

# ACADEMIC SENATE PROPOSAL TRACKING SHEET

**(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)**

All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers Academic Senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

**Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --**

**<http://www.msun.edu/admin/provost/asproposals.htm>**

**Documentation and forms for the curriculum process is also available on the web page:**

**<http://www.msun.edu/admin/provost/asforms.htm>**

\*\*\*\*\* (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Dean of the submitting college who then notifies the originator.)

<b>Proposal #</b> 10-27	<b>Title:</b> Bachelor of Science, Psychology inc. minor
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(proposal explanation, submitter and college dean signatures on attached program/degree or course revision form)

	Date				
Received by ACAD Senate	04-08-11				
Forwarded to Gen Ed Committee	4-11-11	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>	Signature <i>[Signature]</i>	Date 4/26/11
Returned to ACAD Senate	4-27-11				
Forwarded to Curriculum Committee	4-27-11	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>	Signature <i>[Signature]</i>	Date 4/27/11
Returned to ACAD Senate for Vote	4-28-11	Approved <input type="checkbox"/>	Disapproved <input type="checkbox"/>	Signature _____	Date _____
<del>Sent to Provost's office for Full Faculty vote</del>	_____	Approved <input type="checkbox"/>	Disapproved <input type="checkbox"/>	Signature _____	Date _____
<del>Voted on at Full Faculty meeting</del>	_____	Approved <input type="checkbox"/>	Disapproved <input type="checkbox"/>	Signature _____	Date _____
Forwarded to Provost for Approval/Disapproval	4-29-11	Approved <input type="checkbox"/>	Disapproved <input type="checkbox"/>	Signature _____	Date _____
Forwarded to Chancellor for Approval/Disapproval	_____	Approved <input type="checkbox"/>	Disapproved <input type="checkbox"/>	Signature _____	Date _____

Copies sent to originating college and \_\_\_\_\_

July 20, 2011

ITEM XXX-XXX-XXXXX

Level II: Bachelor of Science, Psychology including minor

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**THAT**

Requests the approval for a Bachelor of Science degree in Psychology at Montana State University – Northern (MSU-N) which will offer applied psychology courses leading to major or minor.

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**EXPLANATION**

The baccalaureate degree in psychology will strengthen the mission of the university and the College of Education, Arts & Sciences, and Nursing by providing a significant and popular addition to the program offerings of our institution. Thus, those students who wish to pursue a course of study in the social and behavioral sciences will have the option of a psychology major or minor.

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**ATTACHMENTS**

Level II Curriculum Proposal

**Montana Board of Regents**  
LEVEL II REQUEST FORM

Item Number: XXX-XXXX-XXXXX Meeting Date: July 19, 2011  
Institution: Montana State University-Northern CIP Code: \_\_\_\_\_  
Program Title: Psychology, Bachelor of Science; Psychology minor

Level II proposals require approval by the Board of Regents.

**Level II action requested (place an X for all that apply and submit with completed Curriculum Proposals Form):**

Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

**Specify Request:**

Montana State University-Northern is proposing a Bachelor of Science degree in Psychology. The degree will offer applied psychology courses leading to major or minor in the study of human behavior which emphasize the developmental processes, personality, addictions, and cognitive psychology, and field experiences. The major in psychology will be a general major designed to acquaint students with the basic information and methods related to the study of psychology. The minor will complement various majors including criminal justice, business, Native American studies, and community leadership.

## PROGRAM/DEGREE REVISION FORM

NEWX \_\_\_\_\_ DROPPED \_\_\_\_\_ MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY \_\_\_\_\_

College COEASN Program Area Social Sciences Date 2/18/11

Submitter Darlene Sellers Dean  Date 2/9/11

Signature

Signature (indicates "college" level approval)

**Please provide a brief explanation & rationale for the proposed revision(s).**

The Bachelor of Science degree in Psychology at Montana State University – Northern (MSU-N) will offer applied psychology courses leading to major or minor in the study of human behavior which emphasize the developmental processes, personality, addictions, and cognitive psychology, and field experiences. The major in psychology will be a general major designed to acquaint students with the basic information and methods related to the study of psychology. The minor will provide a relevant course of student to complement various majors including criminal justice, business, Native American studies, and community leadership. (See Level II documents for further information.)

