Senate Cabinet

Proposal to Change the Name of the Ph.D. in Psychology and Social Behavior to Ph.D. in Psychological Science

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ENRIQUE LAVERNIA
PROVOST AND EXECUTIVE VICE CHANCELLOR

RE: Proposed Name Change for the Ph.D. in Psychology and Social Behavior in the School of Social Ecology

At its meeting of June 14, 2018 meeting, the Graduate Council (GC) reviewed and approved the proposal to change the name of the Ph.D. in Psychology and Social Behavior to the Ph.D. in Psychological Science. The proposed name change represents a simple name change per the 2014 Compendium, Section II.B.2. Name Changes of Graduate Degree Programs, is consistent with the long range academic plan of the School of Social Ecology, and has no resource implications.

The complete proposal and relevant memoranda are attached to this correspondence. Please note that the process for proposed name changes to graduate degree programs requires your review and endorsement of the simple name change. Upon receipt of your transmittal letter, the Senate will forward the proposal to the Systemwide Coordinating Committee on Graduate Affairs (CCGA) for review.

If you have any questions, please feel free to contact me.

Sincerely,

Maria Pantelia, Chair
Academic Senate, Irvine Division

C: Judy Stepan-Norris, Vice Provost, Academic Planning
Tracy Molidor, Associate Vice Provost, Academic Planning
Frances Leslie, Vice Provost, Graduate Education
Glen Mimura, Chair, Graduate Council
Thao Nguyen, Graduate Council Analyst, Academic Senate
Linda Cohen, Chair Elect, Academic Senate
Laura Gnesda, Senate Analyst, Academic Senate
Natalie Schonfeld, Executive Director, Academic Senate
June 18, 2018

MARIA PANTELIA, CHAIR
ACADEMIC SENATE, IRVINE DIVISION

RE: Graduate Program Name Change – PhD in Psychology and Social Behavior to PhD in Psychological Science

At its June 14, 2018 meeting, Graduate Council reviewed the request to change the name of Psychology and Social Behavior Graduate Program to Psychological Science Graduate Program in the School of Social Ecology, and approved the name change to the program as well as to the degree and major title. Graduate Council considered the action to be a simple name change not associated with a fundamental change of the program, as defined by the 2014 Compendium, Section II.B.2. Name Changes of Graduate Degree Programs. This action is being presented to the Cabinet and subsequently to CCGA for review and approval as a simple name change.

On behalf of the Graduate Council,

Glen Mimura, Chair

c: Natalie Schonfeld, Executive Director
   Thao Nguyen, Graduate Council Analyst
April 27, 2018

Professor Glen Mimura
Chair, UCI Graduate Council

RE: Request from the Department of Psychology and Social Behavior to Change the Name of its Doctoral Degree from Ph.D. in Psychology and Social Behavior to Ph.D. in Psychological Science

The Department of Psychology and Social Behavior requests approval to change the name of its doctoral degree from Ph.D. in Psychology and Social Behavior to Ph.D. in Psychological Science. In concert with this change, the department wishes to change its name to the Department of Psychological Science and the name of its undergraduate degree from B.A. in Psychology and Social Behavior to B.A. in Psychological Science. This set of coordinated name changes is described more fully in the attached proposal dated April 27, 2018, which will be vetted with the Provost and relevant Senate Councils. The proposed changes have the unanimous endorsement of the department faculty and the support of Nancy Guerra, Dean of the School of Social Ecology, and Ramesh Srinivasan, Chair of the Department of Cognitive Sciences (letters of support are appended to the proposal). I strongly support the proposed changes, as well.

Five key considerations motivate the requested changes, as described in the attached proposal. In brief, these considerations are the desire to have department and degree names that will:

1) more accurately convey the broad range of research and training specializations that exist within the department
2) attract outstanding faculty and prospective graduate students in clinical psychology when the department implements an anticipated graduate concentration in clinical psychology
3) reduce recurring confusion with the Department of Psychiatry and Human Behavior and its research and training programs
4) remove the potential disadvantage associated with nonconventional names when psychology departments and degree programs are ranked nationally
5) be readily understood by colleagues and prospective applicants within the broader field of psychology

Please note that the proposed changes were considered in consultation with an interdepartmental Committee on Psychology at UCI (comprised of faculty members from the Department of Psychology and Social Behavior and the Department of Cognitive Sciences) and with Nancy Guerra, Dean of the School of Social Ecology and Bill Maurer, Dean of the School of Social Sciences. Ramesh Srinivasan, Chair of the Department of Cognitive Sciences, was a member of
the Committee on Psychology at UCI and also met with me and both Deans in other meetings, to
discuss our proposed department and degree name changes, along with proposed changes in the
degrees offered by Cognitive Sciences. I support the changes that are proposed by the
Department of Cognitive Sciences, which will entail changing the name of their Ph.D. in
Psychology to Ph.D. in Cognitive Sciences, changing the name of their M.A. in Psychology to
M.S. in Cognitive Sciences, offering a B.S. in Psychology in 2019, and phasing out their B.A. in
Psychology after review of its status in 2022-23. These changes are described briefly on p. 3 of
the attached proposal; they will be described more fully in a separate proposal that will be
submitted for Academic Senate review by the Department of Cognitive Sciences.

I believe that the changes proposed by both departments are responsive to the charge to the
Committee on Psychology at UCI (appended to the attached proposal). Importantly, the
proposed changes will allow both departments to offer training at the undergraduate and graduate
levels that reflects their respective emphases, strengths, pedagogical goals, and plans for growth.
The two departments will collaborate in developing an improved Psychology at UCI website that
provides an overview of options for training in psychology at UCI, with the goal of helping
prospective students identify the academic program that best meets their needs. We believe that
this website will also serve to enhance the overall visibility and stature of psychological and
cognitive sciences at UCI.

Although I believe that the request from the Department of Psychology and Social Behavior to
change the name of its doctoral degree from to Ph.D. in Psychological Science is best understood
in the broader context of the set of proposed department and degree name changes described
above (and in the appended proposal), I do wish to highlight material that may be most germane
to the Graduate Council’s review of our requested doctoral degree name change. Likely to be of
special interest to the Graduate Council is the following material: 1) considerations 1, 2, and 5 on
pp. 1-2 of the attached proposal, 2) full paragraphs 1 and 2 on p. 2 of the proposal, 3) full
paragraphs 1 and 2 on p. 3 of the proposal, and 4) a form titled “Request Form to Modify
Graduate Degree Name,” modeled after the Graduate Council’s “Request Form to Modify
Graduate Degree Requirements” form; the form provides information on the implications of the
requested doctoral degree name change for the program’s relationship to competitive programs,
impact on time to degree, impact on quality of the program, impact on employment prospects,
impact on recruitment, and options for current students to take advantage of the revisions. This
form also reports the vote of the faculty on the proposed graduate degree name change. A list of
appendices below identifies the documents that are included with this request to change the name
of our doctoral degree to Ph.D. in Psychological Science.

We greatly appreciate your consideration of this request.

Sincerely,

Karen Rook
Professor and Chair
Appendices:

A) Proposal to Change the Name of the Department of Psychology and Social Behavior and the Names of the B.A. and Ph.D. Degrees Offered by the Department (including the Charge to the Committee on Psychology at UCI and Letters of Support from the Dean of the School of Social Ecology, Chair of the Department of Cognitive Sciences, and Chair of the Department of Psychology and Social Behavior)

B) Request Form to Modify Graduate Degree Name (modeled after the Graduate Council’s Request Form to Modify Graduate Degree Requirements)

C) School of Social Ecology Bylaws

D) Revised & Dated Program Summary

E) Revised Catalogue Copy

F) Sample Print Out of Proposed Modifications Sent through the CIM System
Appendix A

Proposal to Change the Name of the Department of Psychology and Social Behavior and the Names of the B.A. and Ph.D. Degrees Offered by the Department

Submitted by the Department of Psychology and Social Behavior

April 27, 2018

This proposal requests approval to change: a) the name of the Department of Psychology and Social Behavior to the Department of Psychological Science, b) the name of the B.A. in Psychology and Social Behavior to B.A. in Psychological Science, and c) the name of the Ph.D. in Psychology and Social Behavior to Ph.D. in Psychological Science. This proposal by the Department of Psychology and Social Behavior complements proposed changes in the degrees offered by the Department of Cognitive Sciences, as described on p. 3. The faculty of the Department of Psychology and Social Behavior voted unanimously to support the proposed changes. The Chair of the Department of Psychology and Social Behavior, Karen Rook, supports this proposal, as indicated in the cover memo that accompanies this proposal. A statement of support from the Chair of the Department of Cognitive Sciences, Ramesh Srinivasan, is attached.

Requested Department Name Change

In the past 16 years, since its establishment in 1992, the Department of Psychology and Social Behavior has grown to encompass five core areas of psychological science: affective science, developmental psychology, health psychology, psychology and the law, and social/personality psychology. This year, the department will submit a proposal to add a sixth area, clinical psychology. The emphasis on “social behavior” in the current department name – Psychology and Social Behavior – fails to represent the expertise the faculty in these core areas. As a result, we request that the name of the department be modified to omit the words “Social Behavior” and to change “Psychology” to “Psychological Science.” The new department name, therefore, would be the Department of Psychological Science.

The requested department name change is motivated by the following key considerations:

1) The proposed name will more accurately convey the broad range of research and training specializations within the department. Importantly, it will aid in recruiting prospective graduate students beyond those interested in studying social processes and behavior per se. For example, students interested in affective science or clinical psychology could more easily envision pursuing their graduate studies in a Department of Psychological Science than a Department of Psychology and Social Behavior. Currently, the majority of students who apply to our graduate program are seeking training in social psychology, and we believe that the name change will increase the number of applicants in the other areas.

2) We believe that this name change is critical as we seek to implement a clinical psychology graduate specialization because our department will need to attract faculty leaders and prospective graduate students in clinical psychology who have interests in both clinical science and clinical practice. They will readily recognize the science-based and multi-faceted academic mission of a Department of Psychological Science, but less so a Department of Psychology and Social Behavior.

3) Recurring confusion exists on and off campus between the Department of Psychology and Social Behavior and the Department of Psychiatry and Human Behavior. The proposed name change would largely eliminate that confusion.
4) A department name has implications for its ranking in the broader field of psychology. The unusual name, Psychology and Social Behavior, is a disadvantage in this regard.

5) Virtually all major research universities have departments that offer training in psychology. Nearly all of these departments have one of three names: Department of Psychology; Department of Psychological Science; or Department of Psychological and Brain Sciences. The breadth of research, teaching, and training within our department makes adoption of a conventional name appropriate, and UCI would benefit in rankings and recruitment of students from having a conventionally named psychology department.

We wish to note, as a broader context for the proposed change, that professional associations and departments throughout the country are increasingly shifting from use of the term “psychology” to use of the term “psychological science.” The shift represents contemporary trends in the field and in the marketplace for students and academic colleagues. Our largest academic society, to which many faculty belong, is the Association for Psychological Science, and a number of departments have changed their name accordingly. For example, the University of Connecticut, Vanderbilt University, and Purdue University, among others, have changed their department name to the Department of Psychological Science. Other departments, such as those at Johns Hopkins University, Dartmouth University, University of Iowa, Boston University, and the University of California, Santa Barbara have changed their name to the Department of Psychological and Brain Sciences. The requested department name change, therefore, is consistent with national trends.

**Requested Degree Name Changes**

In keeping with the requested department name change and, as an outgrowth of the consultative process with the Committee on Psychology at UCI and with Deans Guerra and Maurer, we request that our existing degree names be changed to mirror the change in our department name. Specifically, we request that the B.A. in Psychology and Social Behavior be changed to B.A. in Psychological Science and that the Ph.D. in Psychology and Social Behavior be changed to Ph.D. in Psychological Science. The proposed degree name changes are elements of the agreement reached by the Committee on Psychology at UCI, in concert with Deans Guerra and Maurer.

