

ACADEMIC SENATE PROPOSAL TRACKING SHEET
(Document To Be Originated By the Academic Senate Secretary On Canary Color Paper)

Proposal # 15-27	Title: Psychology Minor
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(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)

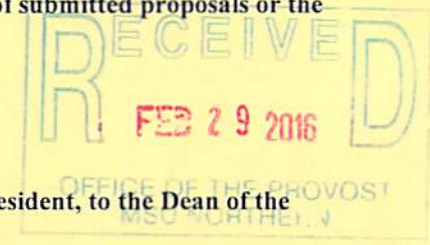
All proposals **MUST** have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

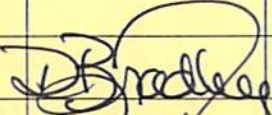
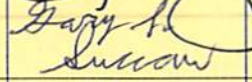

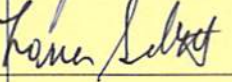
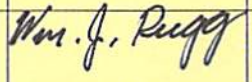
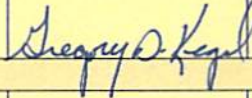
1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**
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. A transmittal e-mail will be sent to the Recording Secretary of the receiving committee, cc Provost's Administrative Assistant, by the Academic Senate Secretary. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding 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, via the Academic Senate, when a proposal is disapproved and the proposal is returned to the originator. Upon completion of committee action, the proposal will be returned to the Academic Senate Secretary, and a transmittal e-mail sent by the Committee Recorder to the Senate Secretary, cc Provost's Administrative Assistant.
4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration, utilizing the procedures set forth in the Senate Bylaws. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website by contacting the webmaster.
7. The Chancellor approves or disapproves the proposal.
8. The proposal will then either be implemented or referred to MSU for further action. The tracking page on the Provost site will be updated as required.

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/senate/proposals.htm>

Documentation and forms for the curriculum process is also available on the web page:
<http://www.msun.edu/admin/provost/forms.htm>

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



	Date	Action Taken	Signature	Date	Comments/Reason for Disapproval	Sent to	Date	Transmittal E-mail sent
*Abstract received by Senate Secretary		Copy to Senate President. Forward to Provost.						
*Provost		<input type="checkbox"/> Abstract Approved <input type="checkbox"/> Disapproved						
Received by Senate Secretary	12-9-15	Tracking form initiated				Gary Sussow	12/10/15	interoffice
General Education Committee (if applicable)	1/25/16 1/11/16	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		1/25/16	PSYX 150 put in Cat IV	Brian Ophus	1/27/16	interoffice
Curriculum Committee (if applicable)	2-4-16	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		2-4-16	Needs Different Proposal #	Loren S	2/4/16	handed personally
Academic Senate	2-9-16	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved				Senate Sec	2/9/16	interoffice to Provost office
Full Faculty (if necessary)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		3-15-16				
Chancellor		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		3-17-2016				
MSU	July 2016	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved			approved onto BOR.			
BOR		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved			approved @ Sept BOR onto NWCCU			
NWCCU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost		Advise originating college and Academic Senate of status. Update Web page.						
Registrar		Catalog/Policy Manual Update						

NOTE: The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward.

*Abstract and pre-approval required for new programs ONLY.

Academic Senate Form 1 (Revised 3/21/2012)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: XXX-XXXX+XXXXX Meeting Date: _____

Institution: _____ CIP Code: _____

Program Title: _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

1b. Withdrawing a program from moratorium

2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

3. Campus Certificates, CAS/AAS-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

4. BAS/AA/AS Area of Study

B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

1. Re-titling an existing major, minor, option or certificate

2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

3. Revising a program (Curriculum Proposal Form)

4. Distance or online delivery of an existing degree or certificate program

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

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ACADEMIC PROPOSAL REQUEST FORM

C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

1. Adding an option within an existing major or degree (Curriculum Proposal Form)

2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

1. Re-titling a degree (ex. From B.A. to B.F.A)

2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

This proposal constitutes a request for approval of a new program of academic study at Montana State University Northern (MSUN) leading to a minor in psychology. This proposed psychology minor effectively organizes existing course offerings supplemented by new courses to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

We propose a new minor in psychology available for all students at MSUN. The minor will complement the ongoing cross-disciplinary activities of the MSUN College of Education, Arts, Science, and Nursing (CEASN), as well as the College of Technical Sciences (COTS), by providing opportunities for all students regardless of major to learn about psychology. Currently there are no psychology degrees, major or minor, offered at MSUN. The total number of credits to complete the minor is 24, which aligns with a sample of other minors in area programs.

