New Academic Program:  
PhD, MS in Psychology

EXECUTIVE SUMMARY

1. Institution and Program

Oregon State University, Ph.D., M.S. Psychology

2. Program Description

The School of Psychological Science at Oregon State University proposes to offer a Ph.D. and M.S. in Psychology (Attachment 1). The program will have a focus on the application of psychological methods and research to solving practical problems, with areas of concentration in Engineering Psychology, Health Psychology, and Applied Cognition. Graduates of the Psychology Ph.D. program will be qualified to define, assess, analyze and evaluate problems in both the private and public sector that are behavior-based. The proposed program is designed to have a strong research component, ensuring that graduates have the tools to tackle a variety of applied problems.

Psychology as a field is a core discipline that feeds expertise on topics related to behavior and cognition into other fields. A recent analysis of citation patterns between disciplines identified psychology as one of seven “hub sciences” in terms of scientific influence on other disciplines (Boyack, et al., 2005). OSU is the only Carnegie Doctoral/Research-Extensive University in the country that has no doctoral program in Psychological Science, which has a detrimental effect on OSU’s ability to meet its mission. In keeping with this, the proposed program is designed to be able to foster collaboration with other OSU academic units and to support OSU’s broader research and graduate education enterprise. Psychological Science is a necessary and integral component of all three of the signature areas described in OSU’s strategic plan, and the proposed program is designed to directly intersect with OSU’s mission as described in that plan.

People with doctoral-level expertise in psychology are necessary for Oregon to meet its challenges. Virtually all of the pressing issues in Oregon today have an unavoidable behavioral component. As noted above, psychology is a “hub science,” feeding expertise into other disciplines. The proposed program is specifically designed to feed psychological expertise into areas of critical state needs, especially with regards to health, engineering and technology, and education. Psychology graduate programs in general tend to have far more applicants than they can admit, and this is true of Oregon’s graduate programs.

The program anticipates admitting up to five students per year, with an expectation that approximately 25 students will ultimately be enrolled in the program at any given time once the program is fully operational.

3. Target Population

Graduates of the Psychology M.S., Ph.D. program will be qualified to define, assess, analyze and evaluate problems in both the private and public sector that are behavior-based. In contrast to consultants and experts who rely on their common sense and intuition to design educational programs, work environments, management teams, information
delivery systems, technology based tools, graduates of the OSU program will be trained to apply the scientific method and use evidence-based information to address these and other issues. Additionally, all graduates will be equipped to train the next generation of teachers, researchers and practitioners in the program’s concentration areas. To achieve this, the proposed program is designed to have a strong research component, ensuring that graduates have the tools to tackle a variety of applied problems. This entails both classwork in research methods and statistics but perhaps more importantly a continuing emphasis on student research. The program is intended to be a doctoral program with a master’s degree component that is obtained en route to the Ph.D. That is, the program is designed to focus on Ph.D. students rather than on terminal M.S. students, and the program does not intend to recruit or accept students whose goal is a terminal M.S. The M.S. portion of the program is designed to assure that students have experience designing and conducting research prior to the dissertation stage. This is in keeping with the goal of giving students a strong foundation in empirical research methods.

RECOMMENDATION

All appropriate University committees and the OSU Faculty Senate have positively reviewed the proposed program. The Provost recommends that the Academic Strategies Committee recommend to the Board that it approve the establishment of an instructional program leading to a doctor of philosophy degree and a master of science degree in Psychology, effective fall 2016, pending the approval of the Higher Education Coordinating Commission and the Northwest Commission on Colleges and Universities.
1. PROGRAM DESCRIPTION

a. Proposed Classification of Instructional Programs (CIP) Number: #42.2799

<table>
<thead>
<tr>
<th>CIP Code 42.2799</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Research and Experimental Psychology, Other</td>
</tr>
<tr>
<td><strong>Definition:</strong> Any instructional program in research and experimental psychology not listed above.</td>
</tr>
</tbody>
</table>


b. **Program Overview:** Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives, programmatic focus; degree, certificate, minor, and concentrations offered.

The School of Psychological Science (SPS) at Oregon State University (OSU) proposes to offer an **M.S. and Ph.D. in Psychology** degree program. The program’s general focus will be on the application of psychological research methods, theories, and principles to solving practical problems. The proposed graduate degree program will have three areas of concentration: (a) Engineering Psychology, (b) Health Psychology, and (c) Applied Cognition. **Engineering Psychology** refers to research at the intersection of psychology and technology. Relevant topics include such things as the improvement of technology, human-machine interfaces, transportation, information systems, and work and living environments (as in the Mission of Division 21 of the American Psychological Association). **Health Psychology** concerns the relations between psychological factors (e.g., cognition, motivation, individual and interpersonal behavior, emotion) and human wellness broadly defined (as in the mission of the APA Division 38). We define **Applied Cognition** as the application of research on thinking, learning, decision-making, perception, social judgment, and other cognitive processes to applied issues. Examples of relevant application areas include the psychology of teaching and learning, the effects of contemplative practice, and risk perception.
Graduates of the Psychology M.S., Ph.D. program will be qualified to define, assess, analyze and evaluate problems in both the private and public sector that are behavior based. In contrast to consultants and experts who rely on their common sense and intuition to design educational programs, work environments, management teams, information delivery systems, technology based tools, our graduates will be trained to apply the scientific method and use evidence-based information to address these and other issues. Additionally, all graduates will be equipped to train the next generation of teachers, researchers and practitioners in our concentration areas. To achieve this, the proposed program is designed to have a strong research component, ensuring that graduates have the tools to tackle a variety of applied problems. This entails both classwork in research methods and statistics but perhaps more importantly a continuing emphasis on student research. The program is intended to be a doctoral program with a masters degree component that is obtained en route to the Ph.D. That is, the program is designed to focus on Ph.D. students rather than terminal M.S. students, and we do not intend to recruit or accept students whose goal is a terminal M.S. The M.S. portion of the program is designed to assure that students have experience designing and conducting research prior to the dissertation stage. This is in keeping with the goal of giving students a strong foundation in empirical research methods (see below).

<table>
<thead>
<tr>
<th>NEW M.S., Ph.D. in Psychology (CIP #42.2799)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Degree Type:</td>
</tr>
<tr>
<td>o Master of Science (M.S.)</td>
</tr>
<tr>
<td>o Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>• Program Type: Graduate</td>
</tr>
<tr>
<td>• CPS #: 92189</td>
</tr>
<tr>
<td>• SIS #: XXXX – To Be Assigned by the Registrar’s Office</td>
</tr>
<tr>
<td>• College Code: 10</td>
</tr>
<tr>
<td>• Academic Home: School of Psychological Science, College of Liberal Arts</td>
</tr>
<tr>
<td>• Program Location: OSU – Main (Corvallis)</td>
</tr>
<tr>
<td>• Areas of Concentration (Graduate School approval required – approved separately):</td>
</tr>
<tr>
<td>- Applied Cognition</td>
</tr>
<tr>
<td>- Health Psychology</td>
</tr>
<tr>
<td>- Engineering Psychology</td>
</tr>
<tr>
<td>• Graduate Minor: Psychology (existing; no change)</td>
</tr>
<tr>
<td>• Course Designator: PSY (existing)</td>
</tr>
<tr>
<td>• Credit Hours: 111 (minimum)</td>
</tr>
<tr>
<td>• Thesis or Non-Thesis: Thesis</td>
</tr>
<tr>
<td>• Admission Requirements: Bachelor or Master’s degree from an accredited institution; Minimum undergraduate GPA of 3.2/4.0 or graduate GPA of 3.5/4.0; GREs; TOEFL score of at least 600 (paper exam) 250 (computer exam), or 100 (internet exam); Recommendation Letters (3); Personal Statement</td>
</tr>
<tr>
<td>• Enrollment Limitations: None</td>
</tr>
<tr>
<td>• Accreditation: None</td>
</tr>
<tr>
<td>• Proposed Start Date: Fall Term 2016</td>
</tr>
</tbody>
</table>
c. **Course of Study:** *Proposed curriculum, including course numbers, titles, and credit hours.*

The proposed curriculum is designed to give students a strong foundation in empirical research methods relevant to the assessment and analysis of human behavior and performance as well as expertise in their particular content area. Students will work with a committee of up to five participants, which will include at a minimum a Major Advisor and two others who are members of the Graduate Faculty in Psychology, along with a Graduate Council Representative. Another committee member (e.g., Minor area advisor) may be drawn from outside the Graduate Faculty in Psychology if desired.

The Psychology Ph.D. Program requires a minimum of 111 credits, including at least 36 credits of dissertation. The program is organized into *core requirements* for all students, along with additional work in a *concentration area* composed of electives, the nature of which is defined primarily by the student’s research focus. The core requirements are in research methods, professional issues, and basic content in psychology. The required core curriculum provides a critical foundation in quantitative and research methods, core theory in Psychological Science, Ethics, and Professional Issues. In accord with OSU Graduate Council policy, no more than 15 credits of blanket numbered classes, excluding dissertation, thesis, or internship credit, may be used towards the 111 credit minimum. The course requirements and anticipated scheduling are displayed in Table 1 below.

**Table 1: Psychology PhD Program Curriculum (** denotes new Cat II class proposal; **a** denotes class previously taught as 599 or graduate seminar)**

<table>
<thead>
<tr>
<th>Course (SCH)</th>
<th>Title</th>
<th>Notes</th>
<th>Total SCH</th>
<th>Taught:</th>
</tr>
</thead>
</table>
| ST 511 (4)   | *Methods Core*  
ST 512 (4)   | Methods of Data Analysis  
ST 513 (4)   | Methods of Data Analysis  
PSY 514 (4)  | Research Methods I **a**  
PSY 571 (4)  | Graduate Psychometrics**a** | *All Required* | 20 | Annually |
| PSY 521 (1)  | *Professional Core*  
PSY 523 (1)  | Issues in Professional Psychology**a**  
Ethics in Psychological Research** | *All Required*  
1st year  
3 terms  
1 term | 4 | Annually |
| PSY 531 (4)  | *Basic Content Core*  
PSY 541 (4)  | Behavioral Neuroscience**a**  
Cognition** | Students select 3 | 12 | Biennial |
| PSY 551 (4)  | Psychological Development**a** | | | |
| PSY 561 (4)  | Social Psychology**a** | | | |
| PSY 581 (4)  | Abnormal Psychology** | | | |
| PSY 591 (4)  | Health Psychology** | | | |
| PSY 510 (1-6)| *Concentration Electives*  
PSY 526 (4)  | Field Experience in Human Services  
Psychology of Gender  
Psychopharmacology | Students select 6 | 24 | Slash - most at least yearly |
<p>| PSY 533 (4)  | Motivation | slash class | | |
| PSY 537 (4)  | Perception | slash class | | |
| PSY 542 (4)  | Learning and Memory | slash class | | |</p>
<table>
<thead>
<tr>
<th>Course (SCH)</th>
<th>Title</th>
<th>Notes</th>
<th>Total SCH</th>
<th>Taught:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 544 (4)</td>
<td>Consciousness</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 548 (4)</td>
<td>Cognitive Development</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 554 (4)</td>
<td>Social Development</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 556 (4)</td>
<td>Language Development</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 558 (4)</td>
<td>Social Cognition</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 564 (4)</td>
<td>Fat Studies</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 566 (4)</td>
<td>Psychotherapy</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 582 (4)</td>
<td>Developmental Psychopathology</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 583 (4)</td>
<td>Behavior Modification</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 585 (4)</td>
<td>Conservation Psychology</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 592 (4)</td>
<td>Engineering Psychology</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 594 (4)</td>
<td>Psychology of Meditation* a</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 595 (4)</td>
<td>Industrial/Organizational Psychology</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 596 (4)</td>
<td>Special Topics</td>
<td>slash class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 599 (4)</td>
<td></td>
<td>Topics differ for each offering; sometimes slash, sometimes stand-alone graduate; repeatable</td>
<td>Varies</td>
<td></td>
</tr>
<tr>
<td>PSY 613 (4)</td>
<td>Advanced Quantitative Methods*</td>
<td></td>
<td></td>
<td>New 600 levels - biennial</td>
</tr>
<tr>
<td>PSY 643 (4)</td>
<td>Applied Cognition*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 649 (4)</td>
<td>Advanced Engineering Psychology*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 697 (4)</td>
<td>Psychology of Teaching and Learning*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 698 (4)</td>
<td>Health Psychology across the Lifespan* a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 699 (4)</td>
<td>Special Topics*</td>
<td></td>
<td></td>
<td>Varies</td>
</tr>
<tr>
<td>PSY 501 (1-16)</td>
<td>Research</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>PSY 503 (1-16)</td>
<td>Thesis</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>PSY 603 (1-16)</td>
<td>Dissertation*</td>
<td></td>
<td>36 (min)</td>
<td></td>
</tr>
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</table>

Psychology currently participates in the Master of Arts in Interdisciplinary Studies (MAIS) program. In the MAIS program, students create an interdisciplinary focus by choosing one primary and two secondary areas from different degree programs on campus. There are currently ten students in the MAIS program who have declared psychology to be their primary area, which means that their advisor, the bulk of their coursework, and their main research focus is in psychology. The MAIS is designed to be flexible and has little by way of formal curriculum. However, we attempt to train our primary MAIS students intensively in psychological methods and theory. Because of this, we already teach a relatively small number of stand-alone graduate courses in order for our students to be appropriately trained and so that they can have enough stand-alone graduate class credits to graduate per OSU rules. Because the School of Psychological Science (SPS) does not control the MAIS curriculum, we teach these classes either as special topics (PSY 599) or seminar classes. One of these classes, which is taught
every term as a seminar (PSY 507), is Issues in Professional Psychology (aka “prosem”). This course (which we will give its own permanent course number), along with a course in research ethics, constitutes the proposed PhD program’s Professional Core. PhD Students will take 1 credit of prosem each term during their first year. This class is designed for discussion of issues related to applied psychology and the psychology research enterprise, including topics such as, the teaching of psychology in university settings, presentations to professional audiences, grant application process, job market preparation, using psychology to inform policy, journal reviewing, current methodological controversies, etc.