**Please provide in the space below a "before and after" picture of the program with the changes in the program noted. Attach appropriate Course Revision Forms. Please indicate changes by shading the appropriate cells.**

**PROPOSAL TITLE** Bachelor of Science degree in Psychology, Major and Minor  
**Bachelor's Degree in Psychology: Major**

Course Prefix	#	Course Title	Gen-Ed Credits	Selective Credits	Required Credits	Total for Program
		CAT I: Communications	6			
		CAT II: Mathematics	3			
		CAT III; Natural Sciences with lab	6			
		CAT IV: Social Sciences/History (Include PSYX 100 and/or PSYX 230)	6			
		CAT V: Cultural Diversity	3			
		CAT VI: Humanities/Fine Arts	6			
		CAT VII: Technology	3			
			<b>33</b>			
		<i>Required Courses:</i>				
PSYX	100	Introduction to Psychology (CAT IV)			[3]	
PSYX	230	Developmental Psychology (CAT IV)			[3]	
PSYX	2XX	Abnormal Psychology			3	
PSYX	3XX	Psychological Statistics (or Business Statistics)			3	
PSYX	3XX	Psychology Research			4	
PSYX	3XX	Psychology Research Lab			0	
PSYX	3XX	Biological Foundations of Addiction			3	
PSYX	385	Psychology of Personality			3	
PSYX	2XX	Psychology: Life Span Development			3	
PSYX	4XX	Field Practicum in Applied Psychology			3	
		<b>Sub-total Required Courses</b>			<b>22 plus [6] = 28</b>	
		<i>Psychology Required Electives – Select 12 credits</i>				
PSYX	2XX	Psychological Tests & Measurement			3	
PSYX	3XX	Learning and Motivation			3	
PSYX	3XX	Sensation and Perception			4	
PSYX	3XX	Sensation and Perception Lab ( <i>must take lab</i> )			0	
PSYX	4XX	Substance Abuse Disorders			3	
PSYX	4XX	Treatment of Addictions			3	
PSYX	3XX	Social Psychology			3	
PSYX	4XX	Forensic Psychology			3	
		<b>Sub-total Required Elective Courses</b>			<b>12</b>	
		<b>Total Major Credits (minus General Education Courses)</b>			<b>34 plus [6] = 40</b>	
		<b>Selectives for career emphases PLUS minor</b>		<b>67</b>		
		<b>General Education Requirements</b>	<b>33</b>			
		<b>Total for Psychology B.S. Degree</b>				<b>120</b>

### Minor in Psychology (Non-teaching)

Course Prefix	#	Course Title	Elective Credits	Required Credits	Total Credits
<i>Required Courses for Minor</i>					
PSYX	100	Introduction to Psychology (CAT IV)		3	
PSYX	230	Developmental Psychology (CAT IV)		3	
PSYX	340	Abnormal Psychology		3	
PSYX	2XX	Psychological Statistics (or Business Statistics)		3	
PSYX	2XX	Psychology Research		4	
PSYX	2XX	Psychology Research Lab		0	
PSYX	3XX	Psychology: Life Span Development		3	
PSYX	385	Psychology of Personality		3	
<i>Psychology Electives – Select 6 credits</i>					
PSYX	2XX	Treatment of Addictions	3		
PSYX	2XX	Psychological Test & Measurement	3		
PSYX	3XX	Learning and Motivation	3		
PSYX	3XX	Sensation and Perception	4		
PSYX	3XX	Sensation and Perception Lab ( <i>must take lab</i> )	0		
PSYX	3XX	Forensic Psychology	3		
PSYX	385	Substance Abuse Disorders	3		
<b>Total</b>			<b>6</b>	<b>22</b>	<b>28</b>

### List of New Course Proposals

PREFIX	#	Course Title	Credits
PSYX	3XX	Psychology Research	3
PSYX	3XX	Psychology Research Lab	0
PSYC	3XX	Psychological Statistics	3
PSYX	2XX	Psychological Tests & Measurement	3
PSYX	3XX	Learning and Motivation	3
PSYX	3XX	Social Psychology	3
PSYX	3XX	Principles of Cognitive Behavior Modification	3
PSYX	4XX	Field Practicum in Applied Psychology	3

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Current assessment of the resources available indicate minimal costs associated with the new program. It is anticipated as student numbers increase for the major, an additional faculty line will be required.

