

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – M

DATE: October 7-8, 2015

SUBJECT: New Program: SDSU MS in Industrial/Organizational Psychology

South Dakota State University (SDSU) requests authorization for a Master of Science in Industrial/Organizational Psychology (see Attachment I). The program is a unique sub-discipline of psychology that applies research to improve the well-being and performance of people and their organizations, including the areas of workforce planning, employee selection, leader development, job motivation, and facilitating organizational change.

The Board approved the Intent to Plan at the [December 2014](#) meeting with the following conditions:

1. *The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.*
2. *The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.*
3. *The university will not request new state resources and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.*

University Mission and Priorities

The proposed program is within the statutory mission of SDSU as described in SDCL 13-58-1 and Board Policy 1:10:2, both of which reference SDSU’s mission to provide graduate programs in the liberal arts and science as well as human sciences. The proposal aligns with several of SDSU’s IMPACT 2018 Strategic Goals, including promoting academic excellence

(Continued)

RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

I move to approve SDSU’s proposal for an MS in Industrial/Organizational Psychology program as described in Attachment I.

(Strategic Goal #1) and generating new knowledge contributing to the public good and economic development (Strategic Goal #2).

System Strategic Goals

The program is consistent with the Board of Regents 2014-2020 Strategic Plan, including growing the number of graduate degrees awarded as described in Goal 1, growing the number of graduate programs as described in Goal 2, and the development of academic programs that align with state workforce needs as described in Goal 3. The proposed program also aligns with BOR Policy 1:21 “System Strategic Goals” by contributing to economic development and quality of life.

Workforce Need, Student Demand, Projected Graduates

The U.S. Department of Labor projects industrial/organizational psychologists as one of the fastest growing occupations in the country through 2022 with an estimated growth of 53%. In South Dakota, there is projected growth in several occupations typically filled by industrial/organizational psychologists, including but not limited to training and development specialists (21%) and management analysts (12%). Evidence for student demand for the program is based on psychology’s status as one of the five most popular majors on campus. SDSU plans to graduate nine students from the program annually.

Development and External Review

SDSU developed the program with reference to similar programs at Middle Tennessee State University, Minnesota State-Mankato, Western Kentucky University, and the University of Akron. In addition, SDSU representatives conducted site visits to three different institutions with I/O Master’s programs: Middle Tennessee State University, Western Kentucky University (January 2015) and Florida Institute of Technology (February 2014).

In accordance with Board Policy 2:1, Dr. Daniel Svyantek of Auburn University conducted an external review of the proposed program, including a campus visit on September 4, 2015. Dr. Svyantek is a Professor and former Chair of the Department of Psychology as well as former Director of the I/O Psychology Ph.D. program at Auburn. Dr. Svyantek’s report is included with this item (see Attachment II).

Board Policy

SDSU is not requesting any exceptions to Board Policy.

Off Campus and Distance Delivery

SDSU does not request authorization to deliver the program off campus or through distance delivery.

Budget and Resources

SDSU does not request any new state resources to implement or maintain the proposed program. SDSU will fund the program through reallocation of existing resources.

**South Dakota Board of Regents
New Graduate Degree Program**

University:	South Dakota State University
Proposed Graduate Program:	Industrial/Organizational Psychology
Degree:	Master of Science
Existing or New Degree(s):	Existing
Intended Date of Implementation (term):	Fall 2016
Proposed CIP code:	42.2804
University Department	Psychology
University Division	College of Arts and Sciences

University Approval

To the Board and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

Date

After approval by the President, a signed copy of the proposal should be transmitted to the Executive Director. Only after Executive Director review should the proposal be posted on the university web site and the Board staff and the other universities notified of the URL.

1. What are the purposes of the proposed program?

South Dakota State University requests authorization to offer a Master of Science (M.S.) degree in Industrial/Organizational (I/O) Psychology. I/O Psychology is a unique sub-discipline of psychology which applies research that improves the well-being and performance of people and their organizations. This field involves everything from workforce planning, employee selection, and leader development to studying job attitudes and job motivation, implementing work teams, and facilitating organizational change.¹ Currently, clinical psychology (Ph.D.) and human factors psychology (Ph.D.) at the University of South Dakota, which are each substantially different from I/O psychology, are the only graduate psychology programs offered via South Dakota colleges and universities.

An M.S. in Industrial/Organizational Psychology will strengthen the University's ability to attract excellent undergraduate and graduate students, and enhance the quality and scope of teaching, research and outreach.

The primary purposes of the program are:

1. To more effectively recruit and retain talented South Dakota undergraduate students interested in pursuing applied and research-focused careers in Industrial/Organizational Psychology.

¹ <https://www.siop.org/siophoshin.aspx>

2. To better support South Dakota's continued economic growth by preparing graduates to work in the fields of human resources (HR), organizational development, personnel selection, performance management, executive coaching, leadership development and job analysis.
3. To give students the benefit of choosing between additional psychology graduate programs in South Dakota such as an I/O Master's program
4. To increase the presence of I/O Psychology, one of the fastest growing fields in the U.S., according to the *Occupational Outlook Handbook*, published by the Bureau of Labor Statistics, US Department of Labor.²
5. To strengthen the faculty and the university programs and accelerate progress toward IMPACT 2018 Strategic Plan Goals #1, 2, and 3. (see below)
6. To more strongly align SDSU with Board of Regents System Goals as articulated in BOR policy 12.1 and the BOR's 2014-202 Strategic Plan. (see below)

Expected Demand for Graduates in South Dakota and the Region

A number of developments at the national, state and local levels suggest that both the demand and the need for the proposed program are strong. Trained professionals in Industrial/Organizational Psychology are in high demand across a broad variety of organizations, particularly due to their ability to fulfill the human resource function. The Department of Psychology seeks to address the increased demand for I/O psychologists by developing a graduate program in this discipline. This program will be designed to promote the science and practice of I/O Psychology in order to educate current and future I/O Psychologists for the State of South Dakota and beyond.

According to the Occupational Outlook Handbook, published by the Bureau of Labor Statistics, US Department of Labor, I/O Psychology is projected to be the fastest growing occupation with a 53% growth rate between 2012 and 2022.³ For example, the demand for I/O Psychologists in Minnesota is projected to increase 40% by 2022.⁴ Although the South Dakota Bureau of Labor does not specifically reference I/O Psychologists in their data, they do include some of the job titles for which businesses often hire I/O Psychologists. For example, the projected increase in demand by 2020 for related occupations in South Dakota is listed below:⁵

1. Training and Development Specialists- 21%
2. Management Analysis-12%
3. Human Resource Managers- 7%

The University is also aware of several other job titles occupied by I/O Psychologists in South Dakota including: Director of Enrollment Services at SDSU, Human Capital Strategy Analyst at Sanford Health in Sioux Falls, Senior Organizational Development Consultant at the South Dakota Bureau of Human Resources, Director of HR and Leadership Development at Maguire Iron, Inc., Vice President and Principal Consultant, The Weston Group, and Organizational Development Specialist at Black Hills Corporation.