Concentration area electives are designed to give the student the specific background needed to pursue his or her particular area of interest. SPS already offers a number of slash courses that will be available (see Table 1); however, only a maximum of three slash courses will count towards this degree. Several new stand-alone graduate courses of particular relevance to the PhD program focus, noted in Table 1, will be added to the curriculum via the Cat II process. Among these will be a class on the Psychology of Teaching and Learning (PSY 697) which, in addition to serving potential research interests, will also contribute to students’ ability to design classes and teach. In addition, a variety of stand-alone graduate special topic classes (PSY 599) are currently offered as part of our involvement in the MAIS program. We currently offer at least one 599 class per year. Stand-alone 599 classes will continue to be offered, as they allow for in-depth examination of topics of relevance to various students’ interests. Topics in the past have included Intelligence, Uncertainty, Health Psychology across the Lifespan, Issues in Neuroscience, Face-to-Face Interaction Processes, as well as research methods courses. Some of these are of central relevance to the focus of the new PhD and will go through the Cat II process to become a permanent part of the curriculum (noted in Table 1). In addition, students’ committees will have the leeway to approve graduate classes from outside of SPS as counting towards the Concentration Electives requirements, if such classes are relevant to the student’s focus.

As part of the Ph.D. program, students will obtain an M.S. This will be done using the “thesis option” as outlined by the OSU Graduate School. Students will conduct original research under the supervision of his or her advisor, submit a written thesis to their committee, and orally defend the thesis. The M.S. process is intended to give students experience with leading the design and conduct of empirical research prior to the dissertation stage of the degree. The M.S. degree will require a minimum of 45 graduate credits including thesis credits. As with the Ph.D., a maximum of three slash classes will count towards the M.S. degree.

In addition to the course requirements described in Table 1, students will be required to pass degree milestones. The Ph.D. program is designed to be research intensive, such that students gain a great deal of hands-on experience in conducting research. This is reflected in the milestones.

1) In the first year, students should:
   a. Have a program of study meeting with their committee
   b. Present a prospectus of their Master's thesis project to their committee. This project will require an empirical research study that is designed, conducted, and analyzed by the student under the supervision of his or her advisor. The prospectus can be in the form of a presentation at the program of study meeting, or can be a short, three page document of the form of the Proposed Plan of Research used in the NSF Graduate Research Fellowship application.
   c. Write a short report of a research project and complete a research presentation at a departmental colloquium. This report and presentation is
based on research the student engaged in during the first year that is either independent (but under the supervision of the advisor) or part of a larger project (i.e., part of ongoing work in one of the SPS labs). As part of their educational and professional development, all students will be part of one or more of the many research labs within SPS from their first term until they graduate, as is typically the case in experimental psychology programs.

2) At the end of the second year, students should submit a written Master’s thesis and orally defend it. As per Oregon State University requirements, students must have had a minimum of 45 graduate credits including thesis in order to be awarded an M.S. degree.

3) By the end of their third year, students should have
   a. Passed their preliminary exams. This exam will test mastery of core theories in Psychology as well as advanced theory and knowledge in the student’s research area. It will be composed of a written comprehensive exam that, if passed and if formal coursework is completed, will be followed by an oral preliminary exam. This exam will provide an additional, follow-up assessment of the material relevant to the written exam.
   b. Written and defended a dissertation proposal, which, if successful, will then make them eligible for Ph.D. candidacy.

4) In the fourth or following years, students will orally defend their dissertation.

Although the program is designed to admit students with B.A. or B.S. degree from an accredited higher education institution, some students might enter the program with a Master’s degree. These students will be required to complete the entire curriculum but may have certain elements in their program (e.g., a specific core course or first year Research Presentation) counted towards the degree requirements at the discretion of their Graduate Committee and the School’s Graduate Education Committee. The extent to which this will occur for a given student depends on the extent to which the requirements of the student’s previous degree coincide with the SPS Ph.D. program requirements (e.g., thesis/research requirements; coursework that articulates as SPS courses, etc.). Up to 15 credits of relevant coursework from another degree program can be applied to the Ph.D., with the approval of the committee.

Table 2: Approximate time line for completion of Psychology Ph.D. for students with Bachelor’s Degree

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative/Research Methods Core</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First year Research Presentation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program of Study Meeting</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Issues Core</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Content Core</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration Electives</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second year Project/Thesis Defense</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preliminary Exams</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dissertation Data Collection, Analysis, and Writing</td>
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<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Defense and Graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Table 3: Example of a Student's Path through the PhD Program for a student emphasizing Engineering Psychology (assumes GTA-related credit hour constraints).

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 511 Methods of Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PSY 541 Cognition</td>
<td>4</td>
</tr>
<tr>
<td>PSY 521 Issues in Professional Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSY 523 Ethics in Psychological Research</td>
<td>1</td>
</tr>
<tr>
<td>PSY 561 Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>WINTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 512 Methods of Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PSY 514 Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSY 521 Issues in Professional Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSY 501 Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 571 Graduate Psychometrics</td>
<td>4</td>
</tr>
<tr>
<td>ST 513 Methods of Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PSY 521 Issues in Professional Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSY 501 Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 531 Behavioral Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>ELECTIVE: PSY 697 Psychology of Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>ELECTIVE: PSY 594 Engineering Psychology (slash)</td>
<td>4</td>
</tr>
<tr>
<td>PSY 503 Thesis</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
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</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>WINTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECTIVE: PSY 599 Special Topics: Visual Perception</td>
<td>4</td>
</tr>
<tr>
<td>ELECTIVE: PSY 613 Quantitative Methods III</td>
<td>4</td>
</tr>
<tr>
<td>ELECTIVE: PSY 542 Perception (slash)</td>
<td>4</td>
</tr>
<tr>
<td>PSY 503 Thesis</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<td>PSY 603 Dissertation</td>
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<td>DISSERTATION DEFENSE</td>
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d. **Program Delivery:** manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The PhD program will be delivered on-campus at the OSU-Corvallis campus. There are no plans for Ecampus delivery.

**e. Assuring Quality, Access, and Diversity**

The program will recruit students from within Oregon, nationally and internationally. Admissions decisions will be made by the Graduate Education Committee. In addition to the basic OSU Graduate School minimum requirements, we will require applicants to submit official GRE scores, three letters of recommendation, a vita/resume, and a personal statement describing their qualifications, research interests, and objectives in applying to the program. We will require that students have the equivalent of one undergraduate Research Methods in Psychology course and one undergraduate statistics course. Other criteria that will be considered will include undergraduate or graduate experience in research. Admissions decisions will be holistic in nature; however, in general we would expect successful applicants to have very high GPAs and GRE scores. As discussed in section 4a, psychology doctoral program admissions tend to be highly competitive.

Psychology graduate students tend to be somewhat more diverse than in other STEM fields. According to the National Science Foundation, in 2013 62% of students in psychology doctoral programs were white and 72% female. Students from underrepresented groups will be actively recruited and encouraged to apply. We intend to follow the recommendations of the American Psychological Association’s Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology’s Work Group on Student Recruitment and Retention, which has been collecting best practices in this area for many years. We are also committed to the recruitment of students with disabilities, students from low income families, and other underrepresented populations, and will use similar strategies for recruiting from those groups.

We plan to follow these recommendations from the APA Work Group:

1) Create a supportive environment for students from underserved communities through orientation activities, student support groups (as applicable), and incorporation of related issues into courses and research opportunities for students. For example, four of our faculty have had the faculty training course from the Difference, Power, and Discrimination program, which emphasizes curriculum development. Graduate students can also draw on campus resources from the Center for Latin@ Studies and Engagement (CL@SE), the Lonnie B. Harris Black Cultural Center, the Rainbow Continuum, the Native American Cultural Center, the Centro Culturale Cesar Chavez, and the Asian and Pacific Islander Cultural Center. Further, graduate students will have office space together whenever possible to facilitate peer mentorship opportunities and reduce isolation. Annual orientation programming along with the graduate professional development course will also emphasize community building, campus resources, program history and mission, and sensitivity to diversity. This type of tone-setting at the beginning of program and carried throughout the first year is especially important to present to all students, not singling out students from under-represented backgrounds, and should establish connections and expectations. Feedback from students can be used to improve the orientation across cohort years.
2) Ensure the presence of committed faculty and other relevant resources, including a diverse faculty in both personal identity and research expertise, as well as adequate financial support for students who may vary in need. It is our goal to fully fund all of our students, so as to make highly qualified students more likely to come to OSU.

3) Carefully plan and implement outreach and recruitment efforts to reach prospective students from underserved populations, and retain such students over time to continue to build our mission and impact in this area. Recruitment strategies include the use of specialized outreach to programs such as the APA Minority Undergraduate Students of Excellence (MUSE) and Minority Access to Research Careers (MARC), and identification of undergraduate programs with significant pools of students from underserved groups that can be the focus of recruitment efforts. As the diversity of our program grows, we can also use alumni to help recruit, as recommended by the Work Group. Retention efforts will include focused mentorship efforts, a strong record of funding of all graduate students, and faculty education for mentorship of students from underserved communities.

f. Anticipated fall term headcount and FTE Enrollment Over Next Five Years

We anticipate admitting an average of five full-time students per year, eventually achieving an average of 25 students enrolled in the program by year 5.

g. Expected Degrees/Certificates Produced Over the Next Five Years

It will take the first cohort of students four to five years to complete the program. Therefore, at the end of the five year period our first cohort should be graduating. Assuming we admit five students the first year, we hope to graduate five students with Ph.D.’s within the first five years. Because we expect the M.S. portion of the degree to occur in about two years, we will have awarded approximately 20 Master’s degrees in the first five years of the program if we average five admissions per year.

h. Characteristics of Students: resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.)

We anticipate a mix of students, including students from Oregon, elsewhere in the United States, and international students. They will be primarily full-time, traditional students. However, psychology programs often attract students interested in changing careers, so it is likely that there will be nontraditional students (in terms of age, marital/partner status, employment, etc.) as well.

i. Faculty: Adequacy and quality of faculty delivering the program

The School of Psychological Science currently has 13 tenure-track faculty who will participate in the program, plus one open line that we will fill in the upcoming year. In addition, the Provost has awarded us a new tenure-track line in applied cognitive neuroscience for which we will be recruiting in Fall of 2014, which brings our tenure-track faculty total to 15. All faculty have active
research programs, and most are currently working with Master of Arts in Interdisciplinary Studies (MAIS) students. SPS faculty members routinely sit on graduate committees throughout the University in the capacity of Graduate Council Representatives or minor area advisors. The faculty cover the range of psychology, but we have in recent years aimed our new hires towards expertise in Applied Cognition and Health Psychology, with the goal of creating clusters in those areas in support of this Ph.D. program proposal. We additionally employ eight Ph.D.-level instructors at varying FTE who are split between on-campus and Ecampus teaching.

Students in the Ph.D. program will be advised by a tenure-track faculty person in SPS. Stand-alone graduate courses in SPS are only taught by tenure-track faculty. Slash classes are mostly taught by tenure-track faculty, but sometimes taught by instructors with psychology Ph.D.’s and expertise in the particular area. Instructors, courtesy or adjunct faculty will be eligible to function as committee members, if qualified and approved as Graduate Faculty in Psychology and if such duties are in their position description (in the case of instructors). However, they will not function as advisors. Currently, department-level administrative work regarding our MAIS students is handled by our Graduate Education Committee. This committee has done a great deal of work setting up graduate education procedures, both to handle our MAIS students and in preparation for an eventual Ph.D. program. When the Ph.D. program is implemented, a Graduate Program Coordinator position will be created. This person will come from among the current faculty, with the FTE gained via a two course release. This person will have responsibilities for program management, in collaboration with the Graduate Education Committee.

Our tenure-track faculty have been quite productive as compared to other programs with no disciplinary graduate students. We have had over $1.7 million in awarded external grants during the last few years. The 13 tenure-track SPS faculty in place between 2012 and 2014 (note that the fourteenth is a new line that just started in Fall 2014) had 61 publications in peer reviewed journals and 73 conference presentations. Our faculty hold two journal editorships, and sit on nine editorial boards.

\[ j. \quad \textbf{Faculty Resources: full-time, part-time, adjunct} \]

Current SPS tenure-track faculty, relevant instructors, and courtesy faculty and their areas of expertise are below (note: we have one open tenure-track position and have been awarded a new position, both of which will be staffed in the coming year). We have additional instructional faculty teaching Ecampus who will not be involved in the graduate program. Tenure-track faculty vitas are attached as an addendum.

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<thead>
<tr>
<th>SPS Tenure-Track Faculty</th>
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<tbody>
<tr>
<td>Kathryn Becker-Blease, PhD (Asst. Prof)</td>
<td>Science of Teaching and Learning,</td>
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<tr>
<td></td>
<td>Developmental Psychology, Developmental</td>
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<tr>
<td></td>
<td>Traumatology, Research Ethics</td>
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<tr>
<td>Frank Bernieri, PhD (Assoc. Prof)</td>
<td>Social Psychology, Nonverbal Behavior,</td>
</tr>
<tr>
<td></td>
<td>Person Perception, Emotional Intelligence</td>
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<tr>
<td>Kathleen Bogart, PhD (Asst. Prof)</td>
<td>Health and Social Psychology, Disability</td>
</tr>
<tr>
<td></td>
<td>Studies, Facial Paralysis</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
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<tr>
<td>John Edwards, PhD</td>
<td>Assoc. Prof/Director</td>
</tr>
<tr>
<td>David Kerr, PhD</td>
<td>Assoc. Prof</td>
</tr>
<tr>
<td>Mei-Ching Lien, PhD</td>
<td>Assoc. Prof</td>
</tr>
<tr>
<td>Kristen Macuga, PhD</td>
<td>Asst. Prof</td>
</tr>
<tr>
<td>Lawrence Ryan, PhD</td>
<td>Assoc. Prof</td>
</tr>
<tr>
<td>Christopher Sanchez, PhD</td>
<td>Asst. Prof</td>
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<tr>
<td>Sarina Saturn, PhD</td>
<td>Asst. Prof</td>
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<tr>
<td>Aurora Sherman, PhD</td>
<td>Assoc. Prof</td>
</tr>
<tr>
<td>Patti Watkins, PhD</td>
<td>Assoc. Prof</td>
</tr>
<tr>
<td>Joshua Weller, PhD</td>
<td>Asst. Prof</td>
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**Relevant SPS Instructors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Areas of Specialization</th>
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<tbody>
<tr>
<td>Juan Hu, PhD</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>Misha Kleronomicus, PhD</td>
<td>Clinical/Health Psychology</td>
</tr>
<tr>
<td>Winston McCullough, PhD</td>
<td>Contemplative Studies, I/O Psychology</td>
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**Relevant Courtesy Faculty**

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<th>Name</th>
<th>Areas of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Russo, PhD</td>
<td>Social Psychology, Psychology of Gender</td>
</tr>
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</table>
**k. Other Relevant Staff**

Shirley Mann
Office Manager, Asst. to the Director

**l. Facilities, library, and other resources**

Faculty offices, GTA offices, and the main School offices are located in Reed Lodge. Research laboratories are located in Reed and in Moreland Hall. Each faculty member has laboratory space assigned with appropriate computing resources. In addition, SPS maintains nine testing rooms with computers and an observation lab that are available to all faculty. The School has available computers with experiment-running software (e.g., Direct RT, Medialab). OSU maintains licenses to a number of statistical and office software packages that are routinely used by graduate students (e.g., SPSS, SAS, STATA, R). These can be accessed via OSU’s RemoteApps portal. OSU also has a site license for student and faculty access to the Qualtrics survey administration program.

