

New Proposal

Date Submitted: 12/16/21 2:52 pm

Viewing: : **Psychology: Ecological
Community Psychology, PhD**

Last edit: 02/09/22 6:37 pm

Changes proposed by: Andrea Ray

In Workflow

1. U Program Review
2. 1299 Head
3. KV Dean
4. University Librarian
5. Grad_College
6. Provost
7. Senate EPC
8. Senate
9. U Senate Conf
10. Board of Trustees
11. IBHE
12. HLC
13. DMI

Approval Path

1. 12/16/21 3:20 pm
Deb Forgacs
(dforgacs):
Approved for U
Program Review
2. 12/21/21 10:58
am
Mark Aber
(maber):
Approved for 1299
Head
3. 12/22/21 1:56 pm
Stephen Downie
(sdownie):
Approved for KV
Dean
4. 12/22/21 2:11 pm
John Wilkin
(jpwilkin):
Approved for
University
Librarian
5. 02/03/22 2:10 pm
Allison McKinney
(agrindly):

- Approved for
Grad_College
- 6. 02/03/22 4:18 pm
Kathy Martensen
(kmartens):
Approved for
Provost
- 7. 02/09/22 9:45 am
Barbara Lehman
(bjlehman):
Rollback to 1299
Head for Senate
EPC
- 8. 02/09/22 6:42 pm
Mark Aber
(maber):
Approved for 1299
Head
- 9. 02/10/22 1:17 pm
Stephen Downie
(sdownie):
Approved for KV
Dean
- 10. 02/10/22 1:47 pm
John Wilkin
(jpwilkin):
Approved for
University
Librarian
- 11. 02/15/22 12:23
pm
Allison McKinney
(agrindly):
Approved for
Grad_College
- 12. 02/15/22 1:56 pm
Kathy Martensen
(kmartens):
Approved for
Provost

Proposal Type

Proposal Type:
Concentration (ex. Dietetics)

Administration Details

Official Program Name Psychology: Ecological Community Psychology, PhD

Sponsor College Liberal Arts & Sciences

Sponsor Department Psychology

Sponsor Name Nathan R. Todd, Associate Professor of Psychology

Sponsor Email ntodd2@illinois.edu

College Contact Stephen R. Downie
College Contact Email sdownie@illinois.edu

College Budget Officer Michael Wellens, Assistant Dean of Finance and Resource Planning

College Budget Officer Email wellens@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. *Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.*

Mark Aber, maber@illinois.edu, Associate Professor of Psychology

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term Fall 2022

Provide a brief, concise description (not justification) of your proposal.

We propose to create a graduate concentration in Ecological Community Psychology within the PhD degree in Psychology that will require 8 hours in foundational courses in Ecological Community Psychology, 8 additional hours of research methods courses, 4 hours of courses outside of psychology to encourage interdisciplinarity, 8 hours of an applied capstone experience, and 8 hours of advanced independent research. Students may also complete the PhD in Psychology as it currently stands, without electing this new concentration as part of their degree.

List here any related proposals/revisions and their keys. *Example: This BS proposal (key 567) is related to the Concentration A proposal (key 145) and the Concentration B proposal (key 203).*

Program Justification

Provide a **brief** justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

Title: Establish a Graduate Concentration in Ecological Community Psychology for the Ph.D in Psychology, in the Department of Psychology within the College of Liberal Arts and Sciences.

Psychology has become a “hub” discipline given its high relevance to many complex social issues. Ecological Community Psychology has the explicit aim of using psychological science in service of addressing organizational, community, and social challenges and changes. Increasingly, students graduating with a doctorate are attractive candidates not only for academic positions, but also for positions that include evaluation and applied work. Many of our peer institutions have strong applied traditions and provide specialized training in this area (e.g., Michigan State University). In recent years, the Psychology Department at Illinois also has developed a critical mass of at least 4 faculty with expertise in this area spanning clinical-community psychology. Leveraging this expertise by formalizing a concentration within the Psychology PhD program will have a number of benefits for both the department and the participating students.

This proposed concentration will (1) provide a state-of-the-art interdisciplinary focus and facilitate collaborations that would bridge across other campus units (e.g., Public Health, Community Health); (2) provide additional visibility to the Psychology program; (3) assist faculty in attracting external funding both for individual and collaborative research and possible training grants; (4) facilitate recruitment of faculty interested in multi-disciplinary research and collaboration in this area of specialization; (5) facilitate recruitment of top-notch students who seek specific training in this area of specialization; and (6) potentiate opportunities to connect with institutions and organizations in the community with relevant interests to address complex issues that can be informed by the various traditions of applied psychology, including, for example, a) increasing diversity in personnel selection; b) facilitating a cross-system, coordinated response to gender-based violence and systemic racism; c) engaging religious institutions as sites for social justice efforts; and d) reducing health disparities in partnership with Public Health.

With regard to students, this concentration would (1) provide specialized training and professional development guidance within the field of ecological community psychology; (2) provide students with exposure to multiple theoretical perspectives and research methods that are used across different research teams and applied traditions in psychology; (3) facilitate opportunities for students to get involved in research with multiple faculty, broadening the scope of their training and allowing for stronger letters of recommendation when entering the job market including both academic and applied experiences; (4) facilitate successful job searches in this area of specialization; and (5) make our Psychology program attractive to the stronger students with an interest in this area.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects impacted by the creation/revision of this program?

Yes

Required courses

- AIS 501 - Indigenous Critical Theory
- EPSY 508 - Display/Interpretation of Data
- EPSY 574 - Quasi-Experimental Design
- EPSY 575 - Mixed Method Inquiry
- EPSY 578 - Qualitative Inquiry Methods
- EPSY 581 - Applied Regression Analysis
- EPSY 584 - Multivar Anlys in Psych and Ed
- EPSY 587 - Hierarchical Linear Models
- EPSY 589 - Categorical Data in Ed/Psyc
- EPSY 590 - Advanced Seminar in Educ Psyc
- GWS 550 - Feminist Theories & Methods
- HDFS 591 - Qualitative Methods
- HDFS 595 - Seminar
- HDFS 597 - Advanced Statistical Analysis

Explain how the inclusion or removal of the courses/subjects listed above impacts the offering departments.

See Appendix A from relevant units confirming their willingness to have their courses included in the concentration. These courses would be used as approved research methods and data analysis courses, as the concentration requires two such courses.

Attach letters of support or acknowledgement from other departments. [Appendix A Psyc Ecological Comm Support Letters 11 16 21.docx](#)

Program Regulation and Assessment

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).

Assessment will be ongoing. The main objectives of the concentration are that students' who complete the concentration should (a) have greater awareness of multiple theoretical perspectives and analytic research methods related to applied traditions in psychology, (b) be able to engage in all facets of the research and applied work process with community-based partners, (c) have developed a scholarly product related to their work, and (d) have engaged in research with multiple faculty.

First, student success in the courses will be one metric to assess student's achievement, along with the successful completion of the capstone project and other concentration requirements. Also, an annual review of a student's CV for their published work and works in progress can serve as indicators of research productivity and collaborations with multiple faculty.

Moreover, on a biennial basis, we will survey all students in the concentration to assess their experiences with the courses and applied work to determine if the set of courses and experiences are meeting the objectives of the concentration. Thus, the metric here will be qualitative student feedback. At the conclusion of this survey, the faculty affiliated with the concentration will together review the results and will determine what changes to make to further enhance student learning.

The concentration is not aligned with licensure, certification, or other entitlement requirements, and thus is not applicable.

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

For new programs, attach Program of Study

[Psychology Concentration Academic Catalog Overview Tab.docx](#)
[Proposal Ecological Community Psychology.pdf](#)

Catalog Page Text - Overview Tab

Text for Overview tab on the Catalog Page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

OVERVIEW

head of department: Wendy Heller (Interim Head is Currently Nicole Allen)

director of graduate studies: Diane Beck, dmbeck@illinois.edu

director of admissions committee: Ashley Ramm, aramm@illinois.edu

email: psych-gradstdy@illinois.edu

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

department faculty: Psychology Faculty

overview of grad college admissions & requirements: <https://grad.illinois.edu/admissions/apply>

college website: <https://las.illinois.edu/>

department office: 309 Psychology Building, 603 East Daniel Street, Champaign, IL 61820

phone: (217) 333-2169

The Doctor of Philosophy degree is awarded to candidates who complete an approved program in their area of specialization and meet departmental and Graduate College requirements for the degree. These must include at least 64 or 96 graduate hours of graduate work; satisfactory performance in courses or examinations dealing with quantitative methods and chosen areas of specialization; a master's thesis or equivalent; appropriate advanced courses and seminars in the area of specialization and in related and supporting areas; satisfactory performance on a doctoral qualifying examination; satisfactory performance on an oral preliminary examination; completion of an acceptable Ph.D. thesis; and satisfactory performance on an oral examination in defense of the thesis.

This concentration is available to students in any area within the Psychology PhD program.