² <http://www.bls.gov/ooh/fastest-growing.htm>

³ <http://www.bls.gov/ooh/fastest-growing.htm>

⁴ <http://www.onetonline.org/link/summary/19-3032.00>

⁵ http://www.careerinfonet.org/occ_rep.asp?optstatus=011000000&soccode=131111&id=1&nodeid=2&stfips=46&search=Go

Additionally, over the past few years many psychology majors at SDSU have expressed an interest in graduate school in I/O Psychology, and several have pursued out-of-state graduate I/O programs. Currently, there are approximately five upper level psychology majors in the department who plan to apply to I/O graduate programs.

Need for the Proposed Program

Psychology is a broad scientific discipline bridging the social and biological sciences, and its application includes education and human development, health and human resilience, family and community relations, organizations and other work environments, engineering and technology, the arts and architecture, communications, and political and judiciary systems. Areas of Study offered in *Graduate Programs in Psychology* in the United States and Canada include:⁶

Applied Behavior Analysis	Human Development and Family Studies
Behavioral Psychology	<i>Human Factors*</i>
Biological Psychology	Humanistic Psychology
Child and Adolescent Psychology	<i>Industrial/Organizational Psychology**</i>
<i>Clinical Psychology*</i>	Marriage and Family Therapy
Cognitive Psychology	Mental Health Counseling
Community Psychology	Multicultural Psychology
Comparative Psychology	Neuropsychology
Consulting Psychology	Neuroscience
Counseling Psychology	Personality Psychology
Developmental Psychology	Physiological Psychology
Educational Psychology	Primary Care Psychology
Environmental Psychology	Psycholinguistics
Experimental Psychology (Applied)	Psychopharmacology
Experimental Psychology (General)	Quantitative Psychology
Family Psychology	Rehabilitation Psychology
Forensic Psychology	School Counseling
Gender Psychology	School Psychology
General Psychology (Theory, History, Philosophy)	Social Psychology
Geropsychology	Sport Psychology
Health Psychology	

Note: * indicates current *doctoral* psychology graduate programs at USD; ** indicates proposed psychology graduate program at SDSU.

Psychology is one of the most popular undergraduate degrees in the nation. At SDSU, Psychology had 303 enrolled students for Fall 2014, and 277 enrolled students for Spring 2015, making it within the top five undergraduate majors on campus.⁷ In spite of this, a scan of graduate offerings in South Dakota reveals a dearth of psychology graduate programs. In fact, if a student wants to obtain a graduate degree in psychology in South Dakota, he/she is limited to either human factors or clinical

⁶ American Psychological Association (2014). *Graduate Study in Psychology*. Washington DC: American Psychological Association.

⁷https://insidestate.sdstate.edu/administration/oir/_layouts/15/WopiFrame.aspx?sourcedoc=/administration/oir/Unive rsity%20StatsPublications/Headcount%20by%20Program/FY2015%20Duplicated%20Headcount%20by%20Progra m/2014%20Fall%20and%202015%20Spring%20Headcount%20by%20Program%20with%202014%20FTFT%20B achelors%20Cohort.pdf&action=default

psychology at USD. Students would benefit from the choice of additional psychology graduate programs in South Dakota such as an I/O Master's program.

University Mission

The statutory mission of South Dakota State University in SDCL 13-58-1:

Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and science and professional education in agriculture, education, engineering, human sciences, nursing and pharmacy, and other course or programs as the Board of Regents may determine.

Board Policy 1:10: 2 South Dakota State University Mission Statement provides:

The legislature established South Dakota State University as the Comprehensive Land Grant University to meet the needs of the State and region by providing undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine (SDCL 13-58-1). The Board implemented SDCL 13-58-1 by authorizing South Dakota State University to serve students and clients through teaching, research, and extension activities. The University's primary goal is to provide undergraduate and graduate programs at the freshman through the doctoral levels. The university complements this goal by conducting nationally competitive strategic research and scholarly and creative activities. Furthermore, South Dakota State University facilitates the transference of knowledge through the Cooperative Extension Service with a presence in every county and through other entities, especially to serve the citizens of South Dakota. South Dakota State University is unique within the South Dakota System of Higher Education because of its comprehensive land grant mission. The mission is implemented through integrated programs of instruction, the Cooperative Extension Service, the Agricultural Experiment Station, and numerous auxiliary and laboratory services.

The proposed I/O psychology master's program will strengthen the faculty and the university programs and accelerate progress towards several goals of the IMPACT 2018 Strategic Plans. For example:

- IMPACT 2018: Strategic Goal #1: Promote academic excellence through quality programs, engaged learners and an innovative teaching and learning environment.
 - The proposal adds a new graduate program to enhance academic rigor and student success by preparing students to make intellectual and applied contributions to the global community. The program will create a highly educated workforce that develops tomorrow's leaders, and in so doing, increase regional and national distinction of the University.
- IMPACT 2018: Strategic Goal #2: Generate new knowledge, encourage innovations and promote artistic and creative works that contribute to the public good and result in social, cultural or economic development for South Dakota, the region, the nation and the world.
 - The new graduate program will use faculty and student knowledge and scholarship to create I/O professionals capable of enhancing the public good. This program will have a strong potential to pursue public/private partnerships that advance innovation, create career opportunities and bolster economic development.

- IMPACT 2018: Strategic Goal #3: Extend the reach and depth of the University by developing strategic programs and collaborations.
 - The new program will have strong potential to build strategic local, state, regional, national and potential global partnerships that mutually enhance the academic experience of learners and contribute to community development.