Current graduate students – all of whom are on GTA or GRA appointments – have office space in Reed.

Library evaluation is attached.

**2. RELATIONSHIP TO MISSION AND GOALS**

**a. Supports the institution’s missions and goals:**

*the manner in which the proposed program supports the institution’s missions and goals for access; student learning; research and/or scholarly work; and service*

Psychology as a field is a core discipline that feeds expertise on topics related to behavior and cognition into other fields. A recent analysis of citation patterns between disciplines identified psychology as one of seven “hub sciences” in terms of scientific influence on other disciplines (Boyack, et al., 2005). Because of this, OSU cannot meet its research or education goals without a strong psychological science presence. As outlined below (2b), our program is designed to directly intersect with OSU’s mission as specifically outlined in the Strategic Plan. In addition, psychology, especially in the areas in which we intend to focus, is classified as a STEM discipline by the National Science Foundation. Therefore, our proposal serves the goal of increasing educational opportunities and research infrastructure in the STEM disciplines.

Psychological Science is a necessary and integral component of all three of OSU’s signature areas. OSU is the only Carnegie Doctoral/Research-Extensive University in the country that has no doctoral program in Psychological Science. The absence of doctoral-level Psychological Science in a research institution whose mission involves “Promoting Economic Growth and Social Progress” and “Improving Human Health and Wellness” is the equivalent of attempting a mission of “Advancing the Science of Sustainable Earth Ecosystems” without the college of Agricultural Science (or Forestry or Oceanography). OSU’s vision, as specified in Phase III of its Strategic Plan, is to be among the top 10 land grant institutions in America. Certainly there are no top land grant universities that do not have a Ph.D. program in Psychology.

In keeping with the land-grant nature of OSU, our program is designed to be applied in nature, oriented towards producing graduates who can help solve practical problems faced by Oregon,
the nation, and the world. We have also chosen our program areas of concentration with an eye towards enhancing the ability of our graduates to work with interdisciplinary teams. In addition, our program is designed to have a rigorous hands-on research component, accompanied by strong faculty mentorship.

The graduate program will have a strong impact on scholarly research productivity. Although SPS does reasonably well in this regard, the fact is that psychology programs without graduate programs are severely disadvantaged from a research productivity point of view. Psychology research is typically done in teams and is collaborative in nature. Graduate students, especially Ph.D. students, are at the core of these teams.

b. Strategic Priorities and Signature Areas: connection of the proposed program to institution’s strategic priorities and signature areas of focus.

The OSU mission statement emphasizes excellence in three signature areas. The proposed Ph.D. program is directly targeted at two of the areas, and also relevant to the third. The Engineering Psychology emphasis is highly relevant to the “Promoting Economic Growth and Social Progress” signature area. Engineering psychology addresses the “human component” of technological challenges. Examples from recent grant applications in which SPS collaborated with other units on campus make this clear:

1) Adequate design of computing technologies to enhance decision-making depends on knowledge of how people approach technology and how people interact.

2) Proper design of transportation systems depends on knowledge of how people perceive environmental cues.

3) Effective use of models of how radiation spreads after a nuclear accident depends on an understanding of how best to present probability information to people.

The program is also relevant to the “Improving Human Health and Wellness” signature area as Health Psychology is directly aimed at this goal. Indeed, it is almost impossible to improve human health without taking behavior and cognition into account. Health Psychology principles are applied in basic and intervention science to improve the health of individuals and communities through better understanding of how biological, social, and psychological factors intersect in their contribution to disease and health. For example, SPS researchers have recently studied suicide prevention, social interaction training for people with facial paralysis disorders, and the effects of socialization patterns on girls’ health. In addition, Applied Cognition work is also relevant to health due to its intersection with topics such as safety, medical technology, and medical decision-making.

The program emphases are also relevant to the third signature area, that of Advancing the Science of Sustainable Earth Ecosystems. As noted in the strategic plan, such systems are a mix of human and environmental systems. Two recent grant applications involving SPS faculty show the relevance of our research to this strategic area. These proposals focused on the creation of systems for communicating environmental information to people in order to enhance decision-making regarding environmental, natural resource, and agricultural issues. We have also worked with Oregon Sea Grant to examine people’s attitudes towards coastal systems, and with Forestry, researching people’s attributions for wildfire damage.
Our proposed program is directly relevant to the benchmarks outlined in Phase III of the Strategic Plan. OSU has set a goal of increasing the number of PhDs it awards by 20% over the next four years. One of the most straightforward ways to do this is to implement a Psychology Ph.D. program, as such programs tend to have strong demand. Psychology, at both the undergraduate and graduate levels, is one of the most popular degrees in the country. Psychology graduate programs tend to have far more applicants than they can admit. OSU’s 800 undergraduate majors currently do not have a local Ph.D. program to which they can apply. The job market for psychology Ph.D. graduates is robust, especially in applied areas, which is the focus of this proposal.

c. **Contributes to OUS Goals:** manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

The strategic goals of OUS and OSU overlap. The points made in a) and b) above are relevant to OUS. The proposed Psychology Ph.D. program serves the OUS goals, and more generally is designed to contribute to the welfare and economy of the state of Oregon. Note that the 2011 Performance Progress Report for OUS indicated that “Oregon needs to reinvest in its graduate programs to remain competitive in the academic marketplace…Oregon’s ability to compete globally requires a solid foundation of strong graduate programs.” As noted above, psychology is a STEM discipline. Therefore, our proposal serves the desire of the state to increase educational opportunities in the STEM disciplines.

d. **Meets Statewide Needs:** the manner in which the program meets broad statewide needs and enhances the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities.

People with doctoral-level expertise in psychology are necessary for Oregon to meet its challenges. Virtually all of the pressing issues in Oregon today have an unavoidable behavioral component. As noted above, psychology is a “hub science”, feeding expertise into other disciplines. The proposed program is specifically designed to feed psychological expertise into areas of critical state needs, especially with regards to health, engineering and technology, and education.

3. **ACCREDITATION**

Not applicable; there is not a standard accrediting body or association for this degree. Note that clinical/counseling psychology programs are typically accredited but other types of psychology graduate degrees are not. We are not proposing to offer a clinical or counseling psychology Ph.D.
4. NEED

   a. **Need: evidence of market demand**

In general, the job outlook for psychologists with a Ph.D. in applied areas is solid. The Occupational Outlook Handbook from the Bureau of Labor Statistics (2014-15 Edition) states that overall employment of psychologists is projected to grow 12% between 2012 and 2022. However, this growth is predicted to vary by specialty and degree type. Job candidates with Ph.D.’s in applied areas (as in the proposed program) are predicted to have the best job opportunities. Employment opportunities are expected to especially grow in health care settings (by 27%), although opportunities in scientific research and development and educational services are predicted to have solid growth. Even during the recent economic downturn, employment trends for doctoral-level psychologists have been strong. Very few psychologists leave the field.

Psychology graduate programs typically have far more applicants than they can admit. Nationwide, doctoral programs in cognitive psychology (for instance) admit 12% of applicants (according to APA’s Graduate Study in Psychology). Health psychology doctoral programs admit around 18%. Applied Experimental programs are somewhat higher at 28%. Oregon universities with nonclinical Ph.D. programs tend to have even lower admission rates. According to the American Psychological Association’s graduate program data, the University of Oregon admits about 7% of Cognitive/Neuroscience Ph.D. applicants; their other psychology subareas admission rates are consistent with this, as are Portland State’s Applied Social/Community and Industrial/Organizational Psychology programs. Clearly there is unmet demand for psychology Ph.D. programs within Oregon.

   b. **Program shared with another similar OUS program:** if the program’s location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

The proposed Psychology Ph.D. program does not share a location with other similar OUS Ph.D. programs. There is a Counselor Education program in OSU’s College of Education; however, the proposed program is not a counseling or clinical psychology program and thus does not overlap with such programs. There are Ph.D. programs at OSU in Human Development and Family Sciences and Public Health that include psychologists among their faculty. The former focuses on human development and on families, which are not topics within our focus. The latter does include a Health Promotion and Health Behavior track. However, the typical focus of Public Health programs is on societal- and community-level assessment and intervention, whereas Health Psychology is more oriented towards individual-level variables (e.g., cognition, affect) and is more experimental in approach. We believe that there will be useful synergy between that program and ours (indeed, there are already collaborative relationships between the two faculties) but that the focus of the programs and the way they approach health issues is different. Finally, there is a Sport and Exercise Psychology concentration within the Exercise and Sport Science Ph.D., but our proposed degree is not in this area. See also 6 b) below.
Undergraduate psychology is among the most popular majors on virtually every college campus. In 2012, 109,000 bachelors degrees in psychology were awarded in the U.S. The proposed Ph.D. program would provide 800 OSU psychology majors as well as the numerous psychology majors from other Oregon universities with an option for a graduate degree.

The Ph.D. program would also allow OSU’s School of Psychological Science to offer a better undergraduate experience. We have until very recently functioned without GTAs in our classes, which, because we tend to teach very large sections, limits the kind of educational experience we can offer. This is especially important in our two introductory psychology courses (General Psychology; PSY 201 and PSY 202), which are among the most popular Baccalaureate Core classes at OSU. We currently teach large (around 300 seats) sections of General Psychology, with no breakout sections or lab sections. Such lab sections are typical at universities with large psychology sections. We have not offered them because we have no disciplinary graduate students to staff them. This fact doubtlessly contributes to the fact that General Psychology has been identified by the university as a high failure-rate class. The Ph.D. program would allow us to overhaul Intro Psych to make it more effective.

d. **Addresses the civic and cultural demands of citizenship**

The focus of the proposed program is of relevance to issues that are likely to be of critical importance to the state of Oregon in the coming years, such as, for instance, ways of ensuring the health and well-being of Oregon citizens. Due to rigorous training in critical thinking, empirical testing of evidence, and research applied to real-world concepts and issues, our graduates should be well positioned to contribute to policy debates in these areas. In addition, the type of methodological and theoretical thinking in which psychology Ph.D.’s are trained makes them adept at transferring their expertise into new areas. Our graduates will also be trained in professional ethics both in our proposed Ethics in Psychological Research course and in the Proseminar, and will apply those ethical principles in the professional conduct of teaching and research.

5. **OUTCOMES AND QUALITY ASSESSMENT**

a. **Learning outcomes:**

Overall, the proposed Ph.D. program is designed to provide students with a strong research foundation focused on both design and analysis of rigorous experimental methodology. In addition, students will develop depth in a theoretical area of emphasis, as described above.

Our specific learning outcomes for the proposed Ph.D. program are as follows. Students will graduate with:

1. The ability to design and conduct original empirical research that extends the existing literature base in their area of emphasis.
2. General mastery of the body of knowledge in psychology, along with in-depth knowledge in one area of emphasis with a focus on theoretical comprehension and application to real-world issues.
3. Students will demonstrate an understanding of and concern for ethical standards in psychology research, teaching, and service.
4. Skills and experience in teaching, as well as in presenting to professional and nonprofessional audiences.

b. Assessment: methods by which the learning outcomes will be assessed and used to improve the curriculum and instruction.

The Assessment plan is summarized on the Graduate School’s Graduate Program Assessment Plan form in Appendix 1. A more specific discussion follows. At the student level, the proposed graduate program embeds several formal student assessment strategies across all years of the program. Assessment strategies are linked to both formal course content and formal research experiences. In addition to the milestones below, students will have an annual progress report from the doctoral advisor and Graduate Education Committee. The major student assessments are:

- **Master’s Thesis.** In their 1st year students will propose a study to be completed during their second year. At the end of the second year, they will write up and defend their study. *This will serve as the completion of their Masters Degree (M.S.)*, assuming they have met the relevant Graduate School requirements for that degree. The intent of the second-year research experience is to provide students with an early experience with designing, completing and presenting research.

- **Written and Oral Preliminary Exams.** Students will complete a comprehensive written exam during winter term of their third year. This will assess students’ mastery of the topics covered in the Methods and Content Core of the curriculum. It will also include questions concerning research and theory in the student’s particular area of emphasis. This will be followed by an oral exam in Winter/Spring. *This will serve as their Advancement to Candidacy.*

- **Dissertation.** Students will complete an original and independent research study in their area of emphasis. The study will based on an approved proposal and students will defend the study to their committee (i.e., advisor, graduate representative, two other members). *This will serve as the completion of their Doctoral Degree (Ph.D.)*.

These and other assessments are tied to the program learning outcomes as follows:

1. The ability to design and conduct original empirical research that extends the existing literature base in their area of emphasis. *This will be demonstrated through completion of master’s (thesis) and doctoral (dissertation) level research.*
2. General mastery of the body of knowledge in psychology, along with in-depth knowledge in one area of emphasis with a focus on theoretical comprehension and application to real-world issues. *This will be demonstrated through coursework, portfolio documents, and preliminary exams.*
3. Students will demonstrate an understanding of and concern for ethical standards in psychology research, teaching, and service. *This will be accomplished through participation and training in research methods courses, professional development seminars (year 1), and in PSY 523 Ethics in Research, Teaching and Practice.*
4. Skills and experience in teaching, as well as in presenting to professional and nonprofessional audiences. **This will be demonstrated through university teaching assignments and professional development seminars, observation of student teaching, students’ first year research presentation, and presentations at professional conferences and school colloquia.**

At the program level, the School’s Graduate Program Coordinator will keep data on:

- Success rates on the written comprehensive exam
- Success rates on the oral preliminary exam
- Success rates on Master’s thesis defense
- Success rates on Doctoral defense

In addition, the Graduate Program Coordinator will collect information on other relevant aspects of student’s progress and the program in general, including the information in the Graduate School’s Core Metrics. Relevant information includes but is not limited to:

- Applicants’ and admitted students’ background qualifications (degrees, schools attended, GPA)
- Classes taken by students, grades, and GPAs
- Observations of student teaching
- Information from exit interviews of graduates, conducted by the head of the Graduate Education Committee
- Post-graduation employment
- Amount and types of student financial support
- Results of external reviews
- Faculty productivity (number of publications, grant funds generated, number of students supported, etc.)
- Student research productivity (number of publications, professional presentations, theses, dissertations)
- Student honors and awards
- Number of graduate classes (standalone and slash) offered
- Student retention, time to degree completion, and attrition
- Post-graduation employment 1 and 5 years post graduation

The Graduate School collects additional graduate program data centrally that is of relevance to program assessment. This information currently includes:

- Applicants’ and admitted students’ GRE scores
- Applicants’ and admitted students’ demographic information (gender, citizenship, race/ethnicity)
- Applicant to matriculation ratio
- Enrolled students by degree, gender, citizenship, Oregon residency, and race/ethnicity
- Student credit hours generated
- Graduate faculty numbers by approval levels and appointment type
- Graduate faculty to graduate student ratio by degree type
- Number of archived theses and dissertations
- Frequency of downloads of students’ theses and dissertation
- Retention rates, graduation rates, time to degree
• Degrees awarded by degree type

The School Director and the School’s Executive Committee (consisting of the heads of the School’s committees) will discuss this information yearly. As required, the annual assessment report will be provided to central administration. If aspects of the information suggest that the program needs improvement, the School Director and Graduate Education Committee will move to make necessary changes.

c. **Performance indicators:** program performance indicators, including prospects of success of program graduates (employment) and consideration of licensure, if appropriate.

