Program: Psychology MA  
College: Liberal Arts  
Date of Last Review: 2000

I. Program Description: Psychology MA:

Since the 1997 merger between Marshall University and the WV Graduate College, the graduate programs offered by the department have undergone significant changes at least twice. We initially developed 3 distinct MA programs: General, Clinical and Industrial Organizational Psychology, and those were the focus of our previous program review. Since that review, the department developed and has begun to offer our new Psy D program (which is the focus of a separate program review document). The challenges involved in offering the doctoral program triggered additional internal department study and assessment of the needs for and our capacities to offer these 3 distinct MA degree programs. In the Spring of 2003, this analysis resulted in the department’s decision to stop offering the 3 separate MA degrees, and instead consolidate our MA programs into one MA in Psychology, with one area of emphasis available in Clinical Psychology.  This recommendation was approved, and we began accepting students into the new MA program in Fall of 2003.  This report will focus on the new program configuration, since that is what we currently offer. Data on this single MA program is limited to the last two years, and virtually no data on graduates is yet available. When appropriate to the context of the report, some earlier data will be presented; this will be noted in the text.

The new MA program has a stronger required core for all students of 24 specified graduate credit hours. We have established minimum admission standards based on GPA and GRE scores, have a required written comprehensive examination, require either a thesis or completion of a research seminar, and maintain a “2-c” rule, whereby students are dismissed from the program if they earn more than one C in a graduate course in their program of study. Thus, the standards and expectations for students are as strong as or stronger than in the earlier programs, and are more demanding than the minimums established by the Graduate College. Based on their educational and career goals, students develop a sequence of electives with their advisors to total a minimum of 36 hours. Those that choose to enter the Clinical Psychology area of emphasis complete their “electives' as a required block of 24-27 credits in clinical training. Thus, in order to complete this area of emphasis, students interested in clinical training must complete significantly more than the minimums established by the Graduate College for an MA degree.

II. ACCREDITATION INFORMATION
The MA program is not accredited by any external professional agency. The American Psychological Association limits their accreditation process only to doctoral programs in professional (clinical, counseling, school) psychology.

III. PROGRAM STATEMENT on Adequacy, Viability, Necessity, and Consistency with University Mission

A. ADEQUACY

1. Curriculum In the MA Program, all students complete a required core of 24 credits in PSY consisting of coursework in social psychology, biological bases of behavior, cognition, development, ethics, statistics, psychological measurement and either a thesis or a research seminar, depending on their educational and career goals. In consultation with their advisors, students develop individual plans of study designed to meet their educational and career goals. Courses may be selected from psychology and/or related disciplines, but must include a minimum of 36 graduate credits overall. All students must pass a written comprehensive examination as part of the degree requirements. Students interested in clinical training are permitted to enroll in our clinical psychology area of emphasis. These students must complete all course and comprehensive exam requirements for the MA degree noted earlier, plus a sequenced series of 12-15 credit hours preparing students in the basic clinical areas of psychological assessment, psychological therapies and other interventions with a variety of populations. Specific course requirements are listed in Appendix 1.

2. Faculty The department has 19 full time faculty members (15 in Huntington, 4 in South Charleston), all of whom have earned psychology doctorates in their field of teaching expertise.

Nine faculty members in Huntington are tenured, as are two in S. Charleston. Ten faculty members are full professors, two are associate professors and seven are assistant professors. Seventeen of the faculty positions are tenure track lines, whereas 2 of our South Charleston lines are full time one year appointments. Virtually all of the S. Charleston faculty’s teaching responsibilities are in the MA program (with some overlap into the Psy D program), whereas Huntington faculty have responsibilities which range from the undergraduate program through the MA to the Psy D. Almost all MA courses are taught by full time faculty; exceptions include a) 2 assessment practicum courses which are taught by part timers or PSY D graduate assistants supervised by faculty members; b) Sections of statistics and psychometrics taught by qualified part time instructors in South Charleston and c) a section of social psychology which in the past was taught by a part time instructor. A new full time faculty member in
Huntington will be teaching that class in S. Charleston in the current year, and hopefully in the future.