**Montana State University-Northern**  
**PROPOSAL FOR BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY**  
**Major and Minor**

**1. Overview of Proposed Program**

The Bachelor of Science degree in Psychology at Montana State University – Northern (MSU-N) will offer applied psychology courses leading to major or minor in the study of human behavior which emphasize the developmental processes, personality, addictions, and cognitive psychology, and field experiences. The major in psychology will be a general major designed to acquaint students with the basic information and methods related to the study of psychology. Students with the major will select a minor (e.g., business, community leadership, criminal justice, etc.) in consultation with their advisors based on the individual career goals and interests. The curriculum introduces students to core areas in psychology and emphasizes scientific theory, terminology, research methodology and discovery and findings in psychological science. Graduates from the program who choose not to continue toward advanced graduate study may find employment in a wide variety of organizations and agencies, as well in research settings where knowledge of human behavior and development is useful. Psychology is a diverse field encompassing the scientific study of thinking, emotion, and behavior and can be applied to almost all aspects of everyday life: interpersonal relationships, school and lifelong learning, family, and the work environment. Thus, not only does this degree prepare individuals for employment in applied settings (e.g., business, community and social services, non-profit organizations), individuals are prepared to enter graduate studies in psychology or related fields. The program of study will be developed around a set of lectures and sequentially articulated experiential requirements which provide instruction and practice in theory and in research techniques.

**2. Need**

*a. To what specific need is the institution responding in developing the proposed program?*

One of the most requested undergraduate majors according to MSU-N's recruiting department is psychology. This regional finding is supported by the national research published by the Association for Psychological Science.[2] As a single field and not a constellation of fields, such as is true of business, biology or education, psychology outdrew all other fields of study in popularity. In 2000, about 75,000 college seniors graduated with a degree in psychology; by 2008, over 92,000 students graduated with a bachelor's degree in psychology.[3] The field of psychology continues to enjoy high interest as a choice of major. In addition, the psychology major is often used as a preliminary step toward professional training in counseling, law, the ministry, or advanced degrees in psychology. In addition, graduates with majors and minors in psychology provide a pool of graduate students for the institution's graduate degree in counselor education.

The baccalaureate degree in psychology would strengthen the mission of the university and the College of Education, Arts & Sciences, and Nursing by providing a significant and popular addition to the program offerings of our institution. Thus, those students who wish to pursue a degree in the social and behavioral sciences will have the option of a psychology degree.

A degree in psychology enhances MSU-N's efforts to be responsive in meeting the educational needs and workplace demands in our region and the state. In addition, this degree affords an important educational opportunity to students who may be place-bound or with economic restraints on their choice for colleges or universities. Notwithstanding the benefit the psychology major would have for the region's students, it is anticipated that overall enrollment and retention will increase due to the popularity of the psychology major.

Although an earned bachelor's degree in psychology does not make one a professional psychologist, completion of an undergraduate psychology major will provide students with adequate preparation for entry-level employment in a variety of career paths in Montana. (See Appendix A for "Occupation Employment Projections" for 2008-2018 in fields related to the psychology major course of study.)

The *Occupational Outlook Handbook* (U.S. Department of Labor Bureau of Labor Statistics) projects the need for psychology-related careers to have faster than average growth through at least 2016.[1] This *Handbook* projected occupations requiring a psychology degree (bachelor's or above) as the fifth fastest growing field currently. Some examples of job market areas which graduates with bachelor's degrees in psychology have entered include: advertising, job and performance evaluation analysis, basic and applied research and development, technical/scientific writing, marketing and public relations, business merchandising and sales, personnel selection and placement, employment counseling, child care, probation and parole, social services, community mental health and various positions in health-related services.