The agreement reached by the Committee on Psychology at UCI, together with Deans Guerra and Maurer, calls for complementary changes in the degree offerings of the Department of Cognitive Sciences. The Department of Cognitive Sciences will launch a B.S. in Psychology in Fall 2019. In 2022-23, and in consultation with both deans and departments, Cognitive Sciences will phase out the B.A. in Psychology. The Department of Cognitive Sciences also proposes to change the name of its M.A. degree from M.A. in Psychology to M.S. in Cognitive Sciences and the name of its Ph.D. degree from the Ph.D. in Psychology to Ph.D. in Cognitive Sciences. Three different Master’s degree tracks (Cognitive Sciences, Cognitive Neuroscience, and Statistics) will lead to the Ph.D. in Cognitive Sciences. Details regarding these proposed changes are addressed in proposals submitted by the Department of Cognitive Sciences. Please note that a letter from the Chair of Psychology and Social Behavior expressing support for these proposed changes is appended.

A number of universities (e.g., Yale University, Duke University, Ohio State University) offer both B.A. and B.S. degrees in psychology. B.A. degrees often provide greater breadth in course offerings within psychology, and students who pursue the B.A. degree also typically take more courses in fields outside the major. Students who pursue a B.S. degree typically take more
laboratory courses and courses in mathematics and the natural sciences, and take somewhat fewer courses in fields outside the major. Within the UC system, UC Davis, UC Riverside, and UC San Diego offer both B.A. and B.S. degrees in psychology; UC Los Angeles offers a B.A. in Psychology, a B.A. in Cognitive Science, and a B.S. in Psychobiology; UC Santa Barbara offers a B.A. in Psychology and a B.S. in Psychological and Brain Sciences. Students appear to be quite capable of comprehending the B.A.-B.S. distinction, and websites at many of these universities also provide guidance to students concerning the differences between B.A. and B.S. degrees in psychology. We believe that UCI students will be able to understand these differences as well, and department counselors and relevant websites will provide similar guidance for students.

The proposed degree changes for the Department of Psychology and Social Behavior are supported by the Committee on Psychology at UCI, Deans Guerra and Maurer, and the faculty of the Department of Psychology and Social Behavior. These changes will allow the departments to offer training at the undergraduate and graduate levels that reflects each department’s respective emphases, strengths, pedagogical goals, and plans for growth. We also believe that the proposed changes to degree names and the degrees offered will better serve UCI undergraduate students and graduate students than do the current degrees. Less duplication and confusion will exist across the degrees to be offered, and we will create a website (described below), supplemented by enhanced training of undergraduate and graduate counselors, to advise students about the options for studying psychology at UCI and how these options differ. Again, students’ understanding of these different options will be aided by degree names that are considerably less duplicative and draw sharper distinctions than is the case currently.

<table>
<thead>
<tr>
<th>Summary: Proposed Changes in Department and Degree Names and Offerings</th>
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<tbody>
<tr>
<td><strong>Dept. Name</strong></td>
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<tr>
<td>Department of Psychology and Social Behavior</td>
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<tr>
<td>Department of Cognitive Sciences</td>
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</tbody>
</table>

**Psychology at UCI Website**

Another outgrowth of the deliberations by the Committee on Psychology at UCI is a recommendation, supported by Deans Guerra and Maurer, to revive and enhance a largely dormant website that provides a broad overview of options for training in psychology at UCI. The current proposal has understandably focused on proposed changes and plans of the two departments at UCI that currently offer formal degree programs in psychology, the Department of Psychology and Social Behavior and the Department of Cognitive Sciences. We recognize, however, that relevant courses and mentored research opportunities in psychology exist elsewhere at UCI, such as the Department of Neurobiology and Behavior, School of Education, School of Nursing, and School of Medicine (among others). We will invite faculty from those units to participate in the website by listing relevant opportunities for undergraduate and graduate training in psychology. We believe that this portal will enhance the visibility and accessibility of information regarding options for training in psychology at UCI for internal and external constituents alike, thereby helping to enhance the stature and overall profile of psychological and cognitive sciences at UCI.
Psychology at UCI Committee: Charge

April 12, 2017

Karen Rook, Chair, Psychology and Social Behavior
Linda Levine, Professor, Psychology and Social Behavior
Chuansheng Chen, Professor, Psychology and Social Behavior
Ramesh Srinivasan, Chair, Cognitive Sciences
Michael Lee, Professor, Cognitive Sciences
Virginia Richards, Professor, Cognitive Sciences

We write to constitute a joint committee of the Departments of Cognitive Sciences and Psychology and Social Behavior to make recommendations regarding coordination between these two departments and our two schools. We seek your service on this committee.

Several efforts have taken place over the years for greater or lesser coordination between these departments. We would like to charge the committee to be forward-thinking and to advise us on possible future arrangements that help achieve the following goals:

1) Advancing the intellectual and research mission of cognitive and psychological sciences at UC Irvine at a whole. This is an opportune time to think about the departments’ strengths, given current faculty recruitments, central campus hiring initiatives that have benefited these two departments, the possibility of further growth based on enrollment, and the campus’s strategic plan.

2) Reducing confusion among undergraduates about the different degree programs offered.

3) Providing a single portal or shop front for branding purposes for external and internal constituencies, in order to enhance the departments’ stature and the overall profile of cognitive and psychological sciences at UC Irvine.

4) Addressing the concern of Psychology and Social Behavior faculty about their name and need to find an alternate that does not emphasize social behavior.

The work of the committee may entail assessing current coordination between the two departments at the level of undergraduate and graduate instruction; imagining new programs including cross-school BA/BS, MA/MS and PhD programs (even bringing in other partners, such as Bio Sci and Medicine); exploring coordinating mechanisms such as an executive committee with representatives from both departments, a meta-level “face” such as a “Division” (within the boundaries of the APM/APP), or some other option, and a new name for the Department of Psychology and Social Behavior.

Our intention in constituting this committee is not only to resolve the department name or designation problem that surfaced this year. It is rather to take the occasion of a confluence of factors (consistent and enhanced departmental strength; actual and potential growth; new leadership; and a new capital campaign) to see if it is worth rethinking even more broadly how we are currently doing things.

We will use your recommendations to weigh options for the future, as well as to help us make the case to the Provost for resource allocations for our units. We are setting a provisional deadline of July 1 for your recommendations. Thank you very much for this important service.

Bill and Nancy
April 9, 2018

To: Enrique Lavernia, EVC and Provost
From: Nancy Guerra, Dean of Social Ecology

Re: Proposal to change the name of the Department of Psychology and Social Behavior and the names of the department’s degree programs

Dear Provost Lavernia,

I would like to offer my strong support to the proposal developed by the Department of Psychology and Social Behavior (appended) to change the name of the department and the names of its degree programs. Specifically, the department wishes to change its name to the Department of Psychological Science and proposes parallel changes to the names of its undergraduate and graduate degree programs. The current B.A. in Psychology and Social Behavior would be changed to the B.A. in Psychological Science, and the current Ph.D. in Psychology and Social Behavior would be changed to the Ph.D. in Psychological Science.

As noted in the proposal, the requested changes were considered through a process that included consultation with the Department of Cognitive Sciences, the Dean of the School of Social Ecology, and the Dean of the School of Social Sciences. To facilitate this consultation, the two Deans established a Committee on Psychology at UCI, charged with addressing the requested department and degree name changes in a way that would: advance the intellectual and research missions of cognitive and psychological sciences at UCI; reduce confusion among undergraduates about the different degree programs in psychology currently offered at UCI; foster the development of unified website designed to enhance the visibility and accessibility of information regarding options for training in psychology at UCI; and respond to faculty concerns that the current department name, Psychology and Social Behavior, conveys an overly narrow emphasis on social behavior (see appended charge to the committee).

The Committee on Psychology at UCI included representatives from both Psychology and Social Behavior and Cognitive Sciences and, through a series of meetings, it met the key objectives outlined in the committee charge and reached an agreement to support the department name change and changes in the names of undergraduate and graduate degrees offered by both departments. As described in the proposal, the agreement includes not only the changes requested by the Department of Psychology and Social Behavior but also coordinated changes in the degree offerings of the Department of Cognitive Sciences, with its B.A. in Psychology replaced by a B.S. in Psychology, to be offered alongside an existing B.S. in Cognitive Sciences. At the graduate level, the Ph.D. in Psychology (including a concentration in Cognitive
Neuroscience) offered by Cognitive Sciences would be replaced by a Ph.D. in Cognitive Sciences. Changes pertaining to these degrees within Cognitive Sciences will be described in a separate proposal.

I have discussed the proposed changes with the Chair of Psychology and Social Behavior, Karen Rook, and with Dean Bill Maurer. Both Dean Maurer and I met with the Committee on Psychology at UCI to discuss the proposed changes. I am satisfied, therefore, that the processes of consultation were thorough and that the proposed changes will benefit each of the departments and will offer a clearer and more appealing menu of options for training and research in cognitive and psychological sciences at UCI.

Further, as someone who has spent my career in a Department of Psychology, I agree that the name Department of Psychological Science is a better representation of both what the department offers and where the field is headed. Many departments across the country, as well as emerging professional associations, are changing their names to include mention of “science.” Further, the educational and research programs of the Department of Psychology and Social Behavior do not focus specifically on social behavior in a manner that warrants including this phrase in the department’s name. As noted in the proposal, the department’s specializations currently include affective science, developmental psychology, health psychology, psychology and the law, and social/personality psychology. Later this year, the department will submit a proposal to add clinical psychology as a fifth area. As the department continues to expand, having a name and degree names that adequately reflect the breadth of emphases in the department is extremely important.

I believe that the proposed department name change and the coordinated degree name changes recommended by the Committee on Psychology at UCI will serve both departments well and will clarify and strengthen opportunities to recruit and training outstanding graduate and undergraduate students alike.

In sum, I strongly support this request.

Thank you for your consideration,

Nancy Guerra, Dean
School of Social Ecology
April 19, 2018

KAREN ROOK  
CHAIR, PSYCHOLOGY & SOCIAL BEHAVIOR

RE: LETTER OF SUPPORT FOR DEPARTMENT NAME AND UNDERGRADUATE AND GRADUATE PROGRAMS \nCHANGES

Dear Karen:

The Department of Cognitive Sciences supports the following changes proposed by the Department of Psychology and Social Behavior:
1. Department name change to Psychological Science;
2. Undergraduate degree title change to: B.A. in Psychological Science;
3. Graduate degree title change to: Ph.D. in Psychological Science

Our understanding is that the Department of Psychology and Social Behavior also supports the following changes to our programs:
1. Offering of a B.S. in Psychology starting Fall 2019;
2. Review of our existing B.A. in Psychology in 2022-23 with the intent to sunset the program;
3. Change in our master’s degree title from an M.A. in Psychology to an M.S. in Cognitive Sciences;
4. Change in our graduate degree title from a Ph.D. in Psychology to a Ph.D. in Cognitive Sciences

We believe these changes to our undergraduate and graduate programs, aligned with changes being proposed by the Department of Psychology and Social Behavior, will provide a comprehensive set of clearly delineated choices for training in Psychology and Cognitive Sciences at UCI.

Sincerely,

Ramesh Srinivasan  
Professor and Chair
Dear Ramesh, 

The Department of Psychology and Social Behavior supports the following changes proposed by the Department of Cognitive Sciences to its degree programs:

1. Offering a B.S. in Psychology starting Fall 2019;
2. Reviewing the existing B.A. in Psychology in 2022-23, with the intent of phasing out this degree program;
3. Changing the title of the M.A. in Psychology to M.S. in Cognitive Sciences;

I appreciate your expression of support for the following changes proposed by the Department of Psychology and Social Behavior, as reflected in your letter dated April 19, 2018:

1. Changing the name of our department from the Department of Psychology and Social Behavior to the Department of Psychological Science;
2. Changing the title of our undergraduate degree from B.A. in Psychology and Social Behavior to B.A. in Psychological Science;
3. Changing the title of our graduate degree from Ph.D. in Psychology and Social Behavior to Ph.D. in Psychological Science.

I believe that the proposed changes will allow our departments to offer training at the undergraduate and graduate levels that reflects their respective emphases, strengths, pedagogical goals, and plans for growth. In addition, the proposed name change for our department will better accommodate the range of research and training specializations within the department. We look forward to collaborating with you on an improved Psychology at UCI website that will help prospective students identify the academic program that best meets their needs and that will enhance the overall visibility and stature of psychological and cognitive sciences at UCI.

