-based aid (Pell grant or Stafford loan) were low this year, similar to other cohort groups as discussed above for Objective 2.2, and are similarly projected to remain low. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. Similarly, retention to the second year (81%) was again below the target and lower than the rate for the overall population.

Peer Benchmarks: Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid in FY18 (81%, most recent comparison data available) was well above that of other COPLAC institutions (51%), Maryland public institutions (48%), and Maryland private institutions (65%). Notably, this rate also exceeded the FY18 rate at peer institutions (74%). The six-year graduation rate for recipients of need-based aid at aspirant institutions was 88%, nearly equal to their overall six-year graduation rate. (Source: IPEDS Data Center)

Goal 4: Increase student contributions to the Maryland community and to the state and national workforce.

Objectives 4.1, 4.2, 4.3, and 4.4: Community service participation in FY20 did not meet the target for the first time in five years, but internship participation did meet the target at 45% of graduates. Metrics for 4.3 and 4.4 were revised to align with nationally recognized benchmarks at six months after graduation. While the six-month employment rate was below the target for the Class of 2019, the six-month continuing education rate was substantially above the target, suggesting that 2019 graduates who were not employed were choosing to continue their education instead. In support of this interpretation, the overall Career Outcomes Rate (rate of graduates with a "positive career outcome", such as employment, continuing education, fellowship, or service experience) for SMCM was 94%, compared to 91% for baccalaureate arts & sciences institutions nationally.

Peer Benchmarks: Benchmarks for the six-month employment and continuing education rate come from the nationally administered First Destination Survey, and are for Carnegie Baccalaureate Arts & Sciences institutions. For the Class of 2018, the most recent data available, SMCM's employment rate was 62% and the national rate was 68%, while SMCM's continuing education rate was 28% and the national rate was 19%. The total Career Outcome Rate for SMCM was 94% while the national rate was 91%. Again, these numbers support the interpretation that SMCM graduates are just as successful as college graduates nationwide, and are more likely than similar college graduates nationwide to choose to continue their education (rather than enter the job market) just after graduation. (Source: National Association of Colleges and Employers (NACE) First Destinations for the Class of 2018 Report)

St. Mary's College of Maryland

MISSION

St. Mary's College of Maryland 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.

VISION

St. Mary's College of Maryland will increasingly serve as the liberal arts college of choice for intellectually ambitious students, faculty, and staff from diverse backgrounds, attracted by a rigorous, innovative, and distinctive curriculum that integrates theory and practice; a talented, professionally engaged, and student-centered faculty and staff; and a strong infrastructure. Students will be part of a collaborative learning community that embraces intellectual curiosity and innovation, the power of diversity, and the College's unique environment. Our graduates will thrive as responsible and thoughtful global citizens and leaders.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Ensure a high quality and rigorous academic program.

- Obj. 1.1** All graduating students will participate in at least two high-impact practices, and at least 80 percent of the graduating class will participate in at least three high-impact practices. High-impact practices are defined by AAC&U.
- Obj. 1.2** Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.
- Obj. 1.3** Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of the graduating class successfully completing at least two high-impact practices	77%	75%	78%	78%	99%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	76%	84%	86%	87%	82%	83%	84%
Percent of all full-time faculty who have terminal degrees	97%	98%	99%	98%	98%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	89%	91%	89%	88%	87%	88%	88%
Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1	9:1	9:1	10:1

St. Mary's College of Maryland

Goal 2. Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.

- Obj. 2.1** Recruit a qualified and diverse entering class with the following attributes: Median verbal and math combined SAT score of at least 1150, average high school grade point average (GPA) of at least 3.40 (4 point scale), minority enrollment of at least 25 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.
- Obj. 2.2** Achieve and maintain 4-year graduation rates for all students (70 percent), all minorities (59 percent), African-American students (51 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (58 percent). Maintain 6-year graduation rates for all students (80 percent), all minorities (74 percent), African-American students (71 percent), Hispanic students (80 percent), all first generation students (78 percent) and all Pell Grants disbursed during their first semester (68 percent).