*b. How will students and any other affected constituencies be served by the proposed program?*

Demographics and geographic setting have placed MSU-N in a unique position. A critical function of its purpose and mission demand that MSU-N facilitates the bridging of degrees from tribal and community colleges, and respond to the educational needs and career goals of our constituents-consumers. As the only four-year publicly supported institution of higher education in the vast north-central region of Montana, MSU-N is called upon to respond to the needs and desires of the region to provide the services of a comprehensive university. The Bachelor of Science degree in Psychology will enhance the comprehensiveness of MSU-N ability to provide a course of study to significantly address the interrelated factors in the workplace throughout its service area.

Due to the geographical setting of the institution—centered between two reservations—there are many agencies that provide services to under-served populations. There is an unmet need for employees who are prepared to serve the needs of disenfranchised populations with an understanding of human behavior (personal communication, Brenda Gardipee, Division Chief of the Rocky Boy's Human Service Department, February 21, 2011). Psychology graduates may be hired for entry-level positions in a wide variety of settings in the region and state. Psychology majors find jobs in social service agencies, non-profit organizations, government agencies, educational institutions, hospitals, pharmacies, rehabilitation centers, and correctional institutions. They may also find jobs in business and industry in market research, public relations, customer service, management, advertising, human resources, and sales.

While many psychology graduates work in a related occupation and obtain an advanced degree, others choose another direction. Many careers do not require a specific major but rather a wide range of demonstrated skills and accomplishments. Regardless of graduates' career choices,

the psychology degree increases marketability through internships and responsible work experiences. (See Appendix A for samples of career opportunities projections in Montana.)

*c. What is the anticipated demand for the program? How was this determined?*

Evaluation of need for program

The following table provides graduation rates in psychology from the Montana University System.

Table 1: Majors in psychology in Montana University System Units

Institution/Year	2007	2008	2009
University of Montana	428	426	443
Montana State University	226	211	227
Montana State University-Billings	120	118	127

Table 2. Graduation rates of psychology majors in Montana University System Units

Institution/Year	2007	2008	2009
University of Montana	116	113	122
Montana State University	41	45	40
Montana State University-Billings	31	16	22

Given the numerous potential applications of course work in the field of psychology, it is difficult to obtain a precise estimate of the market demand for skills developed in an undergraduate psychology program at MSU-N. However, psychology majors and baccalaureate degrees in psychology granted at Montana's other three state institutions indicate that psychology maintains popularity, stable enrollment and graduation rates. (See Tables 1 and 2.) This degree option is of great interest for high school seniors in the region served by MSU-N. The Director of the MSU-N Recruitment Department, Stacey Gonzales, reported that "...while recruiting in almost 200 Montana high schools a majority of requests in 2009-10, especially in Western Montana, are for a Psychology degree option" (personal communication, September 9, 2010.)

In the 2010 MPSEOC data, 35 students requested psychology as their first choice of major; 31 students requested it as their second choice. In addition, see Appendix C for a list of individuals who responded to MSUN's recruiters during this academic year (fall, 2010) as interested in pursuing a psychology major.

### **3. Institutional and System Fit**

*a. What is the connection between the proposed program and existing programs at the institution?*

As part of the undergraduate curriculum there are content courses available across a variety of areas within the discipline as well as opportunities for research experiences,



independent study in areas of particular interest, and multiple field experiences throughout the program in addition to the Field Practicum in Applied Psychology requirement. In consultation with their advisors, students will select electives based upon their career goals and interests which will enable them to pursue employment in a wide variety of organizations, agencies, and settings where knowledge of behavior and cognition is useful.

The impact of the psychology degree for the College of Education, Arts & Sciences, and Nursing is significant. Notwithstanding the universal popularity of the psychology major of itself, this degree option will provide more opportunities for articulation and collaborative agreements with the region's tribal colleges (Fort Peck Community College, Fort Belknap Community College, Stone Child College, and Blackfoot Community College) and Medicine Hat College in Alberta, Canada. Also, the degree offers a minor option for multiple bachelor degrees at MSU-N. In addition, the Master of Education in Counselor Education would benefit two-fold: one, in the sharing of instructional faculty; and two, in providing a pool of potential applicants for the counselor education masters

*b. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.*

No.

