

APPROVED BY SENATE

04/06/2015



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Revision of the BSLAS in Psychology (Establishment of Concentrations),
College of Liberal Arts and Sciences

SPONSOR: Robert Wickesberg, Associate Head for Undergraduate Studies, Department of Psychology, 333-1147, wickesbe@illinois.edu

COLLEGE CONTACT: Karen Carney, Associate Dean, 333-1350, kmcarney@illinois.edu

BRIEF DESCRIPTION: This proposal establishes seven undergraduate concentrations in the Psychology major that reflect the distinct intellectual traditions and research areas represented by the different divisions in the Psychology Department. Currently, students in Psychology share a single general major; they then choose an area of interest that guides their selection of more advanced courses. The concentrations proposed here each require a distinct set of advanced courses and will enable the student's transcript to reflect the particular area of interest. These concentrations are: Behavioral Neuroscience, Clinical/Community Psychology, Cognitive Psychology, Developmental Psychology, Organizational Psychology, Social/Personality Psychology, and, for those students who prefer a broader, less specialized psychology major, a General Psychology concentration. This last "concentration" is the same as the current psychology major.

Each concentration includes a set of introductory courses in areas of psychology outside of the chosen concentration. The goal is to give students a broad background in psychology by requiring introductory psychology, statistics, and selection of three courses at the 200-level. Given the number of concentrations, there are too many minor differences to form a required set of core courses, and the Psychology faculty thought that allowing students to select courses at the introductory level on their own would not guarantee the desired breadth of training. Each concentration, therefore, specifies a slight variation on the current requirement of two biological/cognitive courses and two social/developmental/clinical courses at the 200-level.

Undergraduate majors then can specialize in an area of psychology by taking the 200-level introductory course offered by a division, the lab course for the concentration, and upper-level undergraduate courses offered by the faculty members in the division. The goal is to insure both breadth and depth in students' psychology education. Except for the General Psychology concentration, each concentration requires one course more than is currently required for the Psychology major. Concentrations are not currently proposed for areas/divisions that either do not offer a lab course or are not able to routinely offer a sufficient number of upper-level undergraduate courses. For those areas of Psychology, and for undergraduates who do not want to concentrate their studies in one particular area,

we created the General Psychology concentration, whose requirements are unchanged from the current major except for the removal of the supporting course work requirement. Each of the proposed concentrations has been approved by the faculty that constitute the appropriate division in the Psychology Department. Finally, the proposal removes the requirement for supporting course work, since most Psychology majors already elect multiple majors or minors.

JUSTIFICATION: The rationale for this proposal is to appropriately recognize students who concentrate the academic path for their major within one particular area of Psychology. We expect that this enhanced articulation of the Psychology “brand” will make these students more attractive to both perspective employers and graduate schools. Based on their research interests, the faculty in the Psychology Department have always been divided into different divisions such as Cognitive, Social, Developmental, etc. While these divisions share some common core knowledge, they are also increasingly specialized in methodologies, scientific questions and intellectual traditions. Psychology majors also identify with these divisions and focus their upper-level course work within the set of classes offered by a division to improve their capacity for participation in the professional community. Students, faculty and alumni have long been asking for official recognition of the area of specialization on a student’s transcript. The proposed concentrations will provide them with that official acknowledgement. Eliminating the supporting coursework requirement will make the Psychology major more comparable with allied units in LAS and will facilitate students’ ability to double-major or pursue a minor in another area.

BUDGETARY AND STAFF IMPLICATIONS:

1) Resources

- a. How does the unit intend to financially support this proposal? No additional financial resources are necessary for this proposal. The Psychology Department can guarantee financing to ensure that enough seats are available in the 100- and 200-level courses required for each concentration as these are large, popular courses.
- b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity? No additional capacity is necessary. There must be at least 5 faculty in a division, which ensures an adequate number of upper level courses will be offered in each proposed concentration. Concentrations are only proposed for divisions that have existed for a long period of time and probably will exist for the foreseeable future. We also restrict registration to Psychology majors for the first weeks of each enrollment period to ensure that Psychology majors can register for the courses they need. Students will be admitted to the Psychology major, and a concentration will appear on their transcript only if they complete the appropriate courses.
- c. Will the unit need to seek campus or other external resources? No.
- d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program. No new financial arrangements with the college need to be made.

2) Resource Implications

- a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. This change in the major declaration should not affect faculty resources as students will continue to take courses they normally would, but now they will get recognition on their transcript. We anticipate no effective change in enrollments.
- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units. This proposal will not affect course enrollment in other units.
- c. Please address the impact on the University Library. There will be no impact on the University Library.
- d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.) There should be no impact on either technology or space with this proposal,

DESIRED EFFECTIVE DATE: August 15, 2015

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Psychology

<http://www.psychology.illinois.edu>

Head of Department: David Irwin

Department Office: 315 Psychology Building, 603 East Daniel, Champaign, (217) 333-0631

Psychology is the scientific investigation of human and animal behavior. Psychologists study behavior in systems ranging from single cells to the individual person, from small groups of people to communities. Psychologists strive to describe behavior and to understand its underlying biological and social mechanisms. This enterprise, designed to better understand the human condition, accumulates knowledge that can help solve problems faced by individuals and by communities. Students who graduate with a major in psychology acquire a wide range of knowledge and useful skills that allows them to find employment in many different areas.

Undergraduate Program

The Psychology program of study is a broad-based curriculum within a research-focused department. The program is designed both for students interested in a liberal arts education with psychology as a focal area and for students who plan to attend graduate or professional school either in psychology or in a different field such as medicine, law, social work, business administration, counseling, labor relations and many others.

In formulating their Plan of Study, students can decide either to undertake a concentration in General Psychology and select courses that focus on their own unique interests or to specialize in a particular area of Psychology by fulfilling the requirements for one of the other Concentrations listed below. As undergraduate students fulfill the requirements, they also have the opportunity to participate in current research projects by working in labs. Students should contact our Undergraduate Advising Office for help in creating a plan of study and research that best meets their goals and interests.

Department Distinction: To be eligible for graduation with Distinction in Psychology, a student must complete a two-semester research sequence in PSYC 494, submit a Senior Thesis, and maintain an overall 3.0 GPA at the time of submission. To be eligible for High or Highest Distinction, a student must first be admitted to the Honors Program, then complete the three semester Honors Program (PSYC 398, PSYC 498, PSYC 499), submit a Senior Thesis, and maintain an overall GPA of at least a 3.0 to be awarded High Distinction or a GPA 3.5 for Highest Distinction. Please see the Psychology website for details.

~~While a doctorate is needed for most areas of academic psychology, a master's degree is sufficient for careers in many applied psychology fields such as personnel psychology, measurement psychology, and engineering psychology.~~

Academic Advising

The Psychology Undergraduate Advising office is open to help students choose patterns of courses relevant to their interests, as well as to help students explore graduate school, professional school, and career options. Advising is done by an award-winning staff of academic professionals along with mentoring by faculty for students with research interests. Peer registration assistants are also available to help with the registration process.

Major in Sciences and Letters Curriculum

E-mail: advising@psychology.illinois.edu

Degree title: Bachelor of Science in Liberal Arts and Sciences

Minimum required major and supporting course work equates to 44 hours including 32 hours of Psychology courses.

General education: Students must complete the [Campus General Education](#) requirements.

Minimum hours required for graduation: 120 hours

Department Distinction: To be eligible for graduation with Distinction in Psychology, a student must complete a two-semester research sequence in PSYC 494, submit a Senior Thesis, and maintain an overall 3.0 GPA at the time of submission. To be eligible for High or Highest Distinction, a student must first be admitted to the Honors Program (requirements: junior standing, 3.5 GPA in Psychology and overall, and completion of an introductory and two other psychology courses plus psychological statistics). The student then has to complete the three semester Honors Program (1 semester of PSYC 398 and 2 semesters of PSYC 498), submit a Senior Thesis, and maintain an overall GPA of at least a 3.0 to be awarded High Distinction or a GPA 3.5 for Highest Distinction.

Hours	Requirements
4	Select one of the following:
-	PSYC 100 – Intro to Psych
-	PSYC 103 – Intro Experimental Psych
-	PSYC 105 – Psych Introduction
3	PSYC 235 – Intro to Statistics or equivalent
6	Select two courses from the following:
-	PSYC 204 – Intro to Brain and Cognition
-	PSYC 210 – The Brain and the Mind
-	PSYC 220 – Images of Mind

-	PSYC 224 – Cognitive Psych
-	PSYC 230 – Perception & Sensory Processes
-	PSYC 248 – Learning and Memory
6	Select two courses from the following:
-	PSYC 201 – Intro to Social Psych
-	PSYC 216 – Child Psych
-	PSYC 238 – Abnormal Psych
-	PSYC 239 – Community Psych
-	PSYC 245 – Industrial/Org Psych
-	PSYC 250 – Psych of Personality
43	Select any 300- or 400-level Psychology courses including at least one course from the following laboratory/research methods courses:
-	PSYC 311 – Techniques of Bio Psych
-	PSYC 331 – Cognitive Psych Lab
-	PSYC 332 – Lab Meth In Soc Psych
-	PSYC 333 – Social Psych In Nat Settings
-	PSYC 334 – Vision and Space Lab
-	PSYC 350 – Personality Lab
-	PSYC 363 – Developmental Psych Lab
-	PSYC 379 – Clinical Psychology Lab
-	PSYC 429 – Hum Comp Interaction Lab
-	PSYC 437 – Advanced Psychology Lab
-	PSYC 489 – Neural Network Modeling Lab
-	PSYC 490 – Meas and Test Dev Lab
42	Supporting course work outside psychology that will complement the core program. These courses must be approved by an academic adviser. These courses could be:

- A declared minor
- A second major
- Pre-law interest courses
- Pre-health courses
- Graduate school preparatory courses
- Courses from varying departments having a common theme

~~Twelve hours of 300- and 400-level courses in the major must be taken on this campus.~~

~~All foreign language requirements must be satisfied.~~

~~A Major Plan of Study Form must be completed and submitted to the LAS Student Affairs Office before the end of the fifth semester (60-75 hours). Please see your adviser.~~

Major in Sciences and Letters Curriculum

E-mail: advising@psychology.illinois.edu

Degree title: Bachelor of Science in Liberal Arts and Sciences

Students must meet the requirements for one of the concentrations listed below. Minimum required concentration and supporting course work equates to 32-36 hours of Psychology courses. Please see your academic adviser. A Major Plan of Study Form must be completed and submitted to the LAS Student Affairs Office before the end of the fifth semester (60-75 hours).

For all concentrations, twelve hours of 300- and 400-level courses in Psychology must be taken on this campus. Minimum hours required for graduation: 120 hours.

Students must also complete the [Campus General Education](#) requirements and all foreign language requirements.

General Psychology Concentration

Hours	Requirements
4	Select one of the following: PSYC 100 - Intro to Psych PSYC 103 - Intro Experimental Psych PSYC 105 - Psych Introduction
3	PSYC 235 - Intro to Statistics or equivalent
6	Select two courses from the following: PSYC 204 - Intro to Brain and Cognition PSYC 210 - The Brain and the Mind PSYC 220 - Images of Mind PSYC 224 - Cognitive Psych PSYC 230 - Perception & Sensory Processes PSYC 248 - Learning and Memory
6	Select two courses from the following: PSYC 201 - Intro to Social Psych PSYC 216 - Child Psych PSYC 238 - Abnormal Psych PSYC 239 - Community Psych PSYC 245 - Industrial Org Psych PSYC 250 - Psych of Personality
13	Select any 300- or 400-level Psychology courses including at least one course from the following laboratory/research methods courses: PSYC 311 – Behavioral Neuroscience Lab PSYC 331 - Cognitive Psych Lab PSYC 332 – Social Psychology Lab PSYC 333 - Social Psych In Society Lab PSYC 334 – Perceptual Psychology Lab PSYC 350 - Personality Lab PSYC 363 - Developmental Child Psych Lab PSYC 379 - Clinical Psychology Lab PSYC 429 - Hum Comp Interaction Lab PSYC 437 - Advanced Psychology Lab PSYC 489 - Neural Network Modeling Lab PSYC 490 – Measurement & Test Develop Lab
32	Total Hours

Behavioral Neuroscience Concentration

Hours	Requirements
4	Select one of the following: PSYC 100 - Intro to Psych PSYC 103 - Intro Experimental Psych PSYC 105 - Psych Introduction
3	PSYC 235 - Intro to Statistics or equivalent
3	Select one course from the following: PSYC 204 - Intro to Brain and Cognition PSYC 220 - Images of Mind PSYC 224 - Cognitive Psych PSYC 230 - Perception & Sensory Processes PSYC 248 - Learning and Memory
6	Select two courses from the following: PSYC 201 - Intro to Social Psych PSYC 216 - Child Psych PSYC 238 - Abnormal Psych PSYC 239 - Community Psych PSYC 245 - Industrial Org Psych
3	PSYC 210 – Behavioral Neuroscience
4	PSYC 311 – Behavioral Neuroscience Lab
12	Take 4 courses from any of the following and undergraduate seminars (PSYC 396, 496) taught by faculty members in the Behavioral Neuroscience division: PSYC 316 - Intro to Psych of Hearing PSYC 413 - Psychopharmacology PSYC 414 – Brain, Learning and Memory PSYC 432 - Genes and Behavior PSYC 433 - Evolutionary Neuroscience
35	Total Hours

Clinical/Community Psychology Concentration

Hours	Requirements
4	Select one of the following: PSYC 100 - Intro to Psych PSYC 103 - Intro Experimental Psych PSYC 105 - Psych Introduction
3	PSYC 235 - Intro to Statistics or equivalent
6	Select two courses from the following: PSYC 204 - Intro to Brain and Cognition PSYC 210 - Behavioral Neuroscience PSYC 220 - Images of Mind PSYC 224 - Cognitive Psych PSYC 230 - Perception & Sensory Processes PSYC 248 - Learning and Memory
3	Select one course from the following: PSYC 201 - Intro to Social Psych PSYC 216 - Child Psych PSYC 245 - Industrial Org Psych PSYC 250 - Psych of Personality
3	Select one course from the following: PSYC 238 - Abnormal Psych PSYC 239 - Community Psych
4	PSYC 379 - Clinical Psychology Lab
12	Take 4 courses from any of the following and undergraduate seminars (PSYC 396, 496) taught by faculty members in the Clinical/Community Psychology division PSYC 238 or 239 depending on course taken to satisfy above requirement PSYC 336 - Topics in Clin/Comm Psych PSYC 340 - Community Projects PSYC 341 - Advanced Community Projects PSYC 370 - Understanding Suicide PSYC 410 - Hate Crimes PSYC 420 - Theories of Psychotherapy Including at least one course from the following: PSYC 312 - Psychology of Race & Ethnicity PSYC 416 - African American Psychology PSYC 470 - Asian American Psychology
35	Total Hours

Cognitive Psychology Concentration

Hours	Requirements
4	Select one of the following: PSYC 100 - Intro to Psych PSYC 103 - Intro Experimental Psych PSYC 105 - Psych Introduction
3	PSYC 235 - Intro to Statistics or equivalent
3	Select one course from the following: PSYC 204 - Intro to Brain and Cognition PSYC 210 - Behavioral Neuroscience PSYC 220 - Images of Mind PSYC 230 - Perception & Sensory Processes
6	Select two courses from the following: PSYC 201 - Intro to Social Psych PSYC 216 - Child Psych PSYC 238 - Abnormal Psych PSYC 239 - Community Psych PSYC 245 - Industrial Org Psych PSYC 250 - Psych of Personality
3	Select one course from the following: PSYC 224 - Cognitive Psych PSYC 248 - Learning and Memory
4	PSYC 331 - Cognitive Psych Lab
12	Take 4 courses from any of the following and undergraduate seminars (PSYC 396, 496) taught by faculty members in the Cognitive Psychology division: PSYC 321 - Human Memory PSYC 351 - Thinking and Reasoning PSYC 356 - Evolution of Mind PSYC 357 - Intro Cognitive Science PSYC 425 - Psych of Language PSYC 427 - Language and the Brain PSYC 450 - Cognitive Psychophysiology PSYC 468 - Psych and Law PSYC 489 - Neural Network Modeling Lab
35	Total Hours

Developmental Psychology Concentration

Hours	Requirements
4	Select one of the following: PSYC 100 - Intro to Psych PSYC 103 - Intro Experimental Psych PSYC 105 - Psych Introduction
3	PSYC 235 - Intro to Statistics or equivalent
9	Select three courses from the following two groups including at least one from each group: Select one or two courses from the following: PSYC 204 - Intro to Brain and Cognition PSYC 210 - Behavioral Neuroscience PSYC 220 - Images of Mind PSYC 224 - Cognitive Psych PSYC 230 - Perception & Sensory Processes PSYC 248 - Learning and Memory
	Select one or two courses from the following: PSYC 201 - Intro to Social Psych PSYC 238 - Abnormal Psych PSYC 239 - Community Psych PSYC 245 - Industrial Org Psych PSYC 250 - Psych of Personality
3	PSYC 216 - Child Psych
4	PSYC 363 - Developmental Child Psych Lab
12	Take 4 courses from any of the following and undergraduate seminars (PSYC 396, 496) taught by faculty members in the Developmental Psychology division PSYC 318 - Psych of the Infant PSYC 320 - The Teenage Years PSYC 324 - Developmental Psychopathology PSYC 326 - Development and Relationships PSYC 423 - Language Acquisition PSYC 462 - How Children Think PSYC 465 - Personality and Soc Dev
35	Total Hours

Concentration in Organizational Psychology

Hours	Requirements
4	Select one of the following: PSYC 100 - Intro to Psych PSYC 103 - Intro Experimental Psych PSYC 105 - Psych Introduction
3	PSYC 235 - Intro to Statistics or equivalent
6	Select two courses from the following: PSYC 204 - Intro to Brain and Cognition PSYC 210 - The Brain and the Mind PSYC 220 - Images of Mind PSYC 224 - Cognitive Psych PSYC 230 - Perception & Sensory Processes PSYC 248 - Learning and Memory
6	Select two courses from the following: PSYC 201 - Intro to Social Psych PSYC 216 - Child Psych PSYC 238 - Abnormal Psych PSYC 239 - Community Psych PSYC 250 - Psych of Personality
8	Select two courses from the following PSYC 332 – Social Psychology Lab PSYC 333 - Social Psych In Society Lab PSYC 350 - Personality Lab PSYC 490 – Measurement & Test Develop Lab
9	Take 3 courses from any of the following and undergraduate seminars (PSYC 396, 496) taught by faculty members in Organizational Psychology PSYC 245 - Industrial Org Psych PSYC 455 - Organizational Psych PSYC 475 - Personnel Psych
36	Total Hours

Social/Personality Psychology Concentration

Hours	Requirements
4	Select one of the following: PSYC 100 - Intro to Psych PSYC 103 - Intro Experimental Psych PSYC 105 - Psych Introduction
3	PSYC 235 - Intro to Statistics or equivalent
6	Select two courses from the following: PSYC 204 - Intro to Brain and Cognition PSYC 210 - Behavioral Neuroscience PSYC 220 - Images of Mind PSYC 224 - Cognitive Psych PSYC 230 - Perception & Sensory Processes PSYC 248 - Learning and Memory
3	Select one course from the following: PSYC 216 - Child Psych PSYC 238 - Abnormal Psych PSYC 239 - Community Psych PSYC 245 - Industrial Org Psych
3	PSYC 201 - Intro to Social Psych
4	Select one course from the following: PSYC 332 - Social Psychology Lab PSYC 333 - Social Psych in Society Lab PSYC 350 - Personality Lab
12	Take 4 courses from any of the following and the undergraduate seminars (PSYC 396, 496) taught by faculty members in Social/Personality Psychology including a second social/personality psychology lab course: PSYC 250 - Psych of Personality PSYC 265 - Power, Status and Influence PSYC 352 - Attitude Theory and Change PSYC 353 - Social Cognition PSYC 354 - Small Group Behavior PSYC 373 - Culture & Psychology PSYC 465 - Personality and Soc Dev
35	Total Hours

Areas of interest in psychology, and many of these areas are reflected in the similarly-titled concentrations that are available within the major:

- Behavioral Neuroscience is the study of the biological mechanisms underlying behavior. Biological psychologists generally are interested in the brain and the nervous system, in the endocrine system, and in other organismic processes.
- Clinical psychology is the study of problems encountered by individuals, groups, and families — especially problems involving psychopathology. Clinical psychologists are interested in the application of psychological knowledge and techniques for the alleviation of these problems.
- Community psychology is the study of social processes and problems of groups, organizations, and neighborhoods, and the development and evaluation of progress for social change and social policy based on psychological understanding.
- Cognitive neuroscience is concerned with understanding the neuroscientific bases of cognition. Various methods are employed to assess the roles of different brain systems in psychological functions such as memory, attention, language, executive control, decision making, response processing, and emotion.
- Cognitive psychology is the study of basic behavioral and cognitive processes, including learning, memory, problem-solving, motivation, and language.
- Developmental psychology is the study of intellectual development, emerging personality, and the acquisition of language, as well as psychophysiological and social development processes as individuals develop from birth through old age.
- Engineering psychology is the study of human behavior in the context of interactions between humans and machines.
- Quantitative psychology specialists develop mathematical models of psychological processes and devise methods for quantitative representation and analysis of data about behavior. These are used in the study of differences between individuals in ability, personality, preferences, and other psychological phenomena.
- Personality psychology focuses on individual behavior. It is the study of ways to understand and describe an individual's behavior and to predict an individual's future behavior.
- Organizational psychology is the application of techniques of assessment, prediction, and intervention to areas of human resources in organizations, including, but not limited to, standard personnel selection and training, attitude assessments and interventions, and program evaluations.
- Social psychology is the study of attitudes, social perception and cognition, interpersonal relations, interpersonal interactions, and social and cultural factors affecting human behavior.
- Visual cognition and human performance is the study of attention, visual perception, visual memory, and human performance. Visual cognition research uses tools drawn from cognitive psychology and cognitive neuroscience to better understand how visual information is perceived and remembered.

Prescribing Psychologists:

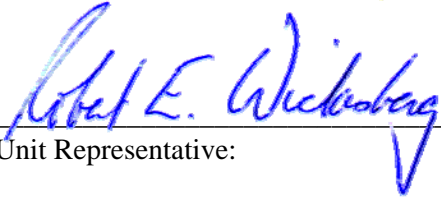
The states of Illinois, New Mexico and Louisiana now allow appropriately qualified psychologists to write prescriptions for psychotropic medications, if they have the necessary training. There are many other states that currently have pending prescriptive authority legislative initiatives. One component of becoming a prescribing psychologist is completion of the following undergraduate courses:

- 2-semester course sequence in chemistry or biochemistry with lab
- 1 semester microbiology with lab
- 1 semester general biology for science majors
- 1 semester physiology
- 1 semester human anatomy
- 1 semester physiology and anatomy
- Medical terminology (class or proficiency)

For more information on becoming a prescribing psychologist and a detailed list of which courses meet these requirements, please consult with one of the academic advisors in psychology.

CLEARANCES: (Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

Signatures:



Unit Representative:

April 14, 2014

Date:

College Representative:

Date:

Proposed Psychology Concentrations

General Psychology	Behavioral Neuroscience	Clinical/Community	Cognitive	Developmental	Organizational	Social/Personality
PSYC 100 – Intro to Psych	PSYC 100 – Intro to Psych	PSYC 100 – Intro to Psych	PSYC 100 – Intro to Psych	PSYC 100 – Intro to Psych	PSYC 100 – Intro to Psych	PSYC 100 – Intro to Psych
PSYC 235 - Statistics	PSYC 235 - Statistics	PSYC 235 - Statistics	PSYC 235 - Statistics	PSYC 235 - Statistics	PSYC 235 - Statistics	PSYC 235 - Statistics
	PSYC 210	PSYC 238 or PSYC 239	PSYC 224 or PSYC 248	PSYC 216	PSYC 245	PSYC 201
Select two Bio/Cognitive	Select one Cognitive	Select two Bio/Cognitive	Select one Biological	Select two Bio/Cognitive	Select two Bio/Cognitive	Select two Bio/Cognitive
PSYC 204	PSYC 204	PSYC 204	PSYC 204	PSYC 204	PSYC 204	PSYC 204
PSYC 210	—	PSYC 210	PSYC 210	PSYC 210	PSYC 210	PSYC 210
PSYC 220	PSYC 220	PSYC 220	PSYC 220	PSYC 220	PSYC 220	PSYC 220
PSYC 224	PSYC 224	PSYC 224	—	PSYC 224	PSYC 224	PSYC 224
PSYC 230	PSYC 230	PSYC 230	PSYC 230	PSYC 230	PSYC 230	PSYC 230
PSYC 248	PSYC 248	PSYC 248	—	PSYC 248	PSYC 248	PSYC 248
Select two Clin/Dev/Org/Soc	Select two Clin/Dev/Org/Soc	Select one Dev/Org/Soc	Select two Clin/Dev/Org/Soc	Select one Clin/Org/Soc	Select two Clin/Dev/Soc	Select one Clin/Dev/Org
PSYC 201	PSYC 201	PSYC 201	PSYC 201	PSYC 201	PSYC 201	—
PSYC 216	PSYC 216	PSYC 216	PSYC 216	—	PSYC 216	PSYC 216
PSYC 238	PSYC 238	—	PSYC 238	PSYC 238	PSYC 238	PSYC 238
PSYC 239	PSYC 239	—	PSYC 239	PSYC 239	PSYC 239	PSYC 239
PSYC 245	PSYC 245	PSYC 245	PSYC 245	PSYC 245	—	PSYC 245
PSYC 250	PSYC 250	PSYC 250	PSYC 250	PSYC 250	PSYC 250	
Select one lab course	Lab course	Lab course	Lab course	Lab course	Select two lab courses	Select one lab course
PSYC 311	PSYC 311					
PSYC 331			PSYC 331			
PSYC 332					PSYC 332	PSYC 332
PSYC 333					PSYC 333	PSYC 333
PSYC 350					PSYC 350	PSYC 350
PSYC 363				PSYC 363		
PSYC 379		PSYC 379				
PSYC 429						
PSYC 437						
PSYC 489						
PSYC 490					PSYC 490	
Select 3 advanced courses	Select 4 advanced Beh. Neuro courses	Select 4 advanced Clin/Comm courses	Select 4 advanced Cognitive courses	Select 4 advanced Develop. courses	PSYC 455 and PSYC 475	Select 4 advanced Social/Per courses
32 hours	35 hours	35 hours	35 hours	35 hours	36 hours	35 hours

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

EP.15.48

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



February 17, 2015

Gay Miller, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Miller:

Enclosed is a copy of a proposal from the College of Liberal Arts and Sciences to revise the Bachelor of Science in Psychology.

Sincerely,

A handwritten signature in cursive script that reads 'Kathryn A. Martensen'.

Kathryn A. Martensen
Assistant Provost

Enclosures

c: K. Carney
A. Elli
R. Wickesberg
D. Irwin
A. Edwards

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Dean

College of Liberal Arts and Sciences
2090 Lincoln Hall
702 South Wright Street
Urbana, IL 61801-3631



November 14, 2014

Kristi Kuntz
Assistant Provost
Swanlund Administration Building
MC-304

Dear Kristi:

The Committee on Courses and Curricula on behalf of the Faculty of the College of Liberal Arts and Sciences has voted to approve the following proposal:

Revision of the BSLAS in Psychology (Establish Concentrations)

Please address all correspondence concerning this proposal to me. This proposal is now ready for review by the Senate Educational Policy Committee for proposed implementation in Fall 2015.

Sincerely,

A handwritten signature in black ink that reads "Karen M. Carney".

Karen M. Carney
Associate Dean

enclosure

C: Professor Robert Wickesberg
Professor David Irwin



**Senate Educational Policy Committee
Proposal Check Sheet**

PROPOSAL TITLE (Same as on proposal): Revision of the BSLAS in Psychology (Establish Concentrations), College of Liberal Arts and Sciences

PROPOSAL TYPE (select all that apply below):

A. Proposal for a NEW or REVISED degree program. Please consult the Programs of Study Catalog for official titles of existing degree programs.

1. Degree program level:

Graduate Professional Undergraduate

2. Proposal for a new degree (e.g. B.S., M.A. or Ph.D.):

Degree name, "e.g. Bachelor of Arts or Master of Science": _____

3. Proposal for a new or revised major, concentration, or minor:

New or Revised Major in (name of existing or proposed major): _____

New or Revised Concentration in (name of existing or proposed concentration):
Behavioral Neuroscience, Clinical/Community Psychology, Cognitive Psychology, Developmental Psychology, Organizational Psychology, Social/Personality Psychology, General Psychology

New or Revised Minor in (name of existing or proposed minor): _____

4. Proposal to rename an existing major, concentration, or minor:

Major Concentration Minor

Current name: _____

Proposed new name: _____

5. Proposal to terminate an existing degree, major, concentration, or minor:

Degree Major Concentration Minor

Name of existing degree, major, or concentration: _____

6. Proposal involving a multi-institutional degree:

New Revision Termination

Name of existing Illinois (UIUC) degree: _____

Name of non-Illinois partnering institution: _____

Location of non-Illinois partnering institution:

State of Illinois US State: _____ Foreign country: _____

- B. Proposal to create a new academic unit (college, school, department, program or other academic unit):

Name of proposed new unit: _____

- C. Proposal to rename an existing academic unit (college, school, department, or other academic unit):

Current name of unit: _____

Proposed new name of unit: _____

- D. Proposal to reorganize existing units (colleges, schools, departments, or program):

1. Proposal to change the status of an existing and approved unit (e.g. change from a program to department)

Name of current unit including status: _____

2. Proposal to transfer an existing unit:

Current unit's name and home: _____

Proposed new home for the unit: _____

3. Proposal to merge two or more existing units (e.g., merge department A with department B):

Name and college of unit one to be merged: _____

Name and college of unit two to be merged: _____

Proposed name and college of new (merged) unit: _____

4. Proposal to terminate an existing unit:

Current unit's name and status: _____

- E. Other educational policy proposals (e.g., academic calendar, grading policies, etc.)

Nature of the proposal: _____

Revised 10/2012

Dear Prof. Meyer,

I would like to thank you and the members of the subcommittee for the time and energy that you have spent on this rather complicated proposal. I understand the concerns that have raised, and I do apologize for not making the original proposal clearer. I hope that this email/letter addresses your concerns. Please let me know if it does not.

Your characterization that we are breaking the psychology major into seven different majors is correct, but it reflects what the students currently do. The current core courses in the psychology major consist of introductory psychology, statistics, two courses from the biological/cognitive divisions and two courses from the clinical/developmental/social-organizational divisions. These six courses are intended to give students the appropriate breadth in their knowledge of psychology. Students then take a lab course and upper-level courses. It is in the selection of these lab and upper-level courses that students concentrate their academic program in one area of psychology, e.g. behavioral neuroscience, cognitive, developmental, etc. These areas of concentration are also reflected in the different structural divisions that make up the Psychology Department. Students often feel their intellectual home is in one of these divisions rather than in the department itself. The goal of our proposal is to formally recognize this and thereby help our students as they create their academic identity.

In the proposal, the base psychology major is the "General Psychology" concentration. It is the same as the current psychology major and requires 32 hours of coursework. I fully understand and sympathize with the view that a general psychology concentration is somewhat of an oxymoron, but that is consistent with the "General Geography" and "General Anthropology" concentrations that are currently offered. I have attached a table with the requirements for each of the proposed concentrations. The requirements for the "General Psychology" (or current major) are in the first column. The table would benefit from having the course titles given, but I could not fit them onto the single sheet without reducing the print size significantly.

I hope that this table makes it easier to see that the requirements for the other concentrations are almost identical to the base psychology major but each one is specialized for that area of study. For example, the "Behavioral Neuroscience" concentration requires introductory psychology, statistics and two courses in clinical/developmental/social-organizational psychology, just like the general major. Students are required to take PSYC 210 "Behavioral Neuroscience" and just one other course in the biological/cognitive area. They are also required to take PSYC 311 "Behavioral Neuroscience Lab" and then advanced courses offered by behavioral neuroscience faculty. A similar program of study is proposed for cognitive psychology, developmental psychology, organizational psychology, etc. The variety of concentrations and the need to ensure that students take the appropriate breadth courses precluded a simple "core" structure as is offered in geography. I hope that the pivoted table helps clarify how much is in common between the different concentrations and the current major. Thank you for the suggestion!

Our current plan is to admit students to the Psychology major and not to a specific concentration. If a student chooses to and is able to complete the course work required for a concentration, then that concentration would be transcribed and be on their permanent academic record. This way there is no need to establish procedures to allow students to change from one concentration to another. They can just do it by selecting the appropriate courses. We currently have the capacity within our course offerings to accommodate our majors, and registration in psychology courses is limited to majors during the first couple of weeks of each registration period. Our current plan is to also limit students to having only one concentration on their permanent record. We are not sure what the Registrar will allow, but it seems like a bad idea to have a student narrow their study to just psychology in order to list multiple concentrations.

Now to perhaps the most important point. You wrote that “as a transcribed credential – particularly when students are required to obtain one – a concentration carries a bit greater obligation to ensure that sufficient course capacity is available to complete its options.” That is precisely one of the major reasons why the concentrations have been proposed. As a transcribed credential, the proposal is essentially a three-way agreement between the Psychology Department, the faculty in each of the divisions and the students. The department is agreeing to do its best to make sure that the resources are available to teach the courses in each concentration, each division is agreeing to do its best to ensure that the courses in a concentration are taught at least once each academic year so that students can complete their concentration within 4 years, and the students have to agree that the concentrations are valuable and take the additional course that is required in each one (except for general psychology). Further, the division structure has been stable in the Psychology Department for several decades with at least five faculty required to have a division. So offering enough upper-level courses for these concentrations should not be a problem (especially with the commitment of the divisions), while many of the 200-level courses are taught by graduate students or adjunct faculty. We currently have two newer divisions (the Cognitive Neuroscience division and the Visual Cognition and Human Performance division), but they have not offered enough upper-level courses to be included in this proposal.

It is, of course, possible that due to unexpected faculty attrition one of these concentrations might not be sustainable. We are just promising to do the best we can. With the creation of tracks or certificates, there is nothing formal, no incentives to maintain a track or certificate, nothing on a student’s academic record that an employer can check. We gave out fancy certificates for the completion of a career development workshop for undergraduates last fall. The certificates look good, but are really just a piece of paper. In contrast, a transcribed credential makes the stakes higher for everyone. It is permanent. It has been agreed to by LAS, the Faculty Senate, etc. Like the formal Bachelor’s Degree, it makes the effort worthwhile.

Because a major area of concern that the subcommittee had was about the allocation of resources, I have added a couple of sentences to the revised proposal that directly address the issues of financial support for the proposal and capacity to support the program. While no new financial support from the unit is necessary, and we currently have the capacity to support the

program, I hope the short explanation is sufficient to demonstrate that. There is also a brief clarification about the process through which a student will get a concentration on their transcript.

I hope that this response addresses the major concerns that your subcommittee had about the proposal. I apologize for the grammatical errors, typos, and general lack of elegance. I am extremely challenged in all three areas. I have included a revised version of the proposal that takes your excellent suggestions (especially those by Prof. Geil) into account. The gratuitous paragraph about graduate education has been removed. The revision also removes PSYC 429 Human Comp Interaction Lab from the list of courses in the "General Psychology" concentration, as this course has been dropped from the Course Catalog due to a 6-10 violation following the elimination of the Institute for Aviation. Finally, there is an additional paragraph at the end of the Program of Study description about "Prescribing Psychologists". This paragraph is not in the version currently on the website, but it is being added when the revisions submitted earlier this semester are posted.

Thank you again for all your work on this long, complicated proposal!

-Bob