Sincerely,

Karen Rook
Professor and Chair
Office of the Academic Senate

Appendix B
Request Form to Modify Graduate Degree Name
(Please note: This form is adapted from the Request Form to Modify Graduate Degree Requirements)

<table>
<thead>
<tr>
<th>Graduate Program Name &amp; Degree</th>
<th>Ph.D. in Psychology and Social Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Psychology and Social Behavior</td>
</tr>
<tr>
<td>School</td>
<td>Social Ecology</td>
</tr>
</tbody>
</table>

Prepared by: [Karen Rook] Telephone 949-824-8168 E-Mail ksrook@uci.edu

Faculty Contact: Same as above Telephone E-Mail

Proposed effective date of graduate degree name: 2019-20 or earlier, if appropriate, after approval at all levels of review

Proposed Modification(s)(please check all that apply)

___ Admission requirements
___ Course requirements
___ Unit requirements
___ Examination requirements
___ Time-to-degree
___ Other (please describe) Degree Name Change

1. In a cover letter addressed to Graduate Council from the Department Chair or Program Director (as appropriate), briefly describe the proposed modifications and provide a justification for the request. The cover letter is attached. Please note that we are also requesting that the name of our department be changed from the Department of Psychology and Social Behavior to the Department of Psychological Science and that the name of our undergraduate degree be changed from B.A. in Psychology and Social Behavior to B.A. in Psychological Science; this set of coordinated name changes is described more fully in the attached proposal dated April 27, 2018. The proposed name changes have the support of Nancy Guerra, Dean of the School of Social Ecology, and Ramesh Srinivasan, Chair of the Department of Cognitive Sciences (letters of support are appended to the proposal).

2. Existing Degree Name Proposed Degree Name

*The information copied and pasted here should come directly from the Catalogue http://catalogue.uci.edu/informationforprospectivestudents/undergraduatandgraduatedegrees/

<table>
<thead>
<tr>
<th>Existing Degree Name:</th>
<th>Proposed Degree Name:</th>
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<tbody>
<tr>
<td>Ph.D. in Psychology and Social Behavior</td>
<td>Ph.D. in Psychological Science</td>
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</table>
Office of the Academic Senate

3. **Relationship to competitive programs:** We believe that the proposed degree name will make our program more competitive with other graduate programs in psychology. Nearly all departments at major research universities that offer training in psychology have one of three names: Department of Psychology; Department of Psychological Science; or Department of Psychological and Brain Sciences. The names of their Ph.D. degrees mirror the names of their departments. We are submitting proposals to change the name of our department to the Department of Psychological Science and to change the names of our graduate and undergraduates degrees to mirror our new department name. We believe that the proposed department name will more adequately encompass the range of specializations that exist within the department, will improve our ranking in the field of psychology, and will increase the attractiveness and competitiveness of our graduate program to prospective students.

4. **Impact on Time to Degree:** There will be no impact on time to degree as the degree requirements will not change.

5. **Expected impact on quality of the program:** There will be no impact on time to degree as the degree requirements will not change.

6. **Expected impact on employment prospects:** We anticipate that students’ employment prospects may improve with a more conventional, and more readily understood, degree name. Our existing degree name may connote to some prospective employers an emphasis on training in social psychology. The proposed degree name, in contrast, does not convey an emphasis on a particular specialization within psychology and, instead, will be more easily recognized as subsuming a broad range of research and training specializations within the field of psychology.

7. **Expected impact on recruitment:** We anticipate benefits to recruitment. As noted above, the proposed degree name will better subsume the range of specializations within the department. Importantly, it will aid in recruiting prospective graduate students beyond those interested in studying social processes and behavior per se. Moreover, because the Department of Cognitive Sciences is submitting a parallel proposal to change the name of its Ph.D. degree from Ph.D. in Psychology to Ph.D. in Cognitive Sciences, the confusion that has sometimes existed between the Ph.D. in Psychology and the Ph.D. in Psychology and Social Behavior will be eliminated.

8. **Will current students be permitted to switch to take advantage of the revisions? If so, what will be the approval process?** Yes, we would like all currently enrolled students to be able to take advantage of this proposed degree name change, once it has been approved. As noted above, the degree requirements remain the same.

9. **Faculty vote – Include all information below**

   Total number of eligible faculty: __30____

   Total number of voting faculty: ___28 ____ (1 was on leave; the chair conveys support via memo)

Senate Form updated 10/10/2017
Office of the Academic Senate

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<tr>
<td>For</td>
<td>28</td>
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<tr>
<td>Against</td>
<td>0</td>
</tr>
<tr>
<td>Abstain</td>
<td>0</td>
</tr>
</tbody>
</table>

Date of vote: __April 23, 2018 through April 25, 2018________

*Note, completing this section accurately is of particular importance so that we can determine if there was quorum for the faculty vote. Each School’s bylaws should indicate their rules on quorum. If no specifics are listed we default to Robert’s Rules of Order which is 50% +1. To view what each Schools bylaws are visit the Senate Manual and see Part III, Appendix I: Bylaws of the Faculties [http://senate.uci.edu/uci-academic-senate-manual/](http://senate.uci.edu/uci-academic-senate-manual/)

Required Signatures (as appropriate: Director or Chair and Associate Dean or Dean)

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Program Director</td>
<td>Sarah Pressman</td>
<td></td>
<td>04-25-18</td>
</tr>
<tr>
<td>(Graduate Advisor)</td>
<td></td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Karen Rook</td>
<td></td>
<td>04-26-18</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Wendy Goldberg</td>
<td></td>
<td>04-25-18</td>
</tr>
<tr>
<td>Dean</td>
<td>Nancy Guerra</td>
<td></td>
<td>04-25-18</td>
</tr>
</tbody>
</table>

Submit the completed form in one single pdf with all materials, signatures and dates to Natalie Schonfeld at nschonfe@uci.edu

*Items submitted incomplete and or in piecemeal will not be accepted for review. Please note Graduate Council meeting dates and their corresponding item submission deadline dates.

To be filled out by the Academic Senate:

Date completed form is submitted: ______________________

Reviewed by Graduate Council: ______________________

Approved by Graduate Council: ______________________
Appendix C

School of Social Ecology Bylaws -- Used for the Faculty Vote

From senate.uci.edu/uci-academic-senate-manual/part-iii-appendices/#appendixIchapterX

Chapter X: School of Social Ecology

Section 1: General Provisions

Membership (EC November 94)

The membership and duties of the

Officers (Am November 99)

The Chair of the Faculty shall be elected annually each spring quarter from the voting members of the Faculty. The tenure of the Faculty Chair is one year. The term of office shall begin September 1, and a replacement shall be elected within two weeks after the Chair’s resignation. The duties of the Faculty Chair will be to conduct Faculty meetings, to serve on the Executive Committee, and to serve as one of the School’s representatives to the UCI Senate Assembly (as specified in the Manual of the Irvine Division of the Academic Senate. Part I. Chapter III. Section 2. and Appendix IV).

Meetings

Frequency

The Faculty shall meet at least once each quarter, except during the summer quarter. A meeting may either be called at the discretion of the Faculty Chair, or on request of at least five voting members of the Faculty.

Quorum

A quorum shall consist of at least 60 percent of the voting members of the Faculty in residence.

Rules of Order

Questions of order not covered by legislation are governed by Robert’s Rules of Order.

Section 2: Committees

Executive Committee (Am November 94)(Am 20 January 2015)

Membership
This Committee shall consist of the Faculty Chair, and four other representatives elected by the Faculty (one each from Criminology, Law and Society; Psychology and Social Behavior; and Planning, Policy and Design).

Officers

The Chair of the Faculty shall serve as the Chair of the Executive Committee.

Duties (Am September 90) (EC November 99)

   to represent the Faculty in all appropriate aspects of the School,

   or advise the Dean in the administration of the School,

   to establish and maintain liaison with other faculties on campus.

Replacements

If, for some reason, the elected representatives on this Committee are unable to complete their one-year terms, another election will be held within two weeks after the representative’s resignation to select a replacement. This election will be among the Faculty in residence.

Other Program Committees (Am September 90) (EC November 99)

   The Faculty shall annually elect representatives to the Divisional Senate Assembly (as specified in The Manual of the Irvine Division. Bylaw 27).

   The Chair shall create other committees when necessary to facilitate the School’s operation.

Section 3: Modifications of Bylaws

The Bylaws may be amended by a two-thirds majority of votes cast by members of the Faculty in residence. Proposed changes in the Bylaws require at least ten days’ notice, in writing, to the Faculty, and formal notification, though not voting rights, shall be sent to those members not in residence. The vote shall be taken by mail ballot.
Appendix D

Revised and Dated Program Summary*
December 19, 2017

*Please note that we have reflected below the proposed changes both to our Ph.D. degree and our department name for consistency, even though we realize that approval of our proposed department name change involves a separate review process.

Ph.D. in Psychology and Social Behavior Psychological Science

The Department of Psychology and Social Behavior Psychological Science offers a program of study leading to a Ph.D. in Psychology and Social Behavior Psychological Science. The goal of this program is to train behavioral scientists to apply theory and methods in psychology and allied disciplines to the analysis of human behavior and health across the life span and in diverse sociocultural contexts. This program values both basic and applied research relevant to understanding and improving individual and societal functioning. All students select a major and a minor field of specialization from Developmental Psychology, Health Psychology, Affective Science, and Social/Personality Psychology. Students are introduced to the contextual, or social ecological, approach to understanding human behavior in context, to major theories and concepts in each specialization, and to research methods of several social science specialties. Students are expected to become actively involved in research from the earliest stages of their training.

Admission. Prospective students must complete an online application, which includes a Statement of Purpose, and must arrange to have the following sent to the address shown below: official transcripts from all institutions attended after high school; three letters of recommendation; and Graduate Record Exam (GRE) scores. Applicants who did not earn a diploma or advanced degree within a country where English is the primary or dominant language are required to submit English-proficiency test scores. More information is available at the UCI Graduate Division website. Application materials (official transcripts, resume/CV, writing sample, additional letters of recommendation, etc.) should be sent to:
University of California, Irvine
School of Social Ecology (Attn: Graduate Director)
5315 Social and Behavioral Sciences Gateway
Irvine, CA 92697-7050

Degree Requirements. All students must take seven required core courses: Seminar in Social Ecology (Social Ecology 200), Research Methods in Psychology (P201), Quantitative Methods in Psychology (SE 264A), Advanced Quantitative Methods in Psychology (SE 264B), Applied Psychological Research (P209A), an additional research methods/data analysis course from an approved list, and Research Directions in Psychology and Social Behavior Psychological Science (P294A-B-C). The three-quarter course Research Directions in Psychology and Social Behavior Psychological Science (P294A-B-C) allows students to increase their breadth of knowledge regarding contemporary issues and controversies in psychological and social behavior science by participating in the Department's weekly colloquium series and interacting with visiting scholars and other speakers.
Students must select one of four core specialization areas in which to further focus their graduate training. Additional course requirements vary across each specialization. For the Health Psychology specialization, Health Psychology (P258) is required along with three additional courses from the approved list of Health Psychology electives. For the Social/Personality specialization, either Social Psychology (P214) or Personality (P233) are required, and three additional courses from the approved list of Social/Personality Psychology Electives are required. For the Affective Science specialization, either Emotion in Psychology (P226) or Emotion, Reasoning, and Memory (P250) are required, and three additional courses from the approved list of Affective Science electives are required. The Developmental Psychology specialization requires Developmental Psychology (P220), plus three additional courses from the approved list of Developmental Psychology electives.

In addition to selecting a core specialization area, students are also required to select a minor specialization and complete one required specialization course and one elective course in this area. The minor specialization and elective courses should be chosen according to the plan that best meets the needs of the individual student, as determined in consultation with the student's faculty advisor and the departmental graduate advisor. In addition to courses offered by the Department of Psychology and Social Behavior and the School of Social Ecological Sciences, students may take courses offered by other departments in other schools such as the School of Education and the Departments of Cognitive Science, Anthropology, and Sociology in the School of Social Sciences, and the Department of Neurobiology and Behavior in the School of Biological Sciences. Approval from instructors is required to enroll in these courses.