*c. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).*

There are no closely related undergraduate programs at MSU-N.

*d. How does the proposed program serve to advance the strategic goals of the institution?*

Montana State University-Northern's role and mission place emphasis on providing academic and career preparation for a large, rural service area which includes four Native American reservations and many small communities and towns of the northwestern region of the state. MSU-N focuses its primary efforts toward providing quality instructional programs where students develop the skills and competencies necessary to fulfill their career goals. In addition, it is the mission of MSU-N to provide an educational foundation to its students that promotes discipline mastery, critical inquiry and social responsibility within a culturally rich and intellectually stimulating environment.

The Bachelor of Science degree in psychology integrates the university's overarching goals with content knowledge and experiences which span the arts and sciences and, in the process, provides students with relevant, practical and professional skills. The psychology degree will prepare students to enter the work world with the ability to think critically and complexly about important issues, the ability to communicate ideas successfully, and to participate in the research process with the ability to critically analyze the processes. At the practical level, the faculty are aware of the real world graduates will enter once they exit the program; therefore, the program will emphasize explicit training in career options in order to help students join their communities as productive citizens.

*e. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.*

Psychology is a degree that is considered a core offering at colleges and universities nationwide and in Montana. In fact, data indicate that psychology is a popular and core program of study for the universities in Montana. However, a psychology degree is unavailable to the population served by MSU-N in North Central Montana. Given students' various familial and occupational commitments, many students are unable to relocate or commute the hundreds of miles weekly to attend classes at other institutions. Thus, the proposed baccalaureate degree-in psychology fulfills a marketplace demand and meets the mission of MSU-N to be comprehensive university.

#### **4. Program Details**

*a. Provide a detailed description of the proposed curriculum. Where possible present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.*

Psychology is the scientific study and application of knowledge concerning the behavioral and cognitive processes of humans and other animals. The Bachelor of Science (B.S.) degree in Psychology will prepares students for employment in applied settings or for graduate study in psychology and related fields. Students who choose not to continue toward a graduate degree may find employment in a wide variety of organizations and agencies as well as in research settings where knowledge of behavior and cognition is useful. Those students who wish to obtain an advanced degree in counseling (i.e., MSU-N's Master of Education: Counselor Education) or psychology may find employment in research settings, academic settings, or private practice, although individuals with advanced degrees also work in a wide variety organizations.

The psychology curriculum introduces students to basic scientific and applied areas of the discipline with an emphasis on human development, cognitive/learning theories and terminology, as well as research findings in psychology. Students learn about various research methods used to study psychological phenomena, as well as the strengths and limitations of each. Throughout the course of study and personal contact with faculty, students are encouraged to undertake research activity of their own or to perform fieldwork in an area related to psychology. Students' psychological research or fieldwork, conducted in a setting related to psychology, provide experiences that form the basis for the Senior Thesis Capstone course. Any student who enrolls in a psychology course without having passed all prerequisite requirements with a "C" or better grade will be required to withdraw from the course. Psychology majors cannot have a grade less than "C" in a PSYX course used to satisfy graduation requirements. See Appendix B for Psychology Program (major and minor).

*b. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.*

Beginning Fall 2011, students who declare psychology as a major or minor will devise a written program plan of study with their major advisor. A program planner is attached as Appendix C.

Based upon the enrollment trends in psychology experienced by the units within the Montana University System, together with projected data for freshman and transfer students, the following enrollment estimates are presented for the next five years:

Table 2: Estimated enrollment of majors/minors

Students	Year 1	Year 2	Year 3	Year 4	Year 5
Full-time	10	15	20	25	25
Part-time	10	13	15	15	15
Total	20	28	35	40	40

#### Profile of Target Population

The target population consists of those individuals wishing positions in business, social services, public affairs, administrative support, management, sales, and education. Also, this degree provides persons with a solid foundation for graduate study in mental health counseling, business, health care, and a variety of other specialties or professions.