Statement for Programs of Study Catalog

for the Doctor of Philosophy in Psychology Ecological Community Psychology Concentration
Course List

Code	Title	Hours
Required Courses:		8
PSYC 532	Intro to Clin-Comm Psych III (or equivalent approved by the concentration coordinator)	
PSYC 563	ResearchMethods:Clin/CommPsych (or equivalent approved by the concentration coordinator)	
Research and Data Analytic Methods:		8
Select two of the following:		
AIS 501	Indigenous Critical Theory	
EPSY 508	Display/Interpretation of Data	

Code	Title	Hours
EPSY 574	Quasi-Experimental Design	
EPSY 575	Mixed Method Inquiry	
EPSY 578	Qualitative Inquiry Methods	
EPSY 581	Applied Regression Analysis	
EPSY 584	Multivar Anlys in Psych and Ed	
EPSY 587	Hierarchical Linear Models	
EPSY 589	Categorical Data Analysis in Educational Psychology	
EPSY 590	Advanced Seminar in Educational Psychology (For this course, only sections approved by the concentration coordinator will count toward the concentration, i.e., sections related to research methodology and data analytic methods relevant to ecological community psychology.)	
GWS 550	Feminist Theories & Methods	
HDFS 591	Qualitative Methods	
HDFS 595	Seminar (For this course, only sections approved by the concentration coordinator will count toward the concentration, i.e., sections related to research methodology and data analytic methods relevant to ecological community psychology.)	
HDFS 597	Advanced Statistical Analysis	
PSYC 501	Best Psych Research Practices (For this course, only sections approved by the concentration coordinator will count toward the concentration, i.e., sections related to research methodology and data analytic methods relevant to ecological community psychology.)	
PSYC 588	Covar Struct and Factor Models	
	Other courses approved by the concentration coordinator	
	Interdisciplinary:	4
	Select one course approved by the concentration coordinator	
	Applied Work:	8
PSYC 546	Intervention & Assessment	
	This capstone will entail community-based work where students develop a partnership, propose and execute community-based work with this partner, contribute a research-informed solution to a complex "real-world" problem, and integrate and advance scholarship through this work. As pre-requisite to enrollment in the capstone, students must have completed at least 1 year of applied experience. Applied experience may be achieved through any practicum taught by our clinical-community program faculty, an independent study with a focus on applied experiences, or other applied experiences that are approved by the concentration coordinator.	
	Advanced Independent Research:	8
PSYC 590	Individual Research	
PSYC 599	Thesis Research	
	The advanced independent research will culminate in a written research-based product for dissemination that in some way connects to ecological community psychology. This research may or may not be related to the partnership formed in the capstone, and may or may not be related to a student's dissertation work. Overall, the research needs to be connected to ecological community psychology and must be approved by the concentration coordinator.	
	Total Hours	36

Other Requirements

Grad Other Degree Requirements

Requirement	Description
Other requirements may overlap	

Requirement

Description

Students must meet all requirements for their PhD program within Psychology and must earn a B or better in each concentration course.

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)
Psychology, PhD

Program Features

Academic Level Graduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

To be admitted to the concentration, students must be at the graduate level. There are no licensure requirements, no student background checks (unless the students engage in community-based work where such checks are necessary), no consideration of GRE and TOEFL scores, and no special requirements for transfer students.

Students who are interested in the concentration should first consult with their research and/or academic advisors. If the student and their advisors determine the concentration is in the best interest of the student, the student then reaches out to the concentration coordinator who will discuss the concentration and its requirements. If it is in the best interest of the student and the program, the student will then be admitted.

Students will meet with the concentration coordinator at least once a year to determine progress and that they are on track to continue. Students will also continue to engage in regular (typically weekly) forms of research and academic advising as part of their enrollment in the psychology doctoral program. Thus, student's involvement and progress in the concentration will also be discussed and folded into these other student advising processes. If students in the concentration are from outside the Clinical Community Program area, the concentration coordinator will annually reach out to that student's advisor for updates and to inform them of the student's progress.

MARKET DEMAND

1) What market indicators are driving this proposal? If similar programs exist in the state, describe how this program offers a unique opportunity for students.

This proposal is not being directly driven by market indicators. There are other Master's programs and PhD programs that may focus on psychology, or on ecological analysis, but this concentration is unique in that it puts these areas together. This will be a unique opportunity for students.

2) What type of employment outlook should these graduates expect? Explain how the program will meet the needs of regional and state employers, including any state agencies, industries, research centers, or other educational institutions that expressly encourage the program's development.

The employment outlook generally would be similar to that for other graduates of our PhD program in psychology; however, the concentration also concretizes another skill set in applied work which may further increase employability by increasing the types of jobs concentration graduates are competitive for (e.g., program evaluation). To our knowledge, none of the entities listed in the question have expressly encouraged the development of this program; however, we are aware of state and private industry positions that would be well served by graduates of the concentration.

3) What resources will be provided to assist students with job placement?

The main resource to assist students with job placement will be through the faculty affiliated with the concentration, where the student can receive academic advising from

any of these faculty as they navigate job placement.

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Number of Students in Program (estimate)

Year One Estimate

2

5th Year Estimate (or when fully implemented)

5

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

We do not anticipate recruiting larger numbers of students but rather better meeting current students' needs and attracting the strongest students with an interest in this area. Thus, no additional financial resources are necessary.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Is this program requesting self-supporting status?

No

Resource Implications

Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Technology

Will the program need additional technology beyond what is currently available for the unit?

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

Resources

For each of these items, be sure to include in the response if the proposed new program or change will result in replacement of another program(s). If so, which program(s), what is the anticipated impact on faculty, students, and instructional resources? Please attach any letters of support/acknowledgement from faculty, students, and/or other impacted units as appropriate.

Attach File(s)

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

The required coursework will involve courses that are already being taught within the Psychology Department and other departments on campus. Thus, we do not anticipate any changes in class sizes or teaching loads.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Current collections and services are adequate for the proposed program as existing courses from Psychology, Education Psychology, Gender & Women's Studies, Human Development & Family Studies, and American Indian Studies are being used in the curricula.

EP Documentation

EP Control Number

EP.22.104

Attach Rollback/Approval Notices

[ep22104_email_to_sponsor_20220209.pdf](#)

This proposal requires HLC inquiry

Yes

DMI Documentation

Attach Final
Approval Notices
Banner/Codebook
Name

Program Code:

Minor Code	Conc Code	Degree Code	Major Code
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Senate Approval
Date

Senate
Conference
Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer Comments **Deb Forgacs (dforgacs) (12/07/21 2:45 pm):** Rollback: requested.
Barbara Lehman (bjlehman) (02/09/22 9:45 am): Rollback: rollback: see attached email under EP Documentation.



Proposal for new curricula (degree, major, concentration, minor)

Submit completed proposals via email to Associate Dean Stephen R. Downie (sdownie@illinois.edu). Please obtain Executive Officer and School Director (if applicable) approval via email and forward with the proposal to LAS.

Proposal Title: for the Doctor of Philosophy in Psychology Ecological Community Psychology Concentration

Shortened title for transcript: Campus will need a 30- and 15-character title for the new degree, please provide below:

15 Character – Eco Comm Psych

30 Character – Ecological Community Psych

Sponsor(s): *(Please include name, title, and email address of a faculty member knowledgeable about the proposal who will serve as the primary contact for the proposal. This person must be authorized to make changes in the proposal on behalf of the department. In case of multiple units, give information for each unit.)*

Nathan R. Todd, Associate Professor of Psychology, 217-244-7871, ntodd2@illinois.edu

College contact: Stephen R. Downie, Interim Associate Dean for Curricula and Academic Policy, College of Liberal Arts and Sciences, sdownie@illinois.edu

College Budget Officer: Michael Wellens, Assistant Dean of Finance and Resource Planning, wellens@illinois.edu

In addition to the unit sponsor(s), who in the unit should be contacted if the College or campus has questions on the proposal?

Mark Aber, maber@illinois.edu, Associate Professor of Psychology.

Does this program have inter-departmental administration? Yes / No If yes, list department. Please describe the oversight/governance for this program, e.g., traditional departmental/college governance. Inclusion of/roles of elected faculty committees? Inclusion of/roles of any advisory committees.

The program does not have inter-departmental administration. The governance will be within a traditional department where the faculty affiliated with the concentration will make joint decisions. There are no elected roles or advisory committees.

PROGRAM DESCRIPTION and JUSTIFICATION

Proposed effective catalog term: *(Proposals may not be implemented until they go through all necessary levels of approval. Proposed changes may not be publicized as final on any web sites, printed documents, etc. until written confirmation of final approval is issued. For LAS units, a fall semester effective term for all curricula will be requested, please indicate the proposed year).*

Fall 2022

1) Provide a brief, concise description (not justification) of your proposal.

We propose to create a graduate concentration in Ecological Community Psychology within the PhD degree in Psychology that will require 8 hours in foundational courses in Ecological Community Psychology, 8 additional hours of research methods courses, 4 hours of courses outside of psychology to encourage interdisciplinarity, 8 hours of an applied capstone experience, and 8 hours of advanced independent research. Students may also complete the PhD in Psychology as it currently stands, without electing this new concentration as part of their degree.

2) Provide a justification of the program, including how your unit decided to create this program, highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

Psychology has become a “hub” discipline given its high relevance to many complex social issues. Ecological Community Psychology has the explicit aim of using psychological science in service of addressing organizational, community, and social challenges and changes. Increasingly, students graduating with a doctorate are attractive candidates not only for academic positions, but also for positions that include evaluation and applied work. Many of our peer institutions have strong applied traditions and provide specialized training in this area (e.g., Michigan State University). In recent years, the Psychology Department at Illinois also has developed a critical mass of at least 4 faculty with expertise in this area spanning clinical-community psychology. Leveraging this expertise by formalizing a concentration within the Psychology PhD program will have a number of benefits for both the department and the participating students.

This proposed concentration will (1) provide a state-of-the-art interdisciplinary focus and facilitate collaborations that would bridge across other campus units (e.g., Public Health, Community Health); (2) provide additional visibility to the Psychology program; (3) assist faculty in attracting external funding both for individual and collaborative research and possible training grants; (4) facilitate recruitment of faculty interested in multi-disciplinary research and collaboration in this area of specialization; (5) facilitate recruitment of top-notch students who seek specific training in this area of specialization; and (6) potentiate opportunities to connect with institutions and organizations in the community with relevant interests to address complex issues that can be informed by the various traditions of applied psychology, including, for example, a) increasing diversity

in personnel selection; b) facilitating a cross-system, coordinated response to gender-based violence and systemic racism; c) engaging religious institutions as sites for social justice efforts; and d) reducing health disparities in partnership with Public Health.