3. Need**A. To what specific need is the institution responding in developing the proposed program?**

In 2011, the U.S. Department of Labor predicted that jobs in the field of psychology will grow 12% over the next 10 years, and major growth will be seen in the subfields addressing neuropsychology, I/O psychology, and geropsychology. Neuropsychologists evaluate and treat victims of stroke, dementia, and traumatic brain injuries. Industrial/Organizational psychologists help companies make sound selection and human resource decisions, boost employee engagement, and help people improve their work performance. Geropsychologists specialize in helping people deal with the mental and physical changes of aging. All 3 of these subfields of psychology complement disciplines offered at MSUN including, nursing, criminal justice, business, education, communication studies, political science, health promotion, biology, community leadership, and counseling. Psychology is distinctive in that it equips its graduates with an extremely rich and diverse portfolio—providing a variety of forms of expertise, which are found in few other disciplines and which can equip graduates to undertake many different types of work.

Additionally, all six members of the panel discussion among leading industry executives held at the MSU One Symposium on November 3, 2015, vigorously spoke about the importance of recruiting and hiring MSUN graduates who possessed “soft-skills.” The term soft-skills is often used to describe a collection of skills including, communication skills, teamwork, adaptability, problem solving, critical thinking, and conflict resolution skills. Psychology is one of the few areas of study that directly teaches students the soft-skills demanded by employers seeking to hire MSUN graduates. As was heard repeatedly by University partners and industry executives, employers are seeking out well-rounded MSUN graduates who have attained the technical skills from the major program of study, and equally as important, the soft-skills that enable graduates to thrive in the workplace and in their personal lives.

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

A psychology minor will support MSUN students in developing highly marketable knowledge and skills for employment upon graduation, or to pursue advanced educational opportunities. Also, this program will support Montana and our nation in the development of a highly qualified and well-rounded workforce to meet the growing demand in the fields of healthcare, criminal justice, education, and business, among others. Additionally, a psychology minor will focus on critical topics such as culture and human diversity, intergroup relations, prejudice and discrimination, stereotyping, attitude formation, and other topics relevant to multiculturalism and minority issues. Keeping in line with MSUNs commitment to the diverse needs of our students, the proposed psychology minor will offer psychology course on-campus as well as online.

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

Development of this program is driven by the need to offer a minor program that complements the current MSUN curriculum. A psychology minor does just that. Over the past 5 years, enrollment in the offered psychology

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courses has been consistently strong with an average of nearly 200 students enrolled each year. Additionally, MSUN recruiting staff frequently receive inquiries from prospective students as to the degree options available in psychology. In the development of this minor, several MSUN programs were consulted in regards to the prospective impact a psychology minor and specific psychology courses may have on their programs. In particular, the MSUN Department of Education has expressed a high demand for a psychology minor program that included a course offering in Adolescent Psychology. This Department anticipated that all students enrolled in an education major or minor would enroll in an Adolescent Psychology course. The MSUN Criminal Justice program has received several inquiries from its Major students seeking to enroll in a psychology minor. Currently, the MSUN Criminal Justice program requires its students to pass Abnormal Psychology; and MSUN Education and Health Promotion programs require students to pass Developmental Psychology for degree completion.

4. Institutional and System Fit

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

The proposed psychology minor will complement the ongoing cross-disciplinary activities of CEASN and COTS, by providing opportunities for all students regardless of major to learn about psychology. The psychology minor is specifically aligned with MSUNs majors to create an interdisciplinary opportunity for students to expand their knowledge and experiences in psychology as applied to nursing, criminal justice, business, education, communication studies, political science, health promotion, biology, community leadership, and technical programs. The minor shares MSUNs commitment to blend practical application within each course to support students in applying theoretical constructs to the real world.

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

Upon approval, it is proposed that MSUN add six new courses, all of which are currently listed in the MUS CCN course bank. The six additional psychology courses proposed include Social Psychology (PSYX 360), Industrial Organizational Psychology (PSYX 361), Multicultural Psychology (PSYX 362), Forensic Psychology (PSYX 382), Health Psychology (PSYX 383), Adolescent Psychology (PSYX 238), and Drugs and Society (PSYX 150). Each of these courses is further described in section 5A of this proposal.

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

No psychology or sociology programs are currently offered at MSUN. As such, a psychology minor offering at MSUN would be new and not closely-related to any other program at the institution.