Many sub-specialties of psychology are represented on our faculty, whose specialized areas of expertise include statistics, human development, social psychology, adult- and child- clinical, personality, learning, physiological psychology, health psychology, psychological measurement and assessment, animal behavior and industrial-organizational psychology. Department faculty are accomplished, award winning teachers and active scholar/researchers who present their work via a wide variety of publishing and presentation opportunities. The level of current faculty members’ accomplishments in the scholarship area is reflected in the following table:

<table>
<thead>
<tr>
<th>Psychology Department Faculty Scholarship</th>
<th>2001-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles/Monographs Published</td>
<td>27</td>
</tr>
<tr>
<td>Books or Book Chapters Published</td>
<td>9</td>
</tr>
<tr>
<td>Paper Presentations</td>
<td>55</td>
</tr>
<tr>
<td>Speak in area of expertise (not paper presentations)</td>
<td>50</td>
</tr>
<tr>
<td>Grants</td>
<td>1</td>
</tr>
<tr>
<td>Editor, Editorial Board, Reviewing</td>
<td>5</td>
</tr>
</tbody>
</table>

We employ between 15-20 graduate teaching assistants (GAs) each semester, primarily to help with instruction of PSY 201, our introductory course. Prior to instructing a class, these GAs must complete a full semester seminar in the teaching of psychology; during the period of their assistantships, GAs' teaching is carefully supervised by a senior faculty member who regularly teaches the introductory course and who maintains overall responsibility for the organization and quality of the introductory course sections taught by GAs. These GAs may be either MA or Psy D students, with 4 MA students currently serving as teaching GAs.

3. Students:
   a. Entrance Standards: All applicants for the MA program must have a BA degree. For full acceptance into the program, students must meet the following criteria:
      i. Prerequisite coursework: Introductory Statistics, Experimental Psychology or Research Methods; Abnormal
Psychology; Learning, Social Psychology and Developmental Psychology.

ii. A minimum undergraduate GPA of 3.0
iii. Completion of the Graduate Record Exam (General Test), with scores no lower than 400 on either the Verbal or Quantitative sections, and a minimum total of 900 on those two sections.

Students may be admitted to the psychology master’s program with “Provisional” status if either the GRE admission criteria OR the GPA criteria are met. (Students who do not meet either criterion are not eligible for provisional admission.) Provisionally admitted students will be fully admitted to the program when they have completed 12 hours of classes (which must include PSY 517 and 506) from the core courses listed below with no grade being below a ‘B.’ A student who earns a C or lower in any of the listed core classes during the period of provisional admission will not be permitted to take further graduate hours within the psychology department.

**Students receiving provisional admittance must take:**
Statistics (PSY 517)
Psychometrics (PSY 506)
And two of the following: Biological Bases of Behavior (PSY 674)
Cognitive Psychology (PSY 672) Advanced or Applied Social Psychology (PSY 502 or 503) Advanced or Applied Developmental (PSY 615 or 617).

Students are not permitted to take any course in the clinical area of emphasis unless they have been fully admitted. No student may take more than 18 graduate credits in PSY without being fully admitted to the program.

b. Entrance Abilities: data reported by Institutional Research

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall Term</th>
<th>GPA (n)</th>
<th>V GRE</th>
<th>Q GRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>New/Current Program:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY MA</td>
<td>2003,2004</td>
<td>3.43(18)</td>
<td>469</td>
<td>534</td>
</tr>
<tr>
<td>Old/Discontinued Programs:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I/O Psych</td>
<td>2000,01</td>
<td>3.45(5)</td>
<td>446</td>
<td>524</td>
</tr>
<tr>
<td>Clinical Psych</td>
<td>2000-03</td>
<td>3.53(45)</td>
<td>454</td>
<td>493</td>
</tr>
<tr>
<td>General Psych</td>
<td>2000-03</td>
<td>3.13(34)</td>
<td>442</td>
<td>499</td>
</tr>
</tbody>
</table>

c. Exit Abilities: data reported by Institutional Research

<table>
<thead>
<tr>
<th>Program</th>
<th># Graduates</th>
<th>Mean GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>New/Current Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY MA</td>
<td>3</td>
<td>3.81</td>
</tr>
</tbody>
</table>
Old/Discontinued Programs:
I/O Psych  18  3.84
Clinical Psych  97  3.80
General Psych  73  3.78