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
¹ Median (verbal and mathematics combined) SAT scores of first year entering class	1150	1130	1180	1185	1180	1180	1180
Average high school GPA	3.36	3.34	3.33	3.38	3.38	3.46	3.46
Percent of entering first year class who are minorities	28%	31%	27%	25%	33%	26%	26%
Percent of entering first year class who originate from outside of Maryland	7%	7%	9%	7%	6%	9%	10%
Percent of entering first year class from first generation households	19%	18%	25%	21%	23%	25%	25%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	21%	19%	20%	17%	22%	23%	23%
Four-year graduation rate for all students	72%	68%	63%	64%	60%	65%	65%
Four-year graduation rate for all minorities	63%	52%	59%	52%	48%	51%	54%
Four-year graduation rate for African-American students	48%	49%	46%	51%	48%	41%	42%
Four-year graduation rate for Hispanic students	67%	52%	68%	53%	44%	59%	63%
Four-year graduation rate for all first generation students	79%	60%	59%	60%	51%	58%	63%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	76%	57%	55%	60%	57%	46%	58%
Six-year graduation rate for all students	73%	78%	80%	77%	72%	73%	71%
Six-year graduation rate for all minorities	68%	67%	72%	67%	67%	65%	61%
Six-year graduation rate for African-American students	56%	55%	56%	69%	51%	69%	70%
Six-year graduation rate for Hispanic students	82%	81%	81%	68%	74%	58%	47%
Six-year graduation rate for all first generation students	69%	74%	85%	69%	64%	71%	61%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	69%	68%	84%	69%	62%	76%	65%

St. Mary's College of Maryland

Obj. 2.3 The first to second-year retention rate will be 90 percent.

Obj. 2.4 The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goal for full-time faculty and staff will be: all minorities (20 percent and 28 percent), and women (50 percent and 50 percent).

Obj. 2.5 Ensure access for transfer students, particularly those from 2-year institutions. Achieve and maintain transfer students at 20 percent of the entering class each fall.

Obj. 2.6 Achieve and maintain degree completion rates for transfer students at 60 percent for three-year graduation rates, and at 70 percent for four-year graduation rates.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
First to second-year retention rate	86%	87%	87%	82%	85%	85%	85%
Percent minority of all full-time tenured or tenure-track faculty	18%	16%	17%	16%	14%	15%	16%
Percent women of all full-time tenured or tenure-track faculty	47%	46%	51%	51%	52%	51%	51%
Percent minority of all full-time (non-faculty) staff	24%	24%	27%	29%	27%	28%	29%
Percent women of all full-time (non-faculty) staff	54%	55%	52%	57%	57%	55%	55%
Percentage of entering fall class who are transfer students	22%	25%	20%	22%	21%	17%	20%
3-year graduation rate for all transfer students	53%	62%	56%	62%	69%	72%	74%
4-year graduation rate for all transfer students	74%	62%	71%	74%	69%	79%	82%

Goal 3. Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Obj. 3.1 72 percent of entering first-year student need is met by awarding any need-based aid.

Obj. 3.2 Support persistence to graduation of students receiving need-based aid at entry. Achieve and maintain first-to-second year retention rates at 90 percent, four-year graduation rates at 70 percent, and six-year graduation rates at 80 percent for students receiving need-based aid in the first semester.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	72%	72%	75%	73%	78%	75%	75%
First-to-second year retention rate for students receiving need-based aid in the first semester	86%	84%	80%	80%	81%	85%	85%
Four-year graduation rate for students receiving need-based aid in the first semester	75%	66%	61%	59%	55%	61%	57%
Six-year graduation rate for students receiving need-based aid in the first semester	72%	75%	81%	78%	68%	69%	64%

St. Mary's College of Maryland

Goal 4. Increase student contributions to the Maryland community and to the state and national workforce.

Obj. 4.1 65 percent of graduating seniors will have performed community service while at SMCM.

Obj. 4.2 45 percent of graduating seniors will have participated in a paid or unpaid internship.

Obj. 4.3 The rate of employment within six months of graduation will be at least 67 percent.