The proposed I/O psychology master's program at SDSU will also strongly align with the Board of Regents System Goals as articulated in BOR policy 1:21 and the BOR's 2014-2020 Strategic Plan. For example:

- BOR 1:21.2: **Academic Quality & Performance Goals B** (Promote high standards for student learning, quality instruction, and research), **C** (Encourage student engagement in research and service), and **D** (Create employer feedback mechanisms).
 - The new graduate program will be academically rigorous requiring a broad knowledge of the field of I/O Psychology with extensive training in the application of that knowledge in real-world settings.
 - Students in the graduate program will complete internships, will provide consulting services, and upon graduation, will seek employment with business and community organizations. Each of these three processes will result in exclusive interactions between stakeholders in the I/O program and organizations.
- BOR 1:21.3: **Economic Development and Quality of Life Goals B** (Expand graduate education and **D** (Contribute to workforce development & quality of life by expanding academic programs to meet our future workforce needs, offering off-campus and online programs, and creating corporate training partnerships).
 - The I/O program will expand graduate education in South Dakota and establish a strong forum for the development of human resource professionals who will be well-prepared to serve the local, state, or national corporate entities for which they are employed.
- BOR 2014-2020 Strategic Plan: **Goal 1**: Student Success – Grow the number of graduate degrees awarded.
- BOR 2014-2020 Strategic Plan: **Goal 2**: Academic Quality and Performance – Increase the number of new graduate programs.

2. Rationale

A. If a new degree is proposed, what is the rationale?

1. There are currently no graduate level I/O Psychology programs in South Dakota. The proposed master's program fills a significant gap in the content domains covered by current graduate Psychology programs in South Dakota.
2. A master's degree in I/O Psychology is widely recognized as a professional credential for human resource professionals, an occupational area with high demand in South Dakota.

3. Graduates with a degree in I/O Psychology who are trained using the scientist/practitioner model will be prepared to fill both research and applied positions.
4. A number of undergraduate students have expressed interest in obtaining an I/O graduate degree to SDSU faculty, suggesting substantial demand for this degree. Currently, their only option is to seek such a degree out of state.

B. What is the rationale for the curriculum?

1. The curriculum is designed to train students in the core competencies of I/O Psychology and prepare them with the knowledge and skills necessary to assume a variety of positions in South Dakota and beyond.
2. The core curriculum provides disciplinary breadth, as students will take content courses in the areas of Industrial Psychology and Organizational Psychology. Students will also take courses in Statistics and Applied Research Methods in I/O Psychology, as well as complete an Internship and a Master's Thesis.
3. The curriculum is based on a cohort model, where students progress through the program together and take the same courses at the same time. This model is the established paradigm among successful master's programs in I/O Psychology.
4. The curriculum was developed based on the scientist-practitioner model, which balances the training of research and applied skills, and is the basis of training in the field of I/O psychology.

C. Demonstrate that the curriculum is consistent with current national standards.

1. There are no existing standards for master's programs in Industrial/Organizational Psychology, and no accrediting body. However, there are Guidelines for Education and Training at the master's level in I/O Psychology, a document written by an expert panel of I/O Psychologists and published by the Society for Industrial/Organizational Psychology.⁸ The Guidelines were written to help faculty and curriculum planners create or alter master's level I/O Psychology programs, and include areas of competence to be developed in an I/O master's program. The proposed curriculum was developed based on these Guidelines, so that every course in the curriculum trains students in multiple areas of competence. **In Appendix A, each course in the curriculum is matched to the areas of competence listed on the Guidelines.**
2. In addition, expert advice regarding the proposed curriculum was solicited from I/O professionals with specific experience in the development or alteration of I/O M.S. programs. I/O professionals at Colorado State University and University of Akron were contacted via e-mail about the curriculum. In addition, site visits were conducted at Middle Tennessee State University, Western Kentucky University and Florida Institute of Technology. These visits led to significant changes in the curriculum, in particular the sequencing of courses offered.
3. The proposed curriculum is modeled after programs that are perennially ranked among the best I/O master's program in the U.S. (e.g., Minnesota State University – Mankato and Middle Tennessee State University). These high quality programs require all students to complete a Master's Thesis. This program also requires an Internship as derived from the scientist/practitioner model in I/O Psychology. The Internship will be

⁸ <http://www.siop.org/guidelines.aspx>

field experience for students in the I/O master's program. Students will work in business or government organizations, and apply to real world- problems the psychological theories they have learned and practiced in the classroom. The Internship experience is irreplaceable and often the key to success in gaining employment after graduation. On the other hand, completion of a Master's Thesis serves a synthetic function by demonstrating the ability to integrate knowledge and skills, to solve problems, and to produce scholarly work.

D. Summary of the Degree (*modify table as needed*)

<i>M.S. in Industrial/Organizational Psychology</i>	Credit Hours	Percent
Required courses, all students	44	100.0
Required option or specialization, if any	0	0.0
Electives	0	0.0
Total required for the degree	44	100.0

Required Courses

Prefix & Num	Course Title	Credit Hours	New (yes,no)
PSYC 602	Advanced I/O Psychology	3	yes
STAT 541	Statistical Methods II	3	no
PSYC 625	Job Analysis and Performance Appraisal	3	yes
PSYC 692	Topics in I/O Psychology	1	yes
PSYC 717	Applied Research Methods in I/O Psychology	4	yes
PSYC 626	Training	3	yes
PSYC 627	Teams in Organizations	3	yes
PSYC 792	Topics in I/O Psychology	1	yes
PSYC 794	Internship	3	yes
PSYC 728	Leadership and Motivation	3	yes
PSYC 729	Personnel Selection	3	yes
PSYC 730	Tests and Measurement	3	yes
PSYC 731	Work Attitudes Theory and Measurement	3	yes
PSYC 735	Organizational Development	3	yes
PSYC 798	Master's Thesis	5	yes

Elective Courses in the Program: List courses that may be taken as electives in the program. Indicate any new courses to be added specifically for the major. (*If the list of existing courses is long, it may be provided as an appendix.*)

Prefix & Num	Course Title	Credit Hours	New (yes,no)

There are no electives in the M.S. Industrial/Organizational Psychology Program at the present time. The intent is to begin with a specific and structured graduate-level curriculum to ensure quality. There may be courses in other graduate programs (e.g., economics/management and sociology) that will be beneficial to some students, but these courses are not yet developed. Collaboration with other graduate programs to develop graduate courses beneficial to students in several departments may occur over time.

The M.S. degree in Industrial/Organizational Psychology will require Option A, completion of a thesis. The core curriculum provides disciplinary breadth, as students will take content courses in the areas of Industrial Psychology and Organizational Psychology. Students will also take courses in Statistics and Applied Research Methods in I/O Psychology, as well as complete an Internship and a Master's Thesis (see section 2B for further explanation).