There is no uniform test or certification taken by all MA program graduates. One indication of the abilities of graduates is their acceptance into additional advanced graduate programs. In the survey mentioned elsewhere, of the 30 MA graduates who responded, 9 indicated that they had gone on to Ph D, Psy D or Ed S degree programs. Another indicator is the capacity of graduates to be hired in professional positions tied to their degrees, and to move on to better jobs over time. Of the 30 survey respondents, 22 reported being hired in full time professional jobs, with average starting salaries of $30318; 15 report a second professional job with average salaries of $35667 and 4 reported a third job in the reporting period, with average salaries of $50100.

4. Resources:
   a. Financial:
   Full Time Faculty (n=19) Base Salaries:  $937048
      Part time faculty:  Liberal Arts/ for Huntington  31500
      Liberal Arts/ South Charleston  18900
      Graduate Assistants:  Liberal Arts (combined):  84500
      Current Expenses:  Liberal Arts (combined, Huntington)  27065
                        South Charleston  10560
      Equipment (for Psy D program)  10000
      Total:  $1119013
   Other:
      Psychology Clinic
      2004-05 Revenue:
      Client fees  4058
      Contracts  5608
      Total  9668
      Psy D student Fees (2004-05)  57667

It is difficult to clearly differentiate what money is used for which program. For example, most current expense money is used for fixed costs like renting a copier, phones, postage, etc and these are not specific to one program. The GA allocation is clearly a support to our graduate programs-both MA and Psy D- but much of that money is used to pay GA-instructors for our PSY 201 service classes that benefit the undergraduate program. The money allocated to S. Charleston is entirely devoted to our MA program on that campus, and the Psy D allocations are used to support doctoral program needs.
In fall 2005, GA dollars are allocated such that 4 students in the terminal MA program receive support for teaching PSY 201, while 12 additional students who are in the Psy D program but still technically working to complete their degree (as a step towards the Psy D) receive GA support, and 7 advanced Psy D students also receive GA support.

If the MA program were to be terminated, of course there would be fewer classes needed on both campuses, and there would be faculty and administrative lines as well as related office space and equipment freed up for reallocation. Most centrally, there would no longer be a Psychology presence needed on the South Charleston campus. However, such a decision would eliminate a degree program that serves an important aspect of the University’s mission- to provide access to graduate education to students in the state who cannot come to the Huntington campus- and would effectively eliminate the clinical MA program that prepares the majority of masters level psychology clinicians in the state. The personnel savings would be somewhat illusory as well, since one SC faculty member and the SC administrative secretary are both key members of the school psychology program- an entirely separate degree program which is housed in a different college. In Huntington, eliminating the program would save very little, since all faculty who teach in the MA program also teach in our other degree programs, and our support staff are actively involved in all degree programs in the department. Most MA courses are also taken by Psy D students, and some of the 500 level courses are offered as part of 400/500 level classes, such that eliminating the 500 level section would not change the need for the 400 section at the undergraduate level.

**b. Facilities:**

Space assigned to the department in Harris Hall on the Huntington Campus includes 14 faculty offices, a workroom, a room used as a seminar and meeting room, 2 offices for secretarial use, 3 shared, multi-person rooms and 10 shared, small cubicles for graduate teaching assistant offices, 1 medium size and 2 very small rooms that are shared for student and faculty lab space. We also maintain a Psychology Clinic in Harris Hall, which is a suite consisting of one entrance/waiting area, one group room, three consulting rooms and a small video/observation room.; the clinic is outfitted with a modern video taping/observation/communication system for training purposes.

