March 31, 2015

MEMORANDUM

TO: Gregory Ball
Dean, College of Behavioral and Social Sciences

Charles Caramello
Associate Provost and Dean, Graduate School

FROM: Elizabeth Beise
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Master of Professional Studies in Industrial/Organizational Psychology (PCC log no. 14023)

On March 3, 2015, Chancellor Kirwan gave final approval to your proposal to offer a new iteration of the Master of Professional Studies with a focus in Industrial/Organizational Psychology. A copy of the approved proposal is attached.

This Professional Studies program is effective Fall 2015. Please ensure that this program is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/
Enclosure

cc: Gregory Miller, Chair, Senate PCC Committee
Barbara Gill, Office of Student Financial Aid
Reka Montfort, University Senate
Erin Taylor, Division of Information Technology
Pam Phillips, Institutional Research, Planning & Assessment
Anne Turkos, University Archives
Linda Yokoi, Office of the Registrar
Alex Chen, Graduate School
Wayne McIntosh, College of Behavioral and Social Sciences
Jack Blanchard, Department of Psychology
March 3, 2015

Dr. Wallace Loh
President
University of Maryland, College Park
1101 Main Administration Building
College Park, MD 20742

Dear Wallace,

Thank you for forwarding the request of the University of Maryland to offer a new iteration of the existing Master of Professional Studies in Industrial/Organizational Psychology.

I am pleased to approve this request. I have confidence the program will be successful.

Sincerely yours,

William E. Kirwan
Chancellor

cc: Mary Ann Rankin, Senior Vice President and Provost
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

- Please submit the signed form to: Office of the Associate Provost for Academic Planning & Programs, 1119 Main Administration Building.
- Please e-mail the rest of the proposal as an MSWord attachment to pcc-submission@umd.edu

DATE SUBMITTED: October 27, 2014

COLLEGE/SCHOOL: College/School Unit Code—First 8 digits: 01202800
Unit Codes can be found at https://nypprod.umd.edu/Html_Reports/units.htm

DEPARTMENT/PROGRAM: Department/Program Unit code—Last 7 digits: 1282501

TYPE OF ACTION (choose one):
- □ Curriculum change (including information specializations)
- □ Renaming of program or formal Area of Concentration
- □ Addition/deletion of formal Area of Concentration
- □ Suspend/delete program

*Italics indicate that the proposed program action must be presented to the full University Senate for consideration.*

SUMMARY OF PROPOSED ACTION:
The Department of Psychology in the College of Behavioral and Social Sciences submits this proposal to create a Master’s of Professional Studies in Industrial/Organizational Psychology. This 30-credit MPS program will offer evening courses over five 12-week terms. The program includes ten 3-credit courses. Students will be admitted as a cohort and take 2 courses per term. The MPS in Industrial/Organizational Psychology (MPS-IO) is dedicated to the application of psychological principals using rigorous scientific methods as the way to improve employee well-being and productivity. This program is associated with the UMD’s Organizational Psychology program that is consistently ranked among the top 5 programs in the United States. The MPS-IO is designed to provide students with training from world-renowned faculty, leaders in the practice of Organizational Psychology, and top industry professionals. Further, the practicum component in our program facilitates the professional development of our students. The program will be offered as a hybrid/blended program.

APPROVAL SIGNATURES: Please print name, sign, and date

1. Department Committee Chair: [Signature] 20/28/14
2. Department Chair: [Signature] 11/11/14
3. College/School PCC Chair: [Signature] 3/24/15
4. Dean: [Signature] 11/11/14
5. Dean of the Graduate School (if required): [Signature] 3/24/15
6. Chair, Senate PCC: [Signature] 3/24/15
7. Chair of University Senate (if required): [Signature] 3/24/15
8. Vice President of Academic Affairs & Provost: [Signature] 3/24/15

Department of Psychology, Master of Professional Studies in Industrial/Organizational Psychology, OED-Administered, n. 1
PROPOSAL FOR

NEW INSTRUCTIONAL PROGRAM

UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND
Department of Psychology

Master of Professional Studies in Industrial/Organizational Psychology

PROPOSED INITIATION DATE: Fall 2015
I. OVERVIEW and RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it.

The proposed Master of Professional Studies in Industrial/Organizational Psychology, offered through the Department of Psychology, College of Behavioral and Social Sciences, University of Maryland, will provide post-baccalaureate training in Industrial/Organizational (IO) Psychology with a focus on empirically supported workplace practices targeting employee development, retention, and performance. IO Psychology spans a range of topics essential to the functioning of any high performing organization, including talent acquisition and assessment, development and succession planning, managing individual and team performance, employee engagement and organizational design. The MPS program will include a broad foundation on organizational topics such as the application of research and statistical methods in business, handling and analysis of large datasets, motivating, selecting, and developing employees, and managing organizational change. The goal of this program is to provide rigorous training in the scientific principles and methods in IO Psychology while also increasing our graduates’ capacity to have impact in the workplace, to apply evidence-based best practices, and know how to ask and answer questions that matter in the workplace. Graduates become part of a community of professionals who seek to apply the science and practice of IO Psychology.