The required courses in the I/O psychology curriculum (e.g., Job Analysis, Training, Personnel Selection) will be taught by faculty members with doctoral degrees in I/O psychology. The College of Arts and Sciences will provide in Fall 2016 and Fall 2017 an additional tenure-track I/O psychologist to support the program (see section 10) bringing the total of I/O faculty to three (3). The roles for existing non-I/O psychology faculty in the I/O graduate program will include limited course instruction (e.g., Tests and Measurement, selected topics in I/O psychology). An initial statistics course (Statistical Methods II) will be offered through the Mathematics and Statistics Department. To ensure adequate supervision and guidance for master's theses, Department of Psychology faculty will chair and serve as members on graduate student supervisory committees. Appropriately qualified faculty from other departments may also serve as chairs or committee members.

Curriculum Overview.

Fall Semester 1st Year

PSYC 602 Advanced I/O Psychology (3 credits)
 STAT 541 Statistical Methods II (3 credits)
 PSYC 625 Job Analysis and Performance Appraisal (3 credits)
 PSYC 692 Topics in I/O Psychology (1 credit)

Spring Semester 1st Year

PSYC 626 Training (3 credits)
 PSYC 717 Applied Research Methods in I/O Psychology (4 credits)
 PSYC 627 Teams in Organizations (3 credits)
 PSYC 792 Topics in I/O Psychology (1 credit)

Summer Classes 1st Year

PSYC 794 Internship (3 credits)

Fall Semester 2nd Year

PSYC 728 Leadership and Motivation (3 credits)
 PSYC 729 Personnel Selection (3 credits)
 PSYC 730 Tests and Measurement (3 credits)

Spring Semester 2nd Year

PSYC 731 Work Attitudes Theory and Measurement (3 credits)
 PSYC 735 Organizational Development (3 credits)
 PSYC 798 Master's Thesis (5 credits)

4. Student Outcomes & Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate be able to demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates. Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A.*

Appendix A contains the student outcomes that were developed to ensure that all graduates are prepared to enter employment in industry or continue on toward a Ph.D. degree. These outcomes focus on six major areas:

- An understanding of research design methodology and statistical methods (such as ANOVA and Regression) used in Industrial/Organizational Psychology.
- The ability to apply research design methodology and statistical methods (such as ANOVA and Regression) in both research and real world settings.
- The ability to apply knowledge of I/O Psychology to improve organizational functioning (e.g., improved HR strategic decision-making; competitive advantage).
- The ability to describe, explain and apply knowledge across I/O content areas including job analysis, personnel selection, criterion dynamics, performance appraisal, training, teams, organizational development, organizational theory, motivation, and attitudes.
- The ability to describe, explain, and apply knowledge in the broader fields of psychology including social, biological, and acquired bases of behavior, individual differences, and the history of psychology.
- Display an appropriate awareness of and commitment to the ethical conduct of research and practice.

B. What national instruments (examinations) are available to measure individual student achievement in this field?

None.

C. How will mastery by individual students be demonstrated? Describe the specific examinations or processes to be used. This is to include external measures.⁹ What will be the consequences for students who do not demonstrate mastery?

Mastery will be demonstrated through assessing completion of the outcomes in Appendix A and the existing policies of the *SDSU Master of Science Degree Requirements* of the Graduate School (see the 2014-2015 SDSU Graduate Catalog). Each student will be supervised by a student advisory committee composed of two or more graduate faculty members who are expert in the content area and one member assigned by the Graduate School to serve as the Graduate Faculty Representative. The committee will supervise the student's matriculation through the program as

⁹ What national examination, externally evaluated portfolio or student activity, etc will be used to verify that individuals have attained a high level of competence and identify those who need additional work?

well as the research design, acquisition of data and thesis preparation. The committee will also conduct a final oral examination to ensure the student can adequately defend their thesis work as well as ensure the student displays comprehensive knowledge of the field of I/O Psychology suitable for awarding the master's degree. The Graduate Faculty Representative is appointed by the Dean, Graduate School, and ensures the student is treated fairly and rigorous academic standards are upheld.

4. What instructional approaches and technologies will be used to teach courses in the program? *This refers to the instructional technologies used to teach courses and NOT the technology applications students are expected to learn.*

Standard contemporary classroom and laboratory technologies will be used.

5. Did the University engage any developmental consultants¹⁰ to assist with the development of the curriculum? Were any professional or accrediting associations consulted during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum? See also section 11 below.

No professional or accrediting associations were consulted during the development of the curriculum- no such associations exists.

The curriculum was developed with reference to those of Middle Tennessee State University, Minnesota State-Mankato, Western Kentucky University, and the University of Akron. In addition, SDSU representatives conducted site visits to 3 different institutions with I/O Master's programs: Middle Tennessee State University, Western Kentucky University (January 2015) and Florida Institute of Technology (February 2014). The I/O Psychology faculty at these institutions assisted with the development of the curriculum in an advisory capacity.

6. Are students in the program expected to be new to the university, redirected from other programs or both? Complete the table and explain how the estimates were developed.

Students will be new to the university and not redirected from other programs.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY17	FY18	FY19	FY20
Students new to the university	9	9	9	9
Students from other university programs	0	0	0	0
= Total students in the program (fall)	9	18	18	18
Program credit hours (major courses)**	189	369	369	369
Graduates	0	9	9	9

¹⁰ Developmental consultants are experts in the discipline are hired by the university to assist with the development of a new program (content, courses, experiences, etc). Universities are encouraged to discuss the selection of developmental consultants with Board staff. See section 11 below.

* Do not include current fiscal year.

** This is the total number of credit hours generated by students in the program in the required or elective program courses. The same numbers are used in Appendix B – Budget.

7. If program accreditation is available, identify the organization and explain whether accreditation is required or optional, the resources required, and the University's plans concerning the accreditation of this program.

There is no program accreditation available for the proposed program.

8. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy.

None.

9. Program Delivery

A. Does the University request authorization to deliver this entire program at any off-campus locations?

No.

B. Does the University request authorization to deliver this entire program by distance technology?

No.

C. Include off-campus tuition and site or delivery costs in the next section and in Appendix B.

None.

10. Costs, Budget and Resources

A. Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other O&M, facilities, etc needed to implement the proposed program. Address off-campus or distance delivery separately.

The College of Arts and Sciences will provide funding to the Department of Psychology to hire one (1) new Ph.D. I/O psychologist (FTE) beginning in each of the Fall 2016 and Fall 2017 semesters. The department will maintain at least three (3) I/O faculty positions thereafter.