See b) above.

d. **Scholarly work of faculty:** nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

All tenure-track faculty in the School of Psychological Sciences have Ph.D.’s from accredited universities. Faculty are trained in a variety of different psychology subdisciplines (i.e., cognitive, engineering/human factors, social, health, behavioral, neuroscience, developmental, judgment and decision-making, clinical). Currently, faculty teach undergraduate and graduate courses, supervise students completing MAIS degrees and serve on graduate committees across the University.

Faculty with graduate students will be expected to maintain their research and publication activities. The faculty will continue as active scholars, encouraged to secure external funding as appropriate to their field of study to support graduate student research. Assessment of faculty success will be based on but not be limited to:

• Scholarly productivity in peer-reviewed disciplinary and/or interdisciplinary journals as well as books, book chapters and conference proceedings
• Participation in professional meetings, conferences, and workshops
• External funding for research and outreach activities
• Participation and leadership in applicable school, university and external (state/national) committees
• Participation on editorial boards, editorship of scholarly journals

6. **PROGRAM INTEGRATION AND COLLABORATION**

a. **Related programs:** closely related programs in other OUS universities and Oregon private institutions.

There are clinical or counseling psychology doctoral programs at George Fox University, the University of Oregon, and Pacific University, but the proposed program is not a clinical or counseling program and does not overlap with these programs.
Of relevance to the proposed program, the University of Oregon has a Ph.D. program with emphases in Cognitive/Neuroscience and Social/Personality Psychology. However, these programs are more oriented towards basic research in psychology than in the applied areas emphasized in the proposed program (and are not specifically aimed at the areas of emphasis proposed here). They also admit very few of those who apply. Portland State has Ph.D. programs in Applied Social and Community Psychology, Applied Developmental Psychology, and Industrial/Organizational Psychology. Portland State University does have an Occupational Health Psychology specialization/minor that is available to their Psychology graduate students as well as students from other areas. Occupational Health concerns the application of psychological research and theory to issues around the safety, health, well-being, and quality of life of workers. That is, Occupational Health is specifically concerned with health in an organizational/work context. Occupational Health is not an area in which we intend to train students, and we have no one on staff working on such issues. Given the different areas of focus of our programs, we do not believe we would compete with PSU for students.

b. Complements other programs: ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

The areas of concentration for the proposed Ph.D. program are designed to complement existing programs at OSU. It is our hope that a Psychology Ph.D. program in our concentration areas will be of benefit to other OSU programs, in the form of new collaborations and increased availability of graduate-level classes in psychology. Our faculty already have collaborative research relationships with a number of OSU programs, which have in recent years included Nuclear Engineering and Radiation Health Physics, Civil and Construction Engineering, Electrical Engineering and Computer Science, Mechanical, Industrial, and Manufacturing Engineering, Social and Behavioral Health Science, the Center for Healthy Aging Research, Biological and Ecological Engineering, Oregon Sea Grant, the College of Earth, Ocean, and Atmospheric Sciences, the College of Education, Veterinary Medicine, History/Philosophy/Religion, Women/Gender/Sexuality Studies, among others. We also sit on numerous graduate committees on campus. SPS takes its role as a collaborative hub science very seriously, and has made interdisciplinary collaboration a program emphasis. Indeed, part of the rationale behind our choice of areas of concentration is precisely the interdisciplinary intersections between those concentration areas and other programs at OSU. In addition to the obvious possibilities for future research collaborations, a Ph.D. program in psychology will make available graduate psychology courses to graduate students in other disciplines. Our current courses have already attracted students from across the University despite our currently limited scope and supply.

With regard to other Institutions, our faculty have nationwide collaborative relationships. In Oregon, those have recently involved faculty at the University of Oregon, the Oregon Social Learning Center, Decision Research, and Willamette University.

c. Not collaborating: if applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A; see above.
**d. Potential impacts:** potential impacts on other programs in areas of budget, enrollment, faculty workload, and facilities use.

Overall, we think that the new Ph.D. program will have a net positive effect on other OSU programs. We do not believe that we will be attracting the same type of applicants as other OSU Ph.D. programs, and there is no facilities overlap with other programs. Our proposal does not require the use of faculty from other units to mentor students or teach classes, although it does not preclude faculty from other programs participating in the Psychology graduate program.

SPS will need to initiate new 500- and 600-level classes, as discussed in Section 1. We expect that the existence of these classes will be of benefit to other OSU programs. Indeed, we get requests for some of these classes from other academic units now. As noted in our business plan below, we do not anticipate any substantial decrease in our undergraduate offerings as a result of the proposed Ph.D. program, and we hope to increase the effectiveness of our main Baccalaureate Core classes (General Psychology). SPS will be hiring one new tenure-track position and filling another open tenure-track slot in the coming year which helps to mitigate impacts on undergraduate education. In addition, we will gain undergraduate sections from the availability of post-M.A. GTAs (see below).

We do not believe that our program will impact enrollment in other graduate programs at OSU or in the state. The exception to this is the MAIS program. We do expect that we will deemphasize our role in the MAIS program as our faculty will naturally gravitate toward the mentoring of doctoral students. In particular, we will shift GTA funding and the associated GTA space from MAIS students to Ph.D. students. Overall, we have no plan to discontinue entirely our participation in the MAIS, although it is likely that the almost all of our participation would migrate to secondary program status.

Faculty will have increased graduate advising and mentoring responsibilities due to the graduate program. To offset this, faculty will be eligible for a one class teaching load reduction if they are involved in a substantial way with the program. Reduction of an individual faculty person’s FTE devoted to teaching will depend on the number of Psychology graduate advisees that person has and the number of graduate committees the person is on. In order to qualify, faculty members must have at least two graduate advisees or one advisee plus two graduate committee student assignments (averaged on a rolling basis). The one course reduction is the maximum that will be allowed. This amount of work is a minimum threshold; it is anticipated that most faculty will do more graduate mentoring than these minimums as we currently mentor ten M.A.I.S. students under our current teaching load. This specific method of calculating course release eligibility is used by other units in our college.

Faculty teaching load reductions can potentially impact our undergraduate program inasmuch as fewer courses are potentially available. In addition, the graduate program will require us to offer the equivalent of approximately 11 additional 4-credit graduate courses per year, which will impact the number of undergraduate offerings. This is consistent with the number of annual offerings by other OSU graduate programs. The estimate of 11 courses is based on the assumption that the Methods and Professional Core classes are taught annually and the Content Core and new electives classes are taught on a rotating basis every other year, along with regular PSY 599 and 699 Special Topics classes (see Table 1). (Note that the slash classes and some stand-alone 599 Special Topics classes are already being taught and do not constitute new additions to the class schedule.) In total, by year 5 of the program, we would expect a yearly impact on the undergraduate curriculum of 28 on-campus sections. This includes 15 classes (maximum) lost due to reduction in teaching load for tenure-track faculty to
accommodate increased mentoring and advising, the addition of the 11 graduate classes to the schedule, and the reduced teaching load for the Graduate Program Coordinator (two classes; see section 1i). To replace these lost sections, post-M.A. GTAs will be assigned to teach sections. By the fifth year of the program, we anticipate as many as 15 eligible GTAs. This generates a minimum of 45 new sections per year (15 GTAs per term X 3 terms), even if each GTA is only assigned one class per term. This leads to a net increase of 17 undergraduate sections over what we would have without the graduate program. Note, however, that we typically put GTAs at .49 FTE, which is a two class load, so that the actual increase is likely to be greater.

Finally, although we currently have space for graduate student offices, as the program grows, we will need to find additional space to house students.

7. **FINANCIAL SUSTAINABILITY** *(attach the completed Budget Outline)*

   a. **Business plan:** business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

The operating budget of SPS has grown 152% since 2008. Although much of this has gone towards new faculty, we have also staffed increasing numbers of GTA positions. In FY14 we budgeted around $325,280 to GTA positions (salary, OPE, tuition), resulting in ten GTA positions for MAIS students. These positions will be allocated to Ph.D. students when the program commences.

A year ago Psychology made its undergraduate major available on Ecampus, and quickly had over 100 new Ecampus majors. We anticipate having a total of around 300 ecampus majors within the next two years, with up to 400 in ensuing years. This estimate is based on our initial number of majors, the estimates of OSU Ecampus, and as the growth pattern of the HDFS Ecampus major, which is a major that tends to parallel ours in terms of student numbers. Even before the psychology degree was available online, we offered numerous Ecampus classes and had substantial enrollment there. The Ecampus major affects the proposed Ph.D. program in two ways. First, it is a substantial source of new revenue given the way that Ecampus dollars are currently allocated to academic units. We estimate that the new revenue generated by an additional 200 Ecampus students would more than cover the additional cost of fully funding twenty .49 GTA positions (that is, 10 spots over what we do now). Note that these projections are conservative in that they assume GTA salaries adjusted for yearly increases, all GTAs funded at the maximum level of .49 FTE, no increase in undergraduate tuition rates, a 15% increase in the amount that central administration takes from our Ecampus gross, and fewer total Ecampus majors than we are actually expecting. Second, because our need for Ecampus classes will increase along with the additional majors, Ecampus class GTA slots (which are currently self-funded because of the way Ecampus revenue flows back to academic units) will become available. We anticipate mixing GTA assignments such that they teach both on- and off-campus, which means they are at least partially funding their own position.

SPS also typically has grant money coming in, some of which includes GRA support. Such revenue would decrease the amount of GTA funding proposed in the budget. Note that a Ph.D. program is likely to make the School of Psychological Science more competitive for grant dollars.
The budget also allows for marketing (brochures, advertisements, etc.; under “Supply & Svcs.”) and recruiting costs (under “Other Expenses”).

   b. Unique resources: plan for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

SPS moved into the newly remodeled Reed Lodge in the Fall of 2013. At the time of the remodel and move, space was allocated to graduate students (present and future). We currently house ten and could accommodate at least three more in that space. This space will be allocated to the incoming Ph.D. students. Additionally, there is some space in our labs that could accommodate graduate student desks. The goal is to house all graduate students in Reed, although some lab space currently is (and will be) in Moreland Hall. Nearly all of our existing lab and office space has been recently remodeled and is unlikely to need substantial maintenance in the near future.

   c. Student/faculty ratio: targeted student/faculty ratio (student FTE divided by faculty FTE).

By year 5 of the program, we anticipate 25 Ph.D. students. With 15 FTE, this means about 1.7 students per tenure-track faculty member. Note that SPS faculty will most likely be on multiple committees in addition to their role as advisor. As we increase in faculty FTE and space, this number can grow.

   d. Student recruitment: resources to be devoted to student recruitment.

Necessary recruitment resources will include creating and distributing marketing material (around $2,000) and a recruiting event in the late Winter ($3,000). These costs will be paid through funding generated by Ecampus revenue.

8. EXTERNAL REVIEW:

Potential external reviewers were identified who have an administrative position in Psychology Departments that include doctoral psychology emphases similar to the one or more of our proposed concentration areas. Based on this criterion, suggested reviewers include:

Charles Folk, Ph.D.
Director, Cognitive Science Program
Department of Psychology
Villanova University
610-519-7464
charles.folk@villanova.edu

Bert Uchino
Associate Chair
Department of Psychology
University of Utah
TAB K

801-581-5682
bert.uchino@psych.utah.edu

Dominic Simon, Ph.D.
Department Head
Department of Psychology
New Mexico State University
575-646-5130
domsimon@nmsu.edu

Crystal Park, Ph.D.
Director, Graduate Certificate Program in Health Psychology
Department of Psychology
University of Connecticut
860-486-3520
crystal.park@uconn.edu

Steven Luck, Ph.D.
Director
Center for Mind and Brain
University of California at Davis
sjluck@ucdavis.edu
530-297-4424
APPENDICES

A – Budget
B – Transmittal Sheet
C – Executive Summary
D – Accessibility Form
E – Library Evaluation
F – Space / Facility Evaluation
G – Graduate Program Student Learning Outcomes
H – External Review Report and Response
I – Letters of Support
J – Liaison Comments
### Budget Outline Form

**Estimated Costs and Sources of Funds for Proposed Program**

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

**Institution:** Oregon State University  
**Program:** MS, PhD in Psychology  
**Academic Year:** 2016-2017

#### Prepare one page for each of the first four years

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## Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

### Indicate the Year:

- First
- Second
- Third
- Fourth

Prepare one page for each of the first four years

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Institution: Oregon State University
Program: MS, PhD in Psychology
Academic Year: 2017-2018
Institution: Oregon State University
Program: MS, PhD in Psychology
Academic Year: 2018-2019

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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Budgetary Impact

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## Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

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**Program:** MS, PhD in Psychology  
**Academic Year:** 2019-2020  
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<td>Library/Electronic</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Supply and Svcs., stationary, mktg</td>
<td>2,185</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2,185</td>
</tr>
<tr>
<td>Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>2,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2,000</td>
</tr>
<tr>
<td>Other Resources Subtotal</td>
<td>5,522</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5,522</td>
</tr>
</tbody>
</table>

### Physical Facilities

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
<th>Column F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Facilities Subtotal</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>1,050,850</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,050,850</td>
</tr>
</tbody>
</table>
Psychology Ph.D. and M.S. New Degree Proposal
Budget Narrative

Explanation and Rationale for the budget line items are as follows. Additional details are contained in the proposal itself, in particular sections 1i and 7.