Obj. 4.4 The rate of continuing education (at any level) within six months of graduation will be 25 percent.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of graduating seniors who will have performed community service while at SMCM	70%	79%	71%	69%	63%	65%	65%
Percent of graduating seniors who fulfilled a paid or unpaid internship	43%	45%	41%	40%	45%	47%	50%
Employment rate of graduates within six months of graduation	N/A	65%	67%	62%	58%	63%	63%
Percent of graduates continuing their education (at any level) within six months of graduation	N/A	21%	23%	28%	30%	27%	27%

NOTES

¹ Due to the SAT changing, beginning with 2018, scores are not comparable to previous years.

SMCM Student Learning in AY 2019-2020

Executive Summary of the Board of Trustees Report, October 2020

- 2019-2020 marked the first year of our second institutional assessment cycle.
- There were 4 foci of student learning assessment at the institutional level during this academic year:
 - Natural Science (Disciplinary Literacy Breadth via the Core Curriculum);
 - Social Sciences (Disciplinary Literacy Breadth via the Core Curriculum);
 - Oral Communication (Interpretive & Expressive Literacy)
 - Written Communication (Interpretive & Expressive Literacy)
- We met the targeted learning outcomes in the following strands:
 - Social Sciences (Disciplinary Literacy Breadth); **(88.4%)**
 - Oral Communication (Interpretive & Expressive Literacy) for Core 101/301 students; **(91% and 89%, respectively)**
 - Oral Communication (Interpretive & Expressive Literacy) for SMP students; **(87%)**
 - Written Communication (Interpretive & Expressive Literacy) for Core 101/301 students; **(86% and 90%, respectively)**
- We did NOT meet the institutional target in the following strands:
 - Natural Sciences (Disciplinary Literacy Breadth); **(69.7%)**
 - Written Communication for SMP students; **73% met the outcome.**

SMCM Student Learning in AY 19-20

Board of Trustees Report, October 2020

Introduction

In 2019-2020, SMCM faculty completed Year 1 of our second 3-year assessment cycle. The SMCM assessment system has been designed to help us understand ways in which our students are or are not meeting particular learning outcomes, for the purpose of informing conversations about how we may need to adjust learning experiences to maximize student learning. It is not a system designed to evaluate instruction or teaching, but rather provide faculty with insight to inform reflections and conversations about the organization and outcomes of learning experiences. We engage in assessment for the purpose of facilitating continuous refinement/improvement of the student learning experience.

The Three-Year SMCM Assessment Cycle

The following table presents the foci of the SMCM institutional assessment cycle in each of the respective years of the cycle. Year 1 (the focus of this report) is highlighted.

2019-2020 (Year 1)	2020-2021 (Year 2)	2021-2022 (Year 3)
Natural Science (Disciplinary Literacy Breadth)	Cultural Perspectives/Cultural Literacy (Disciplinary Literacy Breadth)	International Languages & Cultures (Disciplinary Literacy Breadth)
Social Science (Disciplinary Literacy Breadth)	Humanistic Foundations/Humanities (Disciplinary Literacy Breadth)	The Arts (Disciplinary Literacy Breadth)
Oral Communication (Interpretive & Expressive Literacy)	Critical Thinking (Interpretive & Expressive Literacy)	Mathematics (Disciplinary Literacy Breadth)
Written Communication (Interpretive & Expressive Literacy)	Professional Literacy	Disciplinary Literacy Depth via majors
		Information Literacy
		Community Literacy

Institutional Assessment Results in 2019-2020, with comparisons to Year 1 of Cycle 1

Table 1 summarizes the findings in the focus areas of last academic year, as well as how the assessment was conducted. For the purpose of institutional assessment, we expect 80% of students to meet the learning outcome. The table is color-coded to highlight the areas where this expectation was met; green indicates that we met the outcome, while red indicates we did not meet the outcome. As will also be noted in a few cells of the table, for a couple of outcomes, we were missing some data from courses/instructors, which shifts some of our results. Because we are in our institutional assesme