B. Complete Appendix B -- Budget and Resources. Table 1 and 2 should be provided to support BOR staff analysis.

11. Board Policy 2:1: “Proposals for new graduate programs shall be evaluated by independent consultants retained by the Board.” Provide the names, telephone numbers, and URLs of professional organizations, accrediting bodies, and journals (editors) who may be able to assist the Board staff with the identification of consultants.

1. Dr. Richard Moffett, Associate Professor, I/O Psychology
Associate Director, Center for Organizational and Human Resource Effectiveness
Middle Tennessee State University
Phone: (615) 898-2686
Email: Rick.moffett@mtsu.edu
2. Dr. Dan Svyantek, Professor, I/O Psychology
Chair, Department of Psychology
Auburn University
Phone: (334) 844-6478
Email: svyandj@auburn.edu
3. Dr. Betsy Schoenfelt
Professor, Industrial/Organizational Psychology Concentration Coordinator
Western Kentucky University
Phone: (270) 745-4418
Email: betsy.shoenfelt@wku.edu
4. Schott Schaefer
Director, Human Capital Strategy at Sanford Health
Sioux Falls, South Dakota
Phone: (605) 328-6694
Email: scott.schaefer@sanfordhealth.org
5. www.siop.org
Professional Web Address for the Society for Industrial/Organizational Psychology

APPENDIX A
Individual Student Outcomes and Program Courses

South Dakota State University
Proposal for M.S. I/O Psychology

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

Individual Student Outcome (Same as in the text of the proposal) (*All courses are required.)	PSYC 602	STAT 541	PSYC 625	PSYC 692	PSYC 626	PSYC 717	PSYC 627	PSYC 792	PSYC 794	PSYC 728	PSYC 729	PSYC 730	PSYC 731	PSYC 735	PSYC 798
An understanding of research design methodology and statistical methods (such as ANOVA and Regression) used in Industrial/Organizational Psychology.	I	I,P			P	P	P				P, M	P, M	P, M	P	M
The ability to apply research design methodology and statistical methods (such as ANOVA and Regression) in both research and real world settings.		I			P	I,P	P		P		P, M	P	P	P, M	M
The ability to apply knowledge of I/O Psychology to improve organizational functioning (e.g., improved HR strategic decision-making; competitive advantage).			I	I	I	I	I	I, P	P	P	P		I, P	I, P	M
The ability to describe, explain and apply knowledge across I/O content areas including job analysis, personnel selection, criterion dynamics, performance appraisal, training, teams, organizational development, organizational theory, motivation, and attitudes.	I		I,P	I,P	I, P		I	I, P	P	P	P	P	P, M	P, M	M
The ability to describe, explain, and apply knowledge in the broader fields of psychology including social, biological, and acquired bases of behavior, individual differences, and the history of psychology.	I		P	I	P		P	I		P	P		P	P	M
Display an appropriate awareness of and commitment to the ethical conduct of research and practice.	I	I	P		I, P	I, P	P		P	P	P, M	P, M		P, M	M

I= Introduced
P=Practiced
M=Mastered

SDSU MS in I/O Psychology

1. Assumptions

		1st FY17	2nd FY18	3rd FY19	4th FY20
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		9	18	18	18
Program FY cr hrs, State-Support		189	369	369	369
Program FY cr hrs, Self-Support		0	0	0	0
Faculty, Regular FTE	See p. 2	2.00	3.00	3.00	3.00
Faculty Salary & Benefits, average	See p. 2	\$94,167	\$94,167	\$94,167	\$94,167
Faculty, Adjunct - number of courses	See p. 2	0	0	0	0
Faculty, Adjunct - per course	See p. 2	\$1,000	\$1,000	\$1,000	\$1,000
Other FTE (see next page)	See p. 2	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 2	\$8,622	\$8,622	\$8,622	\$8,622

2. Budget

<i>Salary & Benefits</i>					
Faculty, Regular		\$188,334	\$282,501	\$282,501	\$282,501
Faculty, Adjunct (rate x number of courses)		\$0	\$0	\$0	\$0
Other FTE		\$0	\$0	\$0	\$0
S&B Subtotal		\$188,334	\$282,501	\$282,501	\$282,501
<i>Operating Expenses</i>					
Travel		\$3,000	\$3,000	\$3,000	\$3,000
Contractual Services		\$750	\$750	\$750	\$750
Supplies & materials		\$500	\$500	\$500	\$500
Capital equipment		\$1,750	\$1,750	\$750	\$750
OE Subtotal		\$6,000	\$6,000	\$5,000	\$5,000
Total		\$194,334	\$288,501	\$287,501	\$287,501

3. Program Resources

SELF-support tuition/hr, net of HEF	GR	\$389.09	\$389.09	\$389.09	\$389.09
Self-support tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
40% STATE-support tuition/hr, net of HEF	GR	\$175.48	\$175.48	\$175.48	\$175.48
State-support tuition revenue	hrs x amt	\$13,266	\$64,752	\$64,752	\$64,752
60% STATE-support Non-Res tuition/hr,	GR	\$371.40	\$371	\$371	\$371
State-support tuition revenue	hrs x amt	\$42,117	\$82,228	\$82,228	\$82,228
Program fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$94,167	\$188,334	\$188,334	\$188,334
Community/Employers		\$0	\$0	\$0	\$0

SDSU MS in I/O Psychology				
Grants/Donations/Other	\$0	\$0	\$0	\$0
Total Resources	\$149,550	\$335,314	\$335,314	\$335,314
Resources Over (Under) Budget	(\$44,784)	\$46,813	\$47,813	\$47,813

Provide a summary of the program costs and resources in the new program proposal.

SDSU MS in I/O Psychology

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$75,000	\$0
University's variable benefits rate (see below)	0.1406	0.1406
Variable benefits	\$10,545	\$0
Health insurance/FTE, FY16	\$8,622	\$8,622
<i>Average S&B</i>	\$94,167	\$8,622

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY16 salary of the only I/O psychologist in the department is used to develop the expected average salary of two new I/O faculty hires.

Explain adjunct faculty costs used in table:

Currently, there is no plan to involve adjunct faculty in the program.

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

Currently, there is no plan to involve other types of employees in this program.

Summarize the operating expenses shown in the table:

Operating expenses include support for faculty travel to conferences, computers, phone/internet connections, sta

Summarize resources available to support the new program (redirection, donations, grants, etc).

The College of Arts and Sciences will provide funds for a new full-time, tenure-track, I/O psychologist beginning

SDSU MS in I/O Psychology

State-support: Change cell on page 1 to use the UG or GR net amount.