Personnel:

1) **Faculty** – Costs here refer to the cost of changing the job descriptions of faculty to account for graduate advising and mentoring activities (see section 6d). Specifically, the costs refer to the portion of the faculty FTE that will be put into (additional) graduate advising. These are not actual new costs; there are no new monies being spent on faculty as a result of the changed job descriptions. As discussed in section 1i, the job description change is such that one course is removed from faculty’s yearly load and put into advising. This will lead to the loss of some undergraduate sections. However, as noted in that section, these sections will instead be taught by Graduate Teaching Assistant positions. Therefore, the true costs of the FTE reductions are actually accounted for in (and redundant with) the GTA section of the budget. Nonetheless, we were asked to enter dollar amount costs for the changed part of the FTE that will be devoted to the proposed program.

The faculty costs included in the budget were calculated based on two factors. First, Cost per released class is calculated at .10 FTE. Second, the dollar amount associated with this FTE is simply based on the average faculty person’s salary in SPS as of Winter 2015 (excluding the Director).

In the early years of the proposal there will be relatively few students, therefore less advising activities are required. As discussed in section 6d, individual faculty will need to meet minimum advising thresholds before job description is changed. Faculty currently have a portion of their FTE devoted to graduate advising, such that we currently mentor 10 graduate students per year. Therefore, it is unlikely that individual faculty will meet the minimum advising threshold to qualify for a course reduction until we have at least that many students in the new program. To account for this, in the budget we do not factor in advising costs until we have at least 10 students (that is, starting in year two), and then assume, with increasing student numbers, that five faculty will meet threshold in year two, and an additional five faculty will meet it in each of the new two years. Note that there are 15 faculty positions and the maximum course release is one, so the amount in year 4 is the highest it would be unless additional faculty are added.

2) **Graduate Program Coordinator** – One faculty person will be assigned as Graduate Program Coordinator, responsible for the administration of the program (see section 1i). Costs listed here are those associated with a two course release to allow for the Coordinator duties, based on .10 FTE per course and the average SPS faculty salary.

3) **GTA** – We assume for the purposes of this budget assume all students funded with GTAs at the maximum .49 FTE, which is our goal. The actual number of GTA positions will depend in part on available grant-funded GRA positions, which would reduce the need for GTAs. However, the amount of future GRA money is unknown and likely to vary from year to year.

4) **Recurring Expenses** – Expenses are budgeted for yearly marketing and supply expenses associated with the program (under “Supplies & Svcs”), and for expenses associated with recruiting of prospective expenses (under “Other Expenses”).

5) **Nonrecurring Expenses** – Initial advertising expenses necessary to advertise the availability of the program to potential applicants (e.g., materials sent to other Psychology Departments) are budgeted.

6) **Library Costs** – See the attached library evaluation.

7) **Resources** – As noted in section 7a of the proposal, we already allocate $325,280 to GTA positions, and anticipate substantial increases in ecampus revenue. Additionally, the faculty costs listed on the budget are not actually new costs, but rather job description changes, the impact of which are negated by the increased GTA funding. This means that the amount of actual new resources necessary for the program is less than the amount on this line.
# Appendix B: Transmittal Sheet

**Full Category I and Abbreviated Category I Proposal Transmittal Sheet**

**Submit proposals to:** Office of Academic Programs, Assessment, and Accreditation, 500 Kerr Administration Building – Oregon State University

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For Instructions, see [http://oregonstate.edu/admin/oeapl/academic-programs/curriculum/category-1-proposals](http://oregonstate.edu/admin/oeapl/academic-programs/curriculum/category-1-proposals)

Please attach Transmittal Sheet, Executive Summary, Proposal, Letters of Support (external to OSU), Accessibility Form*, Library Evaluation* (performed by the Library), Faculty CV’s*, Liaison Correspondence (internal to OSU), and Budget Information (both OSU and OUS budget sheets)

*Not required for Abbreviated Category I proposals unless requested

---

**Full Category I**

(Full Category I Final Approval: Oregon State Board of Higher Education for new degree programs; Oregon University System Provosts’ Council for new certificate programs and major changes to existing programs)

Check one:

- [X] New Degree Program
- [ ] New Certificate Program
- [ ] Substantive Change to Existing Program

---

**Abbreviated Category I**

(abbreviated Category I Final Approval: OSU Provost or the Oregon University System Provosts’ Council)

Check one:

- [ ] Establish: a new college, school, department or program
- [ ] Extend: an existing program to a new location
- [ ] Merge or Split: an academic program or academic unit
- [ ] Reorganize: move responsibility for an academic program from one unit to another
- [ ] Suspend or Reactivate: an academic program or academic unit
- [ ] Terminate: an academic program or academic unit

---

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

Title of Proposal:

Ph.D. and M.S. in Psychology

School/Department/Program:

School of Psychological Science

College:

Liberal Arts

I certify that the above proposal has been reviewed by the appropriate Department, School, and College administrators and committees. I approve this proposal.

Sign (Department/School Chair/Head; Director), Date

John Edwards

Print (Department/School Chair/Head; Director)

Sign (Dean of College), Date

Larry Rodgers

Print (Dean of College)

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**Effective Date:** Fall, 2016
Appendix C: Executive Summary

Proposal for a PhD and MS in Psychology

Executive Summary

The School of Psychological Science at Oregon State University proposes to offer a Ph.D. and M.S. in Psychology. The program will have a focus on the application of psychological methods and research to solving practical problems, with areas of concentration in Engineering Psychology, Health Psychology, and Applied Cognition. Graduates of the Psychology Ph.D. program will be qualified to define, assess, analyze and evaluate problems in both the private and public sector that are behavior based. The proposed program is designed to have a strong research component, ensuring that graduates have the tools to tackle a variety of applied problems.

Psychology as a field is a core discipline that feeds expertise on topics related to behavior and cognition into other fields. A recent analysis of citation patterns between disciplines identified psychology as one of seven “hub sciences” in terms of scientific influence on other disciplines (Boyack, et al., 2005). OSU is the only Carnegie Doctoral/Research-Extensive University in the country that has no doctoral program in Psychological Science, which has a detrimental effect on OSU’s ability to meet its mission. In keeping with this, the proposed program is designed to be able to foster collaboration with other OSU academic units and to support OSU’s broader research and graduate education enterprise. Psychological Science is a necessary and integral component of all three of the signature areas described in OSU’s strategic plan, and the proposed program is designed to directly intersect with OSU’s mission as described in that plan.

People with doctoral-level expertise in psychology are necessary for Oregon to meet its challenges. Virtually all of the pressing issues in Oregon today have an unavoidable behavioral component. As noted above, psychology is a “hub science”, feeding expertise into other disciplines. The proposed program is specifically designed to feed psychological expertise into areas of critical state needs, especially with regards to health, engineering and technology, and education. Psychology graduate programs in general tend to have far more applicants than they can admit, and this is true of Oregon’s graduate programs.

We anticipate admitting up to five students per year, with an expectation that approximately 25 students will ultimately be enrolled in the program at a given time once the program is fully operational.
Appendix D: Accessibility Form

Category I Proposal
Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal: Ph.D. and M.S. in Psychology
Effective Date: Fall, 2016

Department/Program: School of Psychological Science
College: Liberal Arts

☑ Faculty Guidelines (http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff)
☑ Information Technology Guidelines (http://oregonstate.edu/accessibility/)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

[Signature]
Date: 9/27/14

John Edwards
Print (Department Chair/Head; Director)
Appendix E: Library Evaluation

OSU Libraries
Collection Development

Library Evaluation for Category I Proposal

Ph.D. and M.S. in Psychology
Title of Proposal

School of Psychological Science
Department

Liberal Arts
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

[ x ] inadequate to support the proposal (see budget needs below)
[ ] marginally adequate to support the proposal
[ ] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1: $800 (monographs) $2,651 (journals) $3,451 Total

Year 2: $2,860 (3 journals+inflation)
Year 3: $3,090 (3 journals+inflation)

Comments and Recommendations:

Date Received: 10/8/14 Date Completed: 10/16/14

Laurel Kristick
Collection Assessment Librarian

Signature

Kerri Goergen-Doll
Head of Collections & Resource Sharing

Signature Date

Faye Chadwell
University Librarian

Signature Date

October 14-16, 2015 Board of Trustees Meetings

Academic Strategies Committee
Appendix F: Space / Facility Evaluation

April 8, 2015

Dr. John A. Edwards, Director
School of Psychological Science
Oregon State University
Corvallis, OR 97331-5303

Dear John,

We appreciate the opportunity to review the School of Psychological Science proposal to offer a Ph.D. and M.S. program in Psychology. Per our review of the documentation provided and discussion, we understand that the program will require space to accommodate additional tenure-track faculty and graduate students. A draft space program is attached outlining these assumptions based on current space standards.

- Private faculty office: 120 ASF (assignable square feet)
- Graduate student workstation: 64 ASF (this allows for a shared office or standard 8’ x 8’ cubicle workstation in a large shared office)
- Dry research lab: 600 ASF (sized to provide either open lab space or allow for a series of smaller testing labs)

Per our discussions with Associate Dean Marion Rossi, we understand that adjacency to the SPS current program in Reed Lodge is desired. Although we do not have this space available at this time, we will continue to keep the goals for this program proposal within our list of space requests. The potential for space availability in Heckart Lodge is tentatively sometime in 2018. We will communicate earlier availability potential with Associate Dean Rossi.

Given that your proposal outlines a strategy for accommodating most of the space needs within Reed Lodge in the short term, Capital Planning and Development supports this proposal.

Sincerely,

Lynne Schauble
Space Allocation Manager

Cc: Gary Beach, Senior Curriculum Coordinator, APAA
    Marion Rossi, Associate Dean, College of Liberal Arts
16 September 2015

TO: John Edwards, Director  
   School of Psychological Science (SPS)

FROM: Larry Rodgers, Dean  
       College of Liberal Arts (CLA)

RE: Graduate Program Space - SPS

CLA and I are fully committed to the success of your proposed new PhD program in the School of Psychological Science. As part of that commitment the college has begun planning for the space acquisitions and development required to support the program and enable student success. While space is always at a premium throughout the university we are, as you know, particularly challenged in CLA by the limitations of the buildings we currently occupy and the needs must have for significant upgrades and refurbishments – investments ideally borne, or at least shared, centrally. Nevertheless, we fully intend to have, and are planning for, suitable space(s) to meet both faculty and student needs as SPS develops and implements this new program.

Thank you for your excellent work and best wishes as matters move forward.
### Appendix G: Graduate Program Student Learning Outcomes

#### Assessment plan for graduate learning outcomes (GLO) for master’s degrees

<table>
<thead>
<tr>
<th>Program Outcomes, Measures and Benchmarks or Milestones</th>
<th>Process</th>
<th>Frequency</th>
<th>Measures/Methods/Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. List the university and program level student learning outcomes (GLO).</td>
<td></td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>b. What data are archived? Where, how and for what duration?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. What year did you report on this outcome? (Every outcome must be assessed at least once every five years.)</td>
<td>Yearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. What benchmarks/milestones did you use to determine if the outcome has been satisfactorily met by the students?</td>
<td>Yearly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.**
- **Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.**

---

**Programs**

- **Academic Strategies Committee**
- **October 14-16, 2015 Board of Trustees Meetings**
### Process

**a.** How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review?

Coordination of the data collection will be done by the Graduate Program Coordinator. The information will be discussed yearly by the School’s Director, the Graduate Program Coordinator, and the School’s Executive Committee. The results of the assessment will be used to determine course offerings (content and frequency) in future years.

**b.** What data are archived? Where, how and for what duration?

Students’ program of study (10 years), student theses (10 years), student yearly assessments (5 years after student leaves the program), program level information (10 years or the length of time between program assessments).

### Program Outcomes, Measures and Benchmarks or Milestones

**a.** List the university and program level student learning outcomes (GLO).

<table>
<thead>
<tr>
<th>Outcome Description</th>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct research or produce some other form of creative work</td>
<td></td>
</tr>
<tr>
<td>Demonstrate mastery of subject material</td>
<td></td>
</tr>
<tr>
<td>Conduct scholarly or professional activities in an ethical manner</td>
<td></td>
</tr>
<tr>
<td>Competence in teaching and professional presentations</td>
<td></td>
</tr>
</tbody>
</table>

**b.** What year did you report on this outcome? (Every outcome must be assessed at least once every five years.)

- Yearly
- Yearly
- Yearly
- Yearly

**c.** List the measures/methods/instruments used to assess the outcome. Identify measures, methods and/or instruments as being direct (D) or indirect (I).

<table>
<thead>
<tr>
<th>Measure/Instrument Description</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 credits of Dissertation credits (D)</td>
<td>D</td>
</tr>
<tr>
<td>59 credits of coursework (D)</td>
<td>D</td>
</tr>
<tr>
<td>Ethics in Psychological Research course (D); Issues in Professional Research Course (D)</td>
<td>D</td>
</tr>
<tr>
<td>PSY 697 course (D); Evaluations of GTA performance (D); First year research presentation; thesis defense.</td>
<td>D</td>
</tr>
</tbody>
</table>

**d.** What benchmarks/milestones did you use to determine if the outcome has been satisfactorily met by the students?

- Dissertation Proposal; Dissertation Defense
- Cumulative GPA above 3.0; Preliminary Exams
- Course grades 3.0 or higher; passing dissertation defense.
- 3.0 or better grade in PSY 697; Satisfactory GTA performance; passing first year presentation; passing dissertation defense.

---

1. Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.

2. Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.
Memorandum

To: John Edwards, Director School of Psychological Science
From: Stephen Crites, Tera Letzring, Shannon Lynch
Date: Sep 4, 2015
RE: External review of proposed Psychology PhD program

1. Program
   a. The program objectives and requirements; the mechanisms for program administration and assessment.

The content of the program objectives (in terms of its learning outcomes) and requirements are well-considered and appropriate for the program. There is a possibility that the course load that students will take in the first two years might be high in comparison to peer institutions and might hinder students initiating research programs necessary for learning skills required for MS and PhD degrees. It would be beneficial for the School of Psychological Science (SPS) to make this comparison and possibly adjust the course load if it is high relative to peer institutions. Based on the example Student’s Path through the PhD program (p. 8 of the Program Proposal), we also encourage SPS to consider the timing of enrollment in research/thesis credits. In the example, all of the thesis credits are in the Spring term of the second year, whereas students will be working on their thesis much earlier than that, as described in the degree milestones for each year (p. 6). For this reason, we recommend that students start enrolling in thesis credits when they begin directly working on their thesis proposal. We also encourage the use of less restrictive language for the yearly milestones. As it is written, students “must” complete the requirements on time, but it may be better to state these as expectations or guidelines. Another place to add flexibility to the program is to allow room for additional statistics and/or research methodology courses. One idea of a way to achieve this increased flexibility is to make Psy 613 or Psy 699 into topic-specific courses (e.g., 613 Special Topic: Structural Equation Modeling), so that topics could be made available based on faculty expertise and student demand.