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

In furtherance of MSUNs strategic goals, the proposed psychology minor will serve to promote retention of our diverse student population majoring in liberal arts, and professional and technical education programs. The content and instruction of the proposed course offerings will promote a student centered and culturally enriched environment that encourages lifelong learning, personal growth and responsible citizenship. Using the tenets of psychology and exploring and examining the human experience through the lens of psychology, students will develop a foundation in the aptly named "soft-skills" employers and University partners are seeking in MSUN graduates. The proposed psychology minor is responsive to local, regional, and state workforce needs, and offered in an atmosphere that promotes student success.

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.

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MSUN is solely seeking to develop a psychology minor that will complement and enhance existing Bachelor degrees and programs. MSU-Bozeman, MSU-Billings, UM-Missoula, and UM-Western all offer Bachelor's degrees and minors in psychology, and in some cases, Associates and Master's degrees in psychology, as well. MSUN's proposed psychology minor will not be competing with the degree programs offered by those universities. The purpose of the proposed minor is not to draw students away from those universities, but to provide MSUN students with additional minor options that complement and enhance their academic path by affording them an opportunity to specialize in the highly desirable field of psychology.

5. 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.

Upon approval, it is proposed that MSUN add six new courses, all of which are currently listed in the MUS CCN course bank. The six additional psychology courses proposed include Social Psychology (PSYX 360), Industrial Organizational Psychology (PSYX 361), Multicultural Psychology (PSYX 362), Forensic Psychology (PSYX 382), Health Psychology (PSYX 383), Adolescent Psychology (PSYX 238), and Drugs and Society (PSYX 150).

It is proposed that the psychology minor require 24 semester credit hours, consisting of 12 required credit hours and 12 credit hours from elective courses.

Course Number	Course	Status	Credits
Required Core Courses			
PSYX 100	Intro to Psychology	Required	3
PSYX 230	Developmental Psychology	Required	3
PSYX 360	Social Psychology**	Required	3
PSYX 361	Industrial Organization Psychology**	Required	3
Elective Courses (12 credits required)			
PSYX 340	Abnormal Psychology	Elective	3
PSYX 362	Multicultural Psychology**	Elective	3
PSYX 382	Forensic Psychology**	Elective	3
PSYX 383	Health Psychology**	Elective	3
PSYX 238	Adolescent Psychology**	Elective	3
PSYX 150	Drugs & Society**	Elective	3
KIN 440	Sport Psychology	Elective	3

** denotes a proposed new course to MSUN

Social Psychology (PSYX 360)

Course Description: Social Psychologists focus on the theoretical and experimental investigations of social processes. They ask questions like: Why do we tend to conform when faced with social pressures from others? Are we adept at explaining and predicting people's behaviors and attitudes? Are there strategies for improving our interpersonal relationships and reducing our stereotypes and prejudices? This course will help students develop the skills needed to think like a social psychologist. This course will cover social psychology's history and its philosophical perspectives, as well as theories, methodologies, and experimental research. Students will learn how people interpret social situations, how different cultures engage in social interaction, how people think during social engagement, and

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the role of emotions in our social lives. Finally, this course will help students think more critically about issues in psychology and assist them in implementing what they learn in this course to their own life.

Learning Outcomes

1. Describe and explain what social psychologists do, as well as the major research methods and measures used in social psychology;
2. Apply the major social psychology findings to practical problems;
3. Critically evaluate published research in the area of social psychology;
4. Generate scientific hypotheses through synthesizing the research and theories of social psychology.

Industrial Organizational Psychology (PSYX 361)

Course Description: Industrial/Organizational Psychology is an applied science in which the ultimate objective of this discipline is to maximize both employee well-being and organizational effectiveness. This course will introduce students to the many important and interesting topics related to I/O Psychology. Many topics that are thought provoking, interesting, and applicable to students' future experiences in the workplace will be covered.

Learning Outcomes

1. Students will be able to describe why psychologists study the behavior of workers and organizations, and how this study has contributed to both our understanding and practice of work.
2. Students will be able to apply psychological theories to analyze contemporary issues in the workplace.
3. Students will be able to critically evaluate published research in the area of industrial organizational psychology.
4. Students will be able to identify emerging areas of research, theory, and practice in industrial organizational psychology.