Self-Support Tuition, HEFF & Net	FY16 Rate	HEFF	Net
Undergraduate	\$325.25	\$27.80	\$297.45
Graduate	\$431.25	\$42.16	\$389.09
Externally Supported	\$40.00		

Change cell on page 1

State-support: Change cell on page 1 to use the UG or GR net amount for your university.

State-Support Tuition, HEFF & Net	FY16 Rate	HEFF	Net
UG Resident - BHSU, DSU, NSU	\$139.00	\$27.80	\$111.20
UG Non-Resident - BHSU, DSU, NSU	\$208.60	\$41.72	\$166.88
UG Resident - SDSU, USD	\$144.70	\$28.94	\$115.76
UG Non-Resident - SDSU, USD	\$217.05	\$43.41	\$173.64
UG Resident SDSMT	\$151.00	\$30.20	\$120.80
UG Non-Resident SDSMT	\$253.00	\$50.60	\$202.40
GR Resident - BHSU, DSU, NSU	\$210.80	\$42.16	\$168.64
GR Non-Resident - BHSU, DSU, NSU	\$446.25	\$89.25	\$357.00
GR Resident - SDSU, USD	\$219.35	\$43.87	\$175.48
GR Non-Resident - SDSU, USD	\$464.25	\$92.85	\$371.40
GR Resident - SDSMT	\$224.65	\$44.93	\$179.72
GR Non-Resident - SDSMT	\$500.10	\$100.02	\$400.08

Change cell on page 1 to point to your net.

Variable Benefits Rates

University	FY16
BHSU	14.27%
DSU	13.84%
NSU	14.00%
SDSM&T	13.87%
SDSU	14.06%
USD	13.99%

Change the benefits rate cell in the table on page 2 to point to the rate for your university.

APPENDIX C

Curriculum Progression and Course Descriptions South Dakota State University, M.S., Industrial/Organizational Psychology

Fall Semester 1st Year

PSYC 602 Advanced I/O Psychology (3 credits) - An advanced survey course exploring the entire field of Industrial/Organizational Psychology. Topics include Personnel Selection, Training, Performance Appraisal, Motivation, Leadership, Organizational Development and Work Attitudes.

STAT 541 Statistical Methods II (3 credits) - Analysis of variance, various types of regression, and other statistical techniques and distributions.

PSYC 625 Job Analysis and Performance Appraisal (3 credits) - An overview of techniques used to measure employee performance. Topics include Job analysis methods, criterion development, performance appraisal methods, job evaluation, rater training, cognitive and motivational biases in performance appraisal, and contextual issues related to performance appraisal.

PSYC 692 Topics in I/O Psychology (1 credit) - Review of advanced topics in Industrial or Organizational Psychology. Students will be required to develop a research proposal related to the specialized topics covered during the course.

Spring Semester 1st Year

PSYC 626 Training (3 credits) - This course explores the theory and techniques used to design, implement, and evaluate personnel training programs in organizational settings. Topics include needs assessment, program development, program evaluation, and legal and special issues in training and development.

PSYC 717 Applied Research Methods in I/O Psychology (4 credits) – Integration of research design, methodology, and statistical analysis (regression and analysis of variance) as typically used by psychologists. Students learn how to select appropriate methodologies for the study of issues in I/O Psychology, analyze quantitative data using SPSS statistical software, interpret results accurately, and how to discuss and report statistical findings in a professional paper using APA Writing Style.

PSYC 627 Teams in Organizations (3 credits) - This course introduces the knowledge and skills necessary to meet the communication, interpersonal and task related challenges that arise when working in teams. Students will be taught the team-related competencies that are now being sought by work organizations.

PSYC 792 Topics in I/O Psychology (1 credit) - Review of advanced topics in Industrial or Organizational Psychology. Students will be required to develop a research proposal related to the specialized topics covered during the course.

Summer Classes 1st Year - PSYC 794 Internship (3 credits)

Fall Semester 2nd Year

PSYC 728 Leadership and Motivation (3 credits) - Exploration of major leadership theories and processes including trait theories, behavioral theories, contingency theories, and modern theories of leadership, such as transformational leadership. Examination of what makes leaders effective. Also, a survey of the major concepts of human motivation and emotion, presentation of learned cognitive and biological influences on sustained behavior.

PSYC 729 Personnel Selection (3 credits) - Survey of issues and techniques used to making hiring and promotion decisions in organizations. Topics include: the selection process, the use of different selection instruments and methods, affirmative action and other legal issues, validity issues, and utility and decision-making.

PSYC 730 Tests and Measurement (3 credits) - An overview of the development, use, and validation of psychological tests. Topics include reliability and validity, test construction, item analysis, ethics, test administration and scoring, and computerized testing

Spring Semester 2nd Year

PSYC 731 Work Attitudes Theory and Measurement (3 credits) - Exploration of employee attitudes and motivation and the measurement of employee attitudes through the use of organizational surveys. Through practical experience with surveys, students develop skills in survey techniques.

PSYC 735 Organizational Development (3 credits)- Analysis of the theory and practice of organizational change and development, change process, organizational development interventions, and the evaluation and research on the effectiveness of organizational development.

PSYC 798 Master's Thesis (5 credits)

To: Jay Perry, Director of Academic Programs
South Dakota Board of Regents
306 East Capitol Ave, Suite 200
Pierre, South Dakota 57501-2545

From: Daniel J. Svyantek, Ph.D.

Subject: Review of Proposed Master of Science in Industrial and Organizational
Psychology (MS in I/O) at South Dakota State University (SDSU)

Date: September 16, 2015

I visited the South Dakota State Campus (Brookings) on September 4, 2015 to provide a review of the proposed Master of Science in I/O Psychology (MS in I/O) at SDSU. During this time, I met with and interviewed the A) University Leadership; B) Department Leadership; C) Department Faculty; and D) received a tour of the facilities proposed for use by the MS program. Based on the information gathered, I have written the following report.

I would like to state that I was very impressed by the support and enthusiasm shown by the University leadership. This support goes well beyond that of just providing resources for the program. During my meeting with Provost Nichols, Dean Doerner and Dean Papini, it was clear that they are all very supportive of the proposed MS program. The development of any graduate program requires upper administration support and it is clear that this support is there for the proposed MS in I/O Psychology. They see this program as one with potential interdisciplinary connections with other graduate programs at SDSU and as a program that can provide SDSU with a national presence at the graduate level. Having been hired (at my current position) originally to revitalize an I/O Ph.D. program, I can state that this support is a critical component of the success of a graduate program. This support exists at SDSU and will make the development of this program much easier.

