**Document N: Course and Program Development:**

**IMPACT AND APPROVAL SIGNATURES**

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

**SCHOOL:**
- LAW
- MSB
- CAS
- CPA

**CONTACT NAME:** Dr. John Bates

**PHONE:** 410-837-6560

**DEPARTMENT/DIVISION:** Division of Applied Behavioral Sciences

**DATE PREPARED:** 10/24/11

**PROPOSED SEMESTER OF IMPLEMENTATION:**
- fall
- spring

**YEAR:** 2012

**TYPE OF ACTION:**
- add (new)
- deactivate
- modify
- other

**LEVEL OF ACTION:**
- noncredit
- undergraduate
- graduate
- other

**ACTION BEING REQUESTED** (select one category, either Course Actions or Program Actions):

**COURSE ACTIONS**

Original Subject Code/Course Number:
- PSYC 490

Original Course Title:
- Senior Project in Psychology

**PROGRAM ACTIONS**

**SELECT ONE OR MULTIPLE ACTIONS FROM ONE OF THE LISTS BELOW** (review the list of necessary documents):

<table>
<thead>
<tr>
<th>COURSE ACTIONS</th>
<th>PROGRAM ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experimental Course</td>
<td>10. Program Requirements</td>
</tr>
<tr>
<td>2. Course Title</td>
<td>11a. Undergraduate Specialization (24 credits or fewer)</td>
</tr>
<tr>
<td>3. Course Credits</td>
<td>11b. Master's Specialization (12 credits or fewer)</td>
</tr>
<tr>
<td>4. Course Number</td>
<td>11c. Doctoral Specialization (18 credits or fewer)</td>
</tr>
<tr>
<td>5. Course Level</td>
<td>12. Minor (add or delete)</td>
</tr>
<tr>
<td>6. Pre- and Co-Requisite</td>
<td>13. Closed Site Program</td>
</tr>
<tr>
<td>7. Course Description</td>
<td>14. Program Suspension</td>
</tr>
<tr>
<td>8. New Course</td>
<td>15. Program Reactivation</td>
</tr>
<tr>
<td>9. Deactivate Course</td>
<td>16a. Certificate Program (UG/G) exclusively within existing degree program</td>
</tr>
<tr>
<td>✓ 22. Other</td>
<td>16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)</td>
</tr>
<tr>
<td></td>
<td>17. Off-Campus Delivery of Existing Programs</td>
</tr>
<tr>
<td></td>
<td>18a. Undergraduate Concentration (exceeds 24 credits)</td>
</tr>
<tr>
<td></td>
<td>18b. Master's Concentration (exceeds 12 credits)</td>
</tr>
<tr>
<td></td>
<td>18c. Doctoral Concentration (exceeds 18 credits)</td>
</tr>
<tr>
<td></td>
<td>19. Program Title Change</td>
</tr>
<tr>
<td></td>
<td>20. Program Termination</td>
</tr>
<tr>
<td></td>
<td>21. New Degree Program</td>
</tr>
<tr>
<td></td>
<td>22. Other</td>
</tr>
</tbody>
</table>

**ADDITIONAL DOCUMENTATION** (check all appropriate boxes of documents included; review the list of necessary documents):

- summary proposal (O)
- course definition document (P)
- full five-page MHEC proposal (Q)
- financial tables (MHEC) (R)
- other documents as may be required by MHEC/USM (S)
- other (T)

Summer 2010
### IMPACT REVIEW (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Impacted Entity</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ no impact</td>
<td>□ impact statement attached</td>
<td></td>
</tr>
<tr>
<td>b. OTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ no impact</td>
<td>□ impact statement attached</td>
<td></td>
</tr>
<tr>
<td>c. University Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ no impact</td>
<td>□ impact statement attached</td>
<td></td>
</tr>
<tr>
<td>d. Admissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ no impact</td>
<td>□ impact statement attached</td>
<td></td>
</tr>
<tr>
<td>e. Records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ no impact</td>
<td>□ impact statement attached</td>
<td></td>
</tr>
</tbody>
</table>

