REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: PSY  PROPOSED EFFECTIVE SEMESTER: Fall 2012  COLLEGE: Arts & Sciences

PROPOSED IMPROVEMENTS

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Substantive Course Changes</th>
<th>Misc. Course Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New degree*</td>
<td>☒ New course</td>
<td>☐ Title</td>
</tr>
<tr>
<td>☐ New major*</td>
<td>☒ Pre or Co-requisites</td>
<td>☐ Description (attach current &amp; proposed)</td>
</tr>
<tr>
<td>☐ New curriculum*</td>
<td>☒ Deletion (required by others)</td>
<td>☐ Deletion (not required by others)</td>
</tr>
<tr>
<td>☐ New concentration*</td>
<td>☒ Course #, different level</td>
<td>☐ Course #, same level</td>
</tr>
<tr>
<td>☐ New certificate</td>
<td>☒ Credit hours</td>
<td>☐ Variable credit</td>
</tr>
<tr>
<td>☐ New minor</td>
<td>☒ Enrollment restriction</td>
<td>☐ Credit/no credit</td>
</tr>
<tr>
<td>☐ Revised major</td>
<td>☒ Course-level restriction</td>
<td>☐ Cross-listing</td>
</tr>
<tr>
<td>☐ Revised minor</td>
<td>☒ Prefix ☐ Title and description</td>
<td>☐ COGE reapproval</td>
</tr>
<tr>
<td>☐ Admission requirements</td>
<td></td>
<td>☐ Other (explain**)</td>
</tr>
<tr>
<td>☐ Graduation requirements</td>
<td>☐ General education (select one)</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>☐ Deletion ☐ Transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Other (explain**)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: MA, Industrial/Organizational Psychology

Existing course prefix and #:  Proposed course prefix and #: PSY 6470  Credit hours: 1

Existing course title:

** Proposed course title: Seminar: Industrial/Organizational Psychology

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s): None

Proposed course co-requisite(s) None

Proposed course prerequisite(s) that can also be taken concurrently: Not relevant

Is there a minimum grade for the prerequisites or corequisites? Not relevant

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions: Include PYIM, PYBD, or permission of instructor

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Seminar: I/O Psychology

b. Multi-topic course: ☐ No ☒ Yes

c. Repeatable for credit: ☐ No ☒ Yes

d. Mandatory credit/no credit: ☐ No ☒ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☐ Lecture  3. ☐ Lecture/lab/discussion  5. ☐ Independent study
2. ☐ Lab or discussion  4. ☒ Seminar or ☐ studio  6. ☐ Supervision or practicum

CIP Code (Registrar’s use only):

Chair/Director  Date
Chair, College Curriculum Committee  Date
Dean  Date:  Graduate Dean:  Date
Curriculum Manager: Return to dean ☐ Date  Forward to:  Date

Chair, COGE/ PEB / FS President  Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove  Chair, GSC/USC  Date

* ☐ Approve ☐ Disapprove  Provost  Date

Revised May 2007. All previous forms are obsolete and should not be used.
1. **Explain briefly and clearly the proposed improvement.**

   This proposal creates a 1-credit hour course, mandatory credit/no credit: PSY 6470, Seminar: Industrial/Organizational Psychology. The course description is attached.

2. **Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)**

   This course is designed to increase the professional skills and job opportunities for students in the Industrial/Organizational (I/O) psychology MA program. Our department has a topical studies course, PSY 6970, Advanced Topical Studies in Psychology, but this course can only be offered for 2-4 credit hours (it cannot be offered for 1 credit hour) and students must be assigned letter grades. The new course would be offered for 1 credit hour, credit/no credit only, and repeatable for up to 3 credit hours in the I/O psychology MA program.

   In this course, I/O psychology faculty and guest speakers who work in the field will discuss topics such as (a) career paths, (b) the competencies required by various positions, including interdisciplinary knowledge, skills, and abilities, (c) current performance and organizational improvement methods being adopted by organizations, and (d) strategies for capitalizing on opportunities and overcoming barriers to performance improvement in organizations.

