ACADEMIC SENATE PROPOSAL TRACKING SHEET
(Document To Be Originated By the Academic Senate Secretary On Canary Color Paper)

Proposal # 22-54	Title: Community Psychology Major; Retitling and Revision

(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)

All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**

2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum. A transmittal e-mail will be sent to the Recording Secretary of the receiving committee, cc Provost's Administrative Assistant, by the Academic Senate Secretary. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.

3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator, via the Academic Senate, when a proposal is disapproved and the proposal is returned to the originator. Upon completion of committee action, the proposal will be returned to the Academic Senate Secretary, and a transmittal e-mail sent by the Committee Recorder to the Senate Secretary, cc Provost's Administrative Assistant.

4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration, utilizing the procedures set forth in the Senate Bylaws. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.

5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website by contacting the webmaster.

7. The Chancellor approves or disapproves the proposal.

8. The proposal will then either be implemented or referred to MSU for further action. The tracking page on the Provost site will be updated as required.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page -- http://www.msun.edu/admin/provost/senate/proposals.htm

Documentation and forms for the curriculum process is also available on the web page: http://www.msun.edu/admin/provost/forms.htm

*****(If a proposal is disapproved at any level, it is returned through the Academic Senate secretary and the Senate President, to the Dean of the submitting college who then notifies the originator.

See back for tracking form

	Date	Action Taken	Signature	Date	Comments/Reason for Disapproval	Sent to	Date	Transmittal E-mail sent
*Abstract received by Senate Secretary		Copy to Senate President. Forward to Provost.						
*Provost		☐ Abstract Approved ☐ Disapproved						
Received by Senate Secretary	04/04/2023	Tracking form initiated	D Bradley		Forward to Gen Ed	K Udayakumar		
General Education Committee (if applicable)	04/04/2023	☐ Approved ☐ N/A	D Bradley		Forward to Curriculum Committee	C Donoven		DocuSign
Curriculum Committee (if applicable)	04/04/2023	☒ Approved ☐ Disapproved	*DocuSigned by:* Casey Donoven		Forward to Academic Senate	V Guyant		Docusign
Academic Senate	8/2/23	☒ Approved ☐ Disapproved	*DocuSigned by:* Valerie Guyant		forward to Provost	Provost		Docusign
Full Faculty (if necessary)		☐ Approved ☐ Disapproved						
Provost	8/3/23	☒ Approved ☐ Disapproved	Jennifer Brown 8/3/23					
Chancellor		☒ Approved ☐ Disapproved	Gregory D. Kegel 8-4-23					
MSU		☐ Approved ☐ Disapproved						
BOR		☐ Approved ☐ Disapproved						
NWCCU		☐ Approved ☐ Disapproved						
Provost		Advise originating college and Academic Senate of status. Update Web page.						
Registrar		Catalog/Policy Manual Update						

NOTE: The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward. ***Abstract and pre-approval required for new programs ONLY.**

Academic Senate Form 1 (Revised 3/21/2012)

PROGRAM/DEGREE REVISION FORM

NEW_____ DROPPED_____ MAJOR REVISION __X__ FOR INFORMATION ONLY_____

College __CASE_____ Program Area __Community Leadership Major_____ Date __3/10/23__

Submitter __Randy Bachmeir__ Dean __Beth Durodoye__ Date __5-1-23__

Signature   Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s).

The Community Leadership program has struggled with a title that is not only relatively unrecognizable, and thus challenging to market, but also does not fully or accurately reflect the content, mission, and learning outcomes of the program. The current Community Leadership program is already very closely aligned with the 18 core competencies published by the American Psychological Association's Division 27, Community Psychology. This Level I proposal would bring the program's curriculum into complete alignment with these Community Psychology competencies, as well as provide an industry-recognized and highly marketable program name. Creating a separate Nonprofit Management minor would also make that content area accessible to other majors across campus.

Please provide in the space below a "before and after" picture of the program with the changes in the program noted. Attach appropriate Course Revision Forms. Please indicate changes by shading the appropriate cells.

PROPOSAL TITLE__ Community Psychology Major (Retitling and Revision)_____

Current Program listed in 22-23 Catalog

Course Prefix	#	Course Title	Credits
CMLD	101	Introduction to Community Leadership	3
CMLD	260	Foundations of Civic Engagement	3
CMLD	301	Concepts in Community Leadership	3
COMX	412	Communication and Conflict	3
CMLD	355	Design of Community Based Programs	3
CMLD	360	Eval of Community Based Programs	3
CMLD	401	Seminar in Community Leadership	3
PSYX	100	Introduction to Psychology (Cat IV)	Gen-Ed Credits
SOCI	101	Introduction to Sociology (Cat IV)	Gen-Ed Credits
COMX	212	Intro to Intercultural Communication or	Gen-Ed Credits
SOCI	315	Race, Gender, Ethnic Relations (Cat V)	
PHIL	210	Ethics (Cat VI)	Gen-Ed Credits
COMX	210	Communication in Small Groups	3
COMX	320	Principles of Org Communication	3
WRIT	338	Public Relations Writing	3
ENGL	328	Media Literacy	3
		Core Subtotal	33
With an Option in Nonprofit Management			
PSCI	227	Financial Management for NPOs	3
PSCI	307	Human Resource Management for NPOs	3
PSCI	411	Nonprofit Grant Writing	3
PSCI	412	Nonprofit Fundraising	3
CMLD	490	Undergraduate Research or	3
CMLD	498	Cooperative Education/Internship	
		Option Subtotal	15
Or (/And) With an Option in Public Administration			
PSCI	240	Introduction to Public Administration	3
PSCI	210	Introduction to American Government	3
PSCI	260	Intro to State and Local Government	3
PSCI	365	Public Policy Issues & Analysis	3
PSCI	490	Undergraduate Research or	3
PSCI	498	Cooperative Education/Internship	
		Option Subtotal	15
	Total	(33 Core + 15 Option)	48

Proposed Program for 23-24 Catalog

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
CMLD	101	Introduction to Community Leadership		3
CMLD	260	Foundations of Civic Engagement		3
CMLD	301	Concepts in Community Leadership		3
COMX	412	Communication and Conflict		3
CMLD	355	Design of Community Based Programs		3
CMLD	360	Eval of Community Based Programs		3
CMLD	401	Seminar in Community Leadership		3
PSYX	100	Introduction to Psychology (Cat IV)	3	
SOCI	101	Introduction to Sociology (Cat IV)	3	
COMX	212	Intro to Intercultural Communication or	3	
SOCI	315	Race, Gender, Ethnic Relations (Cat V)		
PHIL	210	Ethics (Cat VI)	3	
COMX	210	Communication in Small Groups		3
COMX	320	Principles of Org Communication		3
WRIT	338	Public Relations Writing		3
WRIT	328	Media Literacy		3
PSYX	2xx	Community Psychology		3
PSYX	360	Social Psychology		3
PSYX	361	Industrial/Organizational Psychology		3
PSYX	362	Multicultural Psychology		3
PSYX	3xx	Ecological Psychology		3
		Total		48

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. None.

Updated 09/29/05

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1. **Overview of the request and resulting changes.** Provide a one-paragraph description of the proposed program. Will this program be related or tied to other programs on campus? Describe any changes to existing program(s) that this program will replace or modify. *[100 words]*

The Community Leadership Program at Montana State University – Northern is proposing to retitle the major "Community Psychology" and slightly revise the existing curriculum to fully align with the American Psychological Association's core competencies for Division 27: Community Psychology. The current options/tracks within the major would be removed to create a standalone Nonprofit Management Minor (see separate proposal), and credits currently allocated to the tracks/options would be replaced by coursework necessary to fully align the major with the industry recognized core competencies for community psychology. Both the major and minor would become more visible, recognizable, and marketable to students and employers.

2. **Relation to institutional strategic goals.** Describe the nature and purpose of the new program in the context of the institution's mission and core themes. *[200 words]*

The Community Psychology Major's broad curriculum base, including public administration, communications, psychology, and leadership, will provide graduates with both a well-rounded education and practical skills that apply to numerous professional careers, including social services, behavioral health, public service, nonprofit management, and private consulting. The program will also provide a natural pathway for the institution to engage in community outreach and service. The Community Psychology program would continue to be offered in a completely online format, thus providing maximum accessibility for place-bound students across the state to pursue a valuable employment credential. Through its accessibility, broad-based curriculum, and community building potential, this program will support MSUN's student-centered mission while building students' professional knowledge and skills in an inclusive and equitable way. At the same time, the Community Psychology major will increase the institution's efficiency by utilizing existing staff and resources to serve a broader range of students under a more visible, recognizable, and marketable title.

3. **Process leading to submission.** Briefly detail the planning, development, and approval process of the program at the institution. *[100 words]*

In working with current students and graduates through the program evaluation process, and in discussions with college recruiters, faculty have developed a program that offers accessibility, rigor, and practicality under an industry recognizable title with broad student appeal. Faculty have actively monitored enrollment trends nationally and employment vacancies to combine the knowledge base and skills in demand by employers with the academic programs in demand by students. This proposal is respectfully submitted for approval through the prescribed chain, to MSUN's College of Arts, Sciences, & Education, the Academic Senate, Provost, Chancellor, Montana State University Bozeman, and the Board of Regents.

4. **Program description.** Please include a complete listing of the proposed new curriculum in Appendix A of this document.

   a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	27

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Credits in required courses offered by other departments	21
Credits in institutional general education curriculum	(12 suggested)
Credits of free electives	0
Total credits required to complete the program	48

b. List the program learning outcomes for the proposed program. Use learner-centered statements that indicate what students will know, be able to do, and/or value or appreciate as a result of completing the program.

Upon successfully completing the Community Psychology Major, students will be able to:

- Apply foundational principles of psychology and sociology to analyze and explain the dynamics of mental processes and behaviors, from interpersonal relationships to social settings, across cultural contexts;
- Apply foundational principles of communication studies to analyze and explain the dynamics of verbal, written, and nonverbal exchanges, from dyadic to mass communication, across cultural contexts;
- Apply foundational principles of leadership studies to analyze and explain the dynamics of leader-follower interactions, exchanges, and relationships;
- Apply foundational principles of civics and political science to analyze and explain the dynamics of the public, private, and nonprofit sectors in a democratic society with a mixed economy;
- Apply foundational principles of systems theory to analyze and explain the structure and processes of communities;
- Apply foundational principles of change theory to plan and evaluate the transformation of communities; and,
- Apply specialized knowledge and skills to guide nonprofit and public organizations in mission implementation.

5. **Need for the program.** To what specific student, regional, and statewide needs is the institution responding to with the proposed program? How will the proposed program meet those needs? Consider workforce, student, economic, societal, and transfer needs in your response as appropriate. *[250 words]*

Whatever students' specific field of interest (social services, behavioral health, public service, etc.), upon graduating most will work for either nonprofit organizations or public/government agencies. According to the Montana Nonprofit Association, in its 2023 economic impact report, the nonprofit sector is Montana's #3 industry by employment with 10.3% of the workforce. Furthermore, public administration is the #5 industry for employment with 7.8% of the workforce. Nationally, according to the U.S. Department of Labor, the nonprofit sector has experienced consistent growth for well over a decade, and at rates far exceeding the growth of the for-profit sector. After a pandemic slump, the public sector is making a rapid recovery and is projected to grow by 4.5% over the next 10 years. The need for qualified employees is strong and increasing, requiring a postsecondary program to prepare these professionals. According to the National Center for Educational Statistics, psychology is students' sixth most popular degree choice with about 6% of bachelor's degrees awarded. A retitled and slightly revised Community Psychology Program will intersect workforce demands with student education/career desires. Under an industry recognizable title with broad student appeal, recruiting students to fulfill the need will be considerably easier. Obviously, these professionals make invaluable

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contributions to society, but they require postsecondary coursework to ensure they have necessary skills and knowledge. Since many of these students or potential students are place-bound, MSUN's fully online delivery of a Community Psychology Major will enable us to meet the student, employer, and societal needs more completely and adequately.

6. **Similar programs.** Use the table below to identify and describe the relationship between any similar programs within the Montana University System.

Institution Name	Degree	Program Title

a. If the proposed program substantially duplicates another program offered in the Montana University System, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. *[200 words]*

Just as MSUN's Community Leadership Major is unique within the MUS, so the proposed retitled and revised Community Psychology Major would be a niche program that does not substantially duplicate any existing programs within the MUS. Currently MSU-Billings, MSU-Bozeman, UM-Missoula, and UM-Western each offer a bachelor's degree in psychology, but all are general psychology programs. In addition to entry level employment in behavioral health, these programs are designed to prepare students who are interested in pursuing counseling, clinical psychology, school psychology, or experimental psychology at the graduate level. None of these programs are available online. MSUN's online Community Psychology Major, as outlined in question #4 above and Appendix A below, focuses on person-environment interactions, or the ways in which society affects both individual well-being and community functioning. As with the existing Community Leadership Program, community psychology focuses on social issues, structures, and processes that influence individuals, groups, and organizations, as well as the collaborative development of social policies and interventions that will optimize the wellbeing of individuals and communities. Retitling the program to more accurately reflect the program's current content and purpose is entirely appropriate and beneficial to students, employers, MSUN, and the state.

b. Describe any efforts that were made to collaborate with similar programs at other institutions. If no efforts were made, please explain why. *[200 words]*

Since the proposed Community Psychology Program is primarily a retitling and revision of an existing program at MSUN, the content and purpose of the Community Psychology program is unique and substantially different from existing psychology programs within the MUS, and the program will also be delivered in a completely different format (i.e., entirely online), efforts to collaborate would not seem to have been either productive or necessary.

7. **Implementation of the program.** When will the program be first offered? If implementation will occur in phases, please describe the phased implementation plans. *[100 words]*

Since all of the coursework is already offered either within the existing Community Leadership Major or the existing Psychology Minor, the program could easily be offered beginning fall semester 2023. Since the program is a major at the bachelor's degree level, course rotations would continue to unfold over several years with the first graduates of currently enrolled students potentially within two years. The first new students are anticipated to graduate spring 2027. Given the timing of this proposal, program marketing likely could not begin before fall 2023, resulting in increased enrollment in the second year of the program and beyond.

a. Complete the following table indicating the projected enrollments in and graduates from the proposed program.

Fall Headcount Enrollment					Graduates				
AY23/24	AY24/25	AY25/26	AY26/27	AY27/28	AY25	AY26	AY27	AY28	AY29
15	25	30	35	40	5	8	10	12	15

b. Describe the methodology and sources for determining the enrollment and graduation projections above. *[200 words]*

Projected headcounts for enrollment are based upon strong market demand for workers in both the nonprofit and public administration sectors, the number of students currently enrolled in the Community Leadership Major and in the Psychology Minor, the number of students enrolled in bachelor's degree programs at MSUN, and strong student interest in psychology majors generally, but also taking into account two additional factors. First, given the timing of this proposal, program marketing likely could not begin before late fall 2023, and growth is expected in subsequent years. Second, the proposed program is a revision and retitling of an existing major, so a certain number of students will have already completed some of the coursework at its inception and will likely opt to declare the new major instead of completing a "teach out" of the old program. Projected graduation rates are roughly based upon MSUN's completion rates, but also taking into consideration that the proposed program is a revision and retitling of an existing major, so a certain number of students will have already completed some of the coursework at its inception and will likely opt to complete the new major instead of completing a "teach out" of the old program.

c. What is the initial capacity for the program?

Initial capacity for the program is based primarily on the standard course cap for online courses, the number of students pursuing "teach out" of the existing major, and the projected number of students enrolled in shared courses with the Nonprofit Management Minor and the Psychology Minor. Initial capacity (first year) for the Community Psychology Major is approximately 25 students.

8. **Program assessment.** How will success of the program be determined? What action would result if this definition of success is not met? *[150 words]*

Success of the Community Psychology Major will be determined through a rigorous academic assessment plan, continuous feedback from students, periodic interviews of graduates, and ongoing input from employers. This process will include annual assessment reports and plans submitted to the Office of Teaching and Learning Excellence as a part of MSUN's accreditation through NWCCU. The assessment results will be reviewed annually, and if success is not being achieved, necessary changes to the program will be implemented as appropriate. Enrollment, retention, and completion rates will also be reviewed annually with necessary

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adjustments implemented for recruiting and support of students if targets are not being achieved. Persistently low-enrolled programs are placed into moratorium and/or terminated.

  a. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program. When will assessment activities occur and at what frequency? *[150 words]*

  Student achievement in the Community Psychology Major will be evaluated each term using course level objectives and assessments, as well as annually as a part of MSUN's accreditation through NWCCU. Program assessments focus on approved program-level student learning outcomes, based upon artifacts and data collected from students across the program and using rubrics as recommended by the Office of Teaching and Learning Excellence. A report summarizing findings is submitted to the Provost's Office, and based upon the outcome of this assessment an appropriate action plan is developed. An assessment plan is also then created for the upcoming year to evaluate progress. This report includes all program learning outcomes and corresponding assessments. Program learning outcomes are thus assessed on an annual basis followed by a plan of continuous improvement as needed. Evaluation reports and assessment plans are due to the Office of the Provost on September 30th of every academic year.

  b. What direct and indirect measures will be used to assess student learning? *[100 words]*

  Direct measures to assess student learning at the course level include tests, presentations, papers, projects, etc. Direct measures at the program level include a culminating experience with an exit project that will be assessed using an established rubric as a part of MSUN's accreditation through NWCCU. Indirect measures of student learning at the course level include student self-reflections on learning assigned at the end of each course, as well as student course evaluations administered at the end of each course. An indirect measure of student learning at the program level is a student self-reflection on learning accompanying the exit project.

  c. How will you ensure that the assessment findings will be used to ensure the quality of the program? *[100 words]*

  At the course level, instructors review students' performance and course evaluations and make changes to methods, content, assessments, etc., within the parameters of the approved course description and student learning outcomes. At the program level, assessment findings are incorporated into the annual program assessment report as a part of MSUN's accreditation through NWCCU. An appropriate action plan is developed from the findings, and may include changes to learning outcomes, assessment methods, or curriculum, which require a more extensive review and approval process. A new Assessment Plan is also created annually to evaluate progress for the upcoming year.

  d. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. *[100 words]*

  The proposed Community Psychology Major neither requires nor is eligible for specialized accreditation.

9. **Physical resources.**

  a. Describe the <u>existing</u> facilities, equipment, space, laboratory instruments, computer(s), or other physical equipment available to support the successful implementation of the program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated? *[200 words]*

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MSUN's existing facilities, equipment, space, laboratory instruments, computers, and other physical equipment are sufficient to support the successful implementation of the Community Psychology Major. Again, the proposed program is simply a retitling and revision of the existing Community Leadership program using coursework that is already offered with additional students in those classes. In addition, since the program will continue to be offered fully online, the impact on existing physical resources will be negligible. No significant impact on IT infrastructure will result, and the institution's LMS (Brightspace) is hosted offsite on corporate property.

b. List <u>needed</u> facilities, equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. (Enter the costs of those physical resources into the budget sheet.) How will the need for these additional resources be met? *[150 words]*

Again, MSUN's existing facilities, equipment, space, laboratory instruments, computers, and other physical equipment are sufficient to support the successful implementation the Community Psychology Major.

10. Personnel resources.

a. Describe the <u>existing</u> instructional, support, and administrative resources available to support the successful implementation of the program. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? *[200 words]*

MSUN's existing instructional, support, and administrative resources are sufficient to support the successful implementation of the Community Psychology Major. Again, the proposed program is simply a retitling and revision of the existing Community Leadership program using coursework that is already offered with additional students in those classes. The current Community Leadership Program faculty have the knowledge and skills to teach the courses that are retained within the program, as well as several of the added psychology courses. In addition, since the program will continue to be offered fully online, the impact on existing support and administrative resources will be negligible. MSUN's Office of Teaching and Learning Excellence currently provides technical and pedagogical support for the LMS and online delivery, and Student Support Services currently provides academic support to students. Quality and productivity of all programs is maintained through annual assessment. Increased enrollment in these courses will not impact the quality and productivity of existing programs on campus. In fact, having additional students in shared courses will increase the productivity/efficiency for those courses and the faculty who are able to shift between the Community Psychology Major and the existing Psychology Minor.

b. Identify <u>new</u> personnel that must be hired to support the proposed program. (Enter the costs of those personnel resources into the budget sheet.) What are the anticipated sources or plans to secure the needed qualified faculty and staff? *[150 words]*

Again, the current faculty within the Community Leadership program have the necessary knowledge and skills to teach the courses retained in the Community Psychology Major, as well as several courses in the Psychology Minor. Current faculty within the major, in combination with faculty for the minor, are sufficient in number to support the successful implementation of the major, and in fact will boost efficiency of faculty and programs with several shared courses. If necessary, however, adjunct instructors could be hired to cover any additional courses or sections, and most adjunct courses are taught at $750

per credit. This expense is already a contingency budget item for all programs across the college as necessary.

11. Other resources.

a. Are the available library and information resources adequate for the proposed program? If not, how will adequate resources be obtained? *[100 words]*

MSUN's existing library and information resources are adequate to support the successful implementation of the Community Psychology Major. Again, the proposed program is simply a retitling and revision of the existing Community Leadership program. Since the program will continue to be offered fully online, the impact on existing library and information resources will be negligible. MSUN's Office of Teaching and Learning Excellence currently provides technical and pedagogical support for the LMS and online delivery, and the Vande Bogart Library currently provides academic resources to students. Interlibrary loan is available if additional resources are needed.

b. Do existing student services have the capacity to accommodate the proposed program? What are the implications of the new program on services for the rest of the student body? *[150 words]*

MSUN's existing student services are adequate to support the successful implementation of the Community Psychology Major. Again, the proposed program is simply a retitling and revision of the existing Community Leadership program. Since the program will continue to be offered fully online, the impact on existing student service resources will be negligible. Existing student services have the capacity to accommodate the proposed Community Psychology Major, and the remainder of the student body should not experience any impact on student services availability due to the changes to the program.

12. Revenues and expenditures. Describe the implications of the new program on the financial situation of the institution. *[100 words]*

Since the proposed Community Psychology Major is simply a retitling and revision of the existing Community Leadership program, and the primary expenditure of faculty salaries is already accounted for as a line item within MSUN's current budget, the net difference in expenses for this proposal is essentially zero and any increase in revenue from increased enrollment in the program is essentially net income for the institution. Revenue below is based upon projected headcount in major courses only and based upon current tuition and fees per credit for full-time students.

a. Please complete the following table of budget projections using the corresponding information from the fiscal analysis form for the first three years of operation of the new program.

	Year 1	Year 2	Year 3
Revenues	37,080.00	61,800.00	74,160.00
Expenses	0.00	0.00	0.00
Net Income/Deficit (revenues-expenses)	37,080.00	61,800.00	74,160.00

b. Describe any expenses anticipated with the implementation of the new program. How will these expenses be met? *[200 words]*

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Since the proposed the Community Psychology Major is simply a retitling and revision of the existing Community Leadership program, these courses are already being offered on a regular rotation and therefore will not incur new or additional expenses. There are two potential exceptions, in that revision of the major to fully align with the American Psychological Association's core competencies for Division 27 will require the addition of two new psychology courses. Current faculty are qualified to teach the courses, however if either of these were to result in either overload for an instructor or hiring an adjunct, the course would be paid at $750.00 per credit, or $2,250.00 per class section.

i.   If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs? *[150 words]*

The cost of implementing the Community Psychology Major is almost entirely the cost of tenure track faculty salary already included within the MSUN budget. State funds currently appropriated to the Community Leadership Major would continue to be appropriated to the Community Psychology Major. No additional funds would need to be reallocated to support either additional or different program faculty members' salaries, other than potentially occasional adjunct salaries. If any additional overload or adjunct faculty member salaries are incurred for additional courses, this expense can be paid out of net tuition increase from additional students enrolled in the program.

ii. If an increase in base funding is required to fund the program, indicate the amount of additional base funding and the fiscal year when the institution plans to include the base funding in the department's budget.

No increase in base funding is required in order to establish the Community Psychology Major.

iii. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends? *[150 words]*

No one-time sources of funding are associated with the establishment of the Community Psychology Major.

iv. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? *[150 words]*

No federal grants, other grants, special fee arrangements, or contracts are associated with the establishment of the Community Psychology Major.

13. **Student fees.** If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee.

No new course, lab, or program fees will be imposed with the establishment of the Community Psychology Major.

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14. Complete the fiscal analysis form.

See Attached Appendix A- Proposed New Curriculum

See Attached: Appendix B- Fiscal Analysis

Signature/Date

College or School Dean:

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:

Flagship President*:

*Not applicable to the Community Colleges.

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Appendix A – Proposed New Curriculum

Prefix	#	Course Title	Gen. Ed. Credits	Degree Credits
CMLD	101	Introduction to Community Leadership		3
CMLD	260	Foundations of Civic Engagement		3
CMLD	301	Concepts in Community Leadership		3
CMLD	355	Design of Community Based Programs		3
CMLD	360	Eval of Community Based Programs		3
CMLD	401	Seminar in Community Leadership		3
PSYX	100	Introduction to Psychology (Cat IV)	3	
SOCI	101	Introduction to Sociology (Cat IV)	3	
COMX	212	Intro to Intercultural Communication (Cat V)		
		Or	3	
SOCI	315	Race, Gender, Ethnic Relations (Cat V)		
PHIL	210	Ethics (Cat VI)	3	
COMX	210	Communication in Small Groups		3
COMX	320	Principles of Org Communication		3
COMX	412	Communication and Conflict		3
WRIT	338	Public Relations Writing		3
WRIT	328	Media Literacy		3
PSYX	2xx	Community Psychology		3
PSYX	360	Social Psychology		3
PSYX	361	Industrial/Organizational Psychology		3
PSYX	362	Multicultural Psychology		3
PSYX	3xx	Ecological Psychology		3
			Total	**48**

NOTE: In addition to the major (48 credits), students must complete a minor (24-30 credits), general education requirements (33 credits), and advisor approved electives (9-15 credits), totaling a minimum of 120 credits in order to earn a bachelor of arts degree.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix B – Fiscal Analysis

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS: MSU-Northern	
AWARD LEVEL: B.A. Major	UG
PROGRAM NAME: Community Psychology	
PROGRAM CODE:	PROGRAM CODE:

ENROLLMENT PROJECTIONS	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount						
annual unduplicated headcount of students with declared major or minor within the program	-	15	25	30	35	40
Credit Hours						
annual avg. credits hours earned per student in program related curriculum	-	12	12	12	12	12
Student FTE						
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	-	6	10	12	14	16
Completions						
Annual number of program completers	-	5	8	10	12	15

REVENUE	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition Revenue (net of waivers)						
Institutional Support						
Other Outside Funds (grants, gifts, etc.)						
Program Tuition/Fees		$37,080	$61,800	$74,160	$86,520	$98,880
Total Revenue	$0	$37,080	$61,800	$74,160	$86,520	$98,880
Total Revenue per Student FTE	#VALUE!	$6,180	$6,180	$6,180	$6,180	$6,180

EXPENDITURES		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tenure Track Faculty	FTE		1.000	1.000	1.000	1.000	1.000
	Salary + Benefits						
Non-tenure Track Faculty *Includes Adjunct Instructors	FTE						
	Salary + Benefits						
Graduate Teaching Assistants	FTE						
	Salary + Benefits						
Staff	FTE						
	Salary + Benefits						
Total Faculty & Staff	FTE		1.000	1.000	1.000	1.000	1.000
	Salary + Benefits						

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Operations (supplies, travel, rent, etc)						
Start-up Expenses (OTO)						
Total Expenses	$0	$0	$0	$0	$0	$0

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student FTE to Faculty (TT + NTT) Ratio	#VALUE!	6.0	10.0	12.0	14.0	16.0
Net Income/Deficit (Revenue - Expenses)	$0	$37,080	$61,800	$74,160	$86,520	$98,880

The signature of the campus Chief Financial Officer signifies that he/she has reviewed and assessed the fiscal soundness of the proposal and provided his/her recommendations to the Chief Academic Officer as necessary.

Campus Chief Financial Officer Signature

Chief Financial Officer Comments