### APPROVAL SEQUENCE (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Approval Level</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Department/Division (Chair)</td>
<td>Deborah Kohl</td>
<td>11-11-11</td>
</tr>
<tr>
<td>B. General Education (for No. 7, 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Final Faculty Review Body Within Each School (Chair)</td>
<td>Teddy Hudging</td>
<td>12-12-11</td>
</tr>
<tr>
<td>D. Dean</td>
<td></td>
<td>1-6-12</td>
</tr>
<tr>
<td>E. University Faculty Senate (Chair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. University Council (Chair)$^1$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Provost and Senior Vice President for Academic Affairs</td>
<td>Beverly Schnelle</td>
<td>7/10/2012</td>
</tr>
<tr>
<td>H. President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Board of Regents (notification only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Board of Regents (approval)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. MHEC (notification only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. MHEC (approval)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the University's mission is changed by the action</td>
<td></td>
</tr>
</tbody>
</table>

$^1$ University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Summer 2010
See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: LAW  MSB  CAS  CPA

CONTACT NAME: Dr. John Bates  PHONE: 410-837-6560

DEPARTMENT/DIVISION: Division of Applied Behavioral Sciences  DATE PREPARED: 10/24/11

PROPOSED SEMESTER OF IMPLEMENTATION: fall  spring  YEAR: 2012

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

- [ ] COURSE ACTIONS
- [ ] PROGRAM ACTIONS

Original Subject Code/Course Number:

PSYC 490

Original Course Title:
Senior Project in Psychology

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

**COURSE ACTIONS**

1. Experimental Course
2. Course Title
3. Course Credits
4. Course Number
5. Course Level
6. Pre- and Co-Requisite
7. Course Description
8. New Course
9. Deactivate Course
   ✔ 22. Other

**PROGRAM ACTIONS**

10. Program Requirements
11a. Undergraduate Specialization (24 credits or fewer)
11b. Master's Specialization (12 credits or fewer)
11c. Doctoral Specialization (18 credits or fewer)
12. Minor (add or delete)
13. Closed Site Program
14. Program Suspension
15. Program Reactivation
16a. Certificate Program (UG/G) exclusively within existing degree program
16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
17. Off-Campus Delivery of Existing Programs
18a. Undergraduate Concentration (exceeds 24 credits)
18b. Master's Concentration (exceeds 12 credits)
18c. Doctoral Concentration (exceeds 18 credits)
19. Program Title Change
20. Program Termination
21. New Degree Program
22. Other

For changes to existing courses:

<table>
<thead>
<tr>
<th>OLD TITLE</th>
<th>SUBJECT CODE/COURSE NO.</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW TITLE</td>
<td>SUBJECT CODE/COURSE NO.</td>
<td>CREDITS</td>
</tr>
</tbody>
</table>
A letter grading method has been used since the original implementation of this course. However, the division faculty have voted unanimously to change the grading method to Pass/Fail.

The number, variety, and complexity of elements involved in student-designed and implemented projects have been so great that faculty responsible for evaluating those projects have become concerned about the reliability and validity of the grades that have been assigned. In fairness to our students, and to encourage continued originality and personal meaningfulness of their projects, the faculty of the Division of Applied Behavioral Sciences requests permission to evaluate senior projects on a Pass/Fail rather than letter-grade basis.
1. DATE PREPARED
2 November 2011

2. PREPARED BY
Dr. John Bates

3. DEPARTMENT/DIVISION
Division of Applied Behavioral Sciences

4. COURSE NUMBER(S) with SUBJECT CODE(S)
PSYC 490

5. COURSE TITLE
Senior Project in Psychology

6. CREDIT HOURS
3

7. CATALOG DESCRIPTION
The capstone experience for psychology majors. Students design and conduct original, quantitative or qualitative studies of psychological topics of personal interest and share their own project problems, progress and outcomes in a weekly seminar. Completed projects are reported in both a formal, APA-style written report and orally as part of a psychology student colloquium.