With regard to students, this concentration would (1) provide specialized training and professional development guidance within the field of ecological community psychology; (2) provide students with exposure to multiple theoretical perspectives and research methods that are used across different research teams and applied traditions in psychology; (3) facilitate opportunities for students to get involved in research with multiple faculty, broadening the scope of their training and allowing for stronger letters of recommendation when entering the job market including both academic and applied experiences; (4) facilitate successful job searches in this area of specialization; and (5) make our Psychology program attractive to the stronger students with an interest in this area.

3) In addition, please provide an answer as to how your undergraduate degree (120 hours of coursework) will satisfy this requirement: IBHE requires that all degree programs contain at least 40 credit hours in upper division courses as part of their overall degree. Not all 40 hours need to be in your major. Simply state how many of those 40 hours are achieved in your major. Upper division courses have been described as 300- and 400- level coursework and some 200-level courses in which multiple prerequisites are required.

This question does not apply as we are proposing a graduate concentration.

Will specialized accreditation be sought for this program? Yes / No If yes, describe plans for seeking accreditation.

INSTRUCTIONAL RESOURCES

1) Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change? If yes, please describe.

No.

2) Does this new program/proposed change result in the replacement of another program? If yes, please specify the program.

No.

3) Does the program include any required or recommended subjects that are offered by other departments? If yes, please list the courses. Explain how these additional courses will be used by the program and provide letters of support from the departments.

See Appendix A from relevant units confirming their willingness to have their courses included in the concentration. These courses would be used as approved research methods and data analysis courses, as the concentration requires two such courses.

PROGRAM REGULATION & ASSESSMENT

1) Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable.

Assessment will be ongoing. The main objectives of the concentration are that students' who complete the concentration should (a) have greater awareness of multiple theoretical perspectives and analytic research methods related to applied traditions in psychology, (b) be able to engage in all facets of the research and applied work process with community-based partners, (c) have developed a scholarly product related to their work, and (d) have engaged in research with multiple faculty.

First, student success in the courses will be one metric to assess student's achievement, along with the successful completion of the capstone project and other concentration requirements. Also, an annual review of a student's CV for their published work and works in progress can serve as indicators of research productivity and collaborations with multiple faculty.

Moreover, on a biennial basis, we will survey all students in the concentration to assess their experiences with the courses and applied work to determine if the set of courses and experiences are meeting the objectives of the concentration. Thus, the metric here will be qualitative student feedback. At the conclusion of this survey, the faculty affiliated with the concentration will together review the results and will determine what changes to make to further enhance student learning.

The concentration is not aligned with licensure, certification, or other entitlement requirements, and thus is not applicable.

2) Is the career/profession for graduates of this program regulated by the State of Illinois? If yes, please describe.

Yes and no. In psychology, some students who participate in the concentration also may be part of the clinical-community program. Those who are clinical may ultimately pursue clinical licensure which is regulated by the State of Illinois. Yet the current concentration itself is not preparing students for clinical work and is not aligned or affiliated with the licensure process. Thus, for some students, their career may involve clinical work and licensure, but the concentration itself is not preparing the students for that facet of their work (e.g., the applied work for the concentration is community-based, it is not direct-service clinical work).

PROGRAM FEATURES

1) Will specialized accreditation be sought for this program? Yes / **No** If yes, describe plans for seeking accreditation.

2) If a proposal for a concentration-

will you admit to the concentration directly? **Yes** / No

is a concentration required for graduation? Yes / **No**

3) If a proposal for a Minor-

Is this minor:

- A comprehensive study in a single discipline
- An interdisciplinary study focusing on a single theme
- Exception

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

Not applicable.

4) What is the typical time to completion of this program? (majors and grad programs only)

Note: grad certificates require at least 10 weeks. Other examples: BALAS= 4years, MA=2.5 years

Depending on when in the course of their doctoral program students matriculate into the concentration, typical time of completion may range from one to six years. Although some students may take some of the concentration courses as part of their regular academic work beginning in their first year and may not complete the dissertation research until year 6, other students might matriculate into the concentration in the 3rd or 4th year in the program. Once official matriculated, we anticipate the concentration taking a minimum of one year to two years.

5) What are the minimum Total Credit Hours required for this program? (majors and grad programs only)

36

6) For Grad Programs only: What is the required GPA?

Students must pass all coursework with a B or better, or a satisfactory/pass grade if the course is graded pass/fail or satisfactory/unsatisfactory.

DELIVERY METHOD

What is the program's primary delivery method, choose from following?

- **On campus** – Students are required to be on campus, they may take some online courses;
- *Online & On campus – 2 program types. Students can receive the entire program either on campus or online. Students can choose to take courses in either modality;
- *Online Only – The entire program is delivered online; students are not required to come to campus;
- *Blended – A single program in which students are required to take part of the curriculum on campus and another part in a different location or online.

*Describe the use of this delivery method:

Given Covid-19, this question is difficult to answer. Ideally, coursework and applied experience would be occurring face to face on campus.

INSTITUTIONAL CONTEXT (new majors and degrees ONLY)

University of Illinois at Urbana-Champaign Mission: The University of Illinois at Urbana-Champaign is charged by our state to enhance the lives of the citizens in Illinois, across the nation and around the world through our leadership in learning, discovery, engagement and economic development.

1) Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built. Also, explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

This is not a new major or degree.

University of Illinois

University of Illinois' mission: The University of Illinois will transform lives and serve society by education, creating knowledge and putting knowledge to work on a large scale and with excellence.

2) Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

This is not a new major or degree.

State of Illinois

The Public Agenda for Illinois Higher Education is a planning blueprint for the State of Illinois to direct state policies and resources to the higher education and career needs of Illinois residents and to address the current and future economic needs of the state.

3) Indicate which of the following goals of the Illinois Board of Higher Education's Strategic Initiative are supported by this program: (choose all that apply)

- Educational Attainment - increase educational attainment to match the best-performing states.
- College Affordability - ensure college affordability for students, families, and taxpayers.
- High Quality Credentials to Meet Economic Demand - Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.
- Integration of Educational, Research and Innovation Assets - Better integrate Illinois' educational, research and innovation assets to meet economic needs of the state and its regions.

This is not a new degree.

4) Describe how the proposed program supports the goals above:

This is not a new degree.

ADMISSION REQUIREMENTS

1) Desired admissions term: *For LAS units, a fall semester effective term for all curricula will be requested, please indicate the proposed year*

Fall, 2022

2) Provide a brief description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

To be admitted to the concentration, students must be at the graduate level. There are no licensure requirements, no student background checks (unless the students engage in community-based work where such checks are necessary), no consideration of GRE and TOEFL scores, and no special requirements for transfer students.

3) Describe how critical academic functions such as admissions and student advising are managed.

Students who are interested in the concentration should first consult with their research and/or academic advisors. If the student and their advisors determine the concentration is in the best interest of the student, the student then reaches out to the concentration coordinator who will discuss the concentration and its requirements. If it is in the best interest of the student and the program, the student will then be admitted.

Students will meet with the concentration coordinator at least once a year to determine progress and that they are on track to continue. Students will also continue to engage in regular (typically weekly) forms of research and academic advising as part of their enrollment in the psychology doctoral program. Thus, student's involvement and progress in the concentration will also be discussed and folded into these other student advising processes. If students in the concentration are from outside the Clinical

Community Program area, the concentration coordinator will annually reach out to that student's advisor for updates and to inform them of the student's progress.

ENROLLMENT

1) Number of students in program estimates

Year 1 estimate: 2

Year 5 estimate (or when fully implemented): 5

2) Estimated Annual Number of Degrees Awarded (degrees, majors and concentrations ONLY)

Year 1: 1

Year 5 (or when fully implemented): 2

3) What is the matriculation term for this program? Fall OR Spring/summer/other

Likely in Fall, but it may be possible for students to matriculate in the Spring or summer)

BUDGET

1) Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available? If yes, please describe.

No, nothing more will be needed beyond what is currently available.

2) Please provide any additional budget information needed to effectively evaluate the proposal.

There is no additional budget information as this program does not cost anything additional.

FINANCIAL RESOURCES

1) How does the unit intend to financially support this proposal?

We do not anticipate recruiting larger numbers of students but rather better meeting current students' needs and attracting the strongest students with an interest in this area. Thus, no additional financial resources are necessary.

2) Will the unit need to seek campus or other external resources? If yes, please provide a summary of the sources and an indication of the approved support.

No campus or external resources will be sought at this time.

3) What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary) *If this program requires a tuition other than base, initiate a discussion with the LAS curricula contact, LAS budget officer, and LAS Associate Dean.*

We anticipate the regular tuition rate for graduate students.

4) Is this program requesting self-supporting status? (degrees, majors and concentrations ONLY)? If yes, please complete *and sign* the Graduate College Program Tuition Waiver Policy Proposal. The following questions are asked in the document:

No, we are not requesting self-supporting status.

1. Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.
2. What type of financial assistance will be offered to students in the program?
3. Has this program had past practice of offering graduate assistantships? If so, please describe.
4. What provisions will be made to communicate the new classification to prospective and newly admitted students?

Because we are not requesting self-supporting status, we did not address these questions.

RESOURCE IMPLICATIONS

1) Facilities – Will the program require new or additional facilities or significant improvements to already existing facilities? If yes, please outline the specific need and Year 1 and Year 5 cost.

No, there will be no new facilities, and no significant improvements.

2) Technology – Will the program need additional technology beyond what is currently available for the unit? If yes, please outline the specific need and Year 1 and Year 5 cost.

No, there will be no additional technology beyond what is currently available.

3) Non-Technical Resources – Will the program require additional supplies, services or equipment (non-technical)? If yes, please outline the specific need and Year 1 and Year 5 cost.

No, the program will not require any additional supplies, services or equipment.

RESOURCES

*For each of these items, be sure to include in the response if the proposed new program or change will result in replacement of another program(s). If so, which program(s), what is the anticipated impact on faculty, students, and instructional resources? **Please attach any letters of support/acknowledgement from faculty, students, and/or other impacted units as appropriate.***

1) Faculty Resources: Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

The required coursework will involve courses that are already being taught within the Psychology Department and other departments on campus. Thus, we do not anticipate any changes in class sizes or teaching loads.

2) Library Resources: Describe your proposal's impact on the University Library's resources, collections, and services. If necessary, please consult with the appropriate disciplinary specialist within the University Library.

Current collections and services are adequate for the proposed program as existing courses from Psychology, Education Psychology, Gender & Women's Studies, Human Development & Family Studies, and American Indian Studies are being used in the curricula.

MARKET DEMAND

1) What market indicators are driving this proposal? If similar programs exist in the state, describe how this program offers a unique opportunity for students.

This proposal is not being directly driven by market indicators. There are other Master's programs and PhD programs that may focus on psychology, or on ecological analysis, but this concentration is unique in that it puts these areas together. This will be a unique opportunity for students.

2) What type of employment outlook should these graduates expect? Explain how the program will meet the needs of regional and state employers, including any state agencies, industries, research centers, or other educational institutions that expressly encourage the program's development.

The employment outlook generally would be similar to that for other graduates of our PhD program in psychology; however, the concentration also concretizes another skill set in applied work which may further increase employability by increasing the types of jobs concentration graduates are competitive for (e.g., program evaluation). To our knowledge, none of the entities listed in the question have expressly encouraged the development of this program; however, we are aware of state and private industry positions that would be well served by graduates of the concentration.

3) What resources will be provided to assist students with job placement?

The main resource to assist students with job placement will be through the faculty affiliated with the concentration, where the student can receive academic advising from any of these faculty as they navigate job placement.

ACADEMIC CATALOG ENTRY

All academic catalog entries contain 2 tabs: *Overview* and *Degree Requirements*. The *Overview* tab includes unit location and websites and an overview of the curricula. The *Degree Requirements* tab includes the major requirements (courses, hours) for the proposed curricula. Please visit the Academic Catalog – <http://catalog.illinois.edu/> for your unit for an example of the entries for both tabs and provide information specific to your proposal below.

OVERVIEW

head of department: Wendy Heller (Interim Head is Currently Nicole Allen)
director of graduate studies: Diane Beck, dmbeck@illinois.edu
director of admissions committee: Ashley Ramm, aramm@illinois.edu
email: psych-gradstdy@illinois.edu

department website: <http://www.psychology.illinois.edu>
department faculty: Psychology Faculty

overview of grad college admissions & requirements:
<https://grad.illinois.edu/admissions/apply>
college website: <https://las.illinois.edu/>

department office: 309 Psychology Building, 603 East Daniel Street, Champaign, IL
61820
phone: (217) 333-2169

The Doctor of Philosophy degree is awarded to candidates who complete an approved program in their area of specialization and meet departmental and Graduate College requirements for the degree. These must include at least 64 or 96 graduate hours of graduate work; satisfactory performance in courses or examinations dealing with quantitative methods and chosen areas of specialization; a master's thesis or equivalent; appropriate advanced courses and seminars in the area of specialization and in related and supporting areas; satisfactory performance on a doctoral qualifying examination; satisfactory performance on an oral preliminary examination; completion of an acceptable Ph.D. thesis; and satisfactory performance on an oral examination in defense of the thesis.

This concentration is available to students in any area within the Psychology PhD program.

DEGREE REQUIREMENTS

Courses

Required Courses:	8	
PSYC 532	Intro to Clin-Comm Psych III ^a	4
PSYC 563	Research Methods: Clin/CommPsych ^a	4
Research and Data Analytic Methods: Select two of the following:	8	
PSYC 501	Best Psych Research Practices ^b	4
PSYC 588	Covar Struct and Factor Models	4
HDFS 597	Advanced Statistical Analysis	4
EPSY 584	Multivar Anlys in Psych and Ed	4
EPSY 587	Hierarchical Linear Models	4
EPSY 589	Categorical Data analysis in Educational Psychology	4
EPSY 581	Applied Regression Analysis	4
EPSY 575	Mixed Method Inquiry	4
EPSY 508	Display/Interpretation of Data	4
EPSY 574	Quasi-Experimental Design	4
EPSY 578	Qualitative Inquiry Methods	4
HDFS 591	Qualitative Methods	4
HDFS 595	Seminar ^b	
EPSY 590	Advanced Seminar in Educational Psychology ^b	4
AIS 501	Indigenous Critical Theory	4
GWS 550	Feminist Theories & Methods	4
	Other courses approved by the concentration coordinator	4
Interdisciplinary: Select one:	4	
	Interdisciplinary courses are approved by concentration coordinator	
Applied Work	8	
PSYC 546	Intervention & Assessment ^c	8
Advanced Independent Research	8	

PSYC 590, 599	590 (Individual Research); 599 (Thesis Research) ^d	8
Total Credits	36	

^aor equivalent approved by the concentration coordinator.

^bFor these courses, only sections approved by the concentration coordinator will count toward the concentration (i.e., sections related to research methodology and data analytic methods relevant to ecological community psychology).

^cThis capstone will entail community-based work where students develop a partnership, propose and execute community-based work with this partner, contribute a research-informed solution to a complex “real-world” problem, and integrate and advance scholarship through this work. As pre-requisite to enrollment in the capstone, students must have completed at least 1 year of applied experience. Applied experience may be achieved through any practicum taught by our clinical-community program faculty, an independent study with a focus on applied experiences, or other applied experiences that are approved by the concentration coordinator.

^dThe advanced independent research will culminate in a written research-based product for dissemination that in some way connects to ecological community psychology. This research may or may not be related to the partnership formed in the capstone, and may or may not be related to a student’s dissertation work. Overall, the research needs to be connected to ecological community psychology and must be approved by the concentration coordinator.

Other Requirements:

Students must meet all requirements for their PhD program within Psychology and must earn a B or better in each concentration course.

Current requirements for Ph.D in Psychology—no concentration		Proposed Requirements for PhD in Psychology (Clinical-Community) with Ecological Community Concentration		Proposed Requirements for PhD in Psychology (all other program areas) with Ecological Community Concentration	
Masters' level coursework (if entering with no M.A./M.S.)	(32)	Masters' level coursework (if no M.A./M.S.)	(32)	Masters' level coursework (if no M.A./M.S.)	(32)
PSYC 506	4	PSYC 506	4	PSYC 506	4
PSYC 507	4	PSYC 507	4	PSYC 507	4
At least two different psychology seminar courses, taken for at least 2 hours each (4 min)	4	At least two different psychology seminar courses, taken for at least 2 hours each (4 min)	4	At least two different psychology seminar courses, taken for at least 2 hours each (4 min)	4
Core Coursework (varies by program area. Specific program area requirements can be found in the Department Handbook).		Core Coursework: PSYC 532 (4) PSYC 563 (4) PSYC 546 (16 hours)** Additional Courses as required by program area	24	Core Coursework: -PSYC 563 (or equivalent research methods course to satisfy core coursework requirement. -Other core coursework varies by program area. Specific program area requirements can be found in the Depart. Handbook).	
Approved minor courses	12-16	Approved Minor Courses	12-16	Approved Minor Courses	12-16
		As part of these approved minor courses, students can select two of the following "Research and Data Analytic Courses"		As part of these approved minor courses, students can select two of the following "Research and Data Analytic Courses"	
		Select two from: PSYC 501 PSYC 588	8	Select two from: PSYC 501 PSYC 588	8

		HDFS 592 EPSY 584 EPSY 587 EPSY 589 EPSY 581 EPSY 575 EPSY 508 EPSY 574 EPSY 578 HDFS 591 HDFS 543 EPSY 590 AIS 501 GWS 550 EPSY 590		HDFS 592 EPSY 584 EPSY 587 EPSY 589 EPSY 581 EPSY 575 EPSY 508 EPSY 574 EPSY 578 HDFS 591 HDFS 543 EPSY 590 AIS 501 GWS 550 EPSY 590	
		-As part of these approved minor courses, students can identify/select one "Interdisciplinary" course (potential courses not listed, but students would ensure they counted for a minor course).	4	-Also, as part of these approved minor courses, students can identify/select one "Interdisciplinary" course (potential courses are not listed, but students would ensure they counted for a minor course).	4
Distribution courses	8	Distribution courses	8	Distribution courses -For those outside the clinical-community program area, 532 or 563 can count as a distribution course	8
Capstone Practicum/Applied Experience ^c		PSYC 546 Capstone	8	PSYC 546 Capstone	8
Independent Research: PSYC 590, 599	0-24	PSYC 590, 599	8-24*	PSYC 590, 599	8-24*
Total Hours	96	Total Hours	96	Total Hours	96

*The advanced independent research will culminate in a written research-based product for dissemination that in some way connects to ecological community psychology. This research may or may not be related to the partnership formed in the capstone, and may or may not be related to a student's dissertation work. Overall, the research needs to be connected to ecological community psychology and must be approved by the concentration coordinator.

**PSYC 546 section must be approved by the concentration coordinator.

Appendix A

Proposal Title: for the Doctor of Philosophy in Psychology Ecological Community Psychology Concentration

This document contains letters of support from relevant units confirming their willingness to have their courses included in the concentration.

On Tue, Feb 9, 2021 at 4:27 PM Christianson, Kiel <kiel@illinois.edu> wrote:

Hi Wendy,

Apologies for the delayed response. I was waiting for input from our QUERIES faculty.

We support the program described below, and the students will be welcome in the courses.

We also suggest that EPSY 582 “Advanced Statistical Methods” might be a good option as well.

Please let me know if you require any further support from EPSY in this process.

Best,

kiel

--

Kiel Christianson, PhD
Professor & Chair
Department of Educational Psychology
University of Illinois

Professor
Departments of Psychology, Linguistics,
& Beckman Institute
Director
Graduate Concentration Program,
Second Language Acquisition & Teacher Education (SLATE)

Co-Director
Illinois Language & Literacy Initiative,
Beckman Institute

Director
EdPsych Psycholinguistics Lab

College of Education
1310 S. 6th St., Rm 210b, MC-708
Champaign, IL 61820

Tel: 217-265-6558

Lab: <http://epl.beckman.illinois.edu/>

From: Wendy Heller <w-heller@illinois.edu>
Date: Friday, February 5, 2021 at 10:53 AM
To: Kiel Christianson <kiel@illinois.edu>
Cc: "Heller, Wendy" <w-heller@illinois.edu>
Subject: New concentration support request

Dear Kiel,

The Department of Psychology is creating a new graduate concentration in Ecological Community Psychology (ECP) which we intend to submit to the LAS Courses and Curriculum committee in the coming weeks. We would like to include nine of your courses in our list of elective course options.

The proposed concentration will be interdisciplinary in nature, drawing on multiple traditions within psychology as well as public health, social work, sociology, and other fields to improve the health and wellbeing of individuals and communities. Drawing from a strong tradition of research and action in the field of psychology, ECP approaches health and wellbeing by understanding the relationship between individuals and their larger social environments, including organizational, community and broader social environments. Such "ecological" and multilevel thinking requires the use of cutting-edge qualitative, quantitative, and mixed research methods, along with a strong emphasis on field-based and participatory types of methods that are positioned to inform desired change. In addition to focusing on individuals, ECP broadens the focus of empirical inquiry and applied work to examine factors such as health disparities, social determinants of health, systems of oppression, educational systems, political decision-making, gender-based violence, social settings, neighborhoods, social movements, and other social factors and contexts that may

contribute to individual and community wellbeing and health, and organizational and systems functioning and change.

The concentration requires students to complete three foundational courses, enhance their methodological and data analytic training by taking two research methods and/or data analytic methods courses (beyond the statistical methods requirement for graduate students in psychology), select one class from a discipline outside of psychology to inform their area of research, and complete a capstone applied experience where students engage in research that informs social, organizational, or community action.

If you like, I'd be happy to share with you our proposed curriculum. We hope that you will be willing to support us and our students in this exciting new concentration. If so, would you please let us know by return email that ECP students are welcome to enroll in the courses listed below from your department? This is not a request for any formal change—our students would register and take their chances on getting into the class like any other student—but rather an assurance that they are welcome to do so. We anticipate that the new concentration would potentially contribute to a very modest increase in enrollments in the selected courses.

EPSY 508	Display and Interpretation of Data
EPSY 574	Quasi-Experimental Design
EPSY 575	Mixed Method Inquiry
EPSY 578	Qualitative Inquiry Methods
EPSY 581	Applied Regression Analysis
EPSY 584	Multivariate Analysis in Psychology and Education
EPSY 587	Hierarchical Linear Modeling
EPSY 589	Categorical Data in Ed/Psych
EPSY 590	Multicultural Issues in Research

I look forward to hearing from you.

Thank you,
Wendy

--

Wendy Heller

Pronouns: She/Her/Hers
Professor and Head
Psychology Department, University of Illinois

President, Society for Research in Psychopathology
603 E. Daniel St., Champaign 61820
email: w-heller@illinois.edu
Telephone: 217-333-0632

Wendy Heller <w-heller@illinois.edu>

On Tue, Feb 9, 2021 at 10:15 AM Siobhan B <sbs@illinois.edu> wrote:

Dear Wendy,

Thanks for your note. This is to confirm that the Department of Gender and Women's Studies supports the establishment of the new concentration in Ecological Community Psychology. ECP students are welcome to enroll in GWS 550 Feminist Theories and Methods. We understand that this is not a request for any formal change and that it may potentially contribute to a modest increase in enrollments in this course.

Best wishes for the success of your proposal.

Warm regards,
Siobhan

Siobhan Somerville
Chair, Gender and Women's Studies
Associate Professor, English/Gender and Women's Studies
University of Illinois at Urbana-Champaign
1205 W. Nevada, MC-137
Urbana, IL 61801

From: Wendy Heller <w-heller@illinois.edu>

Sent: Friday, February 5, 2021 10:55 AM

To: Somerville, Siobhan B <sbs@illinois.edu>

Cc: Heller, Wendy <w-heller@illinois.edu>

Subject: New concentration support request

Dear Siobhan,

I hope you're doing well during these crazy times!

The Department of Psychology is creating a new graduate concentration in Ecological Community Psychology (ECP) which we intend to submit to the LAS Courses and Curriculum committee in the coming weeks. We would like to include one of your courses in our list of elective course options.

The proposed concentration will be interdisciplinary in nature, drawing on multiple traditions within psychology as well as public health, social work, sociology, and other fields to improve the health and wellbeing of individuals and communities. Drawing from a strong tradition of research and action in the field of psychology, ECP approaches health and wellbeing by understanding the relationship between individuals and their larger social environments, including organizational, community and broader social environments. Such "ecological" and multilevel thinking requires the use of cutting-edge qualitative, quantitative, and mixed research methods, along with a strong emphasis on field-based and participatory types of methods that are positioned to inform desired change. In addition to focusing on

individuals, ECP broadens the focus of empirical inquiry and applied work to examine factors such as health disparities, social determinants of health, systems of oppression, educational systems, political decision-making, gender-based violence, social settings, neighborhoods, social movements, and other social factors and contexts that may contribute to individual and community wellbeing and health, and organizational and systems functioning and change.

The concentration requires students to complete three foundational courses, enhance their methodological and data analytic training by taking two research methods and/or data analytic methods courses (beyond the statistical methods requirement for graduate students in psychology), select one class from a discipline outside of psychology to inform their area of research, and complete a capstone applied experience where students engage in research that informs social, organizational, or community action.

If you like, I'd be happy to share with you our proposed curriculum. We hope that you will be willing to support us and our students in this exciting new concentration. If so, would you please let us know by return email that ECP students are welcome to enroll in the courses listed below from your department? This is not a request for any formal change—our students would register and take their chances on getting into the class like any other student—but rather an assurance that they are welcome to do so. We anticipate that the new concentration would potentially contribute to a very modest increase in enrollments in the selected courses.

GWS 550 Feminist Research Methods

I look forward to hearing from you.

Thank you,
Wendy

--

Wendy Heller
Pronouns: She/Her/Hers
Professor and Head
Psychology Department, University of Illinois
President, Society for Research in Psychopathology
603 E. Daniel St., Champaign 61820
email: w-heller@illinois.edu
Telephone: 217-333-0632

On Fri, Feb 5, 2021 at 12:40 PM Oswald, Ramona Faith <roswald@illinois.edu> wrote:

Hi Wendy,

The new concentration sounds exciting! Psychology students are always welcome to enroll in HDFS courses. You should know, however, that the capacity in our graduate courses is slim, especially the qualitative methods course (maybe 1 or 2 seats for non-HDFS students).

I am also wondering if you have the most recent version of our graduate curriculum. Below are some updates to the courses you listed:

HDFS 543 Ethnography Urban Communities is no longer offered
(Robin Jarrett retired)

HDFS 591 Qualitative Methods (important to know that it
alternates between grounded theory and ethnography)

HDFS 592 Advanced Statistical Analysis (new number is HDFS
597)

This year, we also offered a survey methods course (taught as a 595 seminar) – it may become a regular offering.

Please do share your concentration – there may be other HDFS courses that will benefit your students. For example, we teach Neighborhood Effects on Human Development, which seems directly on point.

Thanks,

Ramona

RAMONA FAITH OSWALD (SHE/HERS)

Professor & Head

The University of Illinois at Urbana-Champaign
College of Agricultural, Consumer and Environmental Sciences
Department of Human Development and Family Studies

222 Bevier Hall | M/C 180

Urbana, IL 61801

217.333.2547 | roswald@illinois.edu

hdfs.illinois.edu

Davis, Jenny
Mon 2/22/2021 4:40 PM
To: Aber, Mark S; Heller, Wendy

Hi Mark,

Thank you for following up on this. The ECP students would absolutely be welcome in our AIS 501 course, which we anticipate we will be offering every other year. Based on the description, our AIS 502: Decolonial and Indigenous Methods course may also be of interest.

Thanks so much,
Jenny

Jenny L. Davis (she/her)
[Associate Professor of Anthropology & American Indian Studies](#)
University of Illinois, Urbana-Champaign

Director, [American Indian Studies](#)
1204 West Nevada Street, Urbana, IL 61801

Faculty Fellow of Indigenous Research & Ethics, Office of the Vice Chancellor of Research and Innovation
Helen Corley Petit Scholar, 2020-2021

Author of [Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance](#)

From: "Aber, Mark S" <maber@illinois.edu>
Date: Monday, February 22, 2021 at 4:35 PM
To: "Davis, Jenny" <loksi@illinois.edu>
Subject: Fw: New concentration support request

Dear Professor Davis,

I am following up on the email from Wendy Heller (forwarded below) requesting your support for a new graduate concentration in Ecological Community Psychology which the Department of Psychology intends to propose to LAS in the next week or so.

Please let us know if you have any questions. I look forward to your reply.

best,
Mark

Mark Aber
Associate Head and Director of Undergraduate Studies
Associate Professor
Department of Psychology
University of Illinois, Urbana-Champaign

From: **Wendy Heller** <w-heller@illinois.edu>
Date: Fri, Feb 5, 2021 at 10:51 AM

Subject: New concentration support request
To: <loksi@illinois.edu>
Cc: Wendy Heller <w-heller@illinois.edu>

Dear Jenny,

The Department of Psychology is creating a new graduate concentration in Ecological Community Psychology (ECP) which we intend to submit to the LAS Courses and Curriculum committee in the coming weeks. We would like to include one of your courses in our list of elective course options.

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I look forward to hearing from you.

Thank you,

Wendy

--

Wendy Heller

Pronouns: She/Her/Hers

Professor and Head

Psychology Department, University of Illinois

President, Society for Research in Psychopathology

603 E. Daniel St., Champaign 61820

email: w-heller@illinois.edu

Telephone: 217-333-0632

Appendix A

Proposal Title: for the Doctor of Philosophy in Psychology Ecological Community Psychology Concentration

This document contains letters of support from relevant units confirming their willingness to have their courses included in the concentration.

On Tue, Feb 9, 2021 at 4:27 PM Christianson, Kiel <kiel@illinois.edu> wrote:

Hi Wendy,

Apologies for the delayed response. I was waiting for input from our QUERIES faculty.

We support the program described below, and the students will be welcome in the courses.

We also suggest that EPSY 582 “Advanced Statistical Methods” might be a good option as well.

Please let me know if you require any further support from EPSY in this process.

Best,

kiel

--

Kiel Christianson, PhD
Professor & Chair
Department of Educational Psychology
University of Illinois

Professor
Departments of Psychology, Linguistics,
& Beckman Institute
Director
Graduate Concentration Program,
Second Language Acquisition & Teacher Education (SLATE)

Co-Director
Illinois Language & Literacy Initiative,
Beckman Institute

Director
EdPsych Psycholinguistics Lab

College of Education
1310 S. 6th St., Rm 210b, MC-708
Champaign, IL 61820

Tel: 217-265-6558

Lab: <http://epl.beckman.illinois.edu/>

From: Wendy Heller <w-heller@illinois.edu>
Date: Friday, February 5, 2021 at 10:53 AM
To: Kiel Christianson <kiel@illinois.edu>
Cc: "Heller, Wendy" <w-heller@illinois.edu>
Subject: New concentration support request

Dear Kiel,

The Department of Psychology is creating a new graduate concentration in Ecological Community Psychology (ECP) which we intend to submit to the LAS Courses and Curriculum committee in the coming weeks. We would like to include nine of your courses in our list of elective course options.

The proposed concentration will be interdisciplinary in nature, drawing on multiple traditions within psychology as well as public health, social work, sociology, and other fields to improve the health and wellbeing of individuals and communities. Drawing from a strong tradition of research and action in the field of psychology, ECP approaches health and wellbeing by understanding the relationship between individuals and their larger social environments, including organizational, community and broader social environments. Such "ecological" and multilevel thinking requires the use of cutting-edge qualitative, quantitative, and mixed research methods, along with a strong emphasis on field-based and participatory types of methods that are positioned to inform desired change. In addition to focusing on individuals, ECP broadens the focus of empirical inquiry and applied work to examine factors such as health disparities, social determinants of health, systems of oppression, educational systems, political decision-making, gender-based violence, social settings, neighborhoods, social movements, and other social factors and contexts that may

contribute to individual and community wellbeing and health, and organizational and systems functioning and change.

The concentration requires students to complete three foundational courses, enhance their methodological and data analytic training by taking two research methods and/or data analytic methods courses (beyond the statistical methods requirement for graduate students in psychology), select one class from a discipline outside of psychology to inform their area of research, and complete a capstone applied experience where students engage in research that informs social, organizational, or community action.

If you like, I'd be happy to share with you our proposed curriculum. We hope that you will be willing to support us and our students in this exciting new concentration. If so, would you please let us know by return email that ECP students are welcome to enroll in the courses listed below from your department? This is not a request for any formal change—our students would register and take their chances on getting into the class like any other student—but rather an assurance that they are welcome to do so. We anticipate that the new concentration would potentially contribute to a very modest increase in enrollments in the selected courses.

EPSY 508	Display and Interpretation of Data
EPSY 574	Quasi-Experimental Design
EPSY 575	Mixed Method Inquiry
EPSY 578	Qualitative Inquiry Methods
EPSY 581	Applied Regression Analysis
EPSY 584	Multivariate Analysis in Psychology and Education
EPSY 587	Hierarchical Linear Modeling
EPSY 589	Categorical Data in Ed/Psych
EPSY 590	Multicultural Issues in Research

I look forward to hearing from you.

Thank you,
Wendy

--

Wendy Heller

Pronouns: She/Her/Hers
Professor and Head
Psychology Department, University of Illinois

President, Society for Research in Psychopathology
603 E. Daniel St., Champaign 61820
email: w-heller@illinois.edu
Telephone: 217-333-0632

Wendy Heller <w-heller@illinois.edu>

On Tue, Feb 9, 2021 at 10:15 AM Siobhan B <sbs@illinois.edu> wrote:

Dear Wendy,

Thanks for your note. This is to confirm that the Department of Gender and Women's Studies supports the establishment of the new concentration in Ecological Community Psychology. ECP students are welcome to enroll in GWS 550 Feminist Theories and Methods. We understand that this is not a request for any formal change and that it may potentially contribute to a modest increase in enrollments in this course.

Best wishes for the success of your proposal.

Warm regards,
Siobhan

Siobhan Somerville
Chair, Gender and Women's Studies
Associate Professor, English/Gender and Women's Studies
University of Illinois at Urbana-Champaign
1205 W. Nevada, MC-137
Urbana, IL 61801

From: Wendy Heller <w-heller@illinois.edu>

Sent: Friday, February 5, 2021 10:55 AM

To: Somerville, Siobhan B <sbs@illinois.edu>

Cc: Heller, Wendy <w-heller@illinois.edu>

Subject: New concentration support request

Dear Siobhan,

I hope you're doing well during these crazy times!

The Department of Psychology is creating a new graduate concentration in Ecological Community Psychology (ECP) which we intend to submit to the LAS Courses and Curriculum committee in the coming weeks. We would like to include one of your courses in our list of elective course options.

The proposed concentration will be interdisciplinary in nature, drawing on multiple traditions within psychology as well as public health, social work, sociology, and other fields to improve the health and wellbeing of individuals and communities. Drawing from a strong tradition of research and action in the field of psychology, ECP approaches health and wellbeing by understanding the relationship between individuals and their larger social environments, including organizational, community and broader social environments. Such "ecological" and multilevel thinking requires the use of cutting-edge qualitative, quantitative, and mixed research methods, along with a strong emphasis on field-based and participatory types of methods that are positioned to inform desired change. In addition to focusing on

individuals, ECP broadens the focus of empirical inquiry and applied work to examine factors such as health disparities, social determinants of health, systems of oppression, educational systems, political decision-making, gender-based violence, social settings, neighborhoods, social movements, and other social factors and contexts that may contribute to individual and community wellbeing and health, and organizational and systems functioning and change.

The concentration requires students to complete three foundational courses, enhance their methodological and data analytic training by taking two research methods and/or data analytic methods courses (beyond the statistical methods requirement for graduate students in psychology), select one class from a discipline outside of psychology to inform their area of research, and complete a capstone applied experience where students engage in research that informs social, organizational, or community action.

If you like, I'd be happy to share with you our proposed curriculum. We hope that you will be willing to support us and our students in this exciting new concentration. If so, would you please let us know by return email that ECP students are welcome to enroll in the courses listed below from your department? This is not a request for any formal change—our students would register and take their chances on getting into the class like any other student—but rather an assurance that they are welcome to do so. We anticipate that the new concentration would potentially contribute to a very modest increase in enrollments in the selected courses.

GWS 550 Feminist Research Methods

I look forward to hearing from you.

Thank you,
Wendy

--

Wendy Heller
Pronouns: She/Her/Hers
Professor and Head
Psychology Department, University of Illinois
President, Society for Research in Psychopathology
603 E. Daniel St., Champaign 61820
email: w-heller@illinois.edu
Telephone: 217-333-0632

On Fri, Feb 5, 2021 at 12:40 PM Oswald, Ramona Faith <roswald@illinois.edu> wrote:

Hi Wendy,

The new concentration sounds exciting! Psychology students are always welcome to enroll in HDFS courses. You should know, however, that the capacity in our graduate courses is slim, especially the qualitative methods course (maybe 1 or 2 seats for non-HDFS students).

I am also wondering if you have the most recent version of our graduate curriculum. Below are some updates to the courses you listed:

HDFS 543 Ethnography Urban Communities is no longer offered
(Robin Jarrett retired)

HDFS 591 Qualitative Methods (important to know that it
alternates between grounded theory and ethnography)

HDFS 592 Advanced Statistical Analysis (new number is HDFS
597)

This year, we also offered a survey methods course (taught as a 595 seminar) – it may become a regular offering.

Please do share your concentration – there may be other HDFS courses that will benefit your students. For example, we teach Neighborhood Effects on Human Development, which seems directly on point.