Finally, students who are interested can pursue anoptional training track in psychology and law. This track is supplemental to the requirements associated with the required specializations and supplemental to the required minor. That is, all students must complete the above-listed requirements for their specialization and minor. Then, if the student decides to complete the training track in psychology and law, this training is in addition to the requirements listed above. For the training track, a total of four courses must be taken, one required (P266 Psychology and the Law) and three electives. The electives must be approved by the student’s faculty mentor and departmental advisor and can be a course in PSB, in the School of Social Ecology, or in the School of Law, with instructor and school approval.

During the first year, students are expected to select a topic for a research project that they will conduct during the second year of study. This project is intended to provide pre-dissertation research experience in the design and conduct of an empirical study that focuses on a topic within psychology related to the student’s interest and area of emphasis. Specifically, at the conclusion of the first year, all graduate students must submit (1) a document that proposes a second year research project (concept paper) and (2) a reading list of 15-20 articles related to the topic (reading list). The minimum two-page, double-spaced concept paper must include: specific aims and hypotheses, a brief description of methodology, and a brief proposed analytic strategy. The document must be approved by two members of the Psychology and Social Behavior faculty by June 1st of the first year (or the following Monday if June 1st falls on a Saturday or Sunday). Failure to do so results in a loss of funding and an unsatisfactory rating of first year activities that will be reflected in their end of year evaluation letter.
By the end of the second year, students are to have the final product of the second year research project completed and it should be in the format typical of journal articles in psychology. The second year project must be evaluated and approved by a committee of at least two faculty members. Both faculty members must have a primary or secondary affiliation in the Department of Psychology and Social BehaviorPsychological Science and one must be a core member of the Psychology and Social BehaviorPsychological Science faculty. The second year project must be approved by the committee by June 1st of the second year (or the following Monday if June 1st falls on a Saturday or Sunday). In the event that a student does not pass his/her second year project, the student must resubmit a revised paper by September 1st, three months after the original June 1st deadline. At that time, two faculty members (the advisor and a new reader who is anonymous and selected by the graduate advisor) will read the paper and decide whether the work deserves a pass or fail. The student will receive notice the third week in September whether he or she has passed. If the student does not pass, the faculty will have the right to withdraw funding and/or ask the student to leave the program.

[Note: Students who wish to submit the written report of their research as a thesis in partial fulfillment of the requirements for the M.A. degree must have the membership of their thesis committee approved by the Associate Dean of the School acting on behalf of the Dean of the School; university policy requires M.A. theses to be evaluated by a committee of three faculty members and requires that students be advanced to M.A. candidacy the previous quarter.]

Approval of the student's research project must be certified by obtaining the signature of each committee member. Students can obtain this form from their Graduate Coordinator. Students should fill out the form, print it off and submit it to the Department Graduate Coordinator for routing to obtain the appropriate signatures. (See additional information under Social Ecology M.A. degree and the Pre-dissertation Research Requirement: The Master's Option.)

Students take a written comprehensive examination after their second or third year of study (a few exceptions to this time frame are available with approval from the graduate advisor and faculty mentor). In order to take the exam after the second year, students must also have written approval from their faculty advisor and the graduate advisor. The examination requires the student to demonstrate mastery of the principles of social ecology and of major theoretical, substantive, and methodological issues in their major area of specialization. To help guide their preparation for this examination, students receive a list of readings and a set of broad study topics in advance of the examination. A subcommittee of faculty will determine whether the student has passed the examination. Per University guidelines, students are allowed to re-take the entire exam once. If a student fails the entire re-take exam, the situation will be brought to the faculty to determine whether an additional re-take is warranted. However, if the student fails only 1 or 2 question(s) on the re-take, he/she may be eligible to re-take those questions again (at the discretion of the faculty). Successful completion of the comprehensive examination is required before the student can advance to candidacy for the Ph.D.

The faculty believe that some supervised experience in teaching at the university level should be part of the graduate training of all Ph.D. students. Graduate students in the Psychology and Social BehaviorPsychological Science Ph.D. program are required to serve as teaching assistants for at least two quarters. As teaching assistants, graduate students typically hold discussion and/or laboratory sections for students, assist with the preparation and evaluation of student
assignments and exams, order and operate audio-visual equipment, and participate in other activities designed to foster students' learning and mastery of the course material. Teaching assistants also sometimes give one or more lectures in a class or assist in some other way with the presentation of course material. Graduate teaching assistants will not be asked to assume full responsibility for the teaching of a course while serving as a teaching assistant. In exceptional instances, when a student enters the graduate program with a significant record of previous teaching experience, the student may petition to have part or the entire teaching requirement waived. The petition should be addressed to the Social Ecology Associate Dean for Academic Programs and must have the support of student's departmental graduate advisor and faculty advisor, indicated by the advisor’s signature on the petition.

The third and fourth years of study are devoted to developing and defending a dissertation proposal and conducting dissertation research. Students typically complete the dissertation in their fifth or possibly sixth year. (See additional information under Advancement to Candidacy and the Doctoral Dissertation).

Please take special note of the Departmental deadline to advance, which is by June 1 of their fourth year. If students do not advance by this time, they are not eligible for funding. The School-wide deadline that requires students to advance to candidacy for the Ph.D. is the end of their fifth year of study. If students miss the School-wide deadline, they will be considered not in good standing and the School will petition the Dean of Graduate Division to terminate the student from graduate study in the Psychology and Social BehaviorPsychological Science Ph.D. program. At least two members of the candidacy and dissertation committees must be faculty with a primary affiliation in the Psychology and Social BehaviorPsychological Science Department, and the majority of the advancement committee must be made up of faculty with a primary affiliation in the Department of Psychology and Social BehaviorPsychological Science. Other committee members may have a secondary appointment in Psychology and Social BehaviorPsychological Science.

The normative time for advancement to candidacy is four years. The fourth year is devoted to developing and defending a dissertation proposal, and the fifth year is spent completing the dissertation research. The normative time for completion of the Ph.D. is six years. Students must complete all requirements for the Ph.D. in Psychology and Social BehaviorPsychological Science by no later than their seventh year of study, adjusted for any approved leaves of absence that the student may have taken. It is expected that most students will complete the degree requirements well in advance of this deadline. Failure to complete all degree requirements by the end of the seventh year will result in initiation of steps to terminate the student's status as a doctoral student in the Psychology and Social BehaviorPsychological Science program. All Ph.D. students in the Psychology and Social BehaviorPsychological Science program are required to pass a final oral defense of the dissertation.

Graduates enjoy a range of career opportunities. Degree recipients are well qualified for positions as university and college professors and as professionals in research organizations, government agencies, policy institutes, human service settings, educational settings, health care settings, and public and private sector health promotion programs.
Appendix E

Revised Catalogue Copy*

*Please note that we have reflected below the proposed changes both to our department name and our degree programs to be comprehensive, even though we realize that approval of our proposed department name change and undergraduate degree name change involve separate review processes. We have also noted changes to the subject code, from PSCI to PSCI (to reflect both the change in our degree name and to accommodate the new 4-character limit on subject codes that was introduced by a software system that was recently adopted at UCI).


Department of Psychology and Social Behavior

Psychological Science

Karen Rook, Department Chair
4201 Social & Behavioral Sciences
Gateway 949-824-5574
http://psb.soceco.uci.edu/

Overview

The Department of Psychology and Social Behavior Psychological Science emphasizes the investigation of human behavior as it develops across the life span in diverse contexts. The faculty share a strong commitment to interdisciplinary research aimed at advancing our understanding of the determinants of human health, well-being, and functioning in a broad range of developmental, social, cultural, and environmental contexts. The faculty are also dedicated to research that has the potential to address important societal problems. Undergraduate students begin with basic course work in developmental psychology, health and preclinical (abnormal) psychology, and social psychology. Subsequent courses cover such topics as social, emotional, and cognitive development in children, adolescents, adults, and the elderly; behavioral disorders and developmental psychopathology; counseling and therapy; cultural, social, and personality influences on behavior; attitude formation and change; cognition and emotion; health psychology; stress and coping; environmental psychology; and psychology and the law. Opportunities are available to work with faculty members on research in these and other areas. Obtaining research experience as an undergraduate also provides a valuable background for entry into many graduate programs.

Students receive a foundation that will enable them to pursue graduate work in psychology, public health, health services, social work, counseling, law, education, and related fields, or to work after graduation in both the private and public sectors. Field study opportunities exist in hospitals, community health clinics, counseling centers, legal settings, environmental programs, social service agencies, schools and after-school programs, child care settings, and a wide variety of other community programs that offer a broad range of services.

Students should be aware that psychology courses are offered in several different departments and programs at UCI. Students interested in developmental, clinical, social, emotional, health, cross-cultural, or environmental psychology, or in psychology and the law, are advised to consult the course listings for the Department of Psychology and Social Behavior Psychological Science. These courses offer students a solid foundation in general psychology. Students interested in perception, sensorimotor integration, and mathematical psychology are advised to consult course listings for the Department of Cognitive Sciences.

Undergraduate Program

Requirements for the B.A. in Psychology and Social Behavior Psychological Science

All students must meet the University Requirements. All students must meet the School Requirements.

Departmental Requirements

Thirteen courses (52 units) as specified below:

A. Psychology Fundamentals (12 units):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PSY BEHPSCI 11A</td>
<td>Psychology Fundamentals</td>
<td></td>
</tr>
<tr>
<td>PSY BEHPSCI 11B</td>
<td>Psychology Fundamentals</td>
<td></td>
</tr>
<tr>
<td>PSY BEHPSCI 11C</td>
<td>Psychology Fundamentals</td>
<td></td>
</tr>
</tbody>
</table>

B. Four upper-division core courses (16 units):
Department of Psychology and Social Behavior Psychological Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSY BEHPSCI 101D</td>
<td>Life Span Developmental Psychology</td>
</tr>
<tr>
<td>PSY BEHPSCI 102C</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY BEHPSCI 103H</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>PSY BEHPSCI 104S</td>
<td>Social Animal: An Introduction to Social Psychology</td>
</tr>
</tbody>
</table>

C. Six upper-division courses (24 units) chosen from the following:

C-1. Choose one course from three different groups:

Group 1: Developmental Psychology (PSY BEHPSCI 110D–134D)
Group 2: Health Psychology (PSY BEHPSCI 118D, 135H–149H)
Group 3: Pre-Clinical/Psychopathology (PSY BEHPSCI 139H, 150C–169C)
Group 4: Social, Personality, and Environmental Psychology (PSY BEHPSCI 170S–189S)

C-2. Three additional upper-division courses chosen from the specialty areas in C-1 above or from:

- PSY BEHPSCI 100 Special Topics in Social Behavior
- PSY BEHPSCI 190A–193Z
- SOCECOL H190A Honors Research
- SOCECOL H190W Honors Research

1. Three additional upper-division courses chosen from the specialty areas in C-1 above or from courses numbered Psychology and Social Behavior Psychological Science 100, 190–193Z, 196, Social Ecology H190A, and H190W. NOTE: Courses used to satisfy requirement C-1 cannot be used to satisfy C-2; a maximum of two courses from 192A-Z and one 196 course may be counted toward the major.

Requirements for the Minor in Psychology and Social Behavior Psychological Science

Minor Requirements

The minor in Psychology and Social Behavior Psychological Science is met by completing eight courses (32 units). Students have the option of choosing between two versions of the minor as specified below:

Version 1:

- PSY BEHPSCI 11A Psychology Fundamentals
- PSY BEHPSCI 11B Psychology Fundamentals
- PSY BEHPSCI 11C Psychology Fundamentals
- SOCECOL 10 Research Design
- Select four courses from PSY BEHPSCI 100–193Z.

Version 2:

- PSY BEHPSCI 9 Introduction to Psychology
- SOCECOL 10 Research Design
- Select six courses from PSY BEHPSCI 100–193Z.

Residence Requirement for the Minor: Six courses required for the minor must be completed successfully at UCI.