The MPS program in IO Psychology is also intended to address students’ professional development in the following areas: a) statistical skills, b) professional development, and c) career exploration. To develop students’ statistical skills, the program will provide introductory training on such topics as the use of SAS, SPSS, Stata, and Excel to store, manage, and analyze data. To enhance students’ professional development, the program will provide training on such topics as presentation skills, communicating professionally, and communicating to non-scientific audiences. The MPS in IO Psychology will accomplish these goals through, among other techniques, one-on-one mentoring and coaching. Finally, the program will encourage career exploration by providing information on various careers, facilitating informational interviews of Ph.D. graduates from the UMD IO Psychology graduate program working in applied settings, and educating on issues relevant to educational goals beyond the MPS, such as how to become competitive applicants to doctoral programs.

The 30-credit MPS program will offer evening courses over five 12-week terms. The program includes ten 3-credit courses that will be delivered in a hybrid/blended format. Students will be admitted as a cohort and take 2 courses per term. Each course in the program will incorporate project-based, hands-on exercises that enable students to apply their skills in real time on real-life business problems. Lectures will be delivered in person and across the internet using advanced audio and video technology. Students will have the opportunity to view pre-recorded online lectures as well as to participate in synchronous lectures via webcams and headsets with microphones. The entire online lectures (lecture slides, presentation, and Q&A interactions) will be video-archived for reviewing.

This program will be a unique addition to the DC and Baltimore metropolitan area in that it will not only provide Masters-level training in IO Psychology content but will also focus on developing the skills and abilities masters-level graduates need to succeed in organizations. The main competitors in the DC and Baltimore metropolitan area are the MA programs in IO Psychology offered by George Mason University and University of Maryland, Baltimore County. Secondary competitors are MBA programs in schools of business. Despite this competition, we maintain that the UMD MPS in IO Psychology will be highly competitive.

With regard to other IO psychology masters programs, these programs are structured as mini PhD programs - they focus on content only. Masters students from these programs are trained in the scientist-practitioner model, with most of the weight on the science end of this continuum. The UMD MPS in IO Psychology program is competitive in that not only will our students receive the necessary IO Psychology content but they will also be provided with the experience and information needed to build the business skill set needed by young applied professionals. We have conducted a series of interviews with Ph.D. and Masters level IO Psychologists working in consulting firms, the
government, and industry to identify the competencies missing from traditional MA IO Psychology programs. We have designed the UMD MPS in IO Psychology program to provide these additional competencies so that we provide a more balanced science-practitioner training program than either of the two aforementioned MA programs.

Our graduates will have the ability to apply both classic and cutting-edge empirically-grounded methods/strategies to enable their -- or other -- organizations to recruit, develop, and retain talent. However, unlike the other IO masters programs, our graduates will have a better understanding of their career opportunities as well as have necessary business skills that are not covered by our competitor programs. We accomplish our goals by offering an action oriented program, balancing course curriculum and content knowledge acquisition with opportunities such as the following:

- Use of case method and simulations as added opportunities for learning
- Presentation skills training for all students
- Facilitating informational interviews of UMD I/O Psychology Ph.D. alumni and other psychologists in applied settings
- Workshops on the horizon of I/O psychology (e.g., how technology and globalization are driving the profession)
- Professional association memberships
- Mentoring and coaching on strategic career planning

The UMD MPS in IO Psychology program is also competitive with the other MA IO Psychology programs by offering a shorter time to degree and by offering classes at night along in a hybrid/blended format. These features will enhance our attractiveness to currently employed adults.

Finally, we are competitive with MBA programs in that we focus on developing quantitative and methodological skills typically needed by applied IO Psychologists and not covered in an MBA program.

B. How big is the program expected to be (please provide enrollment projections for 5 years)? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?

The program expects to enroll a minimum of 10 students in the first year with a minimum of 20 students by year five. The target audience includes professionals in the Washington, DC metropolitan area who have completed a B.A. and desire advanced knowledge in IO Psychology. We expect that the typical student attracted to our program will have some experience in business and desire a job in a Human Resource department or a consulting firm. This would include individuals who are employed and may have other advanced degrees, or individuals who have recently graduated with a Bachelor's and need to get advanced training to seek employment in applied settings. The price point, hybrid/blended format, and the reputation of the IO Psychology program are attractive benefits that will make this program appealing and sustainable.

<table>
<thead>
<tr>
<th>Year</th>
<th>Estimated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>12</td>
</tr>
<tr>
<td>Year 2</td>
<td>14</td>
</tr>
<tr>
<td>Year 3</td>
<td>16</td>
</tr>
<tr>
<td>Year 4</td>
<td>18</td>
</tr>
<tr>
<td>Year 5</td>
<td>20</td>
</tr>
</tbody>
</table>
II. Curriculum
A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

The Master of Professional Studies in Industrial/Organizational Psychology provides advanced training in industrial/organizational psychology with a focus on empirically supported workplace practices for employee development, retention, and performance. This training includes a broad foundation on organizational topics such as applying research and statistical methods in business, handling and analyzing large datasets, motivating, selecting, and developing employees, and managing organizational change. The MPS in IO Psychology is focused on empirically supported theories of workplace and organizational behavior and on training graduates to understand organizational research. For example, selection and development practices are not equivalent in evidence supporting their effectiveness. Unfortunately, there is often a large gap between what research has discovered to be effective and what practices are implemented in workplaces. The Maryland MPS program is intended to bridge this gap by training students to be critical consumers of the research literature. With this training, they can understand and effectively implement the latest developments in empirically supported workplace practices. Additionally, the Maryland MPS program will train students to be consumers— and producers— of statistics derived from increasingly large datasets within or about organizations.