#### **5. Resources**

*a. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.*

The university recently (January 2011) appointed a tenure-track faculty who holds the appropriate credentials to teach and assist with coordination of the psychology degree. As enrollment increases in the program, it is anticipated that an additional faculty line will be needed. In addition, there are three staff (two with Ph.D.'s in psychology-related fields and one with a doctorate in Educational Psychology) who can contribute to the delivery of the program.

*b. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.*

No.

#### **6. Assessment**

*How will the success of the program be measured?*

Data will be collected from several sources will be used to inform the program and the university of the success and quality of the psychology program. The following describes sources in place or to be developed for program evaluation.

### Program Quality

The American Psychological Association Division Two is the division that supports the teaching of psychology and promotes program quality. As national standards for psychology programs change, the annual collegiate program review will align revised standards with existing course content. In addition, faculty will be supported and encouraged to engage in scholarship and professional activities that inform their practice.

### Program Characteristics and Performance Goals

*Student preparation.* Montana University System entrance requirements apply to all students. To be admitted, students must either be graduates of an accredited community college with an Associates of Arts or Science degree or have obtained at least 60 hours from an accredited college or university with a GPA of 2.0 on a 4.0 scale, and satisfy the requirements discussed under Admissions Standards' of the 2010-2011 Montana State University Northern Catalog.

*End-of-instruction level.* Along with successful completion of the required program of study, students must meet graduation requirements established by Montana State University-Northern.

*Faculty characteristics.* Faculty must meet the same requirements as current faculty teaching at MSU-N. Adjunct faculty must meet the same standards as full-time faculty in the program.

*Enrollment projections.* It is anticipated that there will be 40 students enrolled in the psychology program at the end of five years. The number of major and minors will be used as an indicator of program viability and quality.

*Program outcomes.* It is anticipated that 10 students will graduate at three years and 20 students will graduate at five years following implementation of the psychology program. Outcome expectations and assessment of the program will follow the guidelines established by MSU-N's program review standards. All programs are systematically reviewed by the university as directed by the Office of the Commissioner of Higher Education. Appropriateness of curriculum is continually assessed and evaluated through the professional activities of faculty and their professional membership and participation in national organizations. In addition, students evaluate faculty each semester. The results of the students' evaluations of the faculty and the courses will be used as an assessment factor.

*Student outcomes.* The specific student-outcome goals and sources for measuring performance for the psychology program include:

Student Learning Outcomes	Exit requirements for Seniors	Direct Knowledge Proficiency Exams	Student/faculty records of participation in activities
<u>Discipline specific knowledge.</u> We want the students to understand the basic aspects of human nature (e.g., developmental, biological, learning) and to have a basic awareness of the history of the field and important ethical issues.	X	X	

<u>Critical thinking.</u> We want students to be able to think critically and complexly about their world. We want them to be able to work independently and evaluate ideas and research with a logical mind and a critical eye.	X		
<u>Writing skills.</u> We want students to be able to communicate psychology through the writing including gaining the skills to use the literature in preparing a clearly written summary of a research topic, gaining the ability to create understandable graphic and tabular representations of psychological data and research results (using appropriate style manuals).	X		
<u>Data and research methodology.</u> We want students to understand scientific research processes, to learn the skills necessary to design and carry out student-directed independent research, to gain the ability to match basic statistical tests to research hypotheses, to collect and analyze data, to draw appropriate conclusions, and to be a critical consumer of existing research.	X	X	
<u>Career knowledge and guidance.</u> We want our students to understand their career options with respect to psychology and know relevant information about what individuals with a psychology degree can do with their career.	X		X
<u>Active participation in the field.</u> We want students to be active participants in the scientific field and to use this experience to prepare them for careers in psychology or related fields.			X

*Student/Alumni satisfaction.* All graduates of Montana State University-Northern are surveyed at least twice after they exit the program. The first survey is administered upon application for graduation. Career Services and the College conduct the second survey the year following graduation.

*Employer satisfaction.* An employer survey is administered by Career Services and the College as part of the University's evaluation plan.

