**Expedited Review: Master of Arts in PSYCHOLOGY**

# General Elements

1. **When was Fast Track authorization granted to the institution? Please attach the action letter granting this authority.**

Fast Track authorization was granted to CI on May 7, 2009, and reauthorized April 23, 2013. See attached authorization.

1. **List the names of programs that have been implemented thus far under this authorization.**

No programs have been implemented thus far under this authorization due to budget constraints. The first program scheduled to be implemented is the MA in English in Fall 2015.

# Program Overview

**Name of degree or program proposed:**

Master of Arts in PSYCHOLOGY

1. **Location (Including physical address if applicable)**

California State University Channel Islands, 1 University Drive, Camarillo, CA 93012

1. **Please identify if this program is offered in a different modality and/or at a different location.**

This program will be offered on the main CI campus only.

1. **What is the anticipated start date of classes?** Fall 2016
2. **Provide the enrollment projections for the first three years.**

|  |  |  |
| --- | --- | --- |
|  | Number of Majors | Number of Graduates |
| First Year | 8-10 | 0 |
| Second Year | 16-20 | 8-10 |
| Third Year | 16-20 | 8-10 |

We anticipate a strong demand for this program based on the number of graduates who apply to master’s programs. We anticipate that 8-10 students per cohort will allow for suitable class sizes, but still a small enough number to allow for adequate mentoring from faculty.

**Attach proof of necessary campus or system approvals for this program.**

# This form was concurrently submitted for CSU system approval. The program has also been submitted to the Academic Planning Committee (APC) and placed on the campus master plan. There is a letter attached from the Provost Office noting campus approval. In addition, the short form was passed by the academic senate in spring 2014.

# Program Description

1. **Provide a brief description of the program (CFRs 2.1, 2.2).**

The Master of Arts (MA) in Psychology, in general, will prepare students to think critically and analytically and to conduct qualitative and quantitative research in the field of Psychology. The MA in Psychology degree at CSU Channel Islands (CI) offers an innovative advanced degree program for students interested in applied and basic research in psychology. This program will offer two tracks with a distinct Culminating Experience Course: one is a terminal degree to prepare students for careers in applied psychology and program evaluation; and the other prepares students for entry into a doctoral program. Within both tracks training will emphasize breadth of knowledge in psychological theories and principles to solve real world problems in preparation for a wide range of academic, research, and applied careers in psychology. In addition, students will develop proficiency conducting research, statistical analyses, participate in civic engagement, and utilize interdisciplinary and multicultural applications of psychology. For students in the Applied Psychology track, the culminating experience will be to conduct a program evaluation through consulting with a community agency (this may involve grant writing and teaching). Students in the doctoral preparation track will be required to develop a thesis based on empirical research and analyses. This will facilitate the development of analytical, organizational and communication skills needed to successfully complete a dissertation.

1. **Attach a list of courses for the major, identifying which are required and including the units earned in each course. Also include the number of elective units required for the program, if any and provide a link to the institution’s GE requirements (for undergraduate programs). (CFR 2.2)**

The MA in Psychology will require 33-34 units

Core Courses (18 units):

PSYC 500 Seminar in History & Systems of Psychology (3)

PSYC 501 Advanced Experimental Research Methods (4)

PSYC 502 Qualitative Research Methods (4)

PSYC 504 Advanced Statistics (3)

PSYC 505 Applied Multivariate Analysis (4)

 Content Courses (12-13 units):

PSYC 512 Advanced Social Psychology (3)

PSYC 514 Advances in Biopsychology (4)

PSYC 517 Seminar in Personality Theory (3)

PSYC 518 Seminar in Sensation & Perception (3)

PSYC 519 Seminar in Cognition (3)

PSYC 520 Advanced Developmental Psychology (3)

PSYC 524 Industrial/Organizational Psychology (3

PSYC 600 Teaching of Psychology (3)

PSYC 696 Psychometrics (3)

PSYC 697 Directed Study in Psychology (3)

Culminating Experience Course (3 units):

PSYC 698 Program Evaluation (3)

PSYC 699 Thesis (3)

1. **Attach program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree. (CFRs 2.3, 2.4)**

MA in Psychology Program Learning Outcomes

Students will:

PLO 1: Demonstrate knowledge and comprehension of theory and breadth of informational and methodological understanding in the field of psychology;

PLO2: Apply research skills in psychology emphasizing advanced and appropriate research methods and statistics;

PLO3: Evaluate issues and problems within psychology from multiple perspectives (e.g., multicultural, interdisciplinary, international, experiential, and/or theoretical perspectives); and demonstrate an awareness of the implications for understanding an increasingly diverse and global population;

PLO4: Critique and evaluate theories and research in the field of psychology.