Table 1: Snapshot summary of institutional assessment results

	Fall 2019	Spring 2020	AY 19-20	
Natural Science Disciplinary Literacy <i>ILO/Core expectation: Foundational</i>	65% of students met the outcome. <i>(243 of 373 students in 12 course sections)</i>	75% of students met the outcome. <i>(247 of 330 students in 7 course sections)</i>	69.7% of students met the outcome <i>(490 of 703 students)</i>	Course-embedded assignments, with scoring tools designed/chosen by instructors
Social Science Knowledge <i>ILO/Core expectation: Foundational</i>	87% of students met the outcome. <i>(296 of 340 students in 13 course sections)</i>	90.5% of students met the outcome. <i>(389 of 430 students in 11 course sections)</i>	88.4% of students met the outcome. <i>(681 of 730 students)</i>	Course-embedded assignments, with scoring tools designed/chosen by instructors
Written Communication <i>101 expectation: Foundational (at least a 2 in all five categories) 301 expectation: Developing (at least a 3 in 3 categories, nothing less than a 2) Capstone expectation: Capstone (at least a 3 in all five categories)</i>	<i>Our analysis for 19-20 was aggregate across the whole year.</i>		86% of students in CORE 101 met the outcome <i>(n= 284 students in 16 sections)</i> 90% of students in CORE 301, met the outcome <i>(n = 72 students in 7 sections)</i>	Course-embedded assignments, using AAC&U VALUE rubric for Written Communication
			73% of SMP students met the outcome <i>(n = 170 students)</i>	SMP, using AAC&U VALUE rubric for Information Literacy

Oral Communication <i>101 expectation:</i> Foundational (at least a 2 in all five categories) <i>301 expectation:</i> Developing (at least a 3 in 3 categories, nothing less than a 2) <i>Capstone expectation:</i> <i>Capstone</i> (at least a 3 in all five categories)	<i>Our analysis for 19-20 was aggregate across the whole year.</i>	<div> 91% of students in CORE 101 met the outcome. <i>(n= 269 students in 16 sections)</i> 89% of students in CORE 301 met the outcome. <i>(n = 73 students in 7 sections)</i> </div> <div> 87% of SMP students met the oral communication outcome <i>(n = 173 students)</i> </div>	Course-embedded assignments, with scoring tools designed/ chosen by instructors
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Observations & Questions regarding student learning in Natural Sciences:

- From Cycle 1 to Cycle 2, results were fairly comparable in the Natural Sciences strand, and still performing below the institutional expectation. Though we cannot yet call this a trend, it may be important to reflect further about:
 - If there are differences in what students are expected to know/convey within BIOL 105 to meet learning outcomes (as a gateway course to the major) than in BIOL 101 (for non-majors),
 - If programs (like Physics and Chemistry) are using national batteries to assess their students' skills in the content area and skill growth compared to where the students start in the semester), does our institutional assessment process appropriately consider what we already know about the depth of student learning in certain disciplines nationally? In other words, are the benchmarks we have established too high, in light of where many students may be beginning in their knowledge of a particular content area?

Observations & Questions regarding student learning in Social Sciences:

- From Cycle 1 to Cycle 2, we saw an overall rise in the number of students who are meeting the learning outcomes in the courses implicated in the Social Sciences strand. Through conversations and email exchanges with the various instructors/programs implicated in this thread of assessment, there is evidence of changed practices between Cycle 1 and Cycle 2, including:

- The development of a common assignment or cluster of exam questions across all sections of a particular course for the assessment to support assessment of student learning (e.g., ANTH 101, ECON 102, ECON 103, POSC 100)
- Ongoing development/refinement of the program curricula that build on the content presented in those early courses (ANTH, ECON, PSYC)
- Increased conversations about the learning experience and content within multiple sections of the same course (POSC, ANTH, ECON)
- Consistency of instructors from FA to SP sections of those courses (ANTH, ECON, POSC)

Observations & Questions regarding student proficiency with Oral & Written Communication in the Core Seminars