Equipment belonging to the department in Huntington includes several VCR/ monitors 2 slide projectors, a videotape system in the clinic, 2 overhead projectors, a DVD player, 2 computer/projector stands on wheels to use for PowerPoint presentations, a newly installed “smart classroom” configuration, and 1 fax machine. The department has two printers that are available to all faculty, and approximately 10 small printers in faculty offices. We share a leased copy machine with the Counseling and Rehabilitation program and the Humanities programs in Harris Hall. The Psy D program purchases and maintains a variety of clinical assessment equipment, and we have 2 laptops available for students.
to use when they are placed at a rural practicum site which lacks computer facilities.

In South Charleston, we have 3 faculty offices, while one faculty member must maintain her office in the training clinic located in Dunbar. That Clinic is controlled and financed primarily by the Graduate College, under Dr. Ron Childress, though PSY has recently paid for several computer line upgrades to the clinic. The Dunbar Clinic has a very nice array of modern testing equipment, and a sophisticated video taping and communication system for training purposes.

All full time faculty members and our secretaries (One full time and one .53 FTE in Huntington and one full time who is shared with School Psychology in S. Charleston) have telephones, personal computers with connections to the university system’s software and the internet. In addition the department has networked computers in each of the larger, shared graduate student rooms.

5. Assessment Information:
   a. **Summary of assessment goals:** Prior to the department’s decision to merge of 3 MA programs into one degree program, each of the 3 had distinct assessment goals. For the Clinical and I/O psychology programs these focused on students demonstrating knowledge of key aspects of the basic and applied knowledge base in psychology and competence with specific professional skills associated with the 2 applied specialties. For the General program, the goals also focused on demonstration of core knowledge of the discipline, but had a somewhat greater emphasis on research and data analytic skills and knowledge. As of 2004, we adopted the goals of the general program as the basis for the new MA in Psychology program and the goals of the prior Clinical program were adopted for the optional area of emphasis in Clinical Psychology.
   
   b. **Summary Information:** requested information is presented as the attached Chart 1: Assessment Summary.
   
   c. **Assessment data used for program improvements:** The department is continually monitoring our programs for needed improvements and there are many examples available. The most significant within the reporting period was the decision to merge our MA programs into one degree program. This was based on a variety of factors and data. One important element was the relatively low enrollment in the I/O program, which made it very cost ineffective to offer all of the necessary I/O courses on a regular basis. Not wanting to hurt students’ professional opportunities, we also gathered data from a telephone survey of graduates who reported that their job opportunities were not influenced by the title of their degree program, as long as the program was called a “psychology” program and that they had access to the courses and related training that they needed. Given the multiple demands on our limited faculty resources, the faculty overwhelmingly agreed that we could not do a quality job of offering the 3 distinct programs, and that we could provide a much higher quality
program if we merged them, while continuing to provide entry level clinical training via the area of emphasis in clinical psychology.

A second, related use of assessment data was the decision to strengthen our required common “core” of classes from the 12-15 credits required in each of the earlier 3 programs to the 24 common credit hours now required. As a single MA program in psychology, we decided to emphasize the foundational areas of our discipline for all students, while still allowing students and advisors the flexibility to individualize the remaining courses to meet educational and professional goals.

A third use of assessment data grows from our review of student performance on our comprehensive exam. In 2001-2002, student scores were not what we expected, and this triggered an overhaul of the entire exam. We created an entirely new “bank” of questions, redesigned the test to allow individualization of exams based on each student’s program of study and developed better study guide materials. Student performance has improved and we believe it is a more valid exam in its current format.