1. **Attach a curricular map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels. (CFR 2.3)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Courses** | PLO1 | PLO2 | PLO3 | PLO4 |
| PSYC 500 Seminar in History & Systems of Psychology (3)  | I | I | I/P | I/P |
| PSYC 501 Experimental Research Methods (4) | I | I/P | P/D | P/D |
| PSYC 502 Qualitative Research Methods (4) | I | I/P | P/D | P/D |
| PSYC 504 Advanced Statistics (3) | P/D | P/D | A | P/D |
| PSYC 505 Applied Multivariate Analysis (4) | P/D | P/D | A | P/D |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content Courses** | PLO1 | PLO2 | PLO3 | PLO4 |
| PSYC 512 Advanced Social Psychology (3) | P/D | P/D | P/D | D/A |
| PSYC 514 Advances in Biopsychology (4) | P/D | P/D | P/D | D/A |
| PSYC 517 Seminar in Personality Theory (3) | P/D | P/D | P/D | D/A |
| PSYC 518 Advanced Sensation & Perception (3) | P/D | P/D | D/A | D/A |
| PSYC 519 Seminar in Cognition (3) | A | D/A | D/A | A/M |
| PSYC 520 Advanced Developmental Psychology (3) | A | D/A | D/A | A/M |
| PSYC 524 Advanced Industrial/Organizational Psychology (3) | A | D/A | D/A | A/M |
| PSYC 600 Teaching of Psychology (3) | A/M | A/M | A/M | A/M  |
| PSYC 696 Psychometrics (3) | M | M | M | M |
| PSYC 697 Seminar in Directed Study in Psychology (3) | M | M | M | M |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Culminating Experience Courses** | PLO1 | PLO2 | PLO3 | PLO4 |
| PSYC 698 Program Evaluation (3) | M | M | M | M |
| PSYC 699 Thesis (1-3) | M | M | M | M |

I (Introduced), P (Practiced), D (Developed), A (Advanced), M (Mastered)

# Faculty Resources

1. **Provide the number and FTE of faculty (distinguishing between full-time and adjunct/part-time) allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness. Include plans for new hires as enrollment grows. (CFRs 3.1, 3.2)**

There are currently nine full-time tenured and pre-tenure faculty members, as well as eighteen adjunct faculty members available to teach in the MA program. Release time will be given to one faculty member to serve as program coordinator. All faculty teaching in the program will comprise the graduate committee that oversees curriculum development, assessment, and other program needs. ~~1-2 new hires that directly serve the needs of the program can be expected in the first three years.~~ Only 3-4 courses will be offered per semester. No individual faculty member will regularly be teaching more than 1 course in the master’s program in any given semester. ~~Half a unit of release time will be awarded to a faculty member for each thesis/project that they chair.~~

# Physical Resources

1. **Briefly describe the physical resources needed to deliver this program.**

The MA in Psychology will require a few additional classrooms (please see the attached letter from Associate Vice-Provost Wakelee). The program implementation is part of the CI Academic Master Plan which is tied to the CI Physical Master Plan. The program will also make use of other physical spaces already operational at CI to engage and support graduate students. Our existing laboratory spaces are sufficient for the program. However, with continued growth, additional laboratory space and resources may be required.

Other Resources:

**John Spoor Broome Library:**

The John Spoor Broome Library provides books, journals, reference works, databases, media, and streaming video. Existing collections include PsychInfo, PubMed and other databases to support learning and student research required of the MA in Psychology program. Interlibrary Loan is offered at no cost to supplement the collection. Via this service, all campus members may request print copies of monographs and digital copies of journal articles that support research endeavors. To make efficient and effective use of the research collection, the Library offers information literacy sessions to all graduate students, and learners are strongly encouraged to seek individual assistance (please see attached letter from the John Spoor Broome Library).

**Graduate Studies Center**: The Graduate Studies Center (GSC) is dedicated to providing academic, professional and personal support services for post baccalaureate students at CI. The services aim to facilitate access to post baccalaureate programs, to promote student success and program completion, and to foster professional, personal, and workforce development.

**GSC Writing Studio**: The Graduate Writing Studio (GWS) exists to provide writing support to credential and graduate students in order to meet the increasingly complex requirements of advanced degree writing. Faculty instructors are available to meet and collaborate with students in order to help them plan, organize, and carry out their required writing and research tasks – whether they be small writing assignments for post-baccalaureate or graduate coursework, or larger, often semester (or multi-semester)- long culminating projects such as a Masters project, thesis, or professional portfolio. The GSC Writing Studio strives to empower students with a clearer understanding of academic writing processes and a continually developing writing proficiency in various academic genres.

