South Dakota Board of Regents
Intent to Plan for a M.S. in Industrial/Organizational Psychology

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>South Dakota State University</th>
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</thead>
<tbody>
<tr>
<td>DEGREE(S) AND TITLE OF PROGRAM:</td>
<td>M.S. in Industrial/Organizational Psychology</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2015</td>
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</tbody>
</table>

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

[Signature]
President of the University

October 23, 2014

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 is the general nature of the proposed program? What is the expected demand for graduates in South Dakota? What is the need for the proposed program?

General Nature of the Proposed Program
South Dakota State University (SDSU) requests authorization to plan for a Master of Science (M.S.) program in Industrial/Organizational (I/O) Psychology. I/O psychology is a dynamic and growing field that encompasses workplace issues at the individual and organizational level. I/O psychologists apply research that improves the well-being and performance of people and their organizations. This involves everything from workforce planning, employee selection, and leader development to studying job attitudes and job motivation, implementing work teams, and facilitating organizational change\(^1\). Organizations frequently hire master’s level industrial-organizational psychology professionals to perform human resource type jobs (such as human resource manager, training and development specialist, compensation and benefit specialists, job analysts).

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 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. 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 between 2012 and 2022\(^2\). The Department of Psychology seeks to address the increased demand for I/O psychologists by

\( ^1 \) [https://www.siop.org/siophoshin.aspx](https://www.siop.org/siophoshin.aspx)
\( ^2 \) [http://www.bls.gov/ooh/fastest-growing.htm](http://www.bls.gov/ooh/fastest-growing.htm)
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.

Perusal of the South Dakota Bureau of Labor website yields no specific information regarding
the expected demand for I/O psychologists in South Dakota (several heavily populated states
also did not have any data). However, looking at surrounding states, the projected demand for
I/O psychologists in Iowa is projected to increase 33% by 2020 (10 new I/O Psychologists
needed) and Minnesota is projected to increase 43% (50 new I/O Psychologists needed) by 2020.

There is specific information regarding the demand for the plethora of job titles for which
businesses look to hire I/O psychologists and I/O psychologists are qualified. For example, the
projected increase in demand by 2020 for related occupations in South Dakota is listed below:

- Training and Development Specialists – 21% 3
- Management Analysts – 12% 4
- Human Resource Managers – 7% 5

Anecdotally, we are aware of several other job titles occupied by I/O psychologists in South
Dakota including: Registrar at SDSU, Human Capital Strategy Analysts 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., and
Organizational Development Specialist at Black Hills Corporation.

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 gone on to out-of-state graduate
I/O programs. Currently, there are several excellent psychology majors in the department who
have either already applied or plan to apply to I/O graduate school.

Need for the Proposed Program
Psychology is a broad scientific discipline bridging the social and biological sciences.
 Psychology’s 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 (American Psychological Association (APA), 2014). Areas of study offered
by Graduate Programs in Psychology in the United States and Canada (APA, 2014) include:

<table>
<thead>
<tr>
<th>Applied Behavior Analysis</th>
<th>Human Development and Family Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Psychology</td>
<td>Human Factors*</td>
</tr>
<tr>
<td>Biological Psychology</td>
<td>Humanistic Psychology</td>
</tr>
</tbody>
</table>

4http://www.careerinfonet.org/occ_rep.asp?optstatus=011000000&soccode=131111&id=1&nodeid=2&stfips=46&search=Go
5http://www.careerinfonet.org/occ_rep.asp?optstatus=011000000&soccode=113121&id=1&nodeid=2&stfips=46&search=Go
### Child and Adolescent Psychology
- Cognitive Psychology
- Community Psychology
- Comparative Psychology
- Consulting Psychology
- Counseling Psychology
- Developmental Psychology
- Educational Psychology
- Environmental Psychology
- Experimental Psychology (Applied)
- Experimental Psychology (General)
- Family Psychology
- Forensic Psychology
- Gender Psychology
- General Psychology (Theory, History, Philosophy)
- Geropsychology
- Health Psychology

### Industrial/Organizational Psychology**
- Marriage and Family Therapy
- Mental Health Counseling
- Multicultural Psychology
- Neuropsychology
- Neuroscience
- Personality Psychology
- Physiological Psychology
- Primary Care Psychology
- Psycholinguistics
- Psychopharmacology
- Quantitative Psychology
- Rehabilitation Psychology
- School Counseling
- School Psychology
- Social Psychology
- Sport Psychology

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

Psychology is one of the most popular undergraduate degrees in the nation. 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 SD, he/she must choose either human factors or clinical 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.