d. Graduate and Employer Satisfaction: In the Spring of 2005, the department mailed a survey to approximately 100 recent graduates of our MA programs (2000-2004) who had addresses on file with the placement office. 27 complete (or almost complete) surveys were returned for an effective return rate of about 27%. From this marginally representative sample of our MA graduates, the following information was obtained regarding employment, salaries, graduate study and aspects of satisfaction with the program: Overall, the 27 respondents reported a total of 41 jobs in the 5 year reporting period. These included 22 first jobs with an average salary of $30318 (range of $21-50000), as well as second and third jobs (advancements or changes, not concurrent or supplemental jobs); 15 report a second professional job with average salaries of $35667 and 4 reported a third job in the reporting period, with average salaries of $50100. Occupations reported by MA grads included placements in the following fields: Psychologist/supervised psychologist/therapist (20), school psychologist (6), other social services (2), human resource/business (4), administration (4), medical fields(2), research (2), and education (1). In terms of additional education, survey responders indicate that a total of 10 MA grads have begun study in advanced graduate education. These include 2 in Psy D programs, 1 in a clinical psychology Ph D program, 1 in a Forensic Psychology program, 2 in Ed S (school psychology) programs and 1 in a different MA program (major unknown).

In terms of satisfaction with their programs, the limited data we have serve to confirm our decision to merge the programs and eliminate the I/O program as a stand alone degree. Of the 22 grads of the Clinical and General programs, 64% indicated that given the choice they would enroll
in that MA program again. In contrast, of the 5 responding grads of the I/O program, only 1 (20%) indicated that he or she would enroll again, whereas 4 (80%) indicated that they would not.

Regarding employer satisfaction with our MA grads, this is more difficult to assess, given the wide range of employers that our students may work for. However, we have some data that speaks to this issue. The clinical psychology program’s graduates are somewhat more easily “tracked” because they tend to work in mental health facilities. Phone interviews conducted with several employers revealed overall satisfaction with our students’ preparedness and professional knowledge. The head of human resources at Prestera Center, a major provider of psychological services in our region, underscored her positive ratings by describing the high number and proportion of Marshall grads that fill the psychology positions at her center. The person responsible for hiring at PSI-MED, which controls a large contract for behavioral health services in the state’s prisons, reported enthusiastic and positive ratings of our graduates’ ability to work in these challenging settings, and expressed a desire to develop more training opportunities for students at her site. The owner of another large private practice in the Charleston area also reported satisfaction with grads’ clinical skills, particularly in assessment, though he noted that there certainly was variability in their entry level skills, with some being only adequate, while our best students he calls “fabulous.”

Graduates of the General MA program are fewer in number and more diverse in career and advanced educational paths. One employer (Raleigh Psychiatric Services) of a graduate of this program indicated that he was very pleased with her work, adding that he “wished he had 2 more just like her” and that he has a preference for Marshall grads. Another grad of the general MA program is actually now working as a faculty member in our department. He is a Carter G Woodson fellow who is completing his Ph D at Howard University while teaching here. Our department is very pleased with his teaching, and we believe that our MA program provided a strong foundation for his later doctoral work; in particular, the teaching he did while an MA student here set the stage for our enthusiastic support of his involvement with the Woodson program and our eagerness to have him return to Marshall as a faculty member.

e. Previous Reports: Previous summary reports are attached.
6. Previous Reviews: The result of our last program review in 2001 was that the Higher Education Policy Commission stated “The Committee concurs with the institutional recommendation to continue at the current level of activity.”
7. Strengths and Weaknesses:
Strengths:

All full time faculty have terminal degrees in their discipline, and all are well prepared to teach and to conduct scholarly activities in their specialties. (Please see Faculty Data Sheets.)
Faculty continue to conduct research and present their work via publications, conferences and consultations.

Faculty are active participants in conferences, workshops and other continuing education and professional development activities that enhance their teaching and research.

Faculty are active in university, professional and community service.

All faculty have internet connected computers at their desks; several additional terminals are available in the department. Computer labs on campus provide access for students doing research or working on reports.

Curriculum and program development is ongoing. Faculty members take seriously their responsibility to update courses and develop new courses in their areas of expertise which meet needs of students and which are congruent with the program’s objectives.

Based on a careful review of the department’s strengths, resources and students’ input, we decided to pull our three previously separate MA programs into one psychology MA. This is a much better use of resources, allows more flexibility in scheduling, and still allows students access to the most popular aspect of our MA offerings, which is the clinical track.

Along with this program consolidation, the MA program curriculum has been significantly revised to include a strong 24 credit core, while allowing significant flexibility to students in meeting their personal educational/career goals.