### **7. Process Leading to Submission**

*Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.*

#### Internal Involvement

The proposed Bachelor of Science Degree in Psychology degree was developed from an extensive review of the literature on undergraduate psychology programs in institutions similar in size to MSU-N. In addition, the psychology programs in the state's colleges were used as a

foundation for curriculum. Upon development, the proposal followed the curriculum review process established by the university. This process includes extensive collaboration with departments, the college, and staff. The student governance body, Associated Students of MSU-Northern, was consulted. The program proposal was reviewed and approved by all the entities involved, the Academic Senate, and the faculty as a whole.

#### External Involvement

The Bachelor of Science in Psychology program proposal was submitted to the psychology departments at Montana State University-Bozeman, Montana State University-Billings, and the University of Montana for external reviewed November, 2010. Based upon feedback, the department faculty made thoughtful changes to the program proposal.

Discussions with the broader community were on-going and resulted in Letters of Support from the Chair of the Hi-Line Association of School Superintendents, and the two local tribal colleges (Fort Belknap College and Stone Child College).

**Appendix A: Sample of Occupation Employment Ten Year Projections (2008-18)**

Occupation Code	Occupation	Annual Openings Due to Growth
319000	Healthcare Support Occupations	85
211029	Probation Officer and Correction Treatment Specialists	5
330000/33900	Protective Service Occupations and Other Protective Service Workers	142
399000	Other Personal Care and Service Workers	175
273031	Public Relations Specialists	13
410000	Sales and Related Occupations	504
211093	Social and Human Services Assistants	43
119151	Social and Community Service Managers	13
193000	Social Scientists and Related Workers	19
193022	Survey Researchers	2
131073	Training and Development Specialists	9

Source: Montana Workforce Informer, Research and Analysis Bureau [On-line] at <http://www.ourfactsyourfuture.org/>.

**Appendix B: Psychology Program Curriculum**  
**Bachelor's Degree in Psychology: Major and Minor**

Course Prefix	#	Course Title	Gen-Ed Credits	Selective Credits	Required Credits	Total for Program	
		CAT I: Communications	6				
		CAT II: Mathematics	3				
		CAT III: Natural Sciences with lab	6				
		CAT IV: Social Sciences/History (Include PSYX 100 and/or PSYX 230)	6				
		CAT V: Cultural Diversity	3				
		CAT VI: Humanities/Fine Arts	6				
		CAT VII: Technology	3				
			<b>33</b>				
		<i>Required Courses:</i>					
PSYX	100	Introduction to Psychology (CAT IV)			[3]		
PSYX	230	Developmental Psychology (CAT IV)			[3]		
PSYX	2XX	Abnormal Psychology			3		
PSYX	3XX	Psychological Statistics (or Business Statistics)			3		
PSYX	3XX	Psychology Research			4		
PSYX	3XX	Psychology Research Lab			0		
PSYX	3XX	Biological Foundations of Addiction			3		
PSYX	385	Psychology of Personality			3		
PSYX	2XX	Psychology: Life Span Development			3		
PSYX	4XX	Field Practicum in Applied Psychology			3		
		<b>Sub-total Required Courses</b>			<b>22 plus [6] = 28</b>		
		<i>Psychology Required Electives – Select 12 credits</i>					
PSYX	2XX	Psychological Tests & Measurement			3		
PSYX	3XX	Learning and Motivation			3		
PSYX	3XX	Sensation and Perception			4		
PSYX	3XX	Sensation and Perception Lab ( <i>must take lab</i> )			0		
PSYX	4XX	Substance Abuse Disorders			3		
PSYX	4XX	Treatment of Addictions			3		
PSYX	3XX	Social Psychology			3		
PSYX	4XX	Forensic Psychology			3		
		<b>Sub-total Required Elective Courses</b>			<b>12</b>		
		<b>Total Major Credits (minus General Education Courses)</b>			<b>34 plus [6] = 40</b>		
		<i>Selectives for career emphases PLUS minor</i>		67			
		<i>General Education Requirements</i>	33				
		<b>Total for Psychology B.S. Degree</b>				<b>120</b>	