   I/O psychology prepares students to improve human performance in organizations. Graduates of our program have obtained positions in personnel training, computer- and web-based training, employee development and coaching, productivity and quality improvement, safety improvement, organizational development, and business process management. Yet very few companies include I/O psychology as an appropriate degree when advertising jobs that are relevant for our students. In addition, while we offer courses in each of the preceding professional areas, students can elect courses that would provide additional skills that would enhance their effectiveness in particular positions/career paths. This course will address the variety and nature of positions available to students, the experiences of professionals in the field who have held these types of positions, their recommendations for additional courses, professional networking opportunities for students, and current trends in business and industry with respect to performance improvement in organizations.

   Prerequisites include master’s student in the I/O psychology program, doctoral student in the behavior analysis program, or permission of instructor. The class is designed for students in the I/O MA program. We have included doctoral students in the behavior analysis program because some of the students in the I/O MA program continue to specialize in I/O in our behavior analysis doctoral program and are admitted to that program before completing all of the degree requirements for the MA degree (usually, they are finishing up their thesis requirement).

3. **Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.**

   This course will not affect other colleges, departments, or programs.

4. **Effect on your department’s programs. Show how the proposed change fits with other departmental offerings.**

   The I/O MA program requires the completion of 36 credit hours, which includes 6 elective credit hours. This will be an optional course for students that they may repeat up to 3 times, fulfilling up to 3 credit hours towards their 6 elective credit hours.

5. **Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students’ time. If a required course will be offered during summer only, provide a rationale.**

   This course will be offered once a year during spring semester and will not conflict with other courses in the program or department. It will not affect the ease with which students can meet graduation requirements nor the length of time it takes them to complete the program. This course will offer an additional elective option for students.

   We have two options in the I/O psychology program. Students can choose the terminal degree option or the thesis option that prepares them for doctoral degree programs.

   Students who choose the terminal degree option complete the program in 2 years, usually taking 9 credit hours each fall and spring semester. If these students elect this course, they would have to obtain an additional 1 or 2 credit hours
to fulfill their elective course credit hours (in addition to another 3 credit hour course) in order to graduate on schedule. Most of our students work in professional settings while completing their degrees and thus are able to sign up for 1 to 2 individualized practicum hours to obtain the remaining credit hours they need to fulfill their elective hours. Thus, this course will not hinder or delay their graduation.

Students who elect the thesis option usually take 3 years to complete the MA degree, completing their thesis the third year while taking classes in a doctoral program. These students could retake this class 3 times. If they elect to take the course only once or twice, they could sign up for individualized practicum or research hours (excluding additional thesis hours) to obtain the remaining 1 or 2 credit hours (in addition to another 3 credit-hour course). Thus, as for students who elect the terminal degree option, this course will not hinder or delay their graduation.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

For the past 5 years, there have been 15-20 students enrolled in the I/O psychology MA program. We anticipate that 10-15 students will take this course each year. This course will increase the job opportunities for students.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

This will not affect current resources. One of the current I/O faculty members will offer this course. The course will be offered once a year in the spring semester.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

Not relevant.

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Learning outcomes:
1. Describe the various practitioner career paths and roles available to performance improvement specialists
2. Describe the interdisciplinary knowledge, skills, and abilities that enhance the effectiveness of practitioners across career paths/roles as well as those that are unique to each career path/role
3. Identify the current trends in performance improvement across career paths/roles as well as those that are unique to each career path/role
4. Identify strategies for capitalizing on opportunities and overcoming barriers to performance improvement across career paths/roles as well as those that are unique to each career path/role
5. Identify professional networking opportunities

Assessment measure:
1. Percentage of graduates seeking employment who obtain relevant positions within 2 months after graduation

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

The students who have graduated since 2009 have faced a dismal job market. Despite that, each year 95%-100% of our MA graduates who sought jobs (as opposed to pursuing a doctoral degree) obtained them. However, it took several students 5-6 months to find appropriate jobs.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.
Not relevant.
Catalog Course Description

A survey of issues faced by professionals in the field that includes choice of a career path, current practices, and strategies for capitalizing on opportunities and overcoming barriers to performance improvement in organizations. May be repeated, but limited to 3 credits in the I/O MA program. Prerequisites: Master's student in I/O psychology, doctoral student in behavior analysis, or permission of instructor.