Multicultural Psychology (PSYX 362)

Course Description: This course is an introduction to the principles, theories, and applications of multicultural psychology. Students will learn the necessary multicultural competencies for effective work with children and adults from diverse backgrounds (i.e., culture, race, ethnicity, class, & gender) in multicultural environments (i.e., schools, community organizations, & workplaces). Students will also develop an understanding and valuing of diversity, based on the principles of awareness, knowledge, and skills as they relate to the areas of worldview, identity, and acculturation.

Learning Outcomes

1. Students will be able to describe and explain what multicultural psychology is, and what psychologists in this area do;
2. Students will be able to describe and explain the major research methods and measures used in multicultural psychology;
3. Students will be able to apply the major multicultural psychology findings to practical problems;
4. Students will be able to define the major concepts in multicultural psychology, and critically evaluate published research in this area.

Forensic Psychology (PSYX 382)

Course Description: The major goal of this course is to provide a broad overview and critical analysis of the field of forensic psychology and the variety of ways that mental illness interacts with the courts. Forensic psychology addresses the application of psychological research, methods, and expertise to issues that come before the legal system. Some topics include competency to stand trial, criminal responsibility, coerced treatment, mental health courts, drug courts, and eyewitness testimony. The discipline of forensic psychology has become extremely popular for students over the past two decades, in part because of TV programs addressing the topic such as: Law & Order,

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CSI, Criminal Minds, as well as a number high profile cases which captured the national media spotlight. A good understanding of forensic psychology will benefit students entering into a number of professions including: corrections, law enforcement, child/adult protective services, probation, mental health and healthcare fields, forensic sciences, and the legal system.

Learning Outcomes:

1. Students will be able to demonstrate a basic understanding of psychological principles as they relate to the legal system;
2. Students will be able to assess the strategies, including interviews and observations, used to solve problems related to forensic psychology;
3. Students will be able to describe the role of ethical behavior in promoting social change in a variety of settings;
4. Students will be able to explain the importance of diversity and multicultural issues when evaluating and intervening with forensic psychology populations.

Health Psychology (PSYX 383)

Course Description: This course will provide an overview of the growing field of health psychology, with particular attention to the biological, psychological, and social determinants of health. The course will also provide overviews of major illnesses for which psychologists can and do play a major role and will examine the tools and techniques that clinical health psychologists employ in medical settings.

Learning Outcomes:

1. Demonstrate knowledge and understanding of commonly used research methodologies in health psychology and epidemiology;
2. Demonstrate knowledge and understanding of the biopsychosocial view of health and will competently apply this conception to common chronic illness conditions;
3. Demonstrate knowledge and understanding of the roles of psychological factors in health/illness promotion and will understand the roles of psychologists in the promotion of health.

Adolescent Psychology (PSYX 238)

Course Description: This course will present the major methods, theories, and themes of adolescent behavior and development (including cognitive development, social development, and physical development). This course will help students recognize adolescent themes in everyday life, critique media accounts, analyze research presented in scholarly journals, and develop an understanding of the impact of culture on adolescent physical and social development skills.

Learning Outcomes

1. Students will be able to explain the developmental theories and apply them in an analytical way to the world of adolescents;
2. Students will be able to critically analyze major theories which attempt to explain adolescent behavior, and write critically about themes in the lives of adolescents;
3. Students will be able to describe the relevance of racism, sexism, and other prejudices on adolescent development, demonstrate analytical skills to understand the impact of an individual's unique culture on adolescent development;
4. Students will be able to analyze social factors influencing the interpersonal attraction and sexual behavior in adolescence, apply concepts on the relationships between social settings and adolescent behavior;
5. Students will be able to communicate the understanding of how psychological principles can be applied to practical issues faced during adolescence.

Drugs and Society (PSYX 150)

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Course Description: This course will help students become more informed about the factors that may underlie drug use and introduce them to historical and contemporary controversies surrounding drugs and society. There are many issues related to the use of drugs: Why people use them? How they affect people? How society responds to drug use? What can be done to prevent or terminate use? This course will address these topics by considering mind/psychology, body/pharmacology, and environment/sociology.

Learning Outcomes

1. Students will be able to identify and describe the various types and categories of drugs and their abuse;
2. Students will be able to explain the place drugs have in society;
3. Students will be able to assess the strategies used to solve problems related drugs and society.

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

The proposed psychology minor is intended to be launched Fall 2016. Marketing and student advising will begin Spring 2016 upon approval by the Montana Board of Regents. It is anticipated that 15 students will enroll in the minor the first year with enrollment reaching 45 students by the end of a four-year period.

Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
15	20	30	35	45

6. 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.