Students who responded to our survey reported success upon graduation from the MA program, both in terms of finding appropriate employment and acceptance into higher level graduate education.

The MA program is available via both campuses, and students can take general “core” classes on either one. This increases access to graduate education helps students schedule classes in ways that meet their individualized scheduling needs.

**Weaknesses:**

The weaknesses in our program continue to be resource based and focus upon needs for additional faculty, equipment and space. Demand for psychology classes by majors and non-majors continues to be higher than we can meet. The psychology department is routinely one of the top departments in the university in terms of both SCH/FTE and MAJORS/FTE. This means that we continue to face serious challenges to our limited faculty resources as work to provide high quality training in all degree programs, including the MA program which is the focus of this report. Further, as we continue to develop our graduate programs, and particularly our doctoral program, our resources are stretched even further. Though definitely not a weakness, the multiple programs we offer put a great
deal of stress on faculty members to meet the needs of students at all levels. In addition, as faculty are involved in more research as they contribute to the needs of our doctoral program, the time involved in this work is a direct challenge to being able to offer as many total classroom courses at both the BA and MA level as we would otherwise want or be able to provide. By any reasonable measure (number of students, number of majors, number of programs, productivity of any type), PSY should have at least 2 additional full time, tenure track faculty lines on the Huntington campus.

Faculty needs for the MA program in Charleston are also critical. The clinical area of emphasis courses are all offered on the SC campus, along with the core classes that are offered on both campuses. We have just 2 tenured faculty for that program. Only one is clinically oriented, and he also has an appointment in and responsibilities with the School Psychology program (which is housed in a different college). All other clinical teaching and advising must be done by our 2 one year, temporary faculty members. This is not a good way to offer or develop a quality professional training program. For consistency and for adequacy of teaching as well as clinical and research supervision and program development we very much need for those 2 temporary faculty lines to converted to tenure track.

The second major challenge/weakness relates to space. As a social and natural science, psychology should be able to provide students- both undergraduate and graduate- with the opportunity for laboratory classes and space limitations keep us from being able to provide many of these experiences for students. Further, as we work towards greater emphasis on research by faculty and by students at all levels, there is significant need for greater access to research space, and the department simply has nowhere near enough. Essentially, we have one medium size room and two very small rooms to do all data collection, and this is not nearly sufficient for 14 Huntington faculty, 30+ doctoral students, a smaller but consistent number of MA students working on thesis projects, and the dozens of undergraduate students working on research projects each year. A related space/resource problem is the lack of adequate access to “smart” classrooms. We are fortunate to have had one such room developed on our floor this year; while that is a terrific resource for us, it has provoked a great deal of competition for that space, in that many teachers in all of our degree programs want to make use of multimedia and computer based technology in their teaching, and we have very limited access to appropriate space for such innovative teaching.

The third major problem we face is support for faculty and student research (both undergraduate and graduate). There are very limited funds to support faculty or student research activities, and if we are to ever reach our research capabilities, significantly more money will have to be found to support this work and the related travel expenses for dissemination of results at meetings and conferences.
Plans for correction:
The department of psychology has many strengths. Our faculty are excellent and committed teachers who are active in their fields and who willingly participate in university and community service. Our MA program enrollment is adequate and we have talented students who do well upon graduation. Thus, the problems we face are not those of program viability, but of insufficient resources to provide the highest quality of education to students and to support the excellent faculty who contribute to the program's ongoing development and success.

The resource problem is one we have little control of within the department. Every effort is made to use scarce funds to encourage innovative faculty and student initiatives while also keeping the copier running and supplies in our closet. Additionally, since the last review we were fortunate to add two new tenure track faculty lines in support of our doctoral program, and we’ve been the beneficiary of a Carter G Woodson Fellow who joined our faculty last year. These have certainly strengthened our faculty resources. However, within the same time frame we have brought a new doctoral program “on line”, had one senior faculty continue to serve in an administrative position for a university-wide program that consumes ½ of her allotted teaching load, another continues to have 1/3 of his appointment allocated to the school psychology program (housed in another college) and several faculty have had well deserved sabbaticals. These are not “fixable” problems but do point out real challenges that we must work with continuously.