Thanks,

Ramona

RAMONA FAITH OSWALD (SHE/HERS)

Professor & Head

The University of Illinois at Urbana-Champaign
College of Agricultural, Consumer and Environmental Sciences
Department of Human Development and Family Studies

222 Bevier Hall | M/C 180

Urbana, IL 61801

217.333.2547 | roswald@illinois.edu

hdfs.illinois.edu

Davis, Jenny
Mon 2/22/2021 4:40 PM
To: Aber, Mark S; Heller, Wendy

Hi Mark,

Thank you for following up on this. The ECP students would absolutely be welcome in our AIS 501 course, which we anticipate we will be offering every other year. Based on the description, our AIS 502: Decolonial and Indigenous Methods course may also be of interest.

Thanks so much,
Jenny

Jenny L. Davis (she/her)
[Associate Professor of Anthropology & American Indian Studies](#)
University of Illinois, Urbana-Champaign

Director, [American Indian Studies](#)
1204 West Nevada Street, Urbana, IL 61801

Faculty Fellow of Indigenous Research & Ethics, Office of the Vice Chancellor of Research and Innovation
Helen Corley Petit Scholar, 2020-2021

Author of [Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance](#)

From: "Aber, Mark S" <maber@illinois.edu>
Date: Monday, February 22, 2021 at 4:35 PM
To: "Davis, Jenny" <loksi@illinois.edu>
Subject: Fw: New concentration support request

Dear Professor Davis,

I am following up on the email from Wendy Heller (forwarded below) requesting your support for a new graduate concentration in Ecological Community Psychology which the Department of Psychology intends to propose to LAS in the next week or so.

Please let us know if you have any questions. I look forward to your reply.

best,
Mark

Mark Aber
Associate Head and Director of Undergraduate Studies
Associate Professor
Department of Psychology
University of Illinois, Urbana-Champaign

From: **Wendy Heller** <w-heller@illinois.edu>
Date: Fri, Feb 5, 2021 at 10:51 AM

Subject: New concentration support request
To: <loksi@illinois.edu>
Cc: Wendy Heller <w-heller@illinois.edu>

Dear Jenny,

The Department of Psychology is creating a new graduate concentration in Ecological Community Psychology (ECP) which we intend to submit to the LAS Courses and Curriculum committee in the coming weeks. We would like to include one of your courses in our list of elective course options.

The proposed concentration will be interdisciplinary in nature, drawing on multiple traditions within psychology as well as public health, social work, sociology, and other fields to improve the health and wellbeing of individuals and communities. Drawing from a strong tradition of research and action in the field of psychology, ECP approaches health and wellbeing by understanding the relationship between individuals and their larger social environments, including organizational, community and broader social environments. Such “ecological” and multilevel thinking requires the use of cutting-edge qualitative, quantitative, and mixed research methods, along with a strong emphasis on field-based and participatory types of methods that are positioned to inform desired change. In addition to focusing on individuals, ECP broadens the focus of empirical inquiry and applied work to examine factors such as health disparities, social determinants of health, systems of oppression, educational systems, political decision-making, gender-based violence, social settings, neighborhoods, social movements, and other social factors and contexts that may contribute to individual and community wellbeing and health, and organizational and systems functioning and change.

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I look forward to hearing from you.

Thank you,

Wendy

--

Wendy Heller

Pronouns: She/Her/Hers

Professor and Head

Psychology Department, University of Illinois

President, Society for Research in Psychopathology

603 E. Daniel St., Champaign 61820

email: w-heller@illinois.edu

Telephone: 217-333-0632

Psychology Concentration: Ecological Community Psychology in PhD Program

OVERVIEW

head of department: Wendy Heller (Interim Head is Currently Nicole Allen)

director of graduate studies: Diane Beck, dmbeck@illinois.edu

director of admissions committee: Ashley Ramm, aramm@illinois.edu

email: psych-gradstudy@illinois.edu

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

department faculty: Psychology Faculty

overview of grad college admissions & requirements: <https://grad.illinois.edu/admissions/apply>

college website: <https://las.illinois.edu/>

department office: 309 Psychology Building, 603 East Daniel Street, Champaign, IL 61820

phone: (217) 333-2169

The Doctor of Philosophy degree is awarded to candidates who complete an approved program in their area of specialization and meet departmental and Graduate College requirements for the degree. These must include at least 64 or 96 graduate hours of graduate work; satisfactory performance in courses or examinations dealing with quantitative methods and chosen areas of specialization; a master's thesis or equivalent; appropriate advanced courses and seminars in the area of specialization and in related and supporting areas; satisfactory performance on a doctoral qualifying examination; satisfactory performance on an oral preliminary examination; completion of an acceptable Ph.D. thesis; and satisfactory performance on an oral examination in defense of the thesis.

This concentration is available to students in any area within the Psychology PhD program.

From: [Martensen, Kathy](#)
To: [Amos, Jenny](#); [Aber, Mark S](#); [Downie, Stephen R](#)
Cc: [Lehman, Barbara J](#); [McKinney, Allison Ann](#)
Subject: RE: Question about EP.22.104 - Psychology: Ecological Community Psychology, PhD
Date: Wednesday, February 9, 2022 9:38:01 AM
Attachments: [image001.png](#)

Morning all,

Barb, can you please go ahead and roll this back so the change below can be made and the questions here addressed? As noted on the proposal form, the person to whom rollbacks should be sent is Mark Aber. He is the "1299 Head" role.

I've added Allison here so she'll know when this comes back through the Grad College's queue what is being addressed.

Thanks everyone!

Kathy

From: Amos, Jenny <jamos@illinois.edu>
Sent: Wednesday, February 9, 2022 9:31 AM
To: Aber, Mark S <maber@illinois.edu>; Downie, Stephen R <sdownie@illinois.edu>
Cc: Martensen, Kathy <kmartens@illinois.edu>; Lehman, Barbara J <bjlehman@illinois.edu>
Subject: Re: Question about EP.22.104 - Psychology: Ecological Community Psychology, PhD

Hi all,

I just received an additional question from my subcommittee, so I will need a response from Mark about this topic as well. If this clarification can be solved with an email response, then we can add the email response to the proposal as an attachment. If it requires editing of the proposal or edits to Ramona's letter, then we will need to roll back for sure.

Here is the multi-part question that I received this morning:
HDFS 591 is a required course for this concentration- are there enough seats available in HDFS 591 to accommodate the students in the proposed concentration? In Romano Faith's letter of support, she indicated that HDFS courses only have room for 1-2 non-HDFS students. Is this enough space to accommodate the ecological community psychology students? Ramona also states that HDFS 591 alternates between grounded theory and ethnography. Do both versions count for the psych concentration? Does she meant that it alternates by offering? If not, does that further limit the number of seats available to students in the psychology concentration? How many times per year is HDFS 591 offered (is there only 1-2 seats available per year or per semester)?

Best,

JENNY AMOS, PHD (she/her)
Teaching Professor
Laura Hahn Faculty Scholar
Director, Masters of Engineering in Bioengineering

Bioengineering | The Grainger College of Engineering
Biomedical and Translational Sciences | Carle Illinois College of Medicine
Health Sciences Engineering Center | Coordinated Sciences Laboratory
Educational Psychology | College of Education

217.333.4212 | jamos@illinois.edu
[LinkedIn](#) | [@jennyamos_uiuc](#)
publish.illinois.edu/jennyamoslab/

From: Aber, Mark S <maber@illinois.edu>
Date: Wednesday, February 9, 2022 at 9:08 AM
To: Downie, Stephen R <sdownie@illinois.edu>
Cc: Amos, Jenny <jamos@illinois.edu>, Martensen, Kathy <kmartens@illinois.edu>
Subject: Re: Question about EP.22.104 - Psychology: Ecological Community Psychology, PhD

Forwarding my earlier reply looping Kathy in.

best,
Mark

From: Aber, Mark S <maber@illinois.edu>
Sent: Wednesday, February 9, 2022 9:05 AM
To: Downie, Stephen R <sdownie@illinois.edu>
Cc: Amos, Jenny <jamos@illinois.edu>
Subject: Re: Question about EP.22.104 - Psychology: Ecological Community Psychology, PhD

Hi Jenny and Stephen,

Like Stephen, I agree that "No" should be used. In other words, yes, Jenny, your understanding is correct. I also agree that it may be least confusing to leave it at "no" and not to included the explanation.

Please let me know if you need me to do anything more, or Jenny, if you can take it from here.

Thanks,
Mark

From: Downie, Stephen R <sdownie@illinois.edu>
Sent: Wednesday, February 9, 2022 8:57 AM
To: Aber, Mark S <maber@illinois.edu>
Cc: Amos, Jenny <jamos@illinois.edu>
Subject: Fwd: Question about EP.22.104 - Psychology: Ecological Community Psychology, PhD

Mark,

Here is my response to Jenny a few moments ago.

Stephen

Good morning, Jenny.

Yes, I recall LAS debating on how to present this information in the options that were available to us, so we ended up being equivocal in the description.

I agree, "No" should be used as you suggest. If you think appropriate to add this additional information (without the "yes and no" part), please go ahead. Otherwise, leaving it blank is fine by LAS, and I think it would be less confusing to do it this way.

Is this a change you can make yourself at the Senate EPC level?

Cheers,

Stephen

----- Forwarded Message -----

Subject:Re: Question about EP.22.104 - Psychology: Ecological Community Psychology, PhD

Date:Wed, 9 Feb 2022 08:42:23 -0600

From:Amos, Jenny <jjamos@illinois.edu>

To:Todd, Nathan R <ntodd2@illinois.edu>, Downie, Stephen R <sdownie@illinois.edu>, Lehman, Barbara J <bjlehman@illinois.edu>, Aber, Mark S <maber@illinois.edu>

Sorry for the double email, I still had the proposal open and then I saw that Mark Aber is listed as the person who should receive rollbacks, so I have added him to this email.