The mechanisms for program administration are excellent. There is obvious support from the Graduate School and other Schools on campus. We also support the allocation of 2-course releases for the graduate program director to allow this person adequate time to focus on the tasks of establishing and running a PhD program.

The mechanisms for student assessment are a good start, but we encourage the faculty to include additional metrics that go beyond completion of course requirements and grades in courses. For example, the graduate school already collects several metrics that are available to SPS such as evaluation of theses, dissertations, and preliminary exams that go beyond the pass/fail decision. SPS should look into these, and other, metrics to help with student
assessment, especially with regard to research progress of students.

b. **The program’s alignment with the institution’s mission and strategic objectives.**

The program did an excellent job of aligning itself with the institution’s mission and strategic objectives, especially with Goal 2 and the strategy of increasing the quality, capacity, and impact of graduate programs (pp. 14-16).

c. **The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to and use of support resources within and external to the institution.**

There is an adequate number of faculty in the areas of emphasis that have been proposed for the program. However, it is important that there be recognition of the need for flexibility in terms of curriculum adjustments and the possible addition of tenure-track faculty lines. We encourage SPS to consider whether a maximum of one course release will be sufficient to allow excellent mentoring of graduate students and teaching, when the number of graduate students grows larger. The current proposal states that faculty will receive a maximum of one course release for advising two graduate students or for advising one graduate student and being on two student committees; this may not be sufficient when a faculty member is mentoring four or five students. Furthermore, based on the Carnegie designation of Doctoral/Research Extensive University, a course load of 2-1-1 may be on the high side.

The regular course offerings and directed study will adequately prepare students for future careers in applied or academic settings. It is important to be aware that it may take time to build the program to the point where the number of students enrolled in a class meets the institution minimum of six students. This could be up to 4-6 years for classes that are offered on a biennial basis.

We were impressed with the infrastructure that exists within the institution to support this proposed program, and are confident that the program will have access to resources that are necessary to meet its needs. As part of this, it is important for SPS to retain flexibility of the use of funds generated through Ecampus course fees, as this will be an important source of revenue for recruiting and retaining high quality graduate students, as well as an excellent way to prepare them for possible teaching opportunities in their future careers.

d. **The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc.**

The proposal clearly describes possible overlap with programs within OSU and the state and explains that direct overlap does not exist (p. 17). Although the proposed program does not duplicate other programs in the State or with OSU, there is some similarity/compatibility with other programs which is very important because it allows for interdisciplinary research and other collaborations. We were impressed by the current interdisciplinary culture of OSU and are confident that the proposed program will enhance and build on this important strength.

The proposed program can also benefit the undergraduate program, most notably by increasing opportunities for undergraduate students to be involved in research as more graduate students will be actively involved with research themselves, thereby providing opportunities for undergraduates to work with the graduate students in addition to working with the faculty. A potential drawback to the undergraduate program is a decrease in the
number of undergraduate courses that are taught by the faculty or an increase in course size to accommodate faculty course releases. However, we think this will be more than compensated for by the increased opportunities to be involved in research outside of classwork.

e. **The justification in terms of state needs, demand, access, and cost effectiveness (if this program represents duplication within the state).**

There is very minimal duplication within the state, so this point is not applicable. There are many likely benefits of the proposed program, including increased competitiveness for external grant funding and increased ability to attract and retain high quality faculty and graduate students. The proposed program is also likely to improve undergraduate programs, as described in section d.

f. **The program’s major strengths and weaknesses.**

We identified several strengths of the proposed program: (1) the extent to which the interdisciplinary nature of the program fits with the university culture; (2) the excitement of the faculty in regards to the program (both from within the SPS and in other Schools), (3) the support this program has from across the university (including the Dean of the College of Liberal Arts, the Graduate School, the Provost’s office, the School of Public Policy, Mechanical, Industrial, and Manufacturing Engineering, the School of History, Philosophy, and Religion, and the College of Education/STEM Center), (4) the current experience the faculty have of working with graduate students through mentoring students in the Master of Arts in Interdisciplinary Studies (MAIS) program, and (5) the forethought that went into designing the program. A potential weaknesses was the dependence on the funds from Ecampus fees to support the program, especially for funding GTAs. We encourage SPS to consider exploring additional means of funding students, such as paid internships in other areas of the university or within the community.

2. **Faculty**

a. **The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.**

The faculty all have adequate training and experience to serve as graduate faculty and supervise PhD students. Based on a review of 12 current faculty whose vita were provided from the September 2014 application, it appears that all are actively engaged in research. The twelve faculty as a whole are publishing 1.85 peer-reviewed publications a year since obtaining their PhDs (range of 0.7 to 3.7). This number is almost certainly below the mean for Psychology programs that offer PhD degrees but appears strong for a program that does not currently have any advanced degree (other than the MAIS administered by the College). The overall quality of the publications (based on review of journal impact) is in line with expectations with some being in top-tier journals and others being in more focused journals with lower impact. Eight of twelve faculty had at least one grant of $100,000 or more and one who did not was a very junior faculty who would not be expected to have this type of grant. This overall percentage of faculty with a significant ($100K) grant is good. Developing and funding a viable PhD program, however, will require more consistent grant
activity and funding. That is, a couple of faculty have not had a significant ($100K +) grant in over a decade and only three faculty have more than one $100K grant (one has more than two such grants). Adding a PhD program should help with procuring grants (and increase the number of publications) because higher quality students will increase the productivity of current faculty and make it possible to attract and recruit high productivity faculty (many of whom would not take positions at institutions that do not have PhD programs).

b. The faculty in terms of size, qualifications for area(s) of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc.

The overall size of the faculty (15) is (minimally) adequate for adding a PhD program but small given the number of undergraduate majors. A big asset to the proposed program is the number of adjunct faculty in different Colleges/Schools that have PhDs in Psychology or closely related fields. These faculty will be able to assist with (1) mentoring of students in SPS (serving as committee members), (2) offering courses that might be relevant to students in the proposed program, and (3) creating opportunities for more interdisciplinary research. For the PhD program in the SPS to thrive, however, we believe it will be important to add at least 3-4 more faculty in SPS.

The makeup of the faculty with regard to areas of specialization is consistent with what is needed to administer a large undergraduate program and provide sufficient breadth of coverage in the undergraduate program. For example, there are 2 to 3 faculty in each of the “traditional areas” of psychology (e.g., Clinical, Cognitive, Developmental, Social, etc.). The PhD program outlined in the proposal did an excellent job of identifying non-standard areas that cut across traditional classifications in Psychology to bring together people trained in different traditional areas. To have a viable PhD program, it will be important that future hires fit within one of the three proposed PhD concentrations of the Applied Psychology program. If new faculty are not added to one of these three concentrations, the proposed concentrations will not have a sufficient number of faculty to attract and adequately train PhD students in those areas. This may require adjusting undergraduate course offerings so that they better match the proposed Applied PhD program.

c. Areas of faculty strength and weakness.

The proposal did a good job of identifying a focus (Applied Psychology) and concentrations (Engineering, Health, & Applied Cognition) that fit the existing faculty. The match between these concentrations and faculty, however, is not perfect. There are some faculty who fit very clearly in these areas and others do not fit as well. This is to be expected because the faculty hires were likely made based on needs in the undergraduate program. Moving forward, it will be very important, and sometimes challenging, to bring faculty research interests into better alignment with the proposed concentrations, which is needed to have strong productive concentrations. This can happen if current faculty change how they think about, focus, and present their research, and it can happen by attracting new faculty who fit within the PhD concentrations (either as new lines or when replacing a faculty who retires/leaves). One of us went through a very similar experience when a new Psychology PhD program was added, and it took about a decade to gradually shape the Department to fit the concentrations in the PhD program. We suggest the SPS faculty actively and openly talk about this process and communicate with the administration about how things are going and
the plan for moving forward. It is also important that OSU administration gives SPS enough
time to develop strong cores in the three concentrations. Our impression is that the faculty
and administration are aware of this and willing to help, which is a strength.

d. Faculty workload, including availability for student advising, research oversight,
mentoring, and teaching effectiveness.

The proposed faculty workload with regard to teaching formal courses (standard of 2-2-1 and
reduced to 2-1-1 for faculty who are mentoring 2 or more graduate students) is within the
range for PhD programs (the mode is 2-2 for semester institutions), but may be a little on the
high side for Carnegie designation of Doctoral/Research Extensive. This may limit the time
faculty have for research, and most importantly writing grant proposals that will be necessary
for a strong PhD program. This teaching load will provide adequate time for graduate student
mentoring when faculty mentor a few students, but possibly not enough for faculty members
with several graduate students (i.e., four or more).

With regard to undergraduate advising, SPS has two full-time undergraduate advisors who do
the vast majority of undergraduate advising so adding the PhD program will not adversely
affect the undergraduate program in regards to undergraduate student advising. As
mentioned above, a designated graduate faculty advisor will be needed to coordinate all
activities at the graduate level and this person will get course reductions, which will be
necessary.

Adding the PhD program will allow graduate students to begin teaching undergraduate
classes. Mechanisms for properly training and monitoring graduate instructors will need to
be developed and refined to insure that the graduate students are effective instructors.

e. The credentials, involvement of, and reliance upon support faculty from other
departments within the institutions, from other institutions, and/or adjunct faculty.

As discussed above, a major strength of the proposal is the number of faculty with PhDs in
Psychology or closely related fields in other Colleges and Schools across the University.
These faculty who are immersed in other Schools provide an important buffer for any
personnel changes in SPS (e.g., retirement, faculty leaving, etc.). In addition, they also
provide a bridge to allow more collaboration across Schools/Colleges that is increasingly
important for obtaining external funding. Another strength is the high number of instructors
(who are not tenured or tenure-track) that help with in-class and online undergraduate
courses. These instructors are an important asset that will allow a sufficient number of
undergraduate courses to be offered as tenured and tenure-track faculty teach more graduate
courses.

3. Need

a. The evidence that there is significant demand for this program.

The proposal clearly states the demand for the program, with evidence including the large
size of the undergraduate major, the low percentage of applicants that are admitted to PhD
programs, and the lack of a similar program within the geographic region of OSU (pp. 16-17).

b. The evidence of sufficient and relevant employment opportunities for graduates of this
program.
The proposal states that employment opportunities for students trained in the proposed areas of emphasis are projected to grow between now and 2022 (p. 17). We also commend SPS for designing a program that will train its graduate to be successful in both industry and academia, as there is evidence of professional development opportunities within the department and the Graduate School, in addition to the objectives of the program itself.

c. *The overall need for the program within the institution, the Oregon University System, state and/or region, and nation.*

There is a clear overall need for the program, as this is a unique program that does not currently exist in Oregon or the Northwest region.

4. **Resources**

a. *The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the program's utilization of resources outside the institution (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions).*

Current psychology faculty have offices and most have research space allocated in Reed Lodge. A few faculty have research spaces in Moreland Hall. Reed Lodge was recently renovated and seems well designed to meet the educational and research needs of the faculty. In particular, there are designated research and testing rooms that can be shared across faculty and graduate students to enhance efficiency and collaboration. However, the department is currently planning to hire two additional faculty and does not have sufficient office or research lab space for new faculty hires. Next, while the department has allocated space for 10 current graduate students, given the goal of enrolling 25 students within five years, additional space for graduate student offices will also be necessary. Computer facilities appeared to be up to date and numerous enough to support the anticipated number of graduate students. While the library reported having a monograph collection comparable to peer institutions, they noted important gaps in their journal coverage. In order to stay current in the field, it will be critical that faculty and students have access to key journals, particularly in the three areas of emphasis for the program. The library representative noted the need to add three high impact journals relevant for the identified areas of the proposed program at this time. The library representative also noted the intention to monitor ILL requests and determine if additional journals are needed to meet the research needs of students and faculty. It will be important that the library be allocated additional resources to address the identified needs as the program grows.

b. *The proposed budget and any need for new resources to operate the program effectively.*

Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships).

SPS identified several budget needs for the first five years of the program. It is evident from the proposal that the department currently has strong revenues from ecampus and anticipates growth in these revenues. It will be critical for the success of this program that the department retain the capacity to use ecampus funds to cover the proposed additional 10 GTAs as well as other forms of graduate student support (e.g., travel and small research grants) in order to attract and retain strong graduate students. It may also be necessary to allocate some funds for recruitment purposes. The current allocation is very limited. It will likely take several years of active recruiting to develop a national reputation for the program, and generate a consistent stream of student applications. Additional funds for recruiting activities, including funds to
bring student applicants to campus, may be necessary to be competitive with peer programs. The graduate school may be a resource that can assist with recruitment related activities. SPS appears well positioned given current collaborations to increase their competitiveness for grant funds and to generate funds to support graduate students and department activities. Continued support for discretionary use of ecampus funds as well as the potential to increase grant funding provide SPS with the financial ability to add the proposed PhD program.

c. *In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures).*

We met with multiple individuals in institutional leadership roles as well as faculty from other Schools on campus. It is clear there is broad support for the proposed program. The College Dean and Assistant Provost both indicated strong institutional support (e.g., via hiring opportunities, continued allocation of resources such as a percent of ecampus and indirect funds returning to the department, and recognition of how teaching workload would shift to accommodate graduate education). It will also be important to ensure adequate funds are available to address hiring costs, including faculty start up funds. The department has a clear plan for increasing undergraduate offerings via the added GTAs, to facilitate the proposed faculty releases. As the graduate program grows, it may be necessary to evaluate whether the department has sufficient support staff. At this time, it appears there is a good University infrastructure in place that assists with some of the tasks that are done by Department/School administration at many Universities (e.g., course scheduling).

d. *Institution leaders' commitment to this program in the long term.*

As noted above, we met with multiple institutional leaders (Associate Dean of the Graduate School, Senior Vice Provost, Dean of the College of Liberal Arts) and were presented with uniformly strong support for the proposed program.

e. *The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.*

SPS appears well positioned to implement and develop the proposed program given continued institutional support via discretionary use of ecampus funds, continued allocation of grant indirect returns, and opportunities to advocate for new lines as the program grows. The institutional support appeared broad (demonstrated via support across schools and colleges) and highly consistent across constituents.
Response to the External Review of the Proposed PhD in Psychology

John Edwards, Ph.D.
Director
School of Psychological Science

The external review of the proposed program strikes us as quite positive. It contains a number of useful suggestions, not all of which require comment, and some of which are not directly under the School’s control. However, there were several items in the review for which comments might be useful:

1. The review makes some suggestions concerning students’ course loads and related items. These appear to have been based on Table 3, which portrays a sample timeline for a hypothetical student. Table 3 portrays only one of a number of possible pathways. It wasn’t meant to portray a set path for all students. The form of a particular student’s program of study will depend on numerous factors, such as funding source and course scheduling.
   a. The review suggested that there were too many classes required in the first two years. However, consistent with the clarification above, this isn’t necessarily the case. The hypothetical student portrayed in Table 3 “front-loaded” all of her or his formal classwork into the first two years, but there is no reason why some of the classwork could not have been spread into year 3. As a general principle, however, we would strongly encourage students to complete the Methods Core during the first year. In addition, we will require the Professional Core be completed during the first year, as indicated in Table 1, except under unusual circumstances.
   b. It was suggested that students enroll in thesis credits earlier than is indicated in Table 3. Consistent with our comment above, this is certainly possible, and we have revised Table 3 to illustrate this.
   c. It was suggested that we change some of our language to be less restrictive (i.e., less use of “must”). We have revised the proposal towards this end, although for certain elements (e.g., minimum credits) we retained the original restrictive wording because of OSU rules or program goals.

2. The review suggests that we consider additional avenues for student assessment. There may be some confusion here between program-level assessment (discussed in Section 5) and individual student assessment, which isn’t formally included in the required proposal items. With regards to assessment of individual students, our current practice with the MAIS students is to do a formal yearly review of each student, conducted by the Graduate Education Committee. This entails, first, the completion of a set of specific items by the student detailing their activities for the previous academic year. The student meets with his or her advisor to discuss that material. The advisor sends a report to the graduate education committee about the student’s progress, which is framed around a set of specific questions. GTA supervisors complete a similar report about the graduate students assigned to them. Based on these reports, the Graduate Education Committee then prepares a
progress evaluation letter which is sent to the advisor and the student. We anticipate continuing this general procedure in the proposed PhD program. More generally, we have long been a data-intensive department with regards to assessing our undergraduate educational activities, and intend to do the same in graduate education.

3. The reviewers question whether a four-class load for faculty who are mentoring relatively large numbers of graduate students is too high. The proposed load is consistent with that of other social science units on campus with graduate programs, and with many psychology department nationwide. However, it is true that this course load is higher than that of elite psychology programs, and also true that we do not want to discourage faculty from taking on students. We will monitor this issue as the program unfolds, in consultation with our Dean.

4. The reviewers advocated exploring additional means of funding students beyond GTAs. Our chief plan for doing this concerns increasing our grant productivity. As the reviewers note elsewhere in the review, the addition of a PhD program makes grant funding much more likely for our School. Grant funding would typically include GRA positions for some students.

5. The reviewers note the need to properly train and monitor GTAs who teach solo. We are aware of this and are currently in the process of developing such procedures, based in part on the practices of other Psychology departments as well as our own knowledge of "best practices" in teaching and learning.

6. The review correctly highlights our space issues. We have long been in discussion with relevant parties at OSU about this, and hope to have it resolved before it becomes problematic. Note that GTA space won't become a problem for three years or so. Space for new faculty is more pressing.

7. The review notes the potential utility of allocating money to bring prospective graduate students to campus. We agree with this and will allocate money to this to the extent that the School budget allows. We have updated the budget spreadsheets to reflect this (under "Other Expenses").
Appendix I: Letters of Support

Dr. John A. Edwards Director
School of Psychological Science Oregon
State University

September 23, 2014

Dear John,

you had approached us to discuss a potential psychology graduate program (PhD) at Oregon State University. During a recent meeting that included the two of us, our Graduate Education Committee Chair Sara Hodges, and our Associate Department Head Sanjay Srivastava, you presented your plan in some detail.

Representing the University of Oregon’s Department of Psychology, I fully support this plan.

The graduate program you envision is relatively small and will accentuate an applied perspective, which nicely complements our more basic-science emphasis. Also, our pool of applicants is typically very deep with many more qualified candidates than we can admit. Therefore, it is highly unlikely that there will be significant competition for the same students between the different graduate programs within the state (i.e., UO, Portland State, and a future OSU program).

I wish you all the best with this important project and please let me know should you have any additional questions.

Ulrich Mayr
Professor and Department Head
Department of Psychology
ULRICH MAYR, PROFESSOR/HEAD
PSYCHOLOGY DEPARTMENT
1227 University of Oregon, Eugene OR 97403-1227 T (541) 346-4959 F (541) 346-4911
http://www.uoregon.edu/~mayr

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act
Thank you for sharing in advance your Department's proposal for a PhD program in Applied Psychology at Oregon State University (OSU) with Portland State University's (PSU) Department of Psychology.

Our department successfully proposed a PhD program in Applied Psychology to the Oregon State Board of Higher Education in 2004. The program has three major areas of specialization: Applied Developmental, Applied Social & Community, and Industrial/Organizational. A number of our faculty members also have expertise in health psychology, including those who teach in our Occupational Health Psychology minor program. In the ten years since beginning, we have enjoyed success and growth with now almost 200 applicants and about 5-6 PhD graduates each year.

OSU's application demonstrates the demand and value of an Applied Psychology doctoral program. You have established important metrics and evidence regarding the need for the program. The proposed curriculum is appropriate to the training goals for the program and the needs of students and employers nationally. And the proposal provides evidence that the resources required to implement the program will more than compensate over time for the front end investments made.

One potential concern that we considered is the possible overlap between our PhD in Applied Psychology and another in nearby Corvallis. As we understand it, OSU's program in Applied Psychology proposes three areas of concentration: (a) Engineering Psychology, (b) Health Psychology, and (c) Applied Cognition. There is some overlap between the two doctoral programs in the area of health psychology. However, I appreciated the discussion we had regarding the possibilities for collaboration among our faculty members and students. Such collaboration could increase further the regional opportunities and expertise for students in Applied Psychology and health psychology.

With these considerations in mind, I am writing in support of OSU's proposal for a new doctoral degree program in Applied Psychology. Your application has demonstrated the need for this program and the capacity of OSU faculty members to implement it successfully.

Sincerely,

Eric Mankowski, Ph.D. Professor and Associate Chair

October 7, 2014

Dr. John A. Edwards
Director
School of Psychological Science
Oregon State University
Corvallis, OR 97331-5303
Appendix J: Liaison Comments

Curriculum Council

Email correspondence between John Edwards (Director of the School of Psychological Science) and Paul Doescher (Curriculum Council) regarding Curriculum Council questions on the proposal:

On Apr 15, 2015, at 5:03 PM, Edwards, John <jedwards@oregonstate.edu> wrote:

Hi Paul -
Thanks for looking over our proposal. With regards to the questions:

1) We have considered other department's stats offerings. In general, it is extremely rare for Psych PhD programs to not have in-house statistics. In fact, I can't think of one that's doesn't offer its own stats. Quantitative psychologists tend to very good at what they do. Perhaps because of this, we have long had queries from people on campus about whether we might offer Psych-based graduate statistics, to which we have had to answer no. Indeed, our MAIS students who take stats currently take it from either HDFS/Public Health or the Statistics department. In general, stats education works best when its tied closely to the relevant research methods and topics. The Statistics department offerings, while they certainly have some strengths, tend to be dissociated from the specific methods we use which has created issues for some of our students. The HDFS offerings do have some overlap with psychology, and we respect their quantitative faculty. However, there are aspects of psychological methodology that do not overlap with typical HDFS work (e.g., single-subject designs, neuropsychology). There is also the question of whether HDFS could even accommodate our students as they appear to have heavy demand for their classes already. We would most likely suggest their advanced, special topics stats classes (e.g., HDFS 630) to our students for whom the topic was specifically relevant, assuming they would be allowed in.

The other piece of relevant information is that we would want a quantitative psychologist on staff for reasons other than classroom teaching; specifically so as to be a resource for students and to be available for student committees. The hiring of a new quantitative psychologist is in our hiring plans.

2) With regards to the issue of Elective class scheduling - and hoping I've understood the question - we anticipate that nearly all students will have a pretty good idea of their concentration area before they arrive on campus, as that would be folded in their advisor interests. That is, students would have chosen to apply here because they had pre-existing interests that coincide with either the program's broad areas of concentration or the specific expertise of our faculty. Much of the concentration area expertise actually will be gained via the mentoring process with their advisor along with the hands-on experience in the laboratory. This is typical in psychology programs. However, with regards to class scheduling, students are in a position of getting through all of the core classes plus the electives in the first two years. We feel strongly that the quantitative/methods/professional issues cores should be done in the first year, since they foundational for the rest of the program. The basic content core and electives will of necessity be spread over the first and second years of students' program of study. It's probably apparent, but every year half of the electives (and content core) will be offered, with the others offered the following year. Therefore, some students would take some electives during their first year and some content core classes during the second year for scheduling reasons. I notice that Table 2, which is the approximate time line for program completion,
doesn't indicate concentration electives being taken during the first year. We can amend that if you'd like. Note that some of the 600-levels could end up being taught on an annual basis if the demand and staffing are there.

Let me know if I've misunderstood something. I'm happy to get together to chat, or to attend the committee meeting to answer questions. Thanks again for your help with our proposal.

JE

******************************************************************************
Dr. John A. Edwards
Director
School of Psychological Science
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office: 541-737-1370
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e-mail: jedwards@oregonstate.edu
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On Apr 14, 2015, at 10:04 AM, Doescher, Paul <paul.doescher@oregonstate.edu> wrote:
Hi John,

I have been asked to liaise with respect to the Category I proposal for the MS and PhD in Psychology. Overall, there was support for the proposal and approval is pending your response to two questions.

First, with respect to quantitative analysis training (e.g. statistics) was there of using coursework already offered by other departments. The Council identified several departments that might meet your need (Stats, HDFS, FES…), and allow for efficiencies and avoid duplications in your plans for course development.

Second—600-level courses appear to be offered once every 2 years. It seemed that choice of concentration would depend upon when courses were offered. Does this create a problem associated with students beginning choice of concentration?

If you could provide a response, Vickie and I will forward on to the Curriculum Council for final vote. Happy to chat. THANKS!

Paul

Paul S. Doescher
Emeritus Professor
Director, Natural Resources Program
Coordinator—Eastern Oregon Programs, COF
Oregon State University
541 737-6583
paul.doescher@oregonstate.edu
**Department of Statistics**

Comments on Methods Classes Proposed for the
NEW GRADUATE DEGREE PROGRAM PROPOSAL:
Ph.D. and M.S. IN PSYCHOLOGY

Department of Statistics Comments

The Department of Statistics welcomes the opportunity to comment on the statistical aspects of the new Graduate Degree Programs in Psychology. We are concerned with the substantial overlap of material between proposed classes and the long-established graduate classes for non-statistics majors taught in the Statistics Department.

Two courses proposed for the new program, Quantitative Methods PSY511 and PSY512, contain a very high degree of overlap with Statistics Classes ST511 and ST512. Topics covered in the proposed PSY classes such as graphical displays, distributions, correlations, simple linear regression, t-tests, one-way and factorial ANOVA, one-way contrasts, problems in data snooping or “p-hacking”, blocking, contrasts, interaction effects, and multiple linear regression are all covered in ST511 and ST512. ST513 includes several other topics listed in the proposed new PSY classes such as chi-square, repeated measures and power analyses. ST511 and ST512 were specifically developed for non-statistics majors. A number of other departments use these courses as core statistics courses for their MS and PhD programs, such as departments in the colleges of Agricultural Sciences, Forestry and Pharmacy. Some departments offer supplemental research methods courses that focus on methods applied to their particular fields. The Research Methods courses (PSY514 and PSY515) proposed in the Psychology program to supplement the material not covered in ST511 and ST512 are excellent examples of additional courses that would complement the Statistics Department courses. However, developing two new classes (PSY511 and PSY512) that are very similar to ST511 and ST512 appears to us to be unwarranted and an inefficient use of faculty time. PSY PhD students would benefit from taking statistics classes in the Statistics Department. Not only are the methods proposed in the PSY curriculum covered by our courses, but our courses also emphasize the underlying assumptions of statistical methods to assure they are used appropriately. Our courses also provide students with exposure to alternative statistical methods when standard assumptions are not met, such as nonparametric methods.

Furthermore, with an anticipated student enrollment you estimated of 5 per year, we can easily accommodate these additional students in ST511 and ST512.
John,

Thanks for your detailed explanation regarding the CIP number assignment for your proposed MS, PhD in Psychology degree program and your requested change following the recently completed External Review site visit.

I have no objections to your requested CIP number change. I have copied and posted to the CPS your email request and this response indicating that the CIP number assigned to your proposed MS, PhD in Psychology program has been changed from 42.2813 to **42.2799** effective August 27, 2015.

I will shortly send the proposal back to you so that you can change the sentence as indicated below in the proposal (page 1), as well as make changes to the CIP number entries as they appear on page 1(Question 1a) and page 2 (Summary Table) of the proposal.

Please replace the CIP number information that has been entered on page 1 with the following (please delete the 42.2813 entry and replace it with the new 42.2799 CIP definition information):

<table>
<thead>
<tr>
<th>CIP Code: 42.2799</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Research and Experimental Psychology, Other</td>
</tr>
<tr>
<td>Definition: <em>Any instructional program in research and experimental psychology not listed above.</em></td>
</tr>
</tbody>
</table>
Once these changes have been made, then hit the CPS submit button and the proposal will come back to me. I will hold the proposal in abeyance until the OSU Board of Trustees, Statewide Provosts’ Council, and Higher Education Coordinating Commission reviews and approvals have all taken place.

Finally, will you please send me a copy of the External Review Report once it has been submitted so that this too can be posted to your CPS proposal. Also, will you please provide me with the date of the recently concluded External Review site visit?

Thanks,

--Gary

Gary L. Beach
Senior Curriculum Coordinator
Office of Academic Programs, Assessment, and Accreditation
500 Kerr Administration Building
Oregon State University
Corvallis, OR 97331
Gary.Beach@oregonstate.edu
541-737-2815 (office)
541-760-1103 (cell)

From: Edwards, John
Sent: Tuesday, August 25, 2015 12:55 PM
To: Beach, Gary
Cc: McComb, Brenda; Azarenko, Anita Nina; Trempy, Janine E - ONID
Subject: Psy PhD CIP

Hi Gary -

The external review team for the PSY PhD program proposal was here week. There was an item that came up when I debriefed with them that I wanted to get a head-start on.