8. PREREQUISITES
PSYC 200, PSYC 300, PSYC 308, PSYC 309 and PSYC 405, or their equivalents; senior status

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)
Required for the major

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)
N/A

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding, so check with your dean's office if you are unsure of the correct entry)
Seminar

Summer 2010
12. FACULTY QUALIFIED TO TEACH COURSE

Dr. John Bates, Dr. Deborah Kohl, Dr. Thomas Mitchell, Dr. Sally Farley, Dr. Elaine Johnson, Dr. Courtney Gasser, Dr. David Goode-Cross, Dr. Kristen Eyssell, Professor John Gasparini

13. CONTENT OUTLINE

N/A

14. LEARNING GOALS

Content learning goals will vary from student to student according to their chosen topics. As a capstone experience, however, this course should provide evidence regarding whether students have achieved several significant program outcomes:

Creative, technical and communication skills necessary for the completion of original project within a psychological domain of personal interest, including:

a. thorough description of the problem under investigation;

b. discussion of concepts, theories, and prior research relevant to the problem;

c. application of methods appropriate to systematic study of the problem;

d. statistical analyses of data when and as appropriate;

e. evaluation and discussion of investigational outcomes;

f. writing style and organization format consistent with current American Psychological Association standards; and,

g. speaking skills sufficient to the coherent presentation of investigational outcomes.

15. ASSESSMENT STRATEGIES

All projects must be reported both in writing and orally at a Psychology Student Colloquium to be held near the end of each semester in which students are enrolled in the course. All faculty must apply the Psychology Senior Project Assessment Rubric and Score Sheet (see Attachment A) for the determination of individual project grades.

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)


17. SPECIAL GRADING OPTIONS (if applicable)

*Pass* or *Fail* final grades will be assigned based on instructor evaluations of projects according to the attached rubrics.

18. SUGGESTED CLASS SIZE

15
19. LAB FEES (if applicable)

N/A
<table>
<thead>
<tr>
<th>BA-PSYC Program Goal</th>
<th>Expected Outcome</th>
<th>Brief description/discussion of evidence pertaining to expected outcome</th>
<th>Weight</th>
<th>Rating (0-5 or N/A*)</th>
<th>Score (W X R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough description of the problem under investigation.</td>
<td>Presentation of the specific problem or issue that was studied in sufficient detail that it is clear and understandable to the audience, explaining its importance within the discipline and its relevance to the student.</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion of concepts, theories and prior research relevant to the problem.</td>
<td>Synopsis of the relevant literature sufficient to place the problem in an historical, theoretical, and/or applied context, including explanation of concepts directly related to study within the problem area.</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of methods appropriate to systematic study of the problem.</td>
<td>Selection and correct use of research method appropriate to the problem, including sufficiently thorough presentation of details to allow replication, and explicit and proper consideration of relevant ethical issues.</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistical analysis of data when and as appropriate</td>
<td>Selection and correct use of statistical or other analytic techniques appropriate to the research method, including information presented clearly, economically, and sufficiently for the audience to understand fully the outcomes of analyses.</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation and discussion of investigational outcomes</td>
<td>Appropriate interpretations of results relative to any predictions made or hypotheses tested, acknowledgments of methodological limitations, commentary on relevance of findings with respect to psychological theory or real-life phenomena, and recommendations regarding fruitful areas for future study.</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing style/format consistent with current APA standards</td>
<td>Demonstrated application of all current, appropriate style and format standards, including but not limited to orderly presentation of ideas; precision and clarity of language; proper spelling, punctuation, and grammar; proper citation of references; etc.</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking skills sufficient to the coherent presentation of investigational outcomes</td>
<td>Informative oral presentation of all main points of the project in a smooth, structured, deliberate manner, in language appropriate to the topic and audience, and using voice, gestures, movement, and eye contact to maintain audience attention.</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total |