**Minor in Psychology (Non-teaching)**

Course Prefix	#	Course Title	Elective Credits	Required Credits	Total Credits
		<i>Required Courses for Minor</i>			
PSYX	100	Introduction to Psychology (CAT IV)		3	
PSYX	230	Developmental Psychology (CAT IV)		3	
PSYX	340	Abnormal Psychology		3	
PSYX	2XX	Psychological Statistics (or Business Statistics)		3	
PSYX	2XX	Psychology Research		4	
PSYX	2XX	Psychology Research Lab		0	
PSYX	3XX	Psychology: Life Span Development		3	
PSYX	385	Psychology of Personality		3	
		<i>Psychology Electives – Select 6 credits</i>			
PSYX	2XX	Treatment of Addictions	3		
PSYX	2XX	Psychological Test & Measurement	3		
PSYX	3XX	Learning and Motivation	3		
PSYX	3XX	Sensation and Perception	4		
PSYX	3XX	Sensation and Perception Lab ( <i>must take lab</i> )	0		
PSYX	3XX	Forensic Psychology	3		
PSYX	385	Substance Abuse Disorders	3		
		<b>Total</b>	<b>6</b>	<b>22</b>	<b>28</b>

**List of New Course Proposals**

PREFIX	#	Course Title	Credits
PSYX	3XX	Psychology Research	3
PSYX	3XX	Psychology Research Lab	0
PSYC	3XX	Psychological Statistics	3
PSYX	2XX	Psychological Tests & Measurement	3
PSYX	3XX	Learning and Motivation	3
PSYX	3XX	Social Psychology	3
PSYX	3XX	Principles of Cognitive Behavior Modification	3
PSYX	4XX	Field Practicum in Applied Psychology	3

**Appendix C: List of Students for Psychology Major**

1.	Reema Najjar	Anaconda	MT	pre-med/psychology
2.	Lucca Reiter	Thompson Falls	MT	Psychology
3.	Maryrose Milkovich	Clyde Park	MT	Psychology
4.	Alyssa Moncada	Las Vegas	NV	Psychology
5.	Malinda Steinebach	Superior	MT	Psychology
6.	Meagan VanBerkum	Everson	WA	Psychology
7.	Brian Purdman	Columbus	MT	Psychology
8.	Stan Koch	Park City	MT	Psychology
9.	Hunter Beauchamp	Wolf Point	MT	Psychology
10.	Shannon Johnson	Baker	MT	Psychology
11.	Rachel Hammond	Harlowton	MT	Psychology
12.	Shannon George	Helena	MT	Psychology
13.	Lorraine Hopkins	Poplar	MT	Psychology/Education
14.	Kali Nuttall	Roberts	MT	Psychology
15.	Kelsey Kessner	Roberts	MT	Psychology
16.	Brittany Harbidge	Lethbridge	AB	Counseling/Psychology
17.	Cody Reece Young	Coaldale	AB	Psychology
18.	Emily VanRaay	Picture Butte	AB	Psychology
19.	Madalaine Sauer	Iron Springs	AB	Psychology
20.	Lindsey Beekman	Coaldale	AB	Psychology
21.	Jessie Harris	Kyle	SK	medical-psychology
22.	Chante VanDerWielen	Vauxhall	AB	Psychology
23.	Jessica Dyck	Morrin	AB	Psychology
24.	Katie Musgrove	Patricia	AB	Psychology
25.	Shania Lynn McLaughlin	Hoosier	SK	Psychology
26.	Savannah Sillito	Vulcan	AB	Psychology
27.	Emilie Poirier	Champion	AB	Counseling, Psychology
28.	Mitch Barry	Drumheller	AB	Political Science or Psychology
29.	Amy Ferguson	Drumheller	AB	Psychology

[1] See <http://www.bls.gov/oco/>.

[2] See <http://www.psychologicalscience.org/index.php/publications/observer>.

[3] US Department of Education, National Center for Educational Statistics. Integrated Postsecondary Data System (IPEDS), April 2009.