Graduate Program

For general information about the School of Social Ecology’s graduate programs, including admission requirements, career opportunities, and Ph.D. program milestones can be found in the School of Social Ecology Graduate section of the Catalogue. Specific information about the Department of Psychology and Social Behavior Psychological Science’s graduate program appears below.

Master of Legal and Forensic Psychology

The Master of Legal and Forensic Psychology is designed for professionals or recent graduates who wish to further their education and gain skills that will help them obtain careers in the field of legal and forensic psychology. Students will be immersed in an interdisciplinary field devoted to advancing scholarship, testing theories, and engaging in public service relevant to individuals’ participation and experiences in legal contexts. For example, students will learn about interpretation of scientific evidence and psychological assessment, protection of child witnesses, the accuracy of human memory, assessment and treatment of juvenile offenders, and the role of human and organizational factors associated with miscarriages of justice.

Program Details

To achieve this goal, the program consists of six quarters (total of two years) and students are required to complete a 13-course curriculum (two online courses per quarter during the regular academic year and one week-long introductory in-residence course). In lieu of a thesis, students are required to synthesize the knowledge they obtained over the course of their studies and analyze an area where psychology can inform legal policy and/or practice. Graduates from the program will be well-prepared for careers as jury consultants, court liaisons, expert witnesses, victims’ advocates, probation officers, law enforcement advocates, case managers, and program directors; able to secure employment in a wide range of settings, including correctional institutions.
institutions, psychiatric facilities, community-based agencies, jury consulting agencies, mental health centers, child welfare agencies, social service agencies, and local law enforcement; and, once employed, well-suited to advance in a slew of related fields such that they ultimately become leaders in the field of law and psychology.

For more information, visit the Master of Legal and Forensic Psychology website. (http://mlfp.soceco.uci.edu)

**Ph.D. in Psychology and Social Behavior Psychological Science**

The Department of Psychology and Social Behavior Psychological Science offers a Ph.D. program in Psychology and Social Behavior Psychological Science. The main goal of this program is to train behavioral scientists to apply theory and methods in psychology, together with perspectives and knowledge from allied disciplines, to the analysis of human behavior and health across the life span and in diverse sociocultural contexts. This program values both basic and applied research that is relevant to the improvement of individual, community, and societal functioning. Emphasis is placed on the integration of knowledge from several subspecialties in psychology in order to understand the antecedents and developmental course of adaptive or maladaptive behavior and on the conduct of research that has implications for social policies, programs, and interventions.

**Specializations**

Training in this program emphasizes four core areas of psychology. The specialization in Developmental Psychology focuses on the development of individuals at various periods in the life course and the effects of varying social and cultural contexts on cognitive, social, and health outcomes. Health Psychology focuses on identifying, evaluating, and enhancing the psychosocial and behavioral factors that promote mental and physical health, prevent disease, and optimize medical treatments. The specialization in Affective Science focuses on the effects of emotion, motivation, and values on human reasoning, behavior, and health in typical and atypical populations, across the life span, and across cultures. Social and Personality Psychology focuses on the interrelations among attitudes, perceptions, motives, emotions, and personality characteristics as they affect individual functioning, interpersonal processes, and intergroup relations. In addition, several faculty offer courses and conduct research in the area of Psychology and Law, dealing with such issues as the malleability of memory processes, the ability of jurors to understand scientific evidence, the impact on children and adolescents of contact with the legal system, and the response of the legal system to individuals with severe personality disorders.

**Research**

Students will learn to understand human behavior from a social ecological, contextual perspective. They will be exposed to the major theories in each specialization and learn various social science research methods. All students are encouraged to become actively involved in research from the earliest stage of their training. Through close association with faculty members and participation in the faculty’s research projects, students learn to conduct methodologically sophisticated research that addresses contemporary psychological and social issues. Current research teams are investigating stress, coping, and social support; biobehavioral mechanisms of cardiovascular reactivity; psychobiology of stress; personality factors that increase resilience to health threats; parent-child relations; work and family; transitions across the life course; adaptive aging; end-of-life medical decision making; culture and adolescent psychosocial development; cultural influences on social judgment; relations between cognitive and emotional development; emotion regulation; memory and eyewitness testimony; violence and anger management; the development of health-risking and health-protecting behaviors during childhood and adolescence; economic stress and psychopathology/behavioral disorders; health impacts of environmental stressors; mental health and psychopathology; juvenile and criminal justice; positive psychology; and person-environment fit.

**Ph.D. Requirements**

All students take seven required core courses:

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<tr>
<td>PSY BEHPSCI P201</td>
<td>Research Methods in Psychology</td>
</tr>
<tr>
<td>PSY BEHPSCI P264A</td>
<td>Quantitative Methods in Psychology</td>
</tr>
<tr>
<td>PSY BEHPSCI P264B</td>
<td>Advanced Quantitative Methods in Psychology</td>
</tr>
<tr>
<td>or SOCECOL 264B</td>
<td>Data Analysis</td>
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<tr>
<td>SOCECOL 200</td>
<td>Seminar in Social Ecology</td>
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</table>

An additional research methods/data analysis course from an approved list

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<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY BEHPSCI P294A- P294B-</td>
<td>Research Directions in Psychology and Social Behavior Psychological Science and Research Directions in Psychology and Social Behavior Psychological Science</td>
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</tbody>
</table>

The course on Applied Research PSY BEHPSCI P209A introduces students to the scientific, professional, and ethical issues involved in conducting and translating psychological research in a variety of applied settings. The three-quarter course Research Directions in Psychology and Social Behavior Psychological Science (PSY BEHPSCI P294A-PSY BEHPSCI P294B-PSY BEHPSCI P294C) allows students to increase their breadth of knowledge regarding contemporary issues and controversies in psychology and social behavior Psychological Science by participating in the Department’s weekly colloquium series and interacting with visiting scholars and other speakers.

Students must select one of four core specialization areas in which to further focus their graduate training. Additional course requirements vary across each specialization.

**Health Psychology Specialization**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY BEHPSCI P258</td>
<td>Health Psychology</td>
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</table>
Social and Personality Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSY-BEHPSCI P214</td>
<td>Seminar in Social Psychology</td>
</tr>
<tr>
<td>or PSY-BEHPSCI P233</td>
<td>Personality</td>
</tr>
</tbody>
</table>

and three additional courses from an approved list

Affective Science Specialization

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSY-BEHPSCI P226</td>
<td>Emotion in Psychology</td>
</tr>
<tr>
<td>or PSY-BEHPSCI P250</td>
<td>Emotion, Reasoning, and Memory</td>
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</table>

and three additional courses from an approved list of Affective Science electives

Developmental Psychology Specialization

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSY-BEHPSCI P220</td>
<td>Developmental Psychology: Theories and History</td>
</tr>
</tbody>
</table>

and three additional courses from approved developmental electives

In addition to selecting a core specialization area, students are also required to select a minor specialization and complete one required specialization course and one elective course in this area. The minor specialization and elective courses should be chosen according to the plan that best meets the needs of the individual student, as determined in consultation with the student’s faculty advisor and the departmental graduate advisor. In addition to courses offered by the Department of Psychology and Social BehaviorPsychological Science and the School of Social Ecology, students may take courses offered by other departments in other schools such as the Departments of Cognitive Science, Anthropology, and Sociology in the School of Social Sciences and the Department of Neurobiology and Behavior in the School of Biological Sciences. Approval from instructors is required to enroll in these courses.

Finally, students who are interested can pursue an optional training track in psychology and law. This track is supplemental to the requirements associated with the required specializations and supplemental to the required minor. That is, all students must complete the above-listed requirements for their specialization and minor. Then, if the student decides to complete the training track in psychology and law, this training is in addition to the requirements listed above. For the training track, a total of four courses must be taken, one required (PSY-BEHPSCI P266 Psychology and the Law) and three electives. The electives must be approved by the student’s faculty mentor and departmental advisor and can be a course in PSB, or in the School of Social Ecology or School of Law, with instructor and school approval.

Advancement

Students complete a supervised research project during their second year culminating in a paper that may form the basis for a publication. They take a written comprehensive examination during their third year, which requires them to demonstrate mastery of the principles of social ecology and of major theoretical, substantive, and methodological issues in the study of their major and minor specializations and in the psychology of human behavior. The normative time for advancement to candidacy is four years. The fourth year is devoted to developing and defending a dissertation proposal, and the fifth year is spent completing the dissertation research. The normative time for completion of the Ph.D. is six years. Students must complete all requirements for the Ph.D. in Psychology and Social BehaviorPsychological Science no later than the seventh year of study, adjusted for any approved leaves of absence that may have been taken. It is expected that most students will complete the degree requirements well in advance of this deadline.

Potential employment sites for graduates of the program include academic institutions, research organizations, government policy institutes, health care and human services settings (e.g., hospitals, schools, community agencies), and a variety of private sector employers. The Ph.D. Program in Psychology and Social BehaviorPsychological Science specializes in the training of researchers, not in the training of clinical practitioners.

Program in Law and Graduate Studies (J.D./Ph.D.)

Highly qualified students interested in combining the study of law with graduate research and/or research qualifications in cognate disciplines are invited to undertake concurrent degree study under the auspices of UC Irvine’s Program in Law and Graduate Studies (PLGS). Students approved for this concurrent degree program may pursue a coordinated curriculum leading to a J.D. from the School of Law in conjunction with a Ph.D. in Psychology and Social BehaviorPsychological Science. The objective of the program is to promote interdisciplinary study of law while also enabling students to obtain both a J.D. and a graduate degree in less time than would be required to acquire both degrees separately. The normative time for completion is seven years for the J.D./Ph.D. combination.

Applicants must submit separate applications for admission to the School of Law and to Psychology and Social BehaviorPsychological Science. Once admitted for study into both components of their program, concurrent degree students will work with the PLGS director and the PSB graduate advisor to develop a program of study that will permit efficient pursuit of both degrees. Ordinarily, students will commence their studies in PSB and begin their first year of law school instruction after one or more years of graduate program training. Upon completion of the first year of law instruction, students will pursue a coordinated curriculum of upper-level law study and PSB graduate program courses and research. Concurrent degree students’ law enrollments will include a required 1-unit “Graduate Legal Studies” colloquium and 3-unit “Interdisciplinary Perspectives on Law” course. Concurrent degree students will be eligible for financial support through PSB while pursuing the Ph.D. and through the law school while pursuing law studies.