We have tried to address the faculty resource problem in South Charleston by requesting that the 2 part time, .53 FTE positions be changed into tenure track lines. For the current year (2005-06) they were converted to full time, one year temporary positions. While this helped a bit by increasing the 2 part time faculty members’ “presence” on campus somewhat, it didn’t really address the fundamental issue of needing additional tenure track faculty around whom program development, advising, etc, can be built. We have asked that these positions be changed to tenure track for next year (2006-07) but have not yet been informed of any decision.

Regarding our space needs, all we can do is a) use our available space as wisely as possible; b) negotiate on a case by case basis with other units for collaborative use of space and resources for research purposes, and c) request that the university administration reallocate space to higher demand units. We were successful in this area last year, when an unused room that had been allocated to another department was reassigned to us to house several doctoral students. However, there are more rooms in Harris Hall and elsewhere that are underutilized and could be reassigned.

In the area of research support, we allocate a significant portion of our student fees towards support for faculty and doctoral student research activities. Though not really sufficient, these funds help a great deal in supporting research
activities for faculty who teach and supervise MA students. They are not directly available to MA level students, however, and any such student who needs support for thesis related research must apply to other university sources.

Regarding the “smart” classroom issue, we are hopeful that the university has a program in place that will outfit many more classrooms, in Harris Hall and other buildings, with updated technology, since the expenses are far too great for departments to handle on their own.

**B. Viability**

1. **Articulation Agreements** The MA program has no articulation agreements with other institutions.

2. **Off Campus/Distance Delivery Classes**: The MA program offers no off campus or e-classes.

3. **Service Classes**: The MA program in PSY offers two classes that are technically considered service classes, in that they are required by other departments. These are PSY 518 (PSY of Personnel) and 520 (Industrial-Organizational Psychology). Required data for these two classes is reported in Appendix IV. Students from other departments frequently enroll in a range of PSY graduate courses, such as Abnormal Psychology (508), Cognitive Psychology (672), Learning (516), Intermediate Behavioral Statistics (517), Biological Bases of Behavior (674), Health Psychology (543), Physiological Psychology (540) and others, we have no agreements to formally support any other graduate programs through our program offerings.

4. **Program Course Enrollment**: Course enrollment data is provided in Appendix V. All MA students take a core of 8 courses (24 credits) consisting of Intermediate Behavioral Statistics (PSY 517); Biological Bases of Behavior (PSY 674) Cognitive Psychology (PSY 672) Advanced or Applied Social Psychology (PSY 502 or PSY 503); Advanced or Applied Developmental Psychology (PSY 615 or PSY 617) Psychometrics (PSY 506) Ethical and Legal Issues in Psychology (PSY605) MA Research Seminar (PSY 692). Students work with advisors to develop a set of at least 4 additional courses (12 credits) to complete course requirements for the degree. Electives can be in or out of psychology, as long as they are consistent with the educational and career goals of the student and approved by the advisor.

Students choosing to enroll in the Clinical area of emphasis must complete a 26 credit sequence of classes to complete their MA degree; this sequence substitutes for the electives that other students choose, and of course is a longer program than the straightforward MA degree. Student who begin the sequence must complete it if they are to receive any support or endorsements from the department regarding preparedness to do clinical work. Courses in this sequence focus on psychological assessment and psychological therapeutic interventions with a range of populations, and includes both classroom instruction and supervised clinical experiences in the form of practicum placements at our department’s clinics and internship placements at appropriate field sites.
All required core classes are offered each year on both the Huntington and SC campuses, and thus students have adequate access and should have no problems making consistent progress towards their degrees. MA clinical students are required to take their clinical sequence at the SC campus, and all courses are offered each year on that campus. Psy D students are required to do their clinical work out of the Huntington campus. This policy grows from the importance we place on developing cohorts and group support within our student body, as well as the practical requirements of keeping close track of students in both programs, and meeting the differential training needs and expectations of students at two academic levels (MA and Doctoral).