- From Cycle 1 to Cycle 2, we saw an overall rise in the number of students who met the learning outcomes for Written & Oral Communication in Core 101. As was the case for the Natural Sciences strand, we can look to some structural changes/shifts in processes to support the student learning experience in Core Seminars, including:
 - Annual summer (optional) trainings for instructors new to Core seminar teaching that include conversations around assessment of student learning and the expectations for student experiences that are typically well-attended
 - Collaboration/sharing among Core 101 instructors of instructional ideas and practices to support/scaffold student development
- In Cycle 1, the “met” threshold for students in our CORE 301 courses had been set at the same level we used for our SMP outcome measure (3’s on all criteria of our rubric), even though a student in CORE 301 could have 100 fewer credits than a student in the SMP/Capstone experience. Thus, there was some inherent illogic in the expectation, and consistently, CORE 301 students did not meet our institutional expectations in assessment.
 - The Assessment Implementation Team, with help from Institutional Research, reviewed our ratings and scorings in all 301/SMP experiences during Cycle 1 to determine how we should alter the thresholds in 301 or the SMP/capstone assessment to address this logic gap. Ultimately, the analysis showed that our best path was to maintain the SMP level at all 3’s and to adjust the 301 level. Further, it was determined that a reasonable threshold for analysis of student learning was a score combination of “at least 3 3’s, and nothing less than a 2”. The results from 19-20 were analyzed on this threshold, and we can see that overall, more CORE 301 students are meeting the learning standards. We still need to review the implications of this shift further.

Observations & Questions regarding student proficiency with Oral & Written Communication in the SMP

- From Cycle 1 to Cycle 2, the number of students who met the learning outcome for Oral Communication held as relatively steady. Of all areas of our assessment of the “liberal arts skills” of Oral & Written Communication, Critical Thinking, and Information Literacy, this has always been the strongest area of success for our students.

- From Cycle 1 to Cycle 2, the number of students who met the learning outcome for Written Communication has declined. At this point, we have not really explored possible reasons for this shift, but given that many students had to readjust their SMPs at the last minute due to the remote learning contingency of Spring 2020, it could be that their final products were negatively impacted.

Next steps:

- The rollout of our new assessment software, mixed with the early reopening, delayed our plans to do a student-to-student comparison of student performance on the Written and Oral Communication rubrics. The students who were in Core 101 in FA2016 and whose skills in those areas were assessed that semester were largely the same cohort of students who completed the capstone requirements in Spring 2020, so we have an opportunity to look at individual student learning across a skill for the first time. We will complete that analysis by the end of the fall semester.
- We will need to explore in greater depth possible reasons for the decline in SMP writing outcomes.
- 20-21 will continue to focus on the rollout of our new assessment software, while being mindful of the constraints and challenges posed by this unique academic year.

A note about program assessment activity in AY 19-20

All programs that planned to engaged in assessment of student learning in AY19-20 did fulfill those plans. Glitches in our assessment system software delayed the release of the 19-20 data to programs, and all reports were finally submitted as of 9/29/20 for review. This has not left me with enough time to prepare a summary for this meeting of the Board of Trustees, but I will provide an update for the next meeting.



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
MINUTES**

Date of Meeting: May 15, 2020

Status of Minutes: Approved June 1, 2020

Academic Affairs Committee Members Present: Committee Chair Peter Bruns, Board Chair Lex Birney, Paula Collins, Gail Harmon, President Tuajuanda Jordan, Larry Leak '76, William Seale

Committee Members Absent:

Staff Member: Michael Wick

Others Present: Nicolas Abrams '99, John Bell '95, Allison Boyle, Donny Bryan '73, Jeffrey Byrd, Judy Fillius '79, Peg Duchesne '77, Susan Dyer, Elizabeth Graves'95, David Hautanen, Sven Holmes, Glen Ives, Lindsay Jamieson, Jasmine Long'21, Doug Mayer'04, Scott Mirabile, Joan Pickett, Jennifer Sivak, Danielle Troyan '92, Allan Wagaman '06, Harry Weitzel, Raymond Wernecke, John Wobensmith '93, Anna Yates

Executive Summary

Academic Affairs Committee Chair Bruns called the meeting to order at 9:38 a.m.

A motion was made and seconded to go into close session at 9:39 a.m.

The Committee resumed open session at 9:48 a.m.

Committee Chair Bruns opened the floor for questions or discussion regarding the Faculty Senate or Dean of Faculty reports. Senate President Byrd thanked the College leadership for their support during this challenging academic year.

Action Item:

III.A. Recommendation to Approve 2020 Candidates for Graduation

Committee Action Taken/Action in Progress:

The proposed action item was approved by the Academic Affairs Committee at its meeting on May 15, 2020.

Recommendation to the Board:

The Academic Affairs Committee recommended approval of this action item by the Board of Trustees at its meeting on May 15, 2020.

Meeting adjourned at 9:50 a.m.