No, the implementation and operation of the program can be met with existing faculty resources.

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, the implementation and operation of the program can be met with existing resources.

7. Assessment

How will the success of the program be measured?

Program success will be documented initially by student enrollment numbers and growth in enrollment on an annual basis. Additionally, quality of instruction will be measured by course evaluations each semester as well as through student surveys completed upon graduation.

8. 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.

The process to develop this prospective psychology minor involved collaboration with several faculty members of MSUNs CEASN. This proposed minor was also discussed informally with the Chancellor in October 2015, who supported its submission.

Request for Inclusion in the General Education Core

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
PSYX 150	Category IV	Social Sciences/History	6
	Category V	Cultural Diversity	3
	Category VI	Fine Arts/Humanities	6
	Category VII	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
CEASN	PSYX	150	Drugs & Society	3

Catalog Description:

This course will help students become more informed about the factors that may underlie drug use and introduce them to historical and contemporary controversies surrounding drugs and society. There are many issues related to the use of drugs: Why people use them? How they affect people? How society responds to drug use? What can be done to prevent or terminate use? This course will address these topics by considering mind/psychology, body/pharmacology, and environment/sociology.

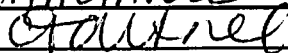

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

Category IV - Social Sciences/History

1. Describe processes of continuity and change which have shaped events up to the present
2. Identify and describe the characteristics of major era in world history or international relations, or a distinct social movement, thereby providing a framework for comprehending aspects of human experience
3. Explain how human experiences give rise to movements, institutions, traditions, and ideas which have a subsequent influence
4. Analyze factors leading to the dominance, suppression, or acceptance of selected racial, gender, ethnic, class and religious groups
5. Analyze of the extent to which individuals, institutions, and/or traditions are able to influence events, making reference to illuminating examples
6. Use factual and interpretive information to analyze and draw conclusions on historical or political hypotheses in selected areas of the social sciences

PSYX 150 Drugs & Society

1. This course will address the history of drug use and regulatory attempts in the United States and around the world.
2. We will explore sociological theories to explain drug use, drug users and the drug culture.
3. This course will examine the place drugs have in society and be able to assess the strategies used to solve problems related drugs and society
4. This course will discuss the relationship between drug use and racism/class conflict
6. This course will describe the policy implications of legal and illegal drugs, addiction biology, current treatment, and prevention regimens for a drug of abuse

Print Name	C. TALTAVULL	Print Name	
Submitter		Chair/Dean:	
	Signature		Date: 12/9/15
			Signature (indicates "college" level approval)

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 20	Title: Social Psychology
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Date

Received by CEASN Administrative Assistant

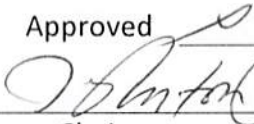
11.23.15

Forwarded to CEASN College Meeting

12.1.15

Approved _____

Disapproved _____


 Chair Signature

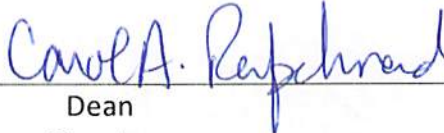
12/9/15
 Date

Returned to CEASN Administrative Assistant

12.9.15

Forwarded to Dean for Signatures

12.9.15


 Dean Signature

12-9-15

Returned to CEASN Administrative Assistant

12.9.15

Forwarded to Professional Education Unit

12.10.15

Approved _____

Disapproved _____

Signature _____

Date _____

Returned to CEASN Administrative Assistant

12.10.15

Forwarded to ACAD Senate

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter *Gravel* Dean *Carol A. Penfold* Date 12-9-15
Signature Signature (indicates "college" level approval)

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

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as a required course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern

Program Area: Psychology Minor

Date: 11-23-15

Course Prefix & No.: PSYX 360

Course Title: Social Psychology

Credits: 3

Required by: Psychology Minor

Selective in:

Elective in:

General Education:

Lecture: 90 hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 90 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

None, New Course

Proposed or New Catalog Description (include all prerequisites):

Social Psychologists focus on the theoretical and experimental investigations of social processes. They ask questions like: Why do we tend to conform when faced with social pressures from others? Are we adept at explaining and predicting people's behaviors and attitudes? Are there strategies for improving our interpersonal relationships and reducing our stereotypes and prejudices? This course will help students develop the skills needed to think like a social psychologist. This course will cover social psychology's history and its philosophical perspectives, as well as theories, methodologies, and experimental research. Students will learn how people interpret social situations, how different cultures engage in social interaction, how

people think during social engagement, and the role of emotions in our social lives. Finally, this course will help students think more critically about issues in psychology and assist them in implementing what they learn in this course to their own life.