Faculty

Jessica Borelli, Ph.D. Yale University, Associate Professor of Psychology and Social BehaviorPsychological Science (developmental, psychopathology, parent-child relationships and child anxiety, attachment relationships)
Susan T. Charles, Ph.D. University of Southern California, UCI Chancellor's Fellow and Professor of Psychology and Social BehaviorPsychological Science (emotional processes across the adult life span, subjective experience and cognitive processes, health and emotion)

Chuansheng Chen, Ph.D. University of Michigan, UCI Chancellor's Professor of Psychology and Social BehaviorPsychological Science; Education (cross-cultural psychology, adolescent development, cognitive neuroscience, genes and behavior)

Thomas J. Crawford, Ph.D. Harvard University, Senior Lecturer with Security of Employment Emeritus of Psychology and Social BehaviorPsychological Science (attitude theory and social problems research)

Peter H. Ditto, Ph.D. Princeton University, Professor of Psychology and Social BehaviorPsychological Science (social psychology, judgment and decision making, political and moral reasoning)

C. David Dooley, Ph.D. University of California, Los Angeles, Professor Emeritus of Psychology and Social BehaviorPsychological Science (community psychology, epidemiology, economic change)

Wendy A. Goldberg, Ph.D. University of Michigan, Professor of Psychology and Social BehaviorPsychological Science; Education (developmental psychology, work and family, infant sleep, transition to parenthood, autism)

Douglas A. Granger, Ph.D. University of California, Irvine, Director of the Institute for Interdisciplinary Salivary Bioscience and Professor of Psychology and Social BehaviorPsychological Science (psychoneuroendocrinology, salivary bioscience, hormone-behavior relationships across the lifespan, in high- and low-risk populations)

Ellen Greenberger, Ph.D. Harvard University, Professor Emerita of Psychology and Social BehaviorPsychological Science (developmental psychology, social and cultural influences on adolescent and young adult development, family relationships and consequences throughout the lifespan)

Nancy Guerra, Ed.D. Harvard University, Dean of the School of Social Ecology and Professor of Psychology and Social BehaviorPsychological Science (childrens' aggression and behavior problems, prevention of youth violence, promotion of healthy youth development)

Jutta Heckhausen, Ph.D. University of Strathclyde, Professor of Psychology and Social BehaviorPsychological Science (life-span developmental psychology, motivation, individual agency and social context)

Barb J. Heine, Ph.D. Saint Louis University, Lecturer of Psychology and Social BehaviorPsychological Science

Larry D. Jammer, Ph.D. State University of New York at Stony Brook, Professor of Psychology and Social BehaviorPsychological Science (health psychology, psychophysiology, pain, mHealth)

J. Zoe Klemfuss, Ph.D. Cornell University, Assistant Professor of Psychology and Social BehaviorPsychological Science (narrative development, children's autobiographical memory, sociocontextual influences on children's narrative, memory and well-being, children's eyewitness abilities)

Linda J. Levine, Ph.D. University of Chicago, Professor of Psychology and Social BehaviorPsychological Science (bias in predicted and remembered emotion, memory and emotion, the development of children’s ability to regulate emotion)

Elizabeth F. Loftus, Ph.D. Stanford University, UCI Distinguished Professor of Psychology and Social BehaviorPsychological Science; Cognitive Sciences; Criminology, Law and Society; School of Law (cognitive psychology, human memory, psychology and law)

Angela F. Lukowski, Ph.D. University of Minnesota, Associate Professor of Psychology and Social BehaviorPsychological Science (memory development in infancy and early childhood, individual differences in long-term memory in infancy, the impact of sleep on cognitive functioning from infancy to adulthood)

Salvatore R. Maddi, Ph.D. Harvard University, Professor Emeritus of Psychology and Social BehaviorPsychological Science (personality, psychopathology, health psychology, creativity)

Elizabeth Martin, Ph.D., University of Missouri, Assistant Professor of Psychology and Social BehaviorPsychological Science (transdiagnostic emotional and social functioning, affective control and regulation, relations between affect and cognition)

Stephanie McEwan, Psy.D. United States International University, J.D. American College School of Law, Lecturer of Psychology and Social BehaviorPsychological Science (neurosciences, clinical psychology, sport psychology, psychopathology, psychoanalytic psychotherapy, psychoanalysis and emergency trauma)

Raymond W. Novaco, Ph.D. Indiana University, Professor of Psychology and Social BehaviorPsychological Science (anger, violence, stress, trauma, and interventions)

Candice Odgers, Ph.D. University of Virginia, Professor of Psychology and Social BehaviorPsychological Science (effects of social inequalities and early adversity on children's future health and well-being, role of technology on children's development)

Paul Piñ, Ph.D. University of California, Berkeley, Assistant Professor of Psychology and Social BehaviorPsychological Science (social hierarchy, emotion, uncertainty, nature, groups, prosocial behavior, ethics, morality)

Joann Prazue, Ph.D. University of California, Irvine, Senior Lecturer Emerita of Psychology and Social BehaviorPsychological Science (statistics, quantitative epidemiology, employment typology)

Sarah D. Pressman, Ph.D. University of Pittsburgh, Associate Professor of Psychology and Social BehaviorPsychological Science (health psychology, positive emotions, stress physiology, psychosocial effects on physiology and health)
Jodi A. Quas, Ph.D. University of California, Davis, Professor of Psychology and Social BehaviorPsychological Science (memory development, children's involvement in the legal system)

Jenny K. Rinehart, Ph.D. University of New Mexico, Lecturer with Potential Security of Employment of Psychology and Social BehaviorPsychological Science (health psychology, clinical psychology, sexual victimization prevention, risk perception)

Karen S. Rook, Ph.D. University of California, Los Angeles, Professor of Psychology and Social BehaviorPsychological Science (gerontology, social relationships and health)

Nicholas I. Scurich, Ph.D. University of Southern California, Assistant Professor of Psychology and Social BehaviorPsychological Science; Criminology, Law and Society; School of Law (judgment and decision making, juridical proof, violence risk assessment)

Azim Shariff, Ph.D. University of British Columbia, Assistant Professor of Psychology and Social BehaviorPsychological Science (social/personality psychology, religion, morality, cultural and evolutionary psychology)

Roxane C. Silver, Ph.D. Northwestern University, Professor of Psychology and Social BehaviorPsychological Science; Program in Public Health (coping with traumatic life events (personal losses and collective traumas), stress, social psychology, health psychology)

Daniel Stokols, Ph.D. University of North Carolina at Wilmington, Professor Emeritus of Psychology and Social BehaviorPsychological Science; Planning, Policy, and Design; Program in Public Health; Religious Studies

Ilona S. Yim, Ph.D. University of Trier, Associate Professor of Psychology and Social BehaviorPsychological Science (stress, pregnancy and postpartum depression, biopsychology of stress, developmental psychobiology)

Joanne F. Zenger, Ph.D. University of California, Riverside, Lecturer with Security of Employment of Psychology and Social BehaviorPsychological Science (expressive writing, meta-analysis, positive psychology, health psychology, preventive medicine, educational psychology)

Affiliated Faculty

Belinda Campos, Ph.D. University of California, Berkeley, Associate Professor of Chicano/Latino Studies; Psychology and Social BehaviorPsychological Science (culture, relationships, positive emotion, health)

Greg Duncan, Ph.D. University of Michigan, UCI Distinguished Professor of Education; Economics; Psychology and Social BehaviorPsychological Science (economics of education, program evaluation, child development)

Jacquelyne S. Eccles, Ph.D. University of California, Los Angeles, UCI Distinguished Professor of Education; Psychology and Social BehaviorPsychological Science (academic motivation and achievement, school and family influences on adolescent development, gender and ethnicity in STEM fields)

Michelle Fortier, Ph.D. University of Nebraska, Assistant Professor in Residence of Anesthesiology and Perioperative Care; Psychology and Social BehaviorPsychological Science (pediatric pain management, pediatric oncology, family-centered medicine, complementary and alternative medicine (CAM), health information technology, coping with illness-related Stress)

Stephanie Reich, Ph.D. Vanderbilt University, Associate Professor of Education; Informatics; Psychology and Social BehaviorPsychological Science (child development, parenting, peer interactions, media, program evaluation)

Sabrina E. Schuck, Ph.D. University of California, Riverside, Health Sciences Assistant Clinical Professor of Pediatrics; Education; Psychology and Social BehaviorPsychological Science (ADHD, autistic spectrum disorders, disorders of reading and written language, human-animal intervention, non-pharmacological treatment of disruptive behavior, cognitive-behavioral school-based and family-based interventions)

Dara H. Sorkin, Ph.D. University of California, Irvine, Associate Professor in Residence of Medicine; Program in Public Health; Psychology and Social BehaviorPsychological Science (close relationships, behavioral lifestyle interventions for chronic disease management, health disparities, program evaluation)

Mark Steyvers, Ph.D. Indiana University, Professor of Cognitive Sciences; Computer Science; Psychology and Social BehaviorPsychological Science (higher-order cognition, cognitive neuroscience, computational modeling, collective intelligence)

William C. Thompson, Ph.D. Stanford University, Professor of Criminology, Law and Society; Psychology and Social BehaviorPsychological Science; School of Law (psychology and law, criminal justice, forensic science, expert evidence, human judgment and decision making, use of social science in appellate litigation)

Deborah Lowe Vandell, Ph.D. Boston University, Professor of Education; Psychology and Social BehaviorPsychological Science (longitudinal studies of development, early childhood education, after-school programs, summer learning, child development, adolescent development)

Courses

PSY-BEMPSCI 9. Introduction to Psychology. 4 Units.
Introduction to field of psychology, addressing the application of scientific methods to the study of human development, learning, memory, problem solving, perception, biological mechanisms, emotions and motivation, personality, psychopathology, and effects of diverse social and cultural contexts on human behavior.
Same as PSYCH 7A.
Overlaps with PSY BEHPSCI 11A, PSY BEHPSCI 11B, PSY BEHPSCI 11C, PSYCH 9A, PSYCH 9B.

Restriction: Criminology, Law and Society Majors have first consideration for enrollment. Public Health Sciences Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment. Urban Studies Majors have first consideration for enrollment.

PSY BEHPSCI 9 and PSYCH 7A may not be taken for credit if taken after PSY BEHPSCI 11A, PSY BEHPSCI 11B, PSY BEHPSCI 11C, PSYCH 9A, PSYCH 9B, or PSYCH 9C.

(III)

PSY BEHPSCI 11A. Psychology Fundamentals. 4 Units.
Designed to provide freshman with an in-depth survey of general psychology. Topics include biological bases of behavior, sensation, perception, cognition, development, personality, psychopathology, and social psychology.

Same as PSYCH 9A.

Restriction: Lower-division students only. Cognitive Sciences Majors have first consideration for enrollment. Criminology, Law and Society Majors have first consideration for enrollment. Psychology Majors have first consideration for enrollment.

PSY BEHPSCI 9 and PSYCH 7A may not be taken for credit if taken after PSY BEHPSCI 11A, PSY BEHPSCI 11B, PSY BEHPSCI 11C, PSYCH 9A, PSYCH 9B, or PSYCH 9C.

(III)

PSY BEHPSCI 11B. Psychology Fundamentals. 4 Units.
Designed to provide freshman with an in-depth survey of general psychology. Topics include biological bases of behavior, sensation, perception, cognition, development, personality, psychopathology, and social psychology.

Same as PSYCH 9B.

Restriction: Lower-division students only. Cognitive Sciences Majors have first consideration for enrollment. Criminology, Law and Society Majors have first consideration for enrollment. Psychology Majors have first consideration for enrollment.

PSY BEHPSCI 9 and PSYCH 7A may not be taken for credit if taken after PSY BEHPSCI 11A, PSY BEHPSCI 11B, PSY BEHPSCI 11C, PSYCH 9A, PSYCH 9B, or PSYCH 9C.

(III)

PSY BEHPSCI 11C. Psychology Fundamentals. 4 Units.
Designed to provide freshman with an in-depth survey of general psychology. Topics include biological bases of behavior, sensation, perception, cognition, development, personality, psychopathology, and social psychology.

Same as PSYCH 9C.

Restriction: Lower-division students only. Cognitive Sciences Majors have first consideration for enrollment. Criminology, Law and Society Majors have first consideration for enrollment. Psychology Majors have first consideration for enrollment.

PSY BEHPSCI 9 and PSYCH 7A may not be taken for credit if taken after PSY BEHPSCI 11A, PSY BEHPSCI 11B, PSY BEHPSCI 11C, PSYCH 9A, PSYCH 9B, or PSYCH 9C.

(III)

PSY BEHPSCI 100. Special Topics in Social Behavior. 4 Units.
Course content varies with interest of instructor.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or
PSYCH 9C Repeatability: Unlimited as topics vary.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 101D. Life Span Developmental Psychology. 4 Units.
Addresses the major issues, concepts, and methods of life span developmental psychology. The fundamental theories, distinctive methods, and the physical, perceptual, cognitive, social, motivational, and emotional development for each developmental phase of the life course are considered.
Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11B or PSYCH 7A or PSYCH 9B
Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment.

**PSY BEHPSCI 102C. Abnormal Psychology. 4 Units.**
Prerequisite: (PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C) and
SOCECOL 10 Overlaps with PSYCH 120A.
Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment.

**PSY BEHPSCI 103H. Health Psychology. 4 Units.**
Theory and research are considered as they contribute to an understanding of the role of psychological processes in health and illness. The distinction between prevention and treatment of illness is established, and a variety of psychosocial interventions are elaborated.
Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C
Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment.

**PSY BEHPSCI 104S. Social Animal: An Introduction to Social Psychology. 4 Units.**
Theories and research exploring social behavior and social influences on behavior. Topics include methods of social research, attitude formation and change, social perception, the social self, stereotypes and prejudice, conformity, obedience, altruism, aggression, interpersonal relationships and love, and group behavior.
Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C
Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment.