One measure of the strength of I/O psychology is the size of the membership in the Society for Industrial Organizational Psychology (SIOP) in a given state. For example, there are 54 members in Nebraska, 45 in Iowa, and 207 in Minnesota, compared to only 10 members in South Dakota. To the extent that I/O psychology is underrepresented in South Dakota, a graduate program in I/O psychology at SDSU would serve to mitigate this issue.

### 2. What is the relationship of the proposed program to the University’s mission as provided in South Dakota statute and Board of Regents Policy?

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:

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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 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. 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 extensive interactions between stakeholders in the I/O program and organizations.

- BOR 1:21.3: Economic Development & 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 establishes 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.

3. Are there any related programs in the regental system? If there are related programs, why should the proposed program be added? If there are no related programs within the system, enter “None.”

There are no programs closely related to the proposed I/O master’s program in the regental system. The University of South Dakota offers both a MA and Ph.D. program in Human Factors Psychology, which could be considered a marginally related program. While I/O psychology is the study of human behavior at work, Human Factors psychology is, in essence, the study of designing equipment and devices that fit the human body and its cognitive abilities. While there is some course overlap between an I/O psychology program and a Human Factors psychology program, this overlap is common to many graduate areas of study in psychology (e.g., experimental design and core content areas). An I/O psychology MS program would serve a student population distinct from the Human Factors program.

4. Are there related programs at public colleges and universities in Minnesota, North Dakota, Montana, and Wyoming? If there are related programs in these states list below under each state and explain why the proposed program is needed in South Dakota. If there are no related programs in a state, enter “None” for that state.

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6 This question addresses opportunities available through Minnesota Reciprocity and the Western Undergraduate Exchange in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.
Minnesota

1. Minnesota State University-Mankato, Terminal MA in Industrial/Organizational Psychology (10 degrees per year)
2. St. Cloud State University, Terminal MA/MS in Industrial/Organizational Psychology (9-10 degrees per year)
3. University of Minnesota-Duluth, Terminal MA in Industrial/Organizational Psychology
   a. New program beginning Fall 2014
4. University of Minnesota-Twin Cities, MA Human Resources and Industrial Relations (a related program)
   a. This program is in the Carlson School of Management.
   b. Some graduates of this program continue to the Ph.D. Industrial/Organizational Psychology Program at the University of Minnesota.

These programs are designed to serve the strong demand for I/O psychologists in the state of Minnesota. The proposed program is needed in South Dakota because of rising demand for I/O professionals in the state and across the country. Graduates from the proposed program would serve as a continuous source of I/O professionals for the state of South Dakota.

North Dakota (7 members of SIOP)
   None

Montana (1 member of SIOP)
   None

Wyoming (3 members of SIOP)
   None

5. Are students expected to be new to the university or redirected from other programs? How many majors are expected in the first years of the program? How many graduates are expected?

Similar to other graduate programs in Psychology, student enrollment is expected to include SDSU graduates, students from other BOR institutions, as well as national and international students.

The projected enrollment during the first years of the program will be eight students per year. As a comparison, both Minnesota State-Mankato and St. Cloud State enroll 10 new students per year.

Typically, graduation rates are high for I/O master’s programs. Perusal of several master’s level programs in I/O psychology within the reference book, *Graduate Study in Psychology* (American
Psychological Association, 2010 and 2014), does not specify graduation rates, but does identify
the number of students full-time and part-time who were dismissed or who voluntarily withdrew
in a given year, reveals a dismissal/withdrawal rate of approximately 10%. Therefore, the
department anticipates at least an 80% graduation rate. The median number of years required for
completion of the degree is expected to be two years.

6. Does the university intend to seek authorization to deliver this entire program at any
off-campus locations? If yes, enter location(s) and intended start date(s). Does the university
intend to seek authorization to deliver this entire program by distance technology? If yes,
identify delivery method(s) and intended start date(s).

<table>
<thead>
<tr>
<th>Off-campus</th>
<th>No</th>
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<tbody>
<tr>
<td>Distance delivery</td>
<td>No</td>
</tr>
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7. What are the University’s plans for obtaining the resources needed to implement the
program? Indicate “yes” or “no” in the columns below.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Development/Start-up</th>
<th>Long-term Operation</th>
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<tbody>
<tr>
<td>Reallocate existing resources</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Apply for external resources</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Ask Board to seek new State resources</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Ask Board to approve new or increased student fee</td>
<td>No</td>
<td>No</td>
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The Department of Psychology currently employs one faculty member trained at the doctoral
level in I/O Psychology. Three additional faculty positions will be required to adequately staff
the program. One faculty line will be reallocated within the College of Arts and Sciences; the
other two faculty lines will be requested through strategic reinvestment funds.

8. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at
another college or university. The Appendix should provide the required and elective courses in
the program. Catalog pages or web materials may be used. Identify the college or university
and explain why the program may be used as one model when the proposed program is
developed.

Curriculum Example 1: Minnesota State University – Mankato, Master of Arts Degree in
Industrial/Organizational Psychology. MSU-M uses a scientist/practitioner training model and
prepares graduates for a variety of occupations in management consulting, human resources, and
market research. The program may be used as one model because MSU-M is periodically ranked
as the top I/O terminal master’s program in the country.

Curriculum Example 2: Middle Tennessee State University, Master of Science Degree in
Industrial/Organizational Psychology. MTSU offers a Master of Arts degree in Psychology
with an I/O emphasis for those interested in applying psychological principles in business,
industry or government. The program offers a wide range of courses designed to prepare
individuals for positions in human resource departments, consulting, or for entry into an I/O
doctoral program. The program may be used as another model because the SDSU Dean of the College of Arts and Sciences, Dennis Papini, served for nine years as the department head of the psychology department at Middle Tennessee State University, a highly ranked I/O terminal master’s program. Dean Papini’s familiarity with the I/O master’s curriculum at MTSU will serve to facilitate the development of the SDSU psychology M.S I/O program.

See Appendix A.
Appendix A

Curriculum Example 1:
Minnesota State University – Mankato, Master of Arts Degree in Industrial/Organizational Psychology. MSU-M uses a scientist/practitioner training model and prepare graduates for a variety of occupations in management consulting, human resources, and market research.

Requirements:
Students are required to complete 44 credits in order to receive a M.A. degree in Industrial/Organizational Psychology. Included in the 44 credits is a three month internship and a thesis. The curriculum includes many classroom projects that allow the students to apply learning to real-world problems.

First Year
Fall Semester
PSYC 505 Motivation (4)
PSYC 519 Psychometric Theory (4)
PSYC 610 Research Design & Statistics (4)
PSYC 633 Job Analysis & Performance Appraisal (3)

Spring Semester
PSYC 624 Stress & Health in the Workplace (4)
PSYC 662 Organizational Development (3)
PSYC 623 Personnel Training (3) or PSYC 542 Group Psychology (3)

Second Year
Fall Semester
PSYC 609 Internship (2)
PSYC 618 Multivariate Analysis (4)
PSYC 660 Employee Selection (3)
PSYC 695 Research in I/O Psychology I (2)

Spring Semester
PSYC 697 Research in I/O Psychology II (2)
PSYC 699 Thesis (3)
PSYC 623 Personnel Training (3) or PSYC 542 Group Psychology (3)

Course Descriptions:
Motivation (PSYC 505) - Major concepts of human motivation and emotion, presentation of learned cognitive and biological influences on sustained behavior.

Psychometric Theory (PSYC 519) - An overview of development, use, and validation of psychological tests. Topics include reliability and validity, test construction, item analysis, ethics, test administration and scoring, and computerized testing.

Attitudes (PSYC 541) - Examines cultural, social, and individual influences on attitudinal development and change. Applies theories of attitude-behavior relationships and attitude formation and change to real-world settings, including the workplace.

Group Psychology (542) - This course is designed to teach students both the knowledge and the skills necessary to meet the communication, interpersonal, and task-related challenges that arise when working in teams. Through readings, lecture/discussion, classroom exercises, and applied
problem solving, students will acquire the team-related competencies that are now being sought by work organizations. Students will study group processes while participating in group exercises and projects throughout the semester.

Internship (PSYC 609) - Enrollment limited to students in good standing in the Industrial/Organizational track.

Research Design & Statistics (PSYC 610) - Research methodology and statistical procedures involving descriptive and inferential techniques for simple and multivariate situations involving parametric and non parametric variables using manual and computer methods.

Multivariate Analysis (PSYC 618) - Overview of multivariate statistical analyses including: ANCOVA, MANOVA, discriminate function analysis and factor analysis.

Personnel Training (PSYC 623) - This course provides an in-depth examination of theories and techniques used to design, implement, and evaluate personnel training programs in organizational settings. Topics include needs analysis, learning theories, instructional design, on-the-job training, supervisory/leadership skills training, and computer-assisted instruction.

Stress & Health in the Workplace (PSYC 624) - This course will provide a comprehensive examination of theories of job stress, the causes of job stress, how job stress affects the physical and mental health of workers, how job stress affects organizational effectiveness, and how job stress can be prevented or minimized.