**Please attach signed/final versions of any agreements or Memoranda of Understanding relevant to the support of the program.**

*Please see letter from Provost Hutchinson*

# Budget

1. **Provide the budget projections for at least the first three years of the proposed program, based on the enrollment projections and including projected revenues and costs. The budget should include all budgetary assumptions. (The attached budget template is provided as a model of the level of detail the Committee expects, but use of this template is not required. The template may be modified as appropriate.) (CFRs 3.5, 4.1-4.3)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   |   |   |   |   |
| **ASSUMPTIONS\*** | **Year 1**  | **Year 2** | **Year 3** | **Notes^** |
|   | (broken out by term as applicable) |  |  |   |
| Tuition per year | $67,380.00  | $128,022.00  | $128,022.00 | Based on 2014/15 rates for 10(19 in year 2 & 3) in state students |
| Students - # enrolled each year (Indicate if cohort) | 10 | 9 (cohort 1) 10 (cohort 2) | 9 (cohort 2)  10 (cohort 3) |   |
|  Headcount | 10 | 19 | 19 |   |
|  FTE |  5 | 10.5  |  10.5 |   |
| Attrition/retention (number or % of entering students/cohort) | 0 | 1 | 1 |  |
|   |   |   |   |  |
| # Courses taken per year | 6 | 12 | 12 |   |
| Avg. Class Size | 9-10 | 9-10 | 9-10 |   |
| # Classes offered | 6 | 12 | 12 |   |
| Faculty FTE | 1.2 | 2.4-3.2 | 2.4-3.2 | Depending on units of class |
|  FT (headcount) | .75 | 1.5 | 1.5 |  |
|  Adjunct (headcount) | 1.2  | 2.4 | 2.4 |  Number needed to teach courses in undergrad program |
|   |   |   |   |  |
| Staff support # - (indicate area of support, e.g. academic administration, library, IT, student services, etc.) |   |   |   |   |
|  Headcount  | 1 | 1 | 1 | Academic Administration |
|  FTE | 1.0 | 1.0 | 1.0 |   |
| \* Provide all that are applicable, in terms appropriate to your institution |  |  |   |  |
| ^ Provide appropriate explanatory notes for items as applicable |  |  |  |  |
|  |   |   |   |  |
| **REVENUE** |   |   |   |   |
| Tuition revenue | $67,380.00  | $128,022.00  | $128,022.00 |   |
| Fees |  $750.00  |  $750.00  |  $750.00  | Application Fee based on 15 applicants to the program at $50/student.  |
| Other - as applicable (scholarship shown as discount) |   |   |   |   |
| **SubTotal** |  $68,130.00  |  $128,772.00  | $128,772.00 |   |
|  |   |   |   |  |
| **EXPENSES** (as applicable) |   |   |   |   |
| FT Faculty | $35,200.00 | $68,640.00 | $68,640.00 | Based on university average salary for FT faculty x number of units offered |
| Adjunct Faculty | 0 | 0 | 0 | We don’t anticipate any costs because we typically run a surplus.  |
| Admin/Staff Support | $10,800.00 | $10,800.00 | $10,800.00 | .25 of Psychology Analyst Salary  |
| Services Support (e.g. institutional IT, library, program services) | $10,000 | $10,000 | $10,000 |  |
|  Benefits for above | $20,700.00 | $35,748.00 | $35,748.00 | 45% |
| Allocation of overhead  |  |  |  |  |
| Operating/admin expenses (may include supplies, equipment, space rental, other expenses charged to program) | $2,509.30 | $2,509.30 | $2,509.30 | .25 of existing Operating expense  |
| Marketing/recruitment | $5,000.00 | $1,000.00 | $1,000.00 |   |
| Faculty development | $500 | $1,000 | $1,000 | Faculty mentorship program, workshop for faculty, etc.  |
| Staff development |  |  |  | None needed.  |
| Course Development  |  |  |  | None needed.  |
| Payment/revenue sharing with contracted partner  | 0 | 0 | 0 |   |
| Other | 0 | ~~$3520~~ | ~~$3520~~ | ~~Chairing of thesis committees: 3 committees = 1 unit of release time.~~  |
| Other - please indicate | $3,000 | $6,000 | $6,000 |  $500/student for their research allocated to the faculty mentor.    |
| **Subtotal** | $77,709.3 0 | $134,697.30 | $134,697.30 |   |
|  |   |   |   |  |
| **NET** |  $ (19,579.30) |  $ (10,445.30) |  $ (10,445.30) |   |