**PSY BEHPSCI 110D. Infant Development. 4 Units.**
Study of human development from conception through the first two years of life, covering processes and events in the domains of physical, social, and cognitive development.
Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11B or PSYCH 7A or PSYCH 9B
Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 111D. Child Development. 4 Units.**
Examines social, emotional, and intellectual growth and development between the ages of 2 and 12 years.
Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11B or PSYCH 7A or PSYCH 9B
Overlaps with PSYCH 120D.
Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 112D. Adolescent Development. 4 Units.**
Examines current research on the biological, social, and cultural contexts of adolescent development. Topics include the impacts of puberty, adolescents’ decision-making competencies, changes in family and peer relationships, identity development, and psychosocial problems such as depression and problem behavior.
Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11B or PSYCH 7A or PSYCH 9B
PSYCH 9B Overlaps with PSYCH 21A.
Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 113D. Adult Development. 4 Units.**
Examines why and how we change (with attention to gains as well as losses) from ages 18-65 and the nature and sources of continuity over time. Topics include physical and intellectual functioning, personality, coping strategies, and social roles and relationships.
Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11B or PSYCH 7A or PSYCH 9B
Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 114D. Gerontology. 4 Units.**
Examines stereotypes and myths associated with aging; physiological and psychological changes that accompany old age; distinguishes behavior changes due to aging per se from those due to historical and socioeconomic factors; political, social aspects of old age in contemporary society.

Prerequisite: **PSY BEHPSCI 9** or **PSY BEHPSCI 11B** or **PSYCH 7A** or **PSYCH 9B**

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 115D. Cognitive Development. 4 Units.**

Examines theories on nature of cognitive development. Discusses behaviorist theories on role of the environment including those of Vygotsky and Piaget, and recent evidence from cognitive psychologists stressing the importance of knowledge and skills within specific domains.

Prerequisite: **PSY BEHPSCI 9** or **PSY BEHPSCI 11B** or **PSYCH 7A** or **PSYCH 9B**

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 116D. Human Development and Cross-Cultural Perspectives. 4 Units.**

Human development in diverse cultures (e.g., Asian, American, and African). Special emphasis on East-West contrasts and when East meets West (i.e., Asian-American experiences). Topics include parenting, family relations, language and cognition, schooling and academic achievement, and morality.

Prerequisite: **PSY BEHPSCI 9** or **PSY BEHPSCI 11B** or **PSYCH 7A** or **PSYCH 9B** and **SOCECOL 10**

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 117D. The Psychology of Gender. 4 Units.**

Discussion of gender identity development and examination of gender differences and similarities across the life span. Consideration of the biology and psychology of gender in relation to physical, behavioral, personality, and intellectual capabilities.

Prerequisite: **PSY BEHPSCI 9** or **PSYCH 9B** or **PSY BEHPSCI 11B** or **PSYCH 7A**

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 118D. Human Sexuality. 4 Units.**

A broad survey of human sexuality encompassing genetic factors, physiological and anatomical development, customary and atypical forms of behavior, reproductive processes, and cultural determinants.

Prerequisite: **PSY BEHPSCI 9** or **PSY BEHPSCI 11B** or **PSYCH 7A** or **PSYCH 9B**

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 120D. Child Development, the Law, and Social Policy. 4 Units.**

Examines the rights of children and adolescents in the U.S. and internationally; law and policy with regard to the family, government services, health care, education, juvenile justice and the labor market; and the connection between child development, law and policy.

Prerequisite: **PSY BEHPSCI 9** or **PSY BEHPSCI 11C** or **PSYCH 7A** or **PSYCH 9C**. Recommended: **PSY BEHPSCI 111D** or **PSY BEHPSCI 112D**. Same as CRM/LAW C125.

Restriction: Criminology, Law and Society Majors have first consideration for enrollment. Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 121D. Work and Family. 4 Units.**

Effects of employment and unemployment on mental health and marital quality; effects of work on parenting and child development; corporate and social policies for “families that work”; young adults' decision-making about work and family.

Prerequisite: **PSY BEHPSCI 9** or **PSY BEHPSCI 11C** or **PSYCH 7A** or **PSYCH 9C**

Restriction: Upper-division students only. Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 127D. Attachment Relationships. 4 Units.**

Students learn about the development of attachment-related needs throughout development, as well as the links between attachment and emotion, psychopathology and treatment. Lectures emphasize classic as well as cutting-edge research and are supplemented by primary source readings.

Prerequisite: **PSY BEHPSCI 9** or **PSYCH 7A** or **PSY BEHPSCI 11A** or **PSYCH 9A** or **PSY BEHPSCI 11B** or **PSYCH 9B**

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.
Department of Psychology and Social Behavior Psychological Science

**PSY BEHPSCI 136H. Behavioral Medicine. 4 Units.**
Examines biobehavioral aspects of health and illness, focusing on how stress contributes to or exacerbates disease processes. Background information on psychosomatic medicine and stress models and detailed examination of specific organ systems emphasizing the reactivity of these systems to stress.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 137H. Human Stress. 4 Units.**
Stress as a multidisciplinary topic. Biological, psychological, and sociological approaches to adaptation-related disorders. Effects of acute and chronic stress on emotions, physiology, and behavior. Methods of stress assessment, stress reduction, and intervention.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 138H. Child Health Psychology. 4 Units.**
Exploration of psychological antecedents, concomitants, and consequences of medical illnesses in children. Children's beliefs about health, illness, and medication; the role of stress; coronary-prone behavior; therapeutic adherence and physician-patient interaction; coping with chronic illness; effects of child's illness on family.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 9C or PSYCH 7A. Recommended: SOCECOL 10.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Public Health Policy Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 139H. Clinical Sport Psychology. 4 Units.**
An interdisciplinary introduction to clinical sport psychology, that includes, among other things, an introduction to psychopathology in sport; plus the use of psychological skills training, including anxiety reduction techniques, visualization, self-efficacy, coping skills, concentration, and goal-setting in sports.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C. Overlaps with PSYCH 124S.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 140H. The Hardiness Approach to Stress Management. 4 Units.**
New development within psychology involving a combination of motivations and skills that extensive research has shown enhances performance, conduct, morale, stamina, and health. Combines study of hardness research with strategies for improvement of personal hardness through a series of exercises.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 141H. Clinical Health Psychology. 4 Units.**
Behavioral role in etiology, treatment, and prevention of certain diseases. Behavioral intervention including biofeedback, stress-, pain-management, health habit counseling, and other skills to assist patients make cognitive, emotional, and behavioral changes needed to cope with disease or achieve better health.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C. Same as PUBHLTH 141.

Restriction: Public Health Sciences Majors have first consideration for enrollment. Public Health Policy Majors have first consideration for enrollment. Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 150C. Clinical Psychology. 4 Units.**
Overview of theories, assessment techniques, research methodologies, and intervention approaches in clinical psychology. Psychodynamic, behavioral, humanistic, and cognitive perspectives are examined along with ethical and professional issues.

Prerequisite: (PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C) and PSY BEHPSCI 102C. Overlaps with PSYCH 122C.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 151C. Psychological Testing and Assessment. 4 Units.**

Laboratory-seminar exploration of diverse methods of assessing, analyzing, and recording behavior. Includes methods of direct behavioral observation, structured (analog) assessments, rating scales, interviewing, and self-monitoring. Development of assessment skills and their application in intervention and research programs.

Prerequisite: (PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C and PSY BEHPSCI 102C and PSY BEHPSCI 150C. Recommended: SOCECOL 10. Overlaps with PSYCH 113T.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 152C. Clinical Child Psychology. 4 Units.**
Examines research and theory concerning childhood psychopathology behavior disorders. Diagnosis and assessment, early identification of high-risk children, fears and phobias, antisocial behavior, childhood psychoses, autism, depression, attention deficit/hyperactivity disorders, and ethical and policy implications of identifying children who are different.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 153C. Developmental Psychopathology. 4 Units.**
Research and theory of origins, course, and outcomes of disordered behavior. Continuity and change in patterns of behavior; environmental challenges and buffers; stress/competence in children; vulnerable/invincible children; children of mentally ill parents; families at risk; childhood antecedents of adult disorders.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C. Recommended: SOCECOL 10.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 154C. Cognitive Behavior Therapy. 4 Units.**
Presentation of principles and procedures of therapeutic interventions based on cognitive-behavior methods. Cognitive factors in learning, emotional arousal, psychological disorder, and psychotherapy reviewed. Introduces the application of cognitive behavioral methods to problems of depression, anxiety, anger, pain, and impulsivity.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11A and PSY BEHPSCI 11C or PSYCH 7A or (PSYCH 9A and PSYCH 9C)

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 155C. Child Therapies. 4 Units.**
Examines research methodologies, empirical data, and implications of diverse intervention strategies. Primary topics include psychotherapy process and outcome, family therapies, behavioral intervention, cognitive behavior modification, pediatric psychopharmacology, and ethical and social policy implications of intervening in other people’s lives.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 156C. Forensic Psychology: Advanced Seminar. 4 Units.**
The focus is on the psychology of criminal offending, particularly violent behavior. Examines violence, sexual offending, and mental disorder related to crime with regard to clinical assessment and treatment; mental health services within forensic institutions.

Prerequisite: (PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C) and PSY BEHPSCI 102C and (PSY BEHPSCI 178S or CRM/LAW C149) Same as CRM/LAW C136, PSYCH 177F.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Psychology Majors have first consideration for enrollment. Criminology, Law and Society Majors have first consideration for enrollment.

**PSY BEHPSCI 160C. Clinical Neuroscience. 4 Units.**
Offers an introduction to the neuroclinical bases of human behavior, including neuropsychological approaches to mental disorders. Also includes case formulations, research articles, therapeutic approaches, and other discussions related to select psychopathology and other neurobehavioral topics.

Prerequisite: PSY BEHPSCI 9 or PSYCH 7A or PSY BEHPSCI 11A or PSYCH 9A

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.
PSY BEHPSCI 161C. Forensic Psychology. 4 Units.
Forensic psychology is the interface between clinical psychology and the law. Emphasizes clinically relevant legal topics (insanity defense; competency to stand trial) and includes critical thinking about issues that arise when psychologists are involved in legal proceedings.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11B or PSY BEHPSCI 11C Same as CRIM/LAW C160.

Restriction: Criminology, Law and Society M.A.S. students have first consideration for enrollment. Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 162C. Psychodynamic Studies. 4 Units.
Introduction to contemporary psychodynamic studies. Emphasis on clinical concepts associated with psychodynamic psychotherapy, including unconscious determinants of behavior, typical defenses, life experiences, and techniques. Exploration of links between psychodynamic-oriented psychotherapy and other disciplines (e.g., psychology, music, medicine, neuroscience, film).

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 163C. Human Neuropsychology. 4 Units.
A survey of human brain disorders using a clinical case study approach to illustrate fundamental issues in studying brain and behavior. Topics include sensory deficits, attentional neglect, amnesia, cortical organization, clinical psychopathology, and more.

Prerequisite: BIO SCI N110 or PSYCH 9A or PSY BEHPSCI 11A
Same as BIO SCI N173, PSYCH 162N.

Restriction: School of Biological Sciences students have first consideration for enrollment. Cognitive Sciences Majors have first consideration for enrollment. Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Psychology Majors have first consideration for enrollment.

PSY BEHPSCI 164C. Addiction. 4 Units.
Designed for those with an interest in the nature and treatment of addiction. Focuses on the etiology and treatment of addiction, but does not prepare students to treat substance abuse disorders.

Prerequisite: PSY BEHPSCI 11A and PSY BEHPSCI 11B and PSY BEHPSCI 11C and PSY BEHPSCI 102C

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 165C. Adult Psychopathology. 4 Units.
Advanced course in abnormal psychology, focusing on adult psychopathology. Covers historical and fundamental issues about psychiatric disorders, clinical research on disorders of anxiety, PTSD, mood, psychoses, personality, and dementia, and their biopsychosocial features, and attends to assessment and treatment.