Job Analysis & Performance Appraisal (PSYC 633) - An overview of techniques used to measure employee performance. Topics include: Job analysis methods and use of results, criterion development, performance appraisal methods, job evaluation, rater training, bias and accuracy in performance appraisal, organizational and contextual issues.

Employee Selection (PSYC 660) - Overview of issues and techniques used to make hiring and promotion decisions in organizations. Topics include: Introduction of the selection process, legal and affirmative action issues, validity issues in selection, validity generalization, utility and decision making, use of selection methods.

Organizational Development (PSYC 662) - This seminar provides an overview of organization development research and techniques. The course covers interventions at the individual, group and organizational levels. Students play an active role in directing the course and teaching classes.

Research In Industrial/Organizational Psychology I (PSYC 695) - Developing research proposals/projects, ethic committee review, implementing consulting projects, data collection, report writing, presentation to professional societies and submitting funding requests.

Research in Industrial/Organizational Psychology II (PSYC 697) - Continuation of Research in I/O Psychology I.

Thesis (PSYC 699) - Individualized student research paper which involves a literature review and original research.
Curriculum Example 2:
Middle Tennessee State University, Master of Science Degree in Industrial/Organizational Psychology. MTSU offers a Master of Arts degree in Psychology with an I/O emphasis for those interested in applying psychological principles in business, industry or government. The program offers a wide range of courses designed to prepare individuals for positions in human resource departments, consulting, or for entry into an I/O doctoral program.

M.S. Curriculum: Industrial/Organizational Psychology (43 Hours)

Required Courses (6 hours)
- PSY 6280 - Psychological Statistics: Regression 3 credits
- PSY 6281 - Psychological Statistics: Regression Lab 0 credits
- PSY 6290 - Psychological Statistics: ANOVA 3 credits
- PSY 6291 - Psychological Statistics: ANOVA Lab 0 credits

Core Courses (22 hours)
- PSY 6070 - Advanced Industrial Organizational Training and Development 3 credits
- PSY 6090 - Practicum: Industrial and Organizational Psychology 3 credits
- PSY 6300 - Literature Review/Reading in IO Psychology 2 credits
- PSY 6320 - Performance Appraisal and Job Analysis 3 credits
- PSY 6330 - Professional Issues in Industrial and Organizational Psychology 1 credit
- PSY 6420 - Advanced Personnel Selection and Placement 3 credits
- PSY 6450 - Advanced Organizational Psychology 3 credits
- PSY 6570 - Psychological Research Methods in Human Resource Management 3 credits
- PSY 6085 - Pre-Practicum for Industrial Organizational Psychology 1 credit

Two of the following (6 hours)
Select two of the following four courses:
- PSY 5290 - Wage and Salary Administration 3 credits
- PSY 6360 - Organizational Change and Development 3 credits
- PSY 6365 - Organizational Surveys and Employee Attitudes and Motivation 3 credits
- PSY 6380 - Work Group Effectiveness 3 credits

Electives (6 hours)
- PSY 5340 - Human Factors Psychology 3 credits
- PSY 6370 - Organizational Skills 3 credits
- PSY 6460 - Factor Analysis and Related Methods 3 credits