# Assessment

1. **Describe the plan for assessing the program at various stages in the first year including achievement of student learning outcomes. How will findings from the review be used to improve the program? Attach the assessment plan. (The attached assessment template is provided as a model, but is not required. Feel free to modify the template as appropriate). (CFRs 2.6, 4.7)**

## Psychology Graduate Program Assessment Plan

CI Graduates with an MA in Psychology will:

* Demonstrate knowledge and comprehension of theory and breadth of informational and methodological understanding in the field of psychology; [see comment in PLOs above]
* Apply research skills in psychology emphasizing advanced and appropriate research methods and statistics;
* Evaluate issues and problems from multiple perspectives (e.g., multicultural, interdisciplinary, international, experiential, and/or theoretical perspectives); and
* Critique and evaluate theories and research in the field of psychology.

Assessment of student learning in the Psychology MA will include student self-assessment, faculty assessment of student work and skill attainment, and pre-post standardized tests. These assessment activities will allow the program to link c ourse and program outc ome data to provide the program with a foundation for purposeful evaluation and improvement. To facilitate data collection the Psychology will require a student portfolio that includes:

|  |
| --- |
| Upon Acceptance |
| Major Field Area Test (MFAT)  | Pre/post Standardized Test | Provide baseline data for evaluation of outcome skills, knowledge and comprehension of theory, and breadth of informational and methodological understanding in the field of psychology |
| Personal Statement |  | In their personal statement, students will select either the Applied or Doctoral-preparation track. The statement will also:* Demonstrate awareness/ acceptance of PLOs
* Establish program learning goals
* Articulate career/further educational objectives
 |
| End of First Semester |
| Content Signature Assignments/Faculty AssessmentStudent self-assessment in their first content course and the corresponding faculty narrative assessment. | Rubric | Demonstrate introductory/ practiced knowledge and comprehension of theory and breadth of informational and methodological understanding in the field of psychologyCritique and evaluate theories and research in the field of psychology |
| End of Second Semester |
| Quantitative Methods Signature Assignments/Faculty AssessmentStudent self-assessment in their second content course and the corresponding faculty narrative assessment.  | Rubric | Apply research skills in psychology emphasizing advanced and appropriate research methods and statistics |
| End of Third Semester |
| Research Methods Signature Assignments/Faculty AssessmentStudent self-assessment in their third content course and the corresponding faculty narrative assessment.  | Rubric | Critique and evaluate theories and research in the field of psychology Apply research skills in psychology emphasizing advanced and appropriate research methods and statisticsDemonstrate developed/ advanced knowledge and comprehension of theory and breadth of informational and methodological understanding in the field of psychology |
| End of Final Semester |
| Thesis/Program Evaluation assessment (individual student).Major Field Area Test (MFAT) will be taken again (post-test). No content courses taken by students this semester. This semester is dedicated to thesis/project completion.  | Pre/post Standardized Test | Provide post-program data for evaluation of outcome skills, knowledge and comprehension of theory, and breadth of informational and methodological understanding in the field of psychology |
| Thesis/Project | Rubric | Demonstrate mastery of knowledge and comprehension of theory and breadth of informational and methodological understanding in the field of psychologyApply research skills in psychology emphasizing advanced and appropriate research methods and statisticsEvaluate issues and problems from multiple perspectives (e.g., multicultural, interdisciplinary, international, experiential, and/or theoretical perspectives)Critique and evaluate theories and research in the field of psychology |

Faculty teaching in the program will assess the learning outcomes for their courses. The program graduate committee (comprising all program tenure track faculty members) will meet annually to assess the program outcomes. Faculty will also link data on the two program tracks and achievement of course learning outcomes with program-level outcomes to examine program effectiveness and provide a foundation for faculty discussions on purposeful improvement.

Assessment of program effectiveness will be undertaken through the CI Program Review Process. CI uses program review to examine the educational effectiveness of its undergraduate and graduate degrees. Every five years, each discipline conducts a program review, which includes an analysis of program resources, student learning outcomes and other assessments conducted regularly by the program. In addition to a multi-year look at student learning data, this process includes an examination of admission, diversity, retention, graduation, alumni, and other relevant data. Normally entailing a two-year process, program review provides program faculty and the administration with an opportunity to reflect on how well students are achieving their educational goals and to provide a basis for program planning and improvement. The four components of program review are program self-study, external review, Continuous Improvement Committee (CIC) review, and recommendations and action plan. More information on the process, current action plans, and upcoming review dates can be found on the [CI Program Review](http://www.csuci.edu/continuousimprovement/program-review.htm) website.

1. **If this program already exists in another modality, please describe any changes that have been incorporated into the program as a result of the annual learning outcomes assessment and/or program review that have implications for this program.**

N/A