B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

The courses in the program are as follows and are each 3 credits:
1. PSYCxxx Analytical Thinking: Statistical Methods at Work
2. PSYC603 Introduction to Industrial and Organizational Psychology
3. PSYCxxx The Business of Evaluation: Research Methods at Work
4. PSYC732 Selection And Classification Issues In Organizations
5. PSYCxxx Advanced Analytical Thinking: Statistical Methods at Work II
6. PSYCxxx Talent Development
7. PSYCxxx Business Fundamentals and Legal Issues facing Organizations
8. PSYCxxx Managing Strategic Organizational Change
9. PSYCxxx Practicum in I/O Psychology
10. PSYCxxx Performance Management, Compensation, and Benefits
The plan of study is as follows:

**Quarter/Term** | **First Year** | **Second Year**
--- | --- | ---
I: September-November | PSYCxxx Analytical Thinking: Statistical Methods at Work | PSYCxxx Practicum in I/O Psychology
 | PSYC603 Introduction to Industrial and Organizational Psychology | PSYCxxx Performance Management, Compensation, and Benefits
 | PSYCxxx The Business of Evaluation: Research Methods at Work |  
 | PSYC732 Selection And Classification Issues In Organizations |  
 | PSYCxxx Advanced Analytical Thinking: Statistical Methods at Work II |  
 | PSYCxxx Talent Development |  
 | PSYCxxx Business Fundamentals and Legal Issues facing Organizations |  
 | PSYCxxx Managing Strategic Organizational Change |  

### Course Title

<table>
<thead>
<tr>
<th>Course Rubric</th>
<th>Course Title</th>
<th>Credit Level</th>
<th>Is this an existing Permanent Course?</th>
<th>Anticipated Date Course to be Submitted to VPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCxxx</td>
<td>Analytical Thinking: Statistical Methods at Work</td>
<td>3</td>
<td>No</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>PSYC603</td>
<td>Introduction to Industrial and Organizational Psychology</td>
<td>3</td>
<td>Yes</td>
<td>Not applicable</td>
</tr>
<tr>
<td>PSYCxxx</td>
<td>The Business of Evaluation: Research Methods at Work</td>
<td>3</td>
<td>No</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>PSYC732</td>
<td>Selection And Classification Issues In Organizations</td>
<td>3</td>
<td>Yes</td>
<td>Not applicable</td>
</tr>
<tr>
<td>PSYCxxx</td>
<td>Advanced Analytical Thinking: Statistical Methods at Work II</td>
<td>3</td>
<td>No</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>PSYCxxx</td>
<td>Talent Development</td>
<td>3</td>
<td>No</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>PSYCxxx</td>
<td>Business Fundamentals and Legal Issues facing Organizations</td>
<td>3</td>
<td>No</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>PSYCxxx</td>
<td>Managing Strategic Organizational Change</td>
<td>3</td>
<td>No</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>PSYCxxx</td>
<td>Practicum in I/O Psychology</td>
<td>3</td>
<td>No</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>PSYCxxx</td>
<td>Performance Management, Compensation, and Benefits</td>
<td>3</td>
<td>No</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>
PSYCxxx Analytical Thinking: Statistical Methods at Work (3 credits).
Personal and organizational growth begins with asking and answering great questions. Correspondingly, this course begins with demonstrations of how to translate business questions into research questions. Statistical methods used to answer business questions are taught first conceptually, then computationally using statistical software. This course emphasizes interpreting results, the regression model, and other issues salient to business research, such as handling large datasets. Students will be provided with a simulated dataset that they will use in learning how to frame and answer business questions using the techniques covered in this course. At the conclusion of this course, students will be required to provide an executive-level presentation on the business question, their findings, and resulting implications.

PSYCxxx The Business of Evaluation: Research Methods at Work (3 credits).
Building on PSYCxxx, students in this class will learn about the strengths and weaknesses of commonly employed research methods in business settings. Students will learn about longitudinal research, survey and interview (including focus groups) design, and sampling and weighting, among other topics. Each design module will review best practices and limitations, and will include a discussion of how to handle and make sense of the resulting data. As part of this course, students will work in small groups to design and launch a research study that will answer a pressing business question.

PSYCxxx Advanced Analytical Thinking: Statistical Methods at Work II (3 credits).
In this course, students will delve deeply into issues of interpreting and questioning analytic results. Students will learn how to creatively present empirical results in ways that grab the attention of – and are clear to – a variety of stakeholders. Students will complete the group projects they began in PSYCxxx during this course, culminating in two presentations – one to the rest of the class (technical audience) and one to an expert panel of practitioners. Finally, this course will introduce students conceptually to a number of advanced statistical methods, such as meta-analysis and structural equation modeling.

PSYCxxx Business Fundamentals and Legal Issues facing Organizations (3 credits).
This course provides an overview of the fundamentals of business, including both issues of finance and legal issues faced by organizations. Topics will include finance, accounting, and marketing. Students will learn core business concepts, about how each major business function enables organizations to run, and how to talk to and understand the leaders of organization. Additionally, this course will provide an overview of common legal challenges organizations face. In addition to introducing students to employment law, this course will review professional ethics standards for IO psychology. This course will use case study methodology to hone students' understanding of the ethical and legal issues faced in day-to-day organizational life.