Course Outcome Objectives:

1. Students will be able to describe and explain what social psychologists do, as well as the major research methods and measures used in social psychology;
2. Students will be able to apply the major social psychology findings to practical problems;
3. Students will be able to critically evaluate published research in the area of social psychology;
4. Students will be able to generate scientific hypotheses through synthesizing the research and theories of social psychology.

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

Updated 09/29/05

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 21	Title: Industrial Organizational Psychology
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Date

Received by CEASN Administrative Assistant

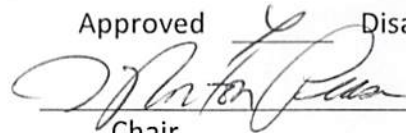
11.23.15

Forwarded to CEASN College Meeting

12.1.15

Approved Y

Disapproved _____



 Chair 12/9/15
 Signature Date

Returned to CEASN Administrative Assistant

12.9.15

Forwarded to Dean for Signatures

12.9.15



 Dean 12-9-15
 Signature

Returned to CEASN Administrative Assistant

12.9.15

Forwarded to Professional Education Unit

12.10.15

Approved _____

Disapproved _____

Signature _____

Date _____

Returned to CEASN Administrative Assistant

12.10.15

Forwarded to ACAD Senate

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter *Stallone* Dean *Caree A. Rapphord* Date 12-9-15
Signature Signature (indicates "college" level approval)

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

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as a required course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern

Program Area: Psychology Minor

Date: 11-23-15

Course Prefix & No.: PSYX 361

Course Title: Industrial Organizational Psychology

Credits: 3

Required by: Psychology Minor

Selective in:

Elective in:

General Education:

Lecture: 90 hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 90 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

None, New Course

Proposed or New Catalog Description (include all prerequisites):

Industrial/Organizational Psychology is an applied science in which the ultimate objective of this discipline is to maximize both employee well-being and organizational effectiveness. This course will introduce students to the many important and interesting topics related to I/O Psychology. Many topics that are thought provoking, interesting, and applicable to students' future experiences in the workplace will be covered.

Course Outcome Objectives:

1. Students will be able to describe why psychologists study the behavior of workers and organizations, and how this study has contributed to both our understanding and practice of work.
2. Students will be able to apply psychological theories to analyze contemporary issues in the workplace.
3. Students will be able to critically evaluate published research in the area of industrial organizational psychology.
4. Students will be able to identify emerging areas of research, theory, and practice in industrial organizational psychology.

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

Updated 09/29/05

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 22	Title: Multicultural Psychology
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Date

Received by CEASN Administrative Assistant

11-23-15

Forwarded to CEASN College Meeting

12-1-15

Approved

Disapproved



Chair

Signature


12/9/15
Date

Returned to CEASN Administrative Assistant

12-9-15

Forwarded to Dean for Signatures

12-9-15



Dean

Signature

12-9-15

Returned to CEASN Administrative Assistant

12-9-15

Forwarded to Professional Education Unit

12-10-15

Approved

Disapproved

Signature

Date

Returned to CEASN Administrative Assistant

12-10-15

Forwarded to ACAD Senate

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter *A. Attmelle* Dean _____ Date _____
Signature Signature (indicates "college" level approval)

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

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as an elective course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern

Program Area: Psychology Minor

Date: 11-23-15

Course Prefix & No.: PSYX 362

Course Title: Multicultural Psychology

Credits: 3

Required by:

Selective in:

Elective in: Psychology Minor

General Education:

Lecture: 90 hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 90 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

None, New Course

Proposed or New Catalog Description (include all prerequisites):

This course is an introduction to the principles, theories, and applications of multicultural psychology. Students will learn the necessary multicultural competencies for effective work with children and adults from diverse backgrounds (i.e., culture, race, ethnicity, class, & gender) in multicultural environments (i.e., schools, community organizations, & workplaces). Students will also develop an understanding and valuing of diversity, based on the principles of awareness, knowledge, and skills as they relate to the areas of worldview, identity, and acculturation.

Course Outcome Objectives:

1. Students will be able to describe and explain what multicultural psychology is, and what psychologists in this area do;
2. Students will be able to describe and explain the major research methods and measures used in multicultural psychology;
3. Students will be able to apply the major multicultural psychology findings to practical problems;
4. Students will be able to define the major concepts in multicultural psychology, and critically evaluate published research in this area.