Program Curriculum

I/O Psychology does not require licensure and, therefore, there are no accreditation standards. Division 14 (I/O Psychology) of the American Psychological Association, however, has established national standards and expectations for both MS and Ph.D. programs in I/O Psychology (<http://www.siop.org/guidelines.aspx>). These guidelines are used to develop curriculum which meets the training needs for MS level I/O Psychologists who will be competitive in the growing job market for I/O Psychology.

The proposed MS curriculum was developed based on these guidelines and based on the best practices of other MS I/O Psychology programs with strong national reputations. The SDSU department leadership made site visits to three MS programs. These three sites (Middle Tennessee State University; Western Kentucky University; and Florida Institute of Technology) are ranked by reputation in the top 5 terminal MS programs in I/O Psychology.

The proposed MS curriculum is 44 hours. This is consistent in number of hours for a terminal MS degree in I/O Psychology with other programs. The current teaching load at SDSU is 3-3. The proposed hiring and workload plans (discussed more below in faculty) will provide the necessary coverage of courses at the 3-3 level.

The curriculum is very well-designed and provides a well-balanced coverage of both Industrial and Organizational topics. The curriculum has been developed to follow a scientist-practitioner model in which students are introduced to content; practice that content; and demonstrate mastery in the content. Therefore, the curriculum provides students with both research experience and applied experience in a real-world organization. This structuring of the curriculum and these additional experiences are often a primary distinguishing factor when graduates are hunting for a job. These experiences will provide the graduates of this program with the human capital to be very marketable in regional and national job markets.

Faculty

There is currently one faculty member with a degree in I/O Psychology. The College of Arts and Sciences is providing funding for hiring one new I/O Psychologist in Fall, 2016 and one in Fall, 2017. The department is committed to maintaining at least three I/O faculty positions. Three positions in I/O Psychology will provide the necessary critical mass of faculty members to create a high quality MS program.

The department has a plan for hiring these two new I/O faculty members which complements the current faculty member. This hiring plan will provide an excellent coverage of the courses required of students in the MS in I/O program. In addition, the department provided me with a well-designed workload plan for the three I/O positions which shows how all courses will be covered when all three I/O faculty members have been hired. This proactive workload plan will be helpful in recruiting and selecting the two I/O faculty members.

Another important element for the proposed I/O MS program is the other faculty in the Psychology Department. I/O Psychology is rapidly becoming a key component for interdisciplinary research and practice in different areas of Psychology and different disciplines. There are several faculty members with interests that complement and expand the I/O program mission. Other faculty members are active in vocational psychology; adult development; aging; forensic psychology; and cross-cultural and gender issues. There are even potential linkages to Organizational Behavior Management which emphasizes the use of behavior analytic techniques in the workplace. These faculty interests may be clearly linked to both applied work and research in I/O Psychology. Active participation by other faculty in these areas has the potential to be a major strength and aid for the MS in I/O program (e.g., in the development of research ideas for Masters' theses and service on Masters' committees).

Facilities, Equipment and Services

I was provided a tour of the Psychology Department's space. During this tour, I was provided a description of the plan for space usage by the MS in I/O program. First, the electronic resources (e.g., computers available in dedicated rooms) are adequate. Second, the department has

developed a space plan to utilize rooms to create a “bullpen” area for the students in the MS in I/O program. This is very good. Such a space allows the creation of a good student culture for the MS students which will support good morale and productivity. This type of “bullpen” is common in most good graduate programs. Finally, I was shown the lab space available in the department. This space is adequate. However, efficient usage of this research space may require that the department carefully prioritize its needs for research space among the faculty to support research-productive faculty who are publishing their research.

The university library resources are appropriate for the proposed MS in I/O. All major journals for the field are available through electronic access services (e.g., *PsycInfo*). One journal (*Administrative Science Quarterly (ASQ)*) was noted as not being available in the documentation I received. However, during my interviews with the department chair, I was told that SDSU has electronic access to *Business Source Premier* at its library. This electronic service does allow access to *ASQ*. The university library resources, therefore, meet the needs of the proposed MS in IO very well.

Other Issues

Student Financial Support

Student financial support for students in graduate programs, even at the MS level, is critical for recruiting the best students. I discussed the issue of student support with the university leadership and departmental leadership.

The university leadership group stated that this had not been addressed directly yet. There was a possibility of such support in the future but nothing was intended for the proposal. I discuss this issue more in my recommendations for the program.

The departmental leadership provided me with a plan for developing external sources of support (e.g., in internships in local organizations) for the MS students in the proposed I/O program. Once the program is approved, the department has approximately 15 organizations that might seek to support an intern in the MS program and five local groups supporting both HR and training functions to contact. The department has clearly laid the groundwork for providing both support and applied work experience for its graduates. This is an excellent beginning for the students in the MS program.

Size of Graduate Student Enrollment and Masters’ Theses

The enrollment plan for the MS program is ambitious. The plan calls for an enrollment of nine students each year. This means that there will be 18 students expected to be enrolled in the two year program. This means that each I/O faculty member could be chairing six Masters’ theses committees for students at any one time (three beginning their work in Year 1 of the program and three in Year 2) while serving on a number of committees for other I/O students. This is a high workload. I provide some ideas to alleviate this in my recommendations for the program.

Mentoring of I/O and Departmental Faculty

Mentoring of the faculty members for the MS in IO program will be essential, particularly as new faculty members become responsible for being chairs of Masters' theses. The current faculty member with a specialization in I/O does have experience chairing theses. He will play a major part in this mentoring. However, additional help mentoring may be necessary. Some ideas for this are provided in the next section.

The First Statistic Course

The students in the MS program in I/O Psychology will have to take their statistics course in the Statistics, not Psychology Department. Such a situation has been problematic in other universities. The primary issue that arises is often that statistics courses in Statistics departments may not be relevant for applied research. The focus may be more on deriving statistical formulas than on analyzing data and answering questions about data. Related to this issue is the use of statistical software in the course. The course will use R a statistical software package that requires programming by the student as well as understanding the statistic being used. The typical software used in organizations is either SPSS or SAS. Both of these software packages require less programming ability and emphasize understanding and statistical answering of questions when they are in use in organizations. Therefore, the students in the MS program may be required to use a software language which is not in usage in most work organizations.

These problems may not arise based on a discussion with the department chair of the Statistics department who attended my meeting with the Psychology department faculty. He emphasized that the class to be taken is applied in focus and that the Statistics department had a bent for relevant statistical research. I have no reason to doubt these statements and believe there is a high potential for success with this approach to statistical education. However, I do make some recommendations related to this issue in the next section.