Prerequisite: PSY BEHPSCI 102C. Equivalent to PSY BEHPSCI 102C is also accepted.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 170S. Personality. 4 Units.
Comparison of the major theories of personality. Provides a frame of reference for understanding lifestyles, development, maturity, and psychopathology. Emerging research themes are used to identify promising lines of personality theorizing.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C Overlaps with PSYCH 120P.

Restriction: Upper-division students only. Sophomores only. Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 171S. Environmental Psychology. 4 Units.
Impact of the physical environment on individual and group behavior. Three basic concerns examined: (a) environmental determinants of behavior at the individual and interpersonal level; (b) social planning and urban design; (c) methodological approaches to the study of environmental issues.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 173S. Social Relationships. 4 Units.
Examines major issues, concepts, and methods in the scientific study of social relationships. Topics include relationship formation and dissolution,
friendships and love relationships, loneliness, bereavement, societal influences on close relationships, significance of close relationships for health and well-being.

Prerequisite: (PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C) and SOCECOL 10

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 174S. Error and Bias in Social Judgement. 4 Units.
Examine how people encode, reason about, and remember social information and explores how biases and shortcomings in social perception, judgment, and memory are central to understanding both effective social functioning and many forms of maladaptive behavior and social conflict.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 175S. Cognition and Emotion. 4 Units.
Examines relations between cognition and emotion. How have the relations between cognition and emotion been construed historically? How closely related are cognitive and emotional development? How do emotions influence reasoning and memory? How similar is emotional experience across cultures?

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11B or PSYCH 7A or PSYCH 9B

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 176S. Motivation. 4 Units.
History, major theories, methods, and applications of motivational psychology, with emphasis on European approaches. Origins of the field in personality, learning, cognition, and activation research. Recent innovations in motivational and volitional self-recognition. Current approaches, major debates, empirical research programs.

Prerequisite: (PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C) and PSY BEHPSCI 101D and (PSY BEHPSCI 104S or PP&D 151)

Overlaps with PSYCH 121M.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 177S. Psychology and Emotion. 4 Units.
General theories of emotion and research regarding cognitive, behavioral, physiological, and subjective experience of emotion. Specific topics include emotion regulation, emotion and health, emotional intelligence, and emotional development.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 178S. Violence in Society. 4 Units.
Current theory and research on aggression; anger and violence as problems in individual and social functioning. Process and functions of anger examined with regard to normal behavior and psychopathology. The determinants, prevalence, and implications of violence in society are analyzed.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C

PSYCH 9C Same as CRM/LAW C149.

Restriction: Criminology, Law and Society Majors have first consideration for enrollment. SocEcol-Urban & Regional Plan Majors have first consideration for enrollment. Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment.

PSY BEHPSCI 179S. Cultural Psychology. 4 Units.
An examination of culture's influence on human minds. Topics include culture's impact on perception, cognition, motivation, emotion, moral reasoning, communication, and health. Addresses cultural psychology's methods, history, and place within psychology and related fields.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11B or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9B or PSYCH 9C

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

PSY BEHPSCI 183S. Social Epidemiology. 4 Units.
Overviews evidence linking environmental factors to mental and physical disorders including such variables as socioeconomic status, income inequality, work stress, job loss, social capital, location, and other demographic characteristics. Measurement and research design issues of both individual and aggregate levels.
Department of Psychology and Social Behavior Psychological Science

Prerequisite: (PSY BEHPSCI 9 or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9C) and SOCECOL 10 and SOCECOL 13 Same as PUBHLTH 102.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment. Public Health Sciences Majors have first consideration for enrollment. Public Health Policy Majors have first consideration for enrollment.

**PSY BEHPSCI 184S. Positive Psychology. 4 Units.**
The field of positive psychology focuses on what is right and positive about people and institutions. Course introduces findings associated with human strengths and positive emotions and provides clinical and personal applications and implications.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11C

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 185S. Psychology of the Workplace. 4 Units.**
Examines the application of social psychology to organizational settings. Topics include motivation of workers, group decision-making, leadership styles, career management, and organizational development.

Prerequisite: PSY BEHPSCI 9 or PSY BEHPSCI 11A or PSY BEHPSCI 11B or PSY BEHPSCI 11C or PSYCH 7A or PSYCH 9A or PSYCH 9B or PSYCH 9C

Overlaps with PSYCH 122I.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 187S. Psychology of Inequality. 4 Units.**
Focuses on the psychological dimensions of poverty, wealth, and economic inequality.

Prerequisite: PSY BEHPSCI 104S and PSY BEHPSCI 11C

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 188S. Evolutionary Psychology. 4 Units.**
Understanding our evolutionary origins is critical to truly understanding the complexities of human psychology. Explores how Darwinian principles, applied to both genes and culture, can help us understand not just how the mind works, but why.

Prerequisite: PSY BEHPSCI 11C or PSYCH 9C

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

**PSY BEHPSCI 192Q. Chicano/Latino Social Psychology. 4 Units.**
Examines theories, research, and major issues of relevance to understanding social psychological processes in Chicano/Latino populations. Topics include social development, cultural orientations, gender and sexuality, close relationships, happiness and well-being, stereotyping, prejudice and discrimination, and mental and physical health.

Prerequisite: Satisfactory completion of the Lower-Division Writing requirement.

Same as CHC/LAT 168.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment. Chicano/Latino Studies Majors have first consideration for enrollment.

(VII)

**PSY BEHPSCI 192R. Culture and Close Relationships. 4 Units.**
Examines cultural influences on close relationship processes including attraction, love, friendship, family, social support, and significance of close relationships for health and well-being. National and ethnic sources of cultural variation examined include Latin America, Asia, Africa, and the Middle East.

Same as CHC/LAT 177.

Restriction: Psychology and Social Behavior Psychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment. Chicano/Latino Studies Majors have first consideration for enrollment.

(VII)

**PSY BEHPSCI 192RW. Culture and Close Relationships. 4 Units.**
Examines cultural influences on close relationship processes including attraction, love, friendship, family, social support, and significance of close relationships for health and well-being. National and ethnic sources of cultural variation examined include Latin America, Asia, Africa, and the Middle East.

Prerequisite: Satisfactory completion of the Lower-Division Writing requirement.

Same as CHC/LAT 177W.

Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment.

(Ib, VII)

PSY.BEHPS CI 192S. Health and the Latino Paradox. 4 Units.
Examines research and theories concerning the physical and mental health of U.S. Latino populations. Contemporary accounts, health care implications, and new directions for understanding sources of risks and resilience for health in Latino populations are evaluated and discussed.

Prerequisite: Satisfactory completion of the Lower-Division Writing requirement.

Same as CHC/LAT 178.

Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment. Chicano/Latino Studies Majors have first consideration for enrollment.

(VII)

PSY.BEHPS CI 192T. Cognition and Learning in Educational Settings. 4 Units.
Foundational concepts in cognition and development as applied to student learning. Primary topics include historical behaviorism, basic cognitive structure and processes, complex cognition, cognitive development, and motivation.

Same as EDUC 173.

Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment. Education Majors have first consideration for enrollment. Psychology Majors have first consideration for enrollment.

PSY.BEHPS CI 192U. Psychology of Learning, Abilities, and Intelligence. 4 Units.
Overview of classic positions on the mind, human abilities, and intelligence, especially as related to academic achievement. Contrasting views: psychometric versus information processing; experimental versus correlational research.

Prerequisite: PSYCH 7A or PSY.BEHPS CI 9

Same as EDUC 176.

Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment. Education Majors have first consideration for enrollment. Psychology Majors have first consideration for enrollment.

PSY.BEHPS CI 192V. Language and Literacy. 4 Units.
Addresses the linguistic principles and processes that underlie oral and written language proficiency. Emphasis is on how to use phonology, morphology, orthography, semantics, syntax, and pragmatics to support literacy and oral language development for K-12 students.

Same as EDUC 151.

Restriction: Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment. Social Ecology Majors have first consideration for enrollment. Education Majors have first consideration for enrollment. Psychology Majors have first consideration for enrollment.

PSY.BEHPS CI 193B. Juvenile Delinquency. 4 Units.
Patterns of delinquent behavior, theories that explain behavior, current research aimed at enhancing exploratory power. Attempts to prevent and control delinquency are put in historical perspective. Development of the current juvenile justice system and evolution of modern juvenile law.

Prerequisite: CRM/LAW C7

Same as CRM/LAW C109.

Restriction: Criminology, Law and Society Majors have first consideration for enrollment. SocEcol-Urban & Regional Plan Majors have first consideration for enrollment. Psychology and Social BehaviorPsychological Science Majors have first consideration for enrollment.

PSY.BEHPS CI 193C. Social Control of Delinquency. 4 Units.
Assumes familiarity with theories of delinquency, the juvenile justice system, and elements of juvenile law. Explores socio-historical origins and evolution of juvenile justice, current research and policy on delinquency prevention and treatment, and future directions of law, policy, and practice.

Prerequisite: CRM/LAW C7. Recommended: CRM/LAW C109.
Prerequisite or corequisite: CRM/LAW C7
PSY BEHPSCI 193E. Psychology and the Law. 4 Units.
Psychological assumptions of American legal system and mental health aspects of provision of criminal justice services. Civil commitment, insanity defense, competence to stand trial, jury selection, eye-witness identification. Use of police, courts, correctional institutions in prevention of behavior disorder.
Prerequisite: CRM/LAW C7 or CRM/LAW C101
Same as CRM/LAW C105.
PSY BEHPSCI 193F. Family Law. 4 Units.
Examines legal issues surrounding marriage, cohabitation, divorce, child custody and support, adoption, and the rights of parents and children in the family context. The findings of social science research are used to illuminate the legal issues.
Prerequisite: CRM/LAW C7 or CRM/LAW C101
Same as CRM/LAW C123.
PSY BEHPSCI 193G. Eyewitness Testimony. 4 Units.
Faulty eyewitness testimony is a major cause of wrongful convictions. Covers the fast-growing topic of eyewitness testimony and memory for real-world events, both how psychologists study eyewitness capacity, and how the legal system has dealt with eyewitness issues.
Prerequisite: SOCECOL 10
PSY BEHPSCI P200. Introduction to Legal and Forensic Psychology . 4 Units.
Familiarizes students with the interrelated fields of psychology, law, and forensic studies. Emphasizes clinically relevant legal topics (insanity defense; competency to stand trial) and includes critical thinking about issues that arise when psychologists are involved in legal proceedings.
PSY BEHPSCI P201. Research Methods in Psychology. 4 Units.
In-depth examination of the conceptualization of research problems and linkages between theory and the design of appropriate strategies for empirical research in psychological science. Topics include experimental and quasi-experimental designs, reliability and validity of measurement and non-experimental procedures.
PSY BEHPSCI P202. Data Analysis and Statistics . 4 Units.
Statistical techniques to facilitate inferences in psychological research, including fundamentals of statistical inference and methods for analyzing data.
PSY BEHPSCI P204. Adolescence. 4 Units.
Considers pubertal and cognitive changes and their social consequences; the family, peer group, school, and cultural contexts in which adolescence is embedded; and selected psychosocial issues including autonomy, identity, health, and well-being.

Restriction: Graduate students only.

PSY BEHPSCI P208. Research Methods. 4 Units.
In-depth examination of issues relevant to designing and evaluating research in psychological science. Topics address casual inference, ethical issues surrounding the responsible conduct of research, experimental and quasi-experimental designs, reliability and validity of measurement, and non-experimental procedures.

Overlaps with PSY BEHPSCI P201.

Restriction: Master of Legal & Forensic Psy Degree students only.

PSY BEHPSCI P209A. Applied Psychological Research. 4 Units.
Focuses on scientific and professional issues in the field of psychology. Topics include communication skills; intervention approaches; collaboration, consultation, and referral; and ethical issues associated with at-risk populations research.

Restriction: Graduate students only.

PSY BEHPSCI P212. Social Cognition. 4 Units.
Explores historical and current developments in cognitive social psychology. Topics include judgment and decision making, automatic versus controlled processing, affective forecasting, motivated reasoning, and the effects of emotion on memory and judgment.

Restriction: Graduate students only.

PSY BEHPSCI P214. Seminar in Social Psychology. 4 Units.
Presents an overview of selected theoretical and empirical topics in social psychology including social influence and conformