

Marshall University

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Recommendations

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4-22-2021

### SR 20-21-29 APC

Marshall University Faculty Senate

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**ACADEMIC PLANNING COMMITTEE  
RECOMMENDATION**

**SR 20-21-29 APC**

DISAPPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_

**COMMENTS:** \_\_\_\_\_

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NOTE: Recommendations should be sent to the Faculty Senate office via email. Recommendations longer than one page or those with attachments are to be sent in final format with this as a cover page. Any incomplete recommendations or those requiring extensive formatting changes will be returned to the recording secretary/committee.

**Intent to Plan**

Marshall University  
February 15, 2021  
B.S. in Psychology  
Effective Fall 2021

Summary Statement: A number of psychology students or prospective psychology students hope to pursue graduate education in STEM fields, such as psychology, neuroscience, medicine, and various therapies (physical, occupational, etc.). However, the current B.A. requirements, in total, make it difficult for students to complete the necessary prerequisite courses needed for admission to many of those graduate programs. As a result, the Psychology Department, and therefore the College of Liberal Arts (CoLA), loses students each year to other departments outside of CoLA. We propose offering a B.S. option for those students who would benefit from a more science-focused curriculum. There are a number of other universities that offer both a B.A. and a B.S. in Psychology (e.g., WVU, Morehead State, and Radford University, which are some notable nearby and comparable institutions), and do so for many of the reasons given above. A number of other schools offer only a B.S. in Psychology. This option will allow Marshall to be more competitive in its Psychology offerings and will certainly allow us to offer degree programs in Psychology that will more fully meet the needs of our diverse Psychology majors.

## 1. Program Description

1.1 Program Mission: This program will support the University's mission by increasing the quality of education that students receive in the Psychology Department, providing more diverse learning experiences and opportunities for our students. This program will better prepare our students for graduate school and careers in their field. While the College of Liberal Arts is not necessarily a science-focused college, this B.S. option will promote critical thinking and creative problem solving and will allow students to broaden their perspectives within this field, all of which are goals of a liberal arts education.

1.2 Program Features: The B.S. in Psychology option is recommended for students who wish to pursue graduate studies or careers in medical and scientific fields of study. Students who choose the B.S. option will replace some of the current CoLA requirements with select science courses, which will be in addition to those already required under Core 2 or CoLA. Students who choose this option will complete 34 hours of psychology courses, as required for the B.A. program. However, particular psychology courses will be required for students pursuing the B.S. option.

### 1.2.1 Program Learning Outcomes:

- Outcome 1: Knowledge Base of Psychology. Students will be able to describe the major theories, methods, and approaches to inquiry in the field of psychology. Students will be able to articulate approaches to complex problems in the field of psychology. Students will be able to compare valid arguments using mathematical/statistical reasoning. Students will be able to employ a combination of methods and perspectives to resolve a problem. Students will be able to analyze the ethical issues involved in psychology as a science and as a human services field.
- Outcome 2: Research Methods in Psychology. Students will be able to discuss a complex question using scholarship in psychology or another field. Students will be able to apply accurate calculations and valid arguments using mathematical/statistical reasoning. Students will be able to outline a written product linking knowledge and skills from community and research activities with knowledge acquired in the discipline. Students will be able to outline a position on a public issue and discuss the ethical issues involved.
- Outcome 3: Critical Thinking. Students will be able to choose which combination of methods and perspectives contribute to the resolution of a problem. Students will be able to compare perspectives of a contested issue and cite examples of evidence. Students will be able to examine a significant question and discussion the implications of that learning outside the classroom. Students will be able to articulate approaches to complex problems in psychology. Students will be able to outline a coherent argument with interdisciplinary and discipline-specific audiences.

1.2.2 Additional Program Outcomes: Students who choose this program will exhibit greater readiness for graduate school programs and work in research-based fields than will students who complete the existing B.A. option.

1.2.3 Admissions and Performance Standards: The B.S. in Psychology will be open to all students who meet admission requirements for the university. They do not have to apply for admission to it or maintain a standard of performance in order to stay enrolled.

1.2.4 Program Requirements: Students who choose this program will be required to complete a selection of math and science courses in the place of some CoLA requirements; we anticipate replacing some or all of the CoLA foreign language requirements, as well as possibly a required literature and/or social science course. Students must choose at least 4 courses of the following options, noting that there may be necessary additional prerequisites for some of them: BSC 120, BSC 121, BSC 227, BSC 228, BSC 310, BSC 322, BSC 324, BSC 428, CHM 211/217, CHM 212/218, PHY 201/202, and PHY 203/204. These courses cannot also count toward Core 2 or CoLA Natural Science requirements. Students should work with their advisor to identify the best selection of courses to support their future goals. The number of required Psychology courses will not change, but B.S. students will be required to complete certain Psychology courses that are optional for B.A. students (PSY 417, 440, and either 324, 415, or 416).

1.2.5 Program Delivery: There will be no changes to instructional delivery methods. Students will enroll in any offered courses that meet these requirements.

2. Program Need and Justification: Describe the relationship of the program's learning outcomes to:

1) the outcomes of the Marshall University Baccalaureate Degree Profile, found at <http://www.marshall.edu/assessment/LearningOutcomes.aspx>:

- Communication Fluency: This program's outcomes emphasize the ability to provide discipline-specific written products appropriate for professionals and the layperson, as well as being able to effectively articulate coherent arguments within disciplinary and inter-disciplinary audiences.
- Creative Thinking: This program's outcomes emphasize the ability to identify multiple approaches to complex problems, compare perspectives and cite relevant evidence, and extrapolate classroom learning to more real-world situations.
- Ethical and Civic Thinking: This program's outcomes emphasize ethical education and decision-making as they apply to the field of psychology.
- Information Literacy: This program's outcomes emphasize the use of scholarship to acquire and disseminate knowledge within the field and the community.
- Inquiry Based Thinking: This program's outcomes emphasize the acquisition of key knowledge in the field, and the use of that knowledge to solve problems. Students are also expected to engage in and use statistical reasoning to support their knowledge and study.
- Integrative Thinking: This program's outcomes emphasize the ability to integrate knowledge from multiple sources and identify the implications of their learning outside the classroom. Students will be expected to communicate their knowledge effectively through written products available to the field and the community.
- Intercultural Thinking: Psychology, as a rule, emphasizes cultural influences. Nearly all of the work done in the field involves cultural considerations and connections.
- Metacognitive Thinking: This program's outcomes emphasize the ability to identify, choose, and use combinations of methods and perspectives to resolve problems and engage in learning.
- Quantitative Thinking: This program's outcomes emphasize the ability to use statistical reasoning to compare arguments, and the ability to cite evidence of knowledge.

2) Marshall's Strategic Vision, <http://www.marshall.edu/president/strategic/>: This link is no longer active, but the outcomes have been related to the current president's list of goals:

- Growing enrollment: While none of the program outcomes specifically relate to university enrollment, we anticipate that the availability of this program will attract additional students to Marshall.
- Ensuring student success: The curriculum for the B.S. in Psychology promotes student success by strengthening competencies in research and methodology. Students will be better prepared for professional careers as well as for graduate study.
- Enhancing marketing and national image: Because a B.S. is viewed as a more prestigious degree within psychology, this can be something used to help market our program, and therefore our university.

- Developing competitive salaries for faculty and staff: This does not relate to program development.
- Increasing fundraising and private donations: This does not relate to program development.
- Encouraging research and creative activities: A B.S. option promotes increased research and scholarship, and we expect that students enrolled in this program will be engaging in more research, both in our department and in other related departments.
- Expanding Ph.D. programs: Our department already has a doctoral program, but we expect that B.S. students will be better prepared for our own doctoral program, as well as other doctoral programs in the medical, science, and social science fields.
- Promoting economic development: We believe that we will be better preparing our students for graduate school or careers specific to their interests, which will benefit the economy of our area. Professional psychologists are desperately needed in West Virginia; job prospects are good and graduates can work in the state with well-paying jobs, contributing to both the economic base and well-being of their communities.

3) To the statewide master plan, <http://www.wvhpc.com/master-plan-leading-the-way/>:

- Access: We have the only Psy.D. program in the state of West Virginia; by offering a B.S. option we can attract and recruit potential Psy.D. students to complete their undergraduate degree here first. We would be better able to compete with other regional universities that offer the B.S. degree, and we would be a more attractive alternative to transfer students who would like to complete their B.S. degree here at Marshall.
- Success: This program may not relate specifically to undergraduate retention, but we do believe that it will promote increased student success when applying to graduate programs.
- Impact: This program will allow for increased research and development activities that could contribute to West Virginia's economic growth and workforce needs.

2.1 Existing Programs: A similar B.A./B.S. in Psychology option is available at WVU. Students who choose the B.A. option must complete 12 hours of foreign language. Students who instead choose the B.S. option do not complete the foreign language, but instead must complete a Calculus course and 21 hours of science courses across 3 disciplines (to be selected from biology, chemistry, computer science, geography/geology, math/statistics, and physics). These courses are allowed to also count toward general education credits. The University of Charleston also offers students a choice between a B.A and a B.S. in Psychology. Students who choose the B.A. option select either 6 hours of foreign language or 6 hours of additional humanities and social science courses. Students who choose the B.S. option take an additional research methods course, an additional biology course, and then select 8 additional hours of biology or chemistry courses. There are several institutions in the state that offer only a B.S. degree (Glennville State, Fairmont State, West Liberty University, and Wheeling Jesuit University).

Offering such a program at Marshall will allow the University to become more competitive in its psychology offerings. Students are often advised to pursue B.S. degrees in the field, as the B.S. better prepares them for graduate school and careers in the medical and psychological sciences. Additionally, this will allow our department - and college - to retain those students who leave psychology because they cannot complete the prerequisite courses needed for admission to their desired graduate program, while also trying to complete the B.A. requirements.

2.2 Program Planning and Development: We have been working on this proposal for approximately one year. The Undergraduate Coordinator has reached out to contacts at schools offering B.A./B.S. options to acquire information about requirements. The proposal has been discussed in both Undergraduate Committee and Full Faculty meetings in the department.

2.2.1 Clientele and Need: A number of our students have plans to further their education in graduate programs; most intend to pursue graduate degrees in psychology, but some hope to pursue graduate degrees in fields such as neuroscience and biomedical sciences, or professional schools such as medical school, physical therapy school, occupational therapy school, etc. Each year, we lose some of these more medically-oriented majors to the College of Science or the College of Health Professions because it is difficult for them to meet all of their science prerequisites while also completing the B.A. requirements for the College of Liberal Arts. However, it would be to their benefit to continue as psychology majors, as the MCAT now contains a significant number of psychology questions. We have also had several of our top psychology majors decline admission to research-oriented graduate programs in psychology, and the lack of math and science has been hypothesized as a reason. Students have been denied HSTA grants because our B.A. program is not recognized as a STEM program by the granting organization. This B.S. option will make it easier for students to meet their science prerequisites while still completing a degree in their area of interest; it will also make our students more competitive in their graduate school applications. We plan to keep the B.A. option available for those students who hope to find work with their degree or apply to graduate programs that are less science-oriented.

A recent survey of our majors showed that over half of the respondents would have very likely selected the B.S. option if had been available to them when they started, and nearly one-third said they would very likely change to the B.S. option if it becomes available to them while they are still here. Of those who provided additional comments on the B.S. option, several students specifically mentioned medical or other medically-oriented professional schools, several mentioned interests in neuroscience, and several mentioned plans to study clinical psychology in graduate school. A few of our graduate students also provided some comments on this proposal; one actually transferred away from Marshall as an undergraduate in order to pursue a B.S. in psychology elsewhere, while another commented on the preparation for clinical psychology graduate study that a B.S. would have provided. We therefore believe that that is a degree option that would be of significant interest to our current and prospective students.

2.2.2 Employment Opportunities: Most students who pursue a B.S. in psychology versus a B.A. in psychology are preparing for graduate school, particularly in more science-based fields. We expect that most students seeking immediate employment after

graduation with their bachelor's degree will choose the B.A. option instead. These types of careers include case managers, wrap-around service providers, and program managers. However, there are some bachelor's-level careers that would be better suited for B.S. students, such as in data analysis, program evaluation, psychometrics, and scientific writing. In addition, there is little research available on the outcomes of students from B.S. versus B.A. psychology programs. Most of the research relevant to this question, even that conducted by the National Center for Education (part of the US Department of Education), groups its statistics by field and does not make a distinction between the B.A. and B.S. in the same field.

2.2.3 Program Impact: This B.S. option would likely increase the number of psychology students, as we would attract and keep those who desire a more science-focused curriculum. This might reduce the number of students enrolled in the foreign language or other liberal arts courses on campus. Psychology is the largest major in the College of Liberal Arts, and psychology majors make up a significant percentage of the foreign language enrollments. However, we believe that many of our students will still pursue the B.A. option; the B.S. option will be rigorous and will not be for everyone. This program might also increase the number of students enrolled in some math and science courses. Because we are allowing a wide range of options, we do not anticipate overburdening any one department or particular course with additional students.

2.2.4 Cooperative Arrangements: N/A

2.2.5 Alternatives to Program Development: We have considered exploring options for Psychology outside of the College of Liberal Arts, such as in the College of Science or the College of Health Professions, through which our students would be required to pursue these additional math and science courses in lieu of other current requirements. We have rejected that plan for now, for a number of reasons. First, such a move would create a significant disruption to the university, the colleges involved, and the department. It would particularly impact the College of Liberal Arts, and enrollment in many of its courses, because we are the largest major within the college. It would also affect Promotion and Tenure requirements of our faculty, and our students may struggle with the math and science courses that would no longer be an option for them. We ultimately believe that offering the B.A. and a B.S. options expands student choices and fits well within the framework of a liberal arts education. Being able to provide our students with a choice of degree programs, rather than just one, will allow our students to tailor their education to fit their needs.

3. Program Implementation and Projected Resource Requirements

3.1 Program Administration: There are no projected changes to the administrative structure associated with this program. The Undergraduate Coordinator of the Psychology Department would oversee the B.S. program just as that position currently oversees the B.A. program.

3.2 Program Projections: See FORM 1; These projections were based on the growth experienced by other comparable departments (WVU and Radford) when they added the B.S. option.

3.3 Faculty Instructional Requirements: We do not anticipate initially needing any additional faculty support for this program. However, if we do experience anticipated growth in the Psychology Department we may eventually need one or more additional faculty members to support the department as a whole. These costs would be supported by the increased enrollment.

3.4 Library Resources and Instructional Materials: We do not anticipate requiring additional library resources or instructional materials to support this program.

3.5 Support Service Requirements: We do not anticipate requiring additional support services for this program.

3.6 Facilities Requirements: We do not anticipate requiring additional space or other facilities to support this program.

3.7 Operating Resource Requirements: See FORM 2

3.8 Source of Operating Resources: We don't expect any necessary initial operating resources but may eventually need to support the costs of additional psychology faculty if we experience the anticipated increase in enrollment over time.

**Form 1**  
**Five-Year Projection of Program Size**

	First Year 2022	Second Year 2023	Third Year 2024	Fourth Year 2025	Fifth Year 2026
<b>Number of <u>NEW</u> Students Served through Course Offerings of the Program:</b>					
Headcount	65	90	115	150	165
FTE					
Number of student credit hours generated by courses within the program (entire academic year):	390	540	690	900	990
<b>Number of B.S. Majors:</b>	25	50	75	100	115
Headcount					
FTE majors					
Number of student credit hours generated by majors in the program (entire academic year):	225	450	675	900	1035
Number of degrees to be granted (annual total):			40	60	75

**Form 2**  
**Five-Year Projection of Total Operating Resource Requirements\***

	First Year 2022	Second Year 2023	Third Year 2024	Fourth Year 2025	Fifth Year 2026
<b>A. FTE Positions*</b>					
1. Administrators	0	0	0	0	0
2. Full-time Faculty	.25	1.0	1.25	1.25	1.25
3. Adjunct Faculty	0	0	0	0	0
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel	0	0	0	0	0
a. Clerical Workers	0	0	0	0	0
b. Professionals	0	0	0	0	0
<b>Note: Include percentage of time of current personnel</b>					
*Because there are no new courses in Psychology that will be required, the estimates of faculty time are advising only and supervision of research experience.					
<b>B. Operating Costs (Appropriated Funds Only):</b> No new positions are requested therefore no funds are allocated.					
1. Personal Services:					
a. Administrators	0	0	0	0	0
b. Full-time Faculty	0	0	0	0	0
c. Adjunct Faculty	0	0	0	0	0
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel:	0	0	0	0	0
Clerical Workers	0	0	0	0	0
Professionals	0	0	0	0	0
Total Salaries	0	0	0	0	0

**Form 2 – Continued**  
**Five-Year Projection of Total Operating Resource Requirements**

	First Year 2022	Second Year 2023	Third Year 2024	Fourth Year 2025	Fifth Year 2026
2. Current Expenses	0	0	0	0	0
3. Repairs & Alterations	0	0	0	0	0
4. Equipment:	0	0	0	0	0
Educational Equip.	0	0	0	0	0
Library Books	0	0	0	0	0
5. Nonrecurring Expenses (specify)	0	0	0	0	0
Total Costs	0	0	0	0	0
<b>C. Sources</b>					
1. General Fund Appropriations	0	0	0	0	0