Thesis (3 hours)
### Course List & Descriptions

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>PSY 6070 Advanced Industrial Organizational Training and Development</td>
<td>Three credits. Prerequisite: PSY 3020 or equivalent. Theory and methodology used in the training and development of human resources in organizations: needs assessment, program development, program evaluation, and legal and special issues in training and development.</td>
</tr>
<tr>
<td>PSY 6085 Pre-Practicum: Industrial/Organizational Psychology</td>
<td>One credit. Expectations, requirements, and procedures involved in a practicum in the Industrial/Organizational Psychology program. Encourages students to assess career goals and helps facilitate selection of a practicum that moves toward exploring and meeting those career goals.</td>
</tr>
<tr>
<td>PSY 6090 Practicum: Industrial/Organizational Psychology</td>
<td>Three credits. Prerequisite: Consent of instructor. Supervised experience in industry, business, or government using psychological principles at a professional, applied level.</td>
</tr>
<tr>
<td>6280/7280 Psychological Statistics: Regression</td>
<td>Three credits. Prerequisite: PSY 3020 or equivalent. Corequisite: PSY6281. Survey of theoretical and practical aspects of multiple regression as typically used by psychologists. Simple and multiple regression through model comparison approach in the general linear model paradigm. Laboratory included.</td>
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<tr>
<td>6281/7281 Psychological Statistics: Regression Lab.</td>
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<tr>
<td>6290/7290 Psychological Statistics: ANOVA</td>
<td>Three credits. Prerequisite: PSY 3020 or equivalent. Corequisite: PSY6291. Review of basic statistics. Scientific quantification, research design, and statistical analysis from the perspective of analysis of variance: one-way, factorial, repeated measures, and mixed designs. Laboratory included.</td>
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<tr>
<td>6291/7291 Psychological Statistics: ANOVA Lab</td>
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<tr>
<td>PSY 6300 Literature Review and Reading in Psychology: Industrial/Organizational</td>
<td>One credit. Survey of issues related to professional ethics, relevant legislation, professional affiliations, professional identity, and professional responsibilities.</td>
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<tr>
<td>PSY 6320 Performance Appraisal and Job Analysis</td>
<td>Three credits. Prerequisites: PSY 6280 or permission of instructor. Analysis of theory and practice in job analysis and performance appraisal, including legal aspects, a survey of</td>
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<tr>
<td>Course</td>
<td>Description</td>
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<tr>
<td>PSY 6330 Professional Issues in Industrial/Organizational Psychology</td>
<td>One credit. Survey of issues related to professional ethics, relevant legislation, professional affiliations, professional identity, and professional responsibilities.</td>
</tr>
<tr>
<td>PSY 6420 Advanced Personnel Selection and Placement</td>
<td>Three credits. Prerequisites: PSY 5260 or 6050 and preferably PSY 6280. Legal and research aspects of personnel selection. Methods used for selection, including assessment centers, work samples, and psychological testing.</td>
</tr>
<tr>
<td>PSY 6450 Advanced Organizational Psychology</td>
<td>Three credits. Review of theory and empirical research in organizational psychology. Students will apply theory and research findings to understand and explain work behavior at the individual, group, and organizational levels and will use this knowledge to solve organizational problems.</td>
</tr>
<tr>
<td>PSY 6570 Psychological Research Methods in Human Resource Management</td>
<td>Three credits. Prerequisite: PSY 6280 or permission of instructor. Theory and appropriate methodology for conducting research relevant to human resource practices in organizations. Applied psychometric theory and quasi-experimental design.</td>
</tr>
<tr>
<td>6640 Thesis Research</td>
<td>One to six credits. Selection of a research problem, review of pertinent literature, collection and analysis of data, and composition of thesis. Once enrolled, student should register for at least one credit hour of master’s research each semester until completion. S/U grading.</td>
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Two of the following Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 6360 Organizational Change and Development</td>
<td>Three credits. Prerequisite: PSY 6450 or permission of instructor. Analysis of theory and practice of organizational change and development, process of change, organizational development (O D) interventions, and evaluation and research of O D effectiveness.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Description</td>
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<tr>
<td>PSY 6365</td>
<td>Organizational Surveys and Employee Attitudes and Motivation&lt;br&gt;Three credits. Prerequisite: PSY 6450. Special topics in employee attitudes and motivation and the measurement of employee attitudes through the use of organizational surveys. Develops skills in survey techniques and includes practical experience with surveys.</td>
</tr>
<tr>
<td>PSY 6380</td>
<td>Work Group Effectiveness&lt;br&gt;Three credits. Prerequisite: PSY 5380, 6450, or permission of instructor. Analysis of factors leading to effective work groups. Topics covered include task effects on performance, group composition, leadership, group processes, and team building.</td>
</tr>
<tr>
<td>PSY 5340</td>
<td>Human Factors Psychology&lt;br&gt;Three credits. Prerequisite: PSY 3320/5320 or consent of instructor. The process of designing for human use. Considers individual differences, visual, auditory, and tactile displays, anthropometry, illumination, noise, humans in motion, and space and environmental studies.</td>
</tr>
<tr>
<td>PSY 6370</td>
<td>Organizational Skills&lt;br&gt;Three credits. Prerequisite: PSY 6450 or permission of instructor. Analysis of a variety of interpersonal situations which impact organizational effectiveness and climate. Development of skills: conflict resolution, interviewing, performance feedback, effective meetings, giving recognition, discipline.</td>
</tr>
<tr>
<td>PSY 6460</td>
<td>Factor Analysis and Related Methods&lt;br&gt;Three credits. Prerequisites: PSY 6280, HHP 6700, or equivalent. Surveys each of the major factor analysis techniques and related latent theories with main focus on application. Nature, power, procedure, computer programming, interpretation, and limitations of each technique.</td>
</tr>
<tr>
<td>PSY 6620</td>
<td>Independent Study: Industrial/ Organizational Psychology&lt;br&gt;One to three credits. Prerequisite: Permission of instructor. Individualized library or empirical research project approved by instructor. A maximum of three credits will apply to a Master’s degree.</td>
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