PSYCxxx Managing Strategic Organizational Change (3 credits).
In this course, students will learn to think about organizations as systems and will explore catalysts of organizational change. Issues of strategy, market pressure, competition, workforce planning, and stakeholder buy-in will be discussed. Finally, students will learn about methods for planning, leveraging, and managing organizational change. Case study methodology will be used to deepen learning on the challenges faced during organizational change and how to guide organizations through change – planned or not.

PSYCxxx Talent Development (3 credits).
In this course, students will learn how to design and implement effective employee training programs as well as how to encourage informal learning in organizations. This course will review current theories in adult learning (e.g., ADDIE model, action learning, peer feedback/coaching), several popular assessment tools (e.g., MBTI), and best practices for evaluating training programs. Issues relevant to leadership identification and development – including succession planning – will also be covered. As part of this course, students will work in teams to design and deliver a brief training module and practice giving and receiving feedback. Additionally, students will complete – and facilitate a debriefing on – a 360-degree feedback assessment.
PSYCxxx Performance Management, Compensation, and Benefits (3 credits).
This course draws together content on organizational behavior, selection, assessment, development, employee relations, and compensation, among other topics. Students in this course will learn about how to align organizational reward systems, including selection, development, performance appraisal, feedback, and compensation systems. This course will pull from current organizational research and theory on issues ranging from work motivation, employee retention, and feedback processes to issues of organizational strategy and culture.

PSYCxxx Practicum in I/O Psychology (3 credits).
In this practicum, students will work in a real organization and will have the opportunity to apply what they have learned in class to real-world problems. Students will write a reflection paper reviewing what skills they have applied – and developed – while completing this practicum.

C. Describe any selective admissions policy of special criteria for students selecting this field of study.

Applicants must meet the following minimum admission criteria as established by the Graduate School:
- Applicants must have earned a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution.
- Applicants must have earned a 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework.
- Applicants must provide an official copy of a transcript for all of their post-secondary work.

International students must fulfill all requirements relating to international academic credentials, evidence of English proficiency, financial certification, and visa documentation. These requirements are found at the Graduate School’s Web site: http://www.gradschool.umd.edu/prospectivestudents/internationaladmissions.html.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT
The purpose of this assessment plan is to set clear guidelines, identify articulated outcomes, and ensure avenues for continuous improvement for each Master of Professional Studies program managed by the Program Oversight Committee and housed in the Graduate School. It is our mission to provide programs that meet UMD’s institutional goals and objectives for educational activities.

Students will demonstrate the following learning outcomes:
1. Demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and research trends in Industrial/Organizational Psychology.
2. Use the concepts, language and major theories of Industrial/Organizational Psychology to discuss and evaluate organizational practices and psychological research.
3. Understand methodology that is used for research in Industrial/Organizational psychology.
4. Critically examine published research to determine the strengths and weakness of this research and appreciate the limitations of published findings.
5. Understand legal and ethical issues in Industrial/Organizational psychology and research and the ethical standards to protect humans subject research participants and employees.
6. Understand the general goals of selection and training and the characteristics of valid and reliable assessment instruments.
7. Summarize empirically supported approaches to selecting, developing, and retaining employees.
8. Understand how culture and diversity are related to issues of individual and organizational success.
9. Understand various career trajectories within industrial/organizational psychology including issues in selecting and applying to doctoral programs.
Assessment Methods:
1. Mastery of content: Classroom performance, course exams and papers, and comprehensive exam at the conclusion of the program.
2. Professional communication (written and oral): Classroom performance, course exams and papers, and practicum.
3. Development of values and ethics: Classroom performance, course exams and papers, and satisfactory completion of assignments.
4. Critical and creative thinking: Classroom performance, course exams and papers, and practicum.

At the conclusion of the MPS, students will take a comprehensive exam. This exam will consist of a simulated case study which students will complete in small groups. The case study will require students to frame a business question, conduct a data analysis, and develop a solution to the problem that prompted the business question. Students will submit a brief write-up of their work and will conclude the exam with a presentation of their results.

IV. FACULTY AND ORGANIZATION
A. Who will provide academic direction and oversight for the program?

Graduate School Representative
Charles Caramello, Dean of the Graduate School

Graduate Director
Paul Hanges, Department of Psychology

Office of Extended Studies Administrative Support and Oversight
Terrie Hruzd, Director of Programs

B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure.

The Master of Professional Studies in Industrial/Organizational Psychology will be housed in the Graduate School, which will be responsible for its oversight. The Program Oversight Committee, or designates, will administer the program. A faculty member from the college will serve as the Graduate Director and will provide academic leadership. The Office of Extended Studies will provide coordination.

Administrative Coordination
The Office of Extended Studies will provide program development support (including budget development and projections), program management that includes scheduling, marketing research, planning and management, financial management (including faculty contracting and faculty pay processing), and student services management (including support for admissions, registration, payment, financial aid, and other campus services).

V. OFF-CAMPUS PROGRAMS (if necessary)
A. If at Shady Grove—indicate how students will access student services.

Not applicable

B. If online—describe the concerns in “Principles and Guidelines for Online Programs” are to be addressed.

Not applicable. Courses are delivered face-to-face with online elements.
VI. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

None.

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

No.

C. Are students in other programs permitted to enroll in courses in this program? Can students substitute courses from other institutions?