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

Updated 09/29/05

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 23	Title: Forensic Psychology
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Date

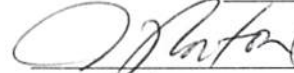
Received by CEASN Administrative Assistant

11.23.15

Forwarded to CEASN College Meeting

12.1.15

Approved *x* Disapproved


 Chair Date 12/9/15
 Signature

Returned to CEASN Administrative Assistant

12.9.15

Forwarded to Dean for Signatures

12.9.15


 Dean Date 12-9-15
 Signature

Returned to CEASN Administrative Assistant

12.9.15

Forwarded to Professional Education Unit

12.10.15

Approved Disapproved

Signature _____ Date _____

Returned to CEASN Administrative Assistant

12.10.15

Forwarded to ACAD Senate

COURSE REVISION FORM

NEW DROPPED MAJOR REVISION FOR INFORMATION ONLY

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter *Adutrone* Dean *Carol A. Reyschmed* Date 12-9-15
Signature Signature (indicates "college" level approval)

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

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as an elective course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern
Program Area: Psychology Minor
Date: 11-23-15
Course Prefix & No.: PSYX 382

Course Title: Forensic Psychology
Credits: 3

Required by:

Selective in:

Elective in: Psychology Minor
General Education:

Lecture: 90 hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 90 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

None, New Course

Proposed or New Catalog Description (include all prerequisites):

The major goal of this course is to provide a broad overview and critical analysis of the field of forensic psychology and the variety of ways that mental illness interacts with the courts. Forensic psychology addresses the application of psychological research, methods, and expertise to issues that come before the legal system. Some topics include competency to stand trial, criminal responsibility, coerced treatment, mental health courts, drug courts, and eyewitness testimony. The discipline of forensic psychology has become extremely popular for students over the past two decades, in part because of TV programs addressing the topic such as: Law & Order, CSI, Criminal Minds, as well as a number high profile cases which captured the national media

spotlight. A good understanding of forensic psychology will benefit students entering into a number of professions including: corrections, law enforcement, child/adult protective services, probation, mental health and healthcare fields, forensic sciences, and the legal system.

Course Outcome Objectives:

1. Students will be able to demonstrate a basic understanding of psychological principles as they relate to the legal system;
2. Students will be able to assess the strategies, including interviews and observations, used to solve problems related to forensic psychology;
3. Students will be able to describe the role of ethical behavior in promoting social change in a variety of settings;
4. Students will be able to explain the importance of diversity and multicultural issues when evaluating and intervening with forensic psychology populations.

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

Updated 09/29/05

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 24	Title: Health Psychology
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Date

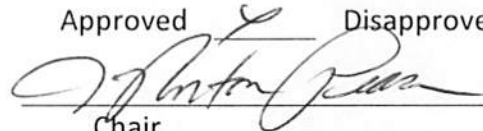
Received by CEASN Administrative Assistant

11.23.15

Forwarded to CEASN College Meeting

12.1.15

Approved Disapproved

 12/9/15
 Chair Date
 Signature

Returned to CEASN Administrative Assistant

12.9.15

Forwarded to Dean for Signatures

12.9.15

 12-9-15
 Dean Date
 Signature

Returned to CEASN Administrative Assistant

12.9.15

Forwarded to Professional Education Unit

12.10.15

Approved Disapproved

Signature Date

Returned to CEASN Administrative Assistant

12.10.15

Forwarded to ACAD Senate

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter CTallent Dean Carol A. Ruppner Date 12-9-15
Signature Signature (indicates "college" level approval)

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

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as an elective course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern

Program Area: Psychology Minor

Date: 11-23-15

Course Prefix & No.: PSYX 383

Course Title: Health Psychology

Credits: 3

Required by:

Selective in:

Elective in: Psychology Minor

General Education:

Lecture: 90 hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 90 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

None, New Course

Proposed or New Catalog Description (include all prerequisites):

This course will provide an overview of the growing field of health psychology, with particular attention to the biological, psychological, and social determinants of health. The course will also provide overviews of major illnesses for which psychologists can and do play a major role and will examine the tools and techniques that clinical health psychologists employ in medical settings.

Course Outcome Objectives:

1. Students will be able to demonstrate knowledge and understanding of commonly used research methodologies in health psychology and epidemiology;
2. Demonstrate knowledge and understanding of the biopsychosocial view of health and will competently apply this conception to common chronic illness conditions;
3. Demonstrate knowledge and understanding of the roles of psychological factors in health/illness promotion and will understand the roles of psychologists in the promotion of health.

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

Updated 09/29/05

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 34	Title: Adolescent Psychology
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Date

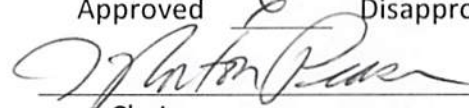
Received by CEASN Administrative Assistant

11.23.15

Forwarded to CEASN College Meeting

12.1.15

Approved Disapproved


 Chair Signature 12/9/15
Date

Returned to CEASN Administrative Assistant

12.9.15

Forwarded to Dean for Signatures

12.9.15


 Dean Signature 12-9-15
Date

Returned to CEASN Administrative Assistant

12.9.15

Forwarded to Professional Education Unit

12.10.15

Approved Disapproved

Signature _____ Date _____

Returned to CEASN Administrative Assistant

12.10.15

Forwarded to ACAD Senate

COURSE REVISION FORM

NEW DROPPED MAJOR REVISION FOR INFORMATION ONLY

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter *Croutanel* Dean _____ Date _____
Signature Signature (indicates "college" level approval)

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

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as an elective course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern

Program Area: Psychology Minor

Date: 11-23-15

Course Prefix & No.: PSYX 238

Course Title: Adolescent Psychology

Credits: 3

Required by:

Selective in:

Elective in: Psychology Minor

General Education:

Lecture: 90 Hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 90 Hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

None, New Course

Proposed or New Catalog Description (include all prerequisites):

This course will present the major methods, theories, and themes of adolescent behavior and development (including cognitive development, social development, and physical development). This course will help students recognize adolescent themes in everyday life, critique media accounts, analyze research presented in scholarly journals, and develop an understanding of the impact of culture on adolescent physical and social development skills.

Course Outcome Objectives:

1. Students will be able to explain the developmental theories and apply them in an analytical way to the world of adolescents;
2. Students will be able to critically analyze major theories which attempt to explain adolescent behavior, and write critically about themes in the lives of adolescents;
3. Students will be able to describe the relevance of racism, sexism, and other prejudices on adolescent development, demonstrate analytical skills to understand the impact of an individual's unique culture on adolescent development;
4. Students will be able to analyze social factors influencing the interpersonal attraction and sexual behavior in adolescence, apply concepts on the relationships between social settings and adolescent behavior;
5. Students will be able to communicate the understanding of how psychological principles can be applied to practical issues faced during adolescence.

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

Updated 09/29/05

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 35	Title: Drugs and Society
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Date

Received by CEASN Administrative Assistant

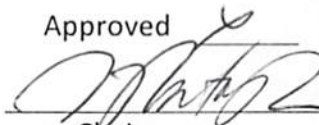
11.23.15

Forwarded to CEASN College Meeting

12.1.15

Approved _____

Disapproved _____


Chair _____

12/9/15
Date

Signature

Returned to CEASN Administrative Assistant

12.9.15

Forwarded to Dean for Signatures

12.9.15


Dean _____

12-9-15

Signature

Returned to CEASN Administrative Assistant

12.9.15

Forwarded to Professional Education Unit

12.10.15

Approved _____

Disapproved _____

Signature _____ Date

Returned to CEASN Administrative Assistant

12.10.15

Forwarded to ACAD Senate

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter *Stautner* Dean _____ Date _____
Signature Signature (indicates "college" level approval)

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

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as an elective course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern

Program Area: Psychology Minor

Date: 11-23-15

Course Prefix & No.: PSYX 150

Course Title: Drugs & Society

Credits: 3

Required by:

Selective in:

Elective in: Psychology Minor

General Education: Yes

Lecture: 90 hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 90 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

None, New Course

Proposed or New Catalog Description (include all prerequisites):

This course will help students become more informed about the factors that may underlie drug use and introduce them to historical and contemporary controversies surrounding drugs and society. There are many issues related to the use of drugs: Why people use them? How they affect people? How society responds to drug use? What can be done to prevent or terminate use? This course will address these topics by considering mind/psychology, body/pharmacology, and environment/sociology.

Course Outcome Objectives:

1. Students will be able to identify and describe the various types and categories of drugs and their abuse;
2. Students will be able to explain the place drugs have in society;
3. Students will be able to assess the strategies used to solve problems related drugs and society.

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

Updated 09/29/05