The issue concerns the CIP code used for the program. We are currently listed as 42.2813, Applied Psychology. The review team (and I) thought that this wasn’t the best CIP code for this proposal. Part of the problem is that the three concentration areas we chose don’t fit neatly into the CIP categories. Engineering Psych doesn’t really have a category, but is clearly STEM, health psych has its own category that is different than the 42.2813 one, and applied cognition could be put in a couple of different categories, including applied psych or cognitive psych. In addition, we intend a research-intensive proposal, which is more properly reflected under a different set of CIPs.

An additional problem is that currently, some of the CIPs for the various parts of psychology fall into the STEM category and part don’t, and the CIP code that is currently on the proposal is in the non-STEM part. The way they’ve got the PSY CIPs broken down seems strange to me with regards to STEM. Regardless, the STEM designation can have consequences. For instance, not
having it will undercount how many STEM PhD graduates OSU is producing, and it can matter for things like postdoc extensions, and possibly grants. We describe our program as STEM in several places in the proposal.

We (and the review team) would like to request a change of CIP designation to 42.2799, Research and Experimental Psychology - Other. We'll change the second sentence of the proposal to delete the term “Applied Psychology” and just say "The program’s general focus will be on the application of psychological research methods, theories, and principles to solving practical problems."

Anita Azarenko was present at the initial discussions of the review team on this topic, and Brenda is aware of the request.

JE

Psy CIPs (only the 42.27xx ones are STEM):

42) PSYCHOLOGY.

42.01) Psychology, General.

42.0101) Psychology, General.

42.27) Research and Experimental Psychology.

42.2701) Cognitive Psychology and Psycholinguistics.

42.2702) Comparative Psychology.

42.2703) Developmental and Child Psychology.

42.2704) Experimental Psychology.

42.2705) Personality Psychology.

42.2706) Physiological Psychology/Psychobiology.

42.2707) Social Psychology.

42.2708) Psychometrics and Quantitative Psychology.

42.2709) Psychopharmacology.

42.2799) Research and Experimental Psychology, Other.

42.28) Clinical, Counseling and Applied Psychology.
42.2801) Clinical Psychology.

42.2802) Community Psychology.

42.2803) Counseling Psychology.

42.2804) Industrial and Organizational Psychology.

42.2805) School Psychology.

42.2806) Educational Psychology.

42.2807) Clinical Child Psychology.

42.2808) Environmental Psychology.

42.2809) Geropsychology.

42.2810) Health/Medical Psychology.

42.2811) Family Psychology.

42.2812) Forensic Psychology.

42.2813) Applied Psychology.

42.2814) Applied Behavior Analysis.

42.2899) Clinical, Counseling and Applied Psychology, Other.

42.99) Psychology, Other.

42.9999) Psychology, Other.

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College of Public Health and Human Sciences
September 18, 2014

John A. Edwards, Ph.D.
Director, School of Psychological Science
Oregon State University
Corvallis, OR 97331-5303

RE: New Graduate Degree Program Proposal: Ph.D. and M.S. in Psychology

Dear John:

We are writing to express our support from the School of Social and Behavioral Health Sciences (SOBE) for the development of new doctoral and master’s programs in the School of Psychological Sciences. We are excited to see that your areas of concentration will include Engineering Psychology and Applied Cognition, areas where the School of Social and Behavioral Health Sciences has relatively little overlap, so it will be great to see development of faculty expertise and curriculum in these areas for our university. The proposed Health Psychology area is one in which there is some overlap with the SOBE Health Promotion and Health Behavior program as well as our Human Development and Family Sciences program. However, we think that some synergies could develop between our units on this, as we have many faculty involved in health research at the psychological level (some of whom are even Fellows in the American Psychological Association, Division 38, Health Psychology) and bringing new faculty to the university in these areas could enrich both of our Schools. It would be exciting to build on the collaborative research efforts that have existed between Psychology and HDFS in the past (small grants and publishing) and nurture them to a new level of productivity.

Your proposed new course Health Psychology Across the Lifespan, would be attractive to many HDFS and HPHB students, as would some of the courses in Quantitative Methods, Research Methods, and especially a course in Psychometrics. You and several members of the Psychology faculty have been generous in serving on graduate student committees for HDFS graduate students, and so we already have a history of working together. The addition of new graduate programs in Psychology would enrich the community of researchers in psychological science at OSU and we strongly endorse your proposal.

Best wishes,

[Signatures]

Karen Hooker, Ph.D. and Sheryl Thorburn, Ph.D.
Co-Directors, School of Social and Behavioral Health Sciences
From: "Harvey, Marie" <Marie.Harvey@oregonstate.edu>
Subject: RE: Psych PhD program proposal
Date: July 31, 2014 at 3:10:26 PM PDT
To: "Edwards, John" <jedwards@oregonstate.edu>

John,

I check with Sheryl Thorburn. She has reviewed your proposal, especially the Health Psychology option, and does not see an overlap with the PhD in Public Health with a concentration in Health Promotion and Health Behavior. I concur with her and believe that there could be some synergies between the 2 programs with our students benefitting from your courses and your students ours. Thus, I do not need to meet and discuss but am more than willing if that would be helpful to you. Thanks, Marie

S. Marie Harvey
Associate Dean for Research and Graduate Programs
Professor of Public Health
College of Public Health and Human Sciences
Oregon State University
Phone: (541) 737-3824 | health.oregonstate.edu
Fax: (541) 737-4230

Lifelong health and well-being for every person, every family, every community
9-September-2014

Dr. John A. Edwards
Director
School of Psychological Science
Oregon State University
Corvallis, OR 97331-5303

Dear Professor Edwards:

I am writing to express my strong support for the proposed Ph.D. and MS programs in Psychology on behalf of the School of Mechanical, Industrial and Manufacturing Engineering (MIME). In particular, the areas of concentration of Engineering Psychology and Applied Cognition align closely with academic and research thrusts within MIME (e.g., human factors and human-centered design). The School of Psychological Sciences has assembled a strong faculty and MIME already has collaborations with several of your faculty members on research and advisement of graduate students. The proposed graduate program in Psychology is the needed and logical next step.

Thank you for the opportunity to discuss the program with you in person and the opportunity to review the full proposal. I look forward to working with you, your faculty and your future graduate students as part of the new program.

Sincerely,

Robert Stone

Rob Stone
From: "Bose, Bella" <Bella.Bose@oregonstate.edu>
Subject: RE: Psy PhD program proposal
Date: September 25, 2014 at 5:23:39 PM PDT
To: "Edwards, John" <jedwards@oregonstate.edu>
Cc: Bella Bose <bose@eecs.oregonstate.edu>

John,

My apologies for the delay in responding to your earlier email. I just went through the proposal and it looks very good. Since some of the computer science areas require a good background in psychology a strong Ph.D. program in your school will also help us. In addition, one of the missions of OSU is to become a top ten land grant university. One of the main criteria to be a top university is to have a strong Ph.D. offering schools/departments (number of Ph.D. students/faculty, number of Ph.D. degrees awarded, etc.). Offering Ph.D. degree in your school will help to achieve the mission of OSU. I strongly support this proposal.

Best wishes,
Bella
From: "Rivera-Mills, Susana" <Susana.Rivera-Mills@oregonstate.edu>
Subject: Re: Curriculum Liaison
Date: September 11, 2014 at 10:19:17 AM PDT
To: "Edwards, John" <jedwards@oregonstate.edu>

This looks great John. Very exciting and solid program.

    Best of luck with this!

    Susana

From: "Lach, Denise" <Denise.Lach@oregonstate.edu>
Subject: RE: Curriculum Liaison
Date: September 9, 2014 at 10:58:54 AM PDT
To: "Edwards, John" <jedwards@oregonstate.edu> "

John – thanks for sending this along. The core curriculum looks very strong and I expect that stand alone graduate electives will shake out as you begin to have more students around. It might be that some of these graduate methods courses are appropriate for other programs around campus and could enroll many students if you are okay with that. You may already have done this, but one thing we did when we put together the PhD for public policy was an informal review – we asked some colleagues to take a look and make suggestions BEFORE we sent it through the OSU system. They had some great suggestions that made our proposal stronger and good ideas about how to recruit students, etc. so it was really worth the extra time. I think a successful grad program in Psychology will be VERY good for CLA. Congratulations on getting this started - Denise
College of Education

From: "Flick, Larry" <Larry.Flick@oregonstate.edu>
Subject: FW: Curriculum Liaison
Date: September 10, 2014 at 8:08:16 AM PDT
To: "Edwards, John" <jedwards@oregonstate.edu>

John,
As you can see by the email trail, there is keen interest in the development of a PhD program in psychology. We are currently planning to add a concentration in cultural and linguistic diversity education to our PhD program. All three of our concentrations will be interested in your course offerings and greater interaction with your faculty.

Best of luck in a speedy approval process!
Larry

Larry Flick | Dean
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From: <Bouwma-Gearhart>, Jana Bouwma-Gearhart <Jana.Bouwma-Gearhart@oregonstate.edu>
Date: Tuesday, September 9, 2014 at 10:37 AM
To: "Storksdieck, Martin" <Storksdieck@oregonstate.edu>, "Falk, John - COS" <falkj@science.oregonstate.edu>, Lawrence Flick <Larry.Flick@oregonstate.edu>, Lynn Dierking <dierkinl@science.oregonstate.edu>, "Weber, Eric" <Eric.Weber@oregonstate.edu>
Subject: Re: Curriculum Liaison

Wow, this is exciting. Thanks for sharing this detail, Martin. We look forward to synergizing efforts as possible and to a greater array of quality courses offered to our SMED grad students.

Jana
From: <Storksdieck>, Martin <Storksdieck@oregonstate.edu>
Date: Tuesday, September 9, 2014 10:34 AM
To: "Falk, John - COS" <falkj@science.oregonstate.edu>, "Flick, Larry" <Larry.Flick@oregonstate.edu>, "Dierking, Lynn - COS" <dierkinl@science.oregonstate.edu>, Jana Bauwma-Gearhart <jana.bouwma-gearhart@oregonstate.edu>, "Weber, Eric" <Eric.Weber@oregonstate.edu>
Subject: Re: Curriculum Liaison

John,
That will be the argument! Look at the document that Larry shared: they will offer foundational courses on learning memory and such, and they have in mind to have STEM learning in particular be a potential focus for MS and PhD students as part of the cognition emphasis. It is very exciting.

Martin

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From: John Falk <falkj@science.oregonstate.edu>
Date: Tuesday, September 9, 2014 at 7:55 AM
To: "Flick, Larry" <Larry.Flick@oregonstate.edu>, Martin Storksdieck <storksdieck@oregonstate.edu>, "Dierking, Lynn - COS" <dierkinl@science.oregonstate.edu>, "Bouwma-Gearhart, Jana" <Jana.Bouwma-Gearhart@oregonstate.edu>, "Weber, Eric" <Eric.Weber@oregonstate.edu>
Subject: RE: Curriculum Liaison

I’m thrilled to see the Psychology finally coming into its own here at OSU. In particular, it seems there should be a number of classes highly relevant for
our students, in fact some courses on learning that might potentially even replace at least one or possibly more of our core courses. Any thought of trying to achieve some economies of scale by coordinating the learning course to meet the needs of both the SPS and CoEd?

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falkj@science.oregonstate.edu

From: Flick, Larry [mailto:Larry.Flick@oregonstate.edu]
Sent: Monday, September 08, 2014 9:08 PM
To: Storksdieck, Martin; Falk, John - COS; Dierking, Lynn - COS; Bouwma-Gearhart, Jana; Weber, Eric
Subject: FW: Curriculum Liaison

I thought this group would be interested in this action from Psychology. Let me know if you have comments you would like to pass along.

Larry

From: <Edwards>, John <jedwards@oregonstate.edu>
Date: Monday, September 8, 2014 at 4:05 PM
To: "Lach, Denise" <Denise.Lach@oregonstate.edu>, "Shaw, Susan" <sshaw@oregonstate.edu>, "Rivera-Mills, Susana" <Susana.Rivera-Mills@oregonstate.edu>, "Rossi, Marion" <mrossi@oregonstate.edu>, "Mutschler, Ben" <bmutschler@oregonstate.edu>, "Helle, Anita" <ahelle@oregonstate.edu>, "Hall, Troy" <Troy.Hall@oregonstate.edu>, Lawrence Flick <Larry.Flick@oregonstate.edu>, "Harvey, Marie" <Marie.Harvey@oregonstate.edu>
Subject: Curriculum Liaison

As many of you know, the School of Psychological Science is preparing to submit a
Category I proposal for a new PhD program in Applied Psychology. I am emailing you to notify you of this, in accord with OSU procedures, and to ask for any comments, concerns, or support. I've attached the most recent version of the proposal to this email. We'd like to get the proposal into the submission queue by the start of classes. If we don't hear from you by the end of the week prior to that, we'll assume you have no concerns or questions.

Let me know if you have any questions. Also, I'm happy to discuss any synergies you might see arising from this.

JE

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Dr. John A. Edwards
Director
School of Psychological Science
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office: 541-737-1370
fax: 541-737-3547
email: jedwards@oregonstate.edu
web: http://liberalarts.oregonstate.edu/users/john-edwards
Re: New Graduate Degree Program Proposal: MS and PhD in Psychology

Dear Dr. Edwards,

I would like to congratulate you for starting an MS and PhD program in psychology at Oregon State University, and herewith express my strongest support for this effort. The three areas of concentration you chose are, from my perspective, of highest need. **Engineering Psychology** is an essential aspect of applied engineering and serves as the glue between humans and the technological sphere. Given the strength of engineering at OSU it seems essential to create opportunities for cross-disciplinary cooperation that creates trans-disciplinary scholars for academia and industry. **Health Psychology**, again, sheds light on the many human factors that influence health and wellbeing, an area long underappreciated. **Applied Cognition** complements the other two areas and provides the foundation for most academic fields that investigate human potential and ability. I can see many ways in which the Center for Research on Lifelong STEM Learning, and the Free-Choice Learning Program would want to partner on issues related to teaching and learning. In fact, graduate-level courses on learning theory would benefit many at OSU. I shall mention that the National Research Council is currently updating the seminal report *How People Learn*. What will emerge from this effort is not only a summary of the current state of knowledge, but an updated research agenda that graduate students of your program would be ideally positioned to tackle. I certainly look forward to working with faculty and students in this new program.

Sincerely,

[Signature]

Martin Storksdieck, Ph.D.