Courses offered in the proposed program are limited solely to students who have been admitted to this program. Other UMD graduate students are not permitted to register for courses in this program. Students are not allowed to substitute courses from another institution to satisfy the program requirements.

D. What is the exit strategy if the program proves not to be viable? How are canceled courses handled?

The Department fully expects to offer courses each semester as proposed; however, if a course is canceled, it will be either offered in a subsequent semester or students may take one term/semester longer to complete the program. If the program does not prove to be viable, the department will ensure that courses are offered in a manner that permits all existing students to complete the program.

VII. COMMITMENT TO DIVERSITY

The University of Maryland is an equal opportunity institution with respect to both education and employment. The University does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations.

Through its actions and statements of policy the University of Maryland has demonstrated a commitment to diversity by creating programs of study which explore the experiences, perspectives, and contributions of a wide variety of cultures, groups, and individuals; and as sought to create a campus environment which encourages tolerance and respect for individuals regardless of differences in age, race, ethnicity, sex, religion, disability, sexual orientation, class, political affiliation, and national origin.

The Master of Professional Studies in Industrial/Organizational Psychology will use the model established by the University of Maryland's commitment to diversity by marketing and recruiting applicants from various professional organizations with demonstrated respect for individuals regardless of differences in age, race, ethnicity, sex, religion, disability, sexual orientation, class, political affiliation, and national origin. Course content will also demonstrate opportunities for instruction on tolerance and inclusion.

VIII. REQUIRED PHYSICAL RESOURCES

A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.

See attachment.
B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

None.

C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

This program does not require additional resources.

IX. RESOURCES NEEDS AND SOURCES

A. List new courses to be taught and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

The following courses will need to be approved by VPAC:

PSYCxxx Analytical Thinking: Statistical Methods at Work
PSYCxxx The Business of Evaluation: Research Methods at Work
PSYCxxx Advanced Analytical Thinking: Statistical Methods at Work II
PSYCxxx Business Fundamentals and Legal Issues facing Organizations
PSYCxxx Managing Strategic Organizational Change
PSYCxxx Talent Development
PSYCxxx Performance Management, Compensation, and Benefits
PSYCxxx Practicum in I/O Psychology

The Department of Psychology will hire for the following positions to ensure that this self-support program has no impact on advising and administrative resources for the unit’s traditional programs: Program Director (1) and Graduate Teaching Assistant (1). Tuition revenue will be used to support all salaries and benefits.

It is proposed that tuition be charged at a fixed rate based on the Maryland in-state graduate student per credit rate (for 2015 anticipated to be $632 per credit with an estimated increase of 5% per year). All students will pay all associated student mandatory fees and the graduate application fee. Tuition and fees will adjust in accordance to the University’s approved rates.

B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.

Faculty selection and appointments are made by the Department of Psychology. All faculty must be full or adjunct members of the Graduate Faculty and approved by the Dean of the Graduate School to teach. Instructors in this self-support program may not teach on-load. University of Maryland faculty who in teach in the program will be compensated using overloads. The faculty may include research faculty, retired faculty, and professionals in the field.

The Department of Psychology will hire for the following positions to ensure that this self-support program has no impact on advising and administrative resources for the unit’s traditional programs: Program Director (1) and Graduate Teaching Assistant (1). Tuition revenue will be used to support all salaries and benefits.

C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.
Approval of all faculty overloads for teaching and advising will be in accordance with University of Maryland policy and procedures. The Oversight Committee is responsible for the overall administrative management of the program.

D. *Identify the source to pay for the required physical resources identified in Section VII above.*

Tuition revenue will be used to cover the program expenses (see separate budget page).

E. *List any other required resources and the anticipated source for them.*

None.

F. *Complete the additional proposal and financial tables as required by MHEC.*

See attached budget.
New Courses requiring VPAC Approval

PSYcxx Analytical Thinking: Statistical Methods at Work (3 credits).
Personal and organizational growth begins with asking and answering great questions. Correspondingly, this course begins with demonstrations of how to translate business questions into research questions. Statistical methods used to answer business questions are taught first conceptually, then computationally using statistical software. This course emphasizes interpreting results, the regression model, and other issues salient to business research, such as handling large datasets. Students will be provided with a simulated dataset that they will use in learning how to frame and answer business questions using the techniques covered in this course. At the conclusion of this course, students will be required to provide an executive-level presentation on the business question, their findings, and resulting implications.

PSYcxx The Business of Evaluation: Research Methods at Work (3 credits).
Building on PSYcxx, students in this class will learn about the strengths and weaknesses of commonly employed research methods in business settings. Students will learn about longitudinal research, survey and interview (including focus groups) design, and sampling and weighting, among other topics. Each design module will review best practices and limitations, and will include a discussion of how to handle and make sense of the resulting data. As part of this course, students will work in small groups to design and launch a research study that will answer a pressing business question.

PSYcxx Advanced Analytical Thinking: Statistical Methods at Work II (3 credits).
In this course, students will delve deeply into issues of interpreting and questioning analytic results. Students will learn how to creatively present empirical results in ways that grab the attention of — and are clear to — a variety of stakeholders. Students will complete the group projects they began in PSYcxx during this course, culminating in two presentations — one to the rest of the class (technical audience) and one to an expert panel of practitioners. Finally, this course will introduce students conceptually to a number of advanced statistical methods, such as meta-analysis and structural equation modeling.