Summary Recommendations

My overall evaluation and recommendation is that this proposed MS program in I/O Psychology be supported. The proposed program has been well-conceived and designed. The proposed program has excellent potential to provide the state of South Dakota with scientist-practitioners who can improve the productivity and performance of organizations in the state. In addition, the research developed by this program has high potential to enhance the national reputation of SDSU.

I also have some more specific recommendations. These are for consideration by both the university and the department as this program is finalized. These recommendations should not be considered required for the success of the program. The program, as is, will succeed in my opinion as currently conceived.

These recommendations are just potential ways to enhance the program as it is put in place and develops. These recommendations are:

1. The current program is lock-step for incoming graduate students. The proposal notes that this may not always be the case as the program matures and electives may be allowed. I recommend that a course be developed within the Psychology Department (e.g., Psyc 780 Seminar in Psychology). This course should be a regular three-credit course. This course will be an aid, I believe, in my second recommendation.
2. One of the issues facing the MS program will be ensuring “buy-in” by the non-I/O faculty in the department. This “buy-in” will be required to provide faculty members , outside of I/O to be members of I/O theses committees. Since there is currently no other graduate programs in Psychology at SDSU, current faculty members do not have students to help them conduct their research.
 - a. I believe that using the Seminar course recommended in Point 1 provides a way to both introduce the I/O graduate students to other faculty by allowing complementary electives to be taught by these faculty (e.g., in vocational psychology; in aging issues; in cross-cultural and gender issues; or in social or personality psychology). Such courses would allow the interdisciplinary nature of I/O Psychology to be emphasized in the department.
 - b. In addition, I recommend that there be meetings between interested faculty and the I/O graduate students be held each year. These may be informal or formal. The key is to make sure that all faculty members have the opportunity to meet the graduate students to see if there are any interdisciplinary connections in their respective research or applied interests.
3. I recommend that SDSU provide support for the faculty members in the Psychology department to learn about mentoring issues relating to graduate students. This may be informal via connections with faculty members in other related graduate programs at SDSU or through some more formal training program. The key will to be have all departmental faculty members with a common idea on how graduate students may be trained and the value that graduate students bring to the department.
4. The current program requires a Masters’ thesis of all students. As noted earlier, this may create a very large workload for I/O faculty members. In fact, this may occur even if all other faculty members in the department aid in these committees. If this workload issue does arise, I recommend the department consider a non-thesis option for students.
5. Currently there is no university financial support provided for graduate assistantships. I recommend that the university leadership consider this if possible. This will be of particular help in recruiting the best graduate students possible. I also believe that such monies, used appropriately to aid in the instruction of undergraduates, is a cost-effective way to improve the quality of undergraduate education.
6. I applaud the department for its plans to develop applied experiences and support for graduate students through their contacts with outside companies. This should be a focus of work during the time between when the program’s approval is voted on and the enrollment of its first class.

7. As noted earlier, I believe that the current plan for instruction in Statistics has a high potential for success. I recommend that there be monitoring of the class done to insure that the MS students in I/O psychology are receiving the appropriate instruction. I also recommend that instruction within the I/O department emphasize SPSS or SAS as the software choice. This will provide the student with both programming experience (in R) and with a detailed knowledge of the software typically used in most work organizations today.

Response to Reviewer's Comments
Proposed Master's Degree in Industrial/Organizational Psychology
South Dakota State University
September 22, 2015

Thank you for the comments and suggestions as we move the Masters of Science in Industrial/Organizational Psychology program forward. Included below are responses to the recommendations made by Daniel Svyantek, Ph.D. as a result of his external review of the proposed program.

1. We agree with Dr. Svyantek that it is important to involve Psychology faculty in the MS I/O Program. However, adding a 3-credit course to the curriculum is excessive; we feel we are at the maximum of number of reasonable credit hours currently (and we have received feedback with this message). Instead of adding a course, we will rotate the teaching of the 1-credit course, Topics in I/O Psychology, so that a member of the greater Psychology faculty will be invited to teach one of these courses every year, beginning the second year of the program. Preliminary discussions with current faculty members regarding topics of these courses fit in well with the consultant's suggestions (i.e., the aging worker, cross cultural or gender issues in the workplace, social or personality psychology).
 - a. We agree with Dr. Svyantek's idea to have meetings between the current faculty and the I/O graduate students, both formal and informal. These meetings are more likely to be informal, wherein interested faculty present their research in a colloquium-like series. A colloquium series is an important ingredient in the life of an active and engaged academic department.
2. We have addressed this issue above, as Dr. Svyantek acknowledged, recommendations 1 and 2 are tied together.
3. We will devote significant attention to supporting our faculty to learn about mentoring issues related to graduate students. We will communicate with faculty in existing graduate programs, as well as other academic support units (i.e., Graduate School, Center for Enhancement of Teaching and Learning) for guidance of our faculty in the mentoring of graduate students.
4. We have developed a program in which a Master's Thesis is a requirement. We have modeled our program after existing programs that we aspire to be like. We believe we will have the requisite faculty and support to be successful with the Thesis requirement. This issue was extensively discussed with a nationally ranked I/O program (Middle Tennessee State University) and they emphasized that employers recognized the value-added benefits of having completed a thesis. However, we are mindful of the potential for workload issues. If we need to revisit non-thesis options in the future, we will do so.

5. The Psychology Department and the College of Arts and Sciences are exploring funding opportunities to provide graduate assistantships for at least some of the students in the program.
6. We agree with Dr. Svyantek regarding the importance of applied experience for graduate students. We plan on focusing on the development of applied experiences for graduate students as soon as we receive approval for the MS I/O plan. We have already had preliminary conversations about hosting internships with several potential corporate partners.
7. We agree with Dr. Svyantek that the statistical packages SPSS and SAS are most likely to be used by graduates of the MS I/O program when they arrive on the job. We suggest that all statistics and methods courses that the I/O students take, both in the psychology department and the statistics department, utilize these statistical packages (SPSS or SAS). We do not see the merit of the R statistical package, given it is unlikely to be used by graduates of the MS I/O program. Currently, undergraduate instruction in the psychology department is conducted using SPSS.

Thank you for the helpful suggestions and recommendations by our external reviewer, Dr. Daniel Svyantek, regarding the Masters in Industrial/Organizational Psychology program. We are confident that we have taken into account and appropriately addressed Dr. Svyantek's concerns and recommendations.