5. Program Enrollment: Data concerning enrollment in the MA program is presented in Appendix VI. For each of the last 2 fall terms, 8 new MA students were enrolled, according to data from Institutional Research. This is a significant undercount of actual student involvement in our MA classes for several reasons. First, we admit students in spring and summer, and these students are not reflected in the Fall number. Second, the new Psy D students that have not yet earned MA degrees are also enrolled in MA classes. Third, a significant (but unfortunately indeterminate number of students who do not meet the primary entrance requirements for the MA program seek to meet the alternative requirements of successfully completing 4 designated core MA classes. Until recently, those were not considered to be PSY students- they were either unclassified or were enrolled in another program- frequently Adult and Technical Education. We've recently (the current fall semester) addressed this problem by allowing these students to be “provisionally accepted” into the department so that in the future we can keep track of them, provide advising, and have a more accurate head count of our own students.

6. Enrollment Projections We have no reason to expect enrollments to change dramatically in upcoming years. Psychology remains a popular undergraduate major and employment in psychology related fields remains strong according to the Occupational Outlook Handbook. It is possible that licensing requirements for psychologists in WV may change in upcoming years in ways that may impact the career paths of MA trained psychology students. However, even if that were to occur, the experience of other states confirms that there will always be an important role for MA level psychology practitioners and thus a steady need for psychology students who are trained at the MA level. Another professional issue is the availability of MA level licensure for mental health counselors, which in some ways is a form of competition for psychology trainees. This is an alternative training route for prospective students, since they can get degrees in either counseling or psychology in pursuing that license. We in PSY need to monitor this closely, and clarify if the counseling license is having an impact on applications or enrollments in our clinical program.

C. NECESSITY

1. Advisory Committee: The MA program has no external advisory committee.

2. Graduates: As was noted earlier, graduates who responded to our survey report good success in both job placement and acceptance into additional
graduate education programs. Overall, the 30 respondents reported a total of 41 jobs in the 5 year reporting period. These included 22 first jobs with an average salary of $30318 (range of $21-50000), as well as second and third jobs (advancements or changes, not concurrent jobs); 15 report a second professional job with average salaries of $35667 and 4 reported a third job in the reporting period, with average salaries of $50100. Occupations reported by MA grads included placements in the following fields: Psychologist/supervised psychologist/therapist (20), school psychologist (6), other social services (2), human resource/business (4), administration(4), medical fields(2), research (2), and education (1).

In terms of additional education, survey responders indicate that a total of 10 MA grads have begun study in advanced graduate education. These include 2 in Psy D programs, 1 in a clinical psychology Ph D program, 1 in a Forensic Psychology program, 2 in Ed S (school psychology) programs and 1 in a different MA program (major unknown).

3. Job Placement We have no evidence that job placement rates are low for our MA graduates. Survey respondents indicate that they are successful at finding jobs and/or going on to more advanced study in fields of their interest.

D. CONSISTENCY WITH UNIVERSITY MISSION The MA program in Psychology is clearly consistent with Marshall University’s mission. The university’s mission statement includes many elements to which our program, students and faculty contribute. The Mission notes that Marshall will be a “….. multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge…” Our MA program in Psychology is consistent with these ideas, in that the program is offered via 2 campuses and the teaching, research and clinical work of our students and faculty contribute to development of society and individuals

In addition, our program is consistent with many additional elements of the mission statement, including:
- affordable, high quality …. graduate education appropriate for the state and the region; fostering faculty, staff, and student outreach through service activities;
- making instruction available throughout Marshall’s service area using all appropriate modes of delivery;
- enhancing the quality of health care in the region; promoting economic development through research, collaboration, and technological innovations;
- educating a citizenry capable of living and working effectively in a global environment.

Further, our faculty work hard to contribute in all aspects of the faculty expectations noted in the mission statement, and through their coursework, research and field experiences, students have opportunities to grow and learn in all areas covered in the student section of the mission statement.