PSYcxx Business Fundamentals and Legal Issues facing Organizations (3 credits).
This course provides an overview of the fundamentals of business, including both issues of finance and legal issues faced by organizations. Topics will include finance, accounting, and marketing. Students will learn core business concepts, about how each major business function enables organizations to run, and how to talk to and understand the leaders of organization. Additionally, this course will provide an overview of common legal challenges organizations face. In addition to introducing students to employment law, this course will review professional ethics standards for IO psychology. This course will use case study methodology to hone students’ understanding of the ethical and legal issues faced in day-to-day organizational life.

PSYcxx Managing Strategic Organizational Change (3 credits).
In this course, students will learn to think about organizations as systems and will explore catalysts of organizational change. Issues of strategy, market pressure, competition, workforce planning, and stakeholder buy-in will be discussed. Finally, students will learn about methods for planning, leveraging, and managing organizational change. Case study methodology will be used to deepen learning on the challenges faced during organizational change and how to guide organizations through change — planned or not.

PSYcxx Talent Development (3 credits).
In this course, students will learn how to design and implement effective employee training programs as well as how to encourage informal learning in organizations. This course will review current theories in adult learning (e.g., ADDIE model, action learning, peer feedback/coaching), several popular assessment tools (e.g., MBTI), and best practices for evaluating training programs. Issues relevant to leadership identification and development — including succession planning — will also be covered. As part of this course, students will work
in teams to design and deliver a brief training module and practice giving and receiving feedback. Additionally, students will complete – and facilitate a debriefing on – a 360-degree feedback assessment.

PSYCxxx Performance Management, Compensation, and Benefits (3 credits).
This course draws together content on organizational behavior, selection, assessment, development, employee relations, and compensation, among other topics. Students in this course will learn about how to align organizational reward systems, including selection, development, performance appraisal, feedback, and compensation systems. This course will pull from current organizational research and theory on issues ranging from work motivation, employee retention, and feedback processes to issues of organizational strategy and culture.

PSYCxxx Practicum in I/O Psychology (3 credits).
In this practicum, students will work in a real organization and will have the opportunity to apply what they have learned in class to real-world problems. Students will write a reflection paper reviewing what skills they have applied – and developed – while completing this practicum.
DATE: September 16, 2014

TO: Kimberly Bethea, Associate Director
Office of Extended Studies

FROM: On behalf of the University of Maryland Libraries:
Glenn Moreton, Psychology Librarian

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Department of Psychology, College of Behavioral and Social Sciences to create a Master’s of Professional Studies in Industrial/Organizational Psychology. The Department asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

Much scholarly library research will rely heavily upon online serial publications. The University of Maryland Libraries currently subscribe to a large number of scholarly psychology journals, business journals, and the top journals that focus specifically on applied psychology and on industrial and organizational psychology. Examples of these journals include:

- Applied Psychology--An International Review
- Group & Organization Management
- Journal of Applied Psychology
- Journal of Management
- Journal of Organizational Behavior
- Journal of Vocational Behavior
- Organizational Behavior and Human Decision Processes
- Organizational Research Methods
- Personnel Psychology
- Research in Organizational Behavior
- Work Stress

Note: One highly ranked journal to which the Libraries do not currently subscribe is the European Journal of Work and Organizational Psychology. Also we receive another key journal, the Journal of Occupational and Organizational Psychology, but only through the previous year. We recommend full subscriptions to these two journals. The institutional prices for online subscriptions to online issues of these journals are, respectively, $1,185.00 and $512.00. Of course, most articles in journals that we do not own will be available through Interlibrary Loan.

Databases

One can locate scholarly journal articles in the field of industrial/organizational psychology and allied topics with the use of databases which are found in the Libraries "Research Port" directory tool. Many of these
databases are comprised of online journal indexes to which the Libraries subscribe. In many-and likely in most--cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to graduate students through either the Libraries’ Article Express Program or via Interlibrary Loan.

Other Research Port databases, rather than being journal indexes, are directories to actual data and information, including data used in business research.

With industrial/organizational psychology being a multidisciplinary subject (i.e., covering both psychology and organizations/industry), the Libraries happen to subscribe to an large number of databases that would be relevant for this program:

- These databases include the major psychology databases: PsycArticles, PsycInfo, and the Psychology & Behavioral Sciences Collection.

- Also a vast number of business databases are available, with Business Source Complete, being the most general and possibly the most helpful. Examples of other possibly useful business databases include Factiva and Gartner. All business databases can be located by using VBIC, a unique and comprehensive online directory that was created by the business librarians.

- The curriculum of this proposed program has a strong emphasis on statistical information. The Libraries have numerous databases that would assist in finding a variety of statistical information, including business statistics. A sampling of such databases includes Data Planet Statistical Datasets, Data-Planet Statistical Ready Reference, IBISWorld, Mintel, Passport, the Census Bureau’s Statistical Abstract of the United States, and Statistical Insight.

- The program also will have a course that examines “legal issues facing organizations.” Our law databases (e.g., Westlaw Campus Research and LexisNexis Academic) would be helpful resources.

- Academic Search Premier, a general/multidisciplinary database, would also be an additional source of relevant articles. Other multidisciplinary databases that could provide useful articles would be JSTOR and the Research Port version of Google Scholar.

Monographs

Also monograph materials are important in research. The Libraries regularly acquire scholarly monographs in the allied subject disciplines that comprise industrial/organizational psychology. We purchase these books through the Libraries’ existing purchase plan, as well as through supplemental monograph orders in the general subjects (and respective budget lines) of psychology and business. Our original print format collection is continuously being enhanced by our purchase of more and more electronic format books in addition to our ongoing print format acquisitions.

For this report, we conducted a search of the University of Maryland Libraries’ WorldCat UMD catalog, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own (e.g., 1,650 book titles on “industrial psychology,” 1,238 titles on “organizational psychology,” 2,846 titles on “organizational change,” 1,013 titles on “employment law.” Searches on several provided fewer
citations, with 109 titles on “business statistic*” and 100 titles on “employee training”). These figures appear to indicate that the relevant books in Library’s collections are adequate to support this proposed I/O Psychology program.

This “adequacy” is greatly enhanced by the University of Maryland’s recent membership in the Committee on Institutional Cooperation (CIC). Among the major assets of the membership is the right of our students and faculty to use the bibliographic materials from any of the libraries of the fifteen member universities. These materials dramatically increase the size of our monograph collection—to a total of 90 million volumes--items to which our library users have easy and quick access with our UBorrow service. The impact of the CIC materials can be demonstrated by a review of the previous search words (e.g., the CIC’s collection has 4,787 titles on "industrial psychology," 2,956 titles on "organizational psychology," 5,827 titles on "organizational change," 3,999 titles on "employment law," "business statistic*" titles” and 372 "employee training" titles). Thus it is quite obvious that the addition of the CIC collections insures that our newly enhanced monograph collection very strongly supports the proposed new program.

Conclusion

With our substantial serials holdings and index databases, the University of Maryland Libraries have an established background in providing bibliographic support for researchers and professionals in the field of industrial/organizational psychology. In addition, these periodical materials have been supplemented by a good monograph collection. Our recent membership with 14 other universities that, along with us, comprise the Committee on Institutional Cooperation further enhances our monograph holdings into a very strong collection. As a result, our assessment is that the University of Maryland Libraries collection is able to meet the curricular and research needs of the proposed Master’s of Professional Studies in Industrial/Organizational Psychology.
Hello Alex,

Mike forwarded me your comments regarding the PSYC-IO proposal. The responses are provided below. Please let me know if you have further questions about the proposal.

QUESTIONS FROM ALEX CHEN:

A few preliminary comments from me.
It would be helpful if there were more detail and clarification to the assertion that the program would be “highly competitive” and able to support between 10 and 20 students per year. The proposed program provides a unique addition to the Washington-Baltimore area because other local IO Psychology programs emphasize the science component of the scientist-practitioner model while our program emphasizes the practitioner component. Indeed, our program was developed by interviewing multiple Applied IO Psychologists throughout the US regarding the skills necessary for graduates of a master’s program. We also have a board composed of two applied IO Psychologists (graduates of our Ph.D. program) along with Paul Hanges and Juliet Aiken who will continually review the effectiveness of our program to generate graduates with the key skills needed in business. Additionally, our program will include quantitative and methodological skills (e.g., big data analysis strategies) not covered in local MBA programs. Our marketing will stress the uniqueness of our program so that potential students realize its advantage.

What was the rationale for developing a program based on five 12 week “terms”.
This program is modeled after other successful Master of Professional Studies programs offered at UMD. The term-based structure allows students to complete the degree more quickly. In particular, the proposed program follows the structure established by the Master of Professional Studies in Clinical Psychology and Applied Economics, both of which have successfully recruited professional audiences.

What are the protocols for students unwilling or unable to follow courses in sequence, e.g. would they have to wait for the next cycle or next cohort? For a student who does not complete the courses in the proposed sequence, the student may enroll in any courses offered in a particular term if the prerequisites are met. The student may continue in the program by taking the necessary courses when offered. If the department recognizes a significant need to offer a particular course in a specific term, the department may opt to offer the course to meet students’ needs.