Hi Mark, it's been a while, I hope you are well! Please see my question below that I sent to Nathan and Stephen.

Best,

JENNY AMOS, PHD (she/her)

Teaching Professor

Laura Hahn Faculty Scholar

Director, Masters of Engineering in Bioengineering

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Biomedical and Translational Sciences | Carle Illinois College of Medicine
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Educational Psychology | College of Education

217.333.4212 | jamos@illinois.edu
[LinkedIn](#) | [@jennyamos_uiuc](#)
publish.illinois.edu/jennyamoslab/

From: Amos, Jenny <jamos@illinois.edu>

Date: Wednesday, February 9, 2022 at 8:32 AM

To: Todd, Nathan R <ntodd2@illinois.edu>, Downie, Stephen R <sdownie@illinois.edu>, Lehman, Barbara J <bjlehman@illinois.edu>

Subject: Question about EP.22.104 - Psychology: Ecological Community Psychology, PhD

Hi Nathan and Stephen,

I am the subcommittee chair for the Education Policy Committee of the Senate and I am in charge of leading review and approval of your proposal through our process.

I have a quick clarification question for you. I have pasted what is in the CIM-P for the Program Regulation and Assessment section. I just wanted to clarify that my understanding of the program is correct and then perhaps propose a minor change to the wording.

My understanding is that the program is not under review by the licensure board as part of the process, but that graduates may go on to apply for licensure for clinical work in the future – separate from this program. Is that correct? If so, I would suggest saying “no” and then possibly still including a side note with the text that you have below or possibly just leave it at “no” since the concentration will not affect licensure or be under review by the licensure board.

Please let me know if my understanding is correct. You can also respond all to let us know if you want to make changes to improve the clarity of this as well as who to roll the proposal back to make those changes.

~~~~~

## Program Regulation and Assessment

Is the career/profession for graduates of this program regulated by the State of Illinois?

Yes

If yes, please describe.

Yes and no. In Psychology: Ecological Community Psychology, PhD of the clinical-community program. Those who are clinical may ultimately pursue clinical licensure which is regulated by the State of Illinois. Yet the current concentration itself is not preparing students for clinical work and is not aligned or affiliated with the licensure process. Thus, for some students, their career may involve clinical work and licensure, but the concentration itself is not preparing the students for that facet of their work (e.g., the applied work for the concentration is community-based, it is not direct-service clinical work).

**JENNY AMOS, PHD** (she/her)

*Teaching Professor*

*Laura Hahn Faculty Scholar*

Bioengineering | The Grainger College of Engineering  
Biomedical and Translational Sciences | Carle Illinois College of Medicine  
Health Sciences Engineering Center | Coordinated Sciences Laboratory  
Educational Psychology | College of Education

Fellow | Biomedical Engineering Society (BMES)

Fellow | American Institute for Medical and Biological Engineers (AIMBE)

3242 Everitt Lab

1406 W. Green | MC 278

Urbana, IL 61801

217.333.4212 | [jamos@illinois.edu](mailto:jamos@illinois.edu)

[LinkedIn](#) | [@jennyamos\\_uiuc](#)

[publish.illinois.edu/jennyamoslab/](https://publish.illinois.edu/jennyamoslab/)

<https://bioengineering.illinois.edu/>

<https://medicine.illinois.edu/>



*Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.*

**From:** [Lehman, Barbara J](mailto:Lehman, Barbara J)  
**To:** [Lehman, Barbara J](mailto:Lehman, Barbara J)  
**Subject:** FW: Question about EP.22.104 - Psychology: Ecological Community Psychology, PhD  
**Date:** Thursday, March 3, 2022 12:05:04 PM  
**Attachments:** [image001.png](#)

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**From:** Aber, Mark S <[maber@illinois.edu](mailto:maber@illinois.edu)>  
**Sent:** Wednesday, February 9, 2022 10:24 AM  
**To:** Amos, Jenny <[jamos@illinois.edu](mailto:jamos@illinois.edu)>; Downie, Stephen R <[sdownie@illinois.edu](mailto:sdownie@illinois.edu)>  
**Cc:** Martensen, Kathy <[kmartens@illinois.edu](mailto:kmartens@illinois.edu)>; Lehman, Barbara J <[bjlehman@illinois.edu](mailto:bjlehman@illinois.edu)>  
**Subject:** Re: Question about EP.22.104 - Psychology: Ecological Community Psychology, PhD

Hi Jenny,

I believe the reviewer's questions are all based on the faulty premise that HDFS 591 is a required course for the concentration. In fact, students can complete the concentration without taking HDFS 591.

HDFS 591 is just one of 16 or more courses, only 2 of which must be completed to fulfill the research and data analytics requirement in the concentration. If there are not adequate seats in the course to accommodate all students in the concentration who would like to take it in any given semester, this will not be a problem as the students have many other courses to choose from. Both the grounded theory version and the ethnography version of the course will count toward the concentration.

I do not see a need to edit the proposal or to edit Ramona's letter of support.

Kathy, should I attach this email containing my reply to these questions to the proposal in Courseleaf and then click approve?

Thanks for your help.

Mark

---

**From:** Amos, Jenny <[jamos@illinois.edu](mailto:jamos@illinois.edu)>  
**Sent:** Wednesday, February 9, 2022 9:30 AM  
**To:** Aber, Mark S <[maber@illinois.edu](mailto:maber@illinois.edu)>; Downie, Stephen R <[sdownie@illinois.edu](mailto:sdownie@illinois.edu)>  
**Cc:** Martensen, Kathy <[kmartens@illinois.edu](mailto:kmartens@illinois.edu)>; Lehman, Barbara J <[bjlehman@illinois.edu](mailto:bjlehman@illinois.edu)>  
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Best,

**JENNY AMOS, PHD** (she/her)  
*Teaching Professor*  
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**Date:** Wednesday, February 9, 2022 at 9:08 AM  
**To:** Downie, Stephen R <[sdownie@illinois.edu](mailto:sdownie@illinois.edu)>  
**Cc:** Amos, Jenny <[jamos@illinois.edu](mailto:jamos@illinois.edu)>, Martensen, Kathy <[kmartens@illinois.edu](mailto:kmartens@illinois.edu)>  
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Please let me know if you need me to do anything more, or Jenny, if you can take it from here.

Thanks,  
Mark

---

**From:** Downie, Stephen R <[sdownie@illinois.edu](mailto:sdownie@illinois.edu)>  
**Sent:** Wednesday, February 9, 2022 8:57 AM  
**To:** Aber, Mark S <[maber@illinois.edu](mailto:maber@illinois.edu)>  
**Cc:** Amos, Jenny <[jamos@illinois.edu](mailto:jamos@illinois.edu)>  
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Stephen

---

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Cheers,

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**Date:**Wed, 9 Feb 2022 08:42:23 -0600

**From:**Amos, Jenny <[cjamos@illinois.edu](mailto:cjamos@illinois.edu)>

**To:**Todd, Nathan R <[ntodd2@illinois.edu](mailto:ntodd2@illinois.edu)>, Downie, Stephen R <[sdownie@illinois.edu](mailto:sdownie@illinois.edu)>, Lehman, Barbara J <[bjlehman@illinois.edu](mailto:bjlehman@illinois.edu)>, Aber, Mark S <[maber@illinois.edu](mailto:maber@illinois.edu)>

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*Teaching Professor*

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[LinkedIn](#) | [@jennyamos\\_uiuc](#)  
[publish.illinois.edu/jennyamoslab/](https://publish.illinois.edu/jennyamoslab/)

---

**From:** Amos, Jenny <[jamos@illinois.edu](mailto:jamos@illinois.edu)>

**Date:** Wednesday, February 9, 2022 at 8:32 AM

**To:** Todd, Nathan R <[ntodd2@illinois.edu](mailto:ntodd2@illinois.edu)>, Downie, Stephen R <[sdownie@illinois.edu](mailto:sdownie@illinois.edu)>, Lehman, Barbara J <[bjlehman@illinois.edu](mailto:bjlehman@illinois.edu)>

**Subject:** Question about EP.22.104 - Psychology: Ecological Community Psychology, PhD

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I have a quick clarification question for you. I have pasted what is in the CIM-P for the Program Regulation and Assessment section. I just wanted to clarify that my understanding of the program is correct and then perhaps propose a minor change to the wording.

My understanding is that the program is not under review by the licensure board as part of the process, but that graduates may go on to apply for licensure for clinical work in the future – separate from this program. Is that correct? If so, I would suggest saying “no” and then possibly still including a side note with the text that you have below or possibly just leave it at “no” since the concentration will not affect licensure or be under review by the licensure board.

Please let me know if my understanding is correct. You can also respond all to let us know if you want to make changes to improve the clarity of this as well as who to roll the proposal back to make those changes.

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Program Regulation and Assessment

Is the career/profession for graduates of this program regulated by the State of Illinois?

Yes

If yes, please describe.

Yes and no. In Psychology: Ecological Community Psychology, PhD of the clinical-community program. Those who are clinical may ultimately pursue clinical licensure which is regulated by the State of Illinois. Yet the current concentration itself is not preparing students for clinical work and is not aligned or affiliated with the licensure process. Thus, for some students, their career may involve clinical work and licensure, but the concentration itself is not preparing the

students for that facet of their work (e.g., the applied work for the concentration is community-based, it is not direct-service clinical work).

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