Kind regards,

Kim

Kimberly Bethea, Ph.D.
Associate Director for Programs
Office of Extended Studies
0132 Main Administration Building
<table>
<thead>
<tr>
<th>Master of Professional Studies in Industrial-Organizational Psychology: Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimated Program Revenue &amp; Support</strong></td>
</tr>
<tr>
<td>Planning</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>I. Total Tuition Revenue</td>
</tr>
<tr>
<td>A. Total Professional Students (annually)</td>
</tr>
<tr>
<td>1. Cohort Enrollment 1st Year of matriculation</td>
</tr>
<tr>
<td>2. Cohort Enrollment 2nd Year of matriculation</td>
</tr>
<tr>
<td>B. Total Credits (annually)</td>
</tr>
<tr>
<td>1. Cohort Enrollment 1st Year of matriculation</td>
</tr>
<tr>
<td>2. Cohort Enrollment 2nd Year of matriculation</td>
</tr>
<tr>
<td>C. Per credit rate; Assumes 5% Increase</td>
</tr>
<tr>
<td>II. Student Fee: Campus Mandatory Fee</td>
</tr>
<tr>
<td>A. Rate per year (4 Terms); assumes 3% Increase</td>
</tr>
<tr>
<td>B. Total Professional Students (annually)</td>
</tr>
<tr>
<td>C. Number of Terms</td>
</tr>
<tr>
<td>III. Student Fee: Graduate School Application Fee</td>
</tr>
<tr>
<td>A. Fee (one-time)</td>
</tr>
<tr>
<td>B. Total students in new incoming cohort</td>
</tr>
<tr>
<td>IV. Development Support (Courses &amp; Marketing)</td>
</tr>
<tr>
<td>A. Extended Studies Support</td>
</tr>
<tr>
<td>B. Dean Support</td>
</tr>
<tr>
<td><strong>Total Estimated Program Revenue &amp; Support</strong></td>
</tr>
<tr>
<td><strong>Estimated Expenses</strong></td>
</tr>
<tr>
<td>Planning</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>I. Total Instructional and Administration</td>
</tr>
<tr>
<td>A. Instructional Totals</td>
</tr>
<tr>
<td>1. Total Faculty Salaries [a x b]</td>
</tr>
<tr>
<td>a. Total instructors per year-</td>
</tr>
<tr>
<td>(1). # of paid instructors for Year 1 of student matriculation</td>
</tr>
<tr>
<td>(2). # of paid instructors for Year 2 of student matriculation</td>
</tr>
<tr>
<td>b. Instructor salary; assumes a 3% annual increase</td>
</tr>
<tr>
<td>2. Total FICA (8%)</td>
</tr>
<tr>
<td>B. Academic Administration Totals</td>
</tr>
<tr>
<td>3a. Program Director (also teaches 4 courses, 1 per term; assumes 5% annual increase)</td>
</tr>
<tr>
<td>2a. Graduate Teaching Assistant (assumes 2% annual increase)</td>
</tr>
</tbody>
</table>

OES-PSYC IO Administrative MOU, p. 7
<table>
<thead>
<tr>
<th>II. Marketing</th>
<th>$0</th>
<th>$15,000</th>
<th>$15,000</th>
<th>$15,000</th>
<th>$15,000</th>
<th>$15,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Marketing (by academic unit)</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td></td>
</tr>
<tr>
<td>III. Development/Courses</td>
<td>$67,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>A1. Development of New Courses: Faculty Time</td>
<td>6,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2. TLU # of new courses</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1. Content delivery conversion of existing f2f courses to hybrid format</td>
<td>3,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2. TLU # of existing courses</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1. Instructional Design: Learning management system course contraction fee (per course)</td>
<td>6,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2. TLU # of courses for Instruction Design</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Ongoing course maintenance / updates</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td></td>
</tr>
<tr>
<td>SUBTOTAL: DIRECT PROGRAM EXPENSES</td>
<td>67,000</td>
<td>156,800</td>
<td>170,183</td>
<td>180,452</td>
<td>188,075</td>
<td>196,070</td>
</tr>
<tr>
<td>IV. Student Fees (100% returned to campus)</td>
<td>$12,036</td>
<td>$25,902</td>
<td>$30,735</td>
<td>$35,828</td>
<td>$41,190</td>
<td></td>
</tr>
<tr>
<td>A. Campus Manditory Fee</td>
<td>11,136</td>
<td>24,852</td>
<td>29,535</td>
<td>34,478</td>
<td>39,690</td>
<td></td>
</tr>
<tr>
<td>B. Graduate School Application Fee</td>
<td>900</td>
<td>1,050</td>
<td>1,200</td>
<td>1,350</td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>V. OES Administrative Fee</td>
<td>$18,202</td>
<td>$54,150</td>
<td>$55,784</td>
<td>$58,629</td>
<td>$65,170</td>
<td></td>
</tr>
<tr>
<td>A. 10% of tuition revenue for OES administrative costs</td>
<td>18,202</td>
<td>27,075</td>
<td>32,669</td>
<td>38,629</td>
<td>45,170</td>
<td></td>
</tr>
<tr>
<td>B. 10% of tuition revenue to repay OES development fund</td>
<td>27,075</td>
<td>25,175</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. Graduate School Administrative Fee</td>
<td>2,880</td>
<td>6,240</td>
<td>7,200</td>
<td>8,160</td>
<td>9,120</td>
<td></td>
</tr>
<tr>
<td>A. Fee assessed per each academic semester/term</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>B. Total number of semesters/semesters per year</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>C. Total # of Professional Students</td>
<td>12</td>
<td>26</td>
<td>30</td>
<td>34</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Total Estimated Expenses</td>
<td>$67,000</td>
<td>$189,918</td>
<td>$259,474</td>
<td>$274,172</td>
<td>$270,892</td>
<td>$291,550</td>
</tr>
<tr>
<td>Total Estimated Program Revenue &amp; Support</td>
<td>$67,000</td>
<td>$154,052</td>
<td>$296,651</td>
<td>$356,623</td>
<td>$422,123</td>
<td>$482,892</td>
</tr>
<tr>
<td>Net</td>
<td>$0</td>
<td>$4,134</td>
<td>$37,177</td>
<td>$82,657</td>
<td>$151,430</td>
<td>$201,342</td>
</tr>
</tbody>
</table>

- # of courses per year: 4
- # of courses per term: 2
- # of courses per year: 8
- # of instructors per year: 8

To complete the 90-credit, 10 course program:
- Students take 8 courses (24 credits) 1st year: 24
- Students take 2 courses (6 credits) 2nd year: 6

OES-PSYC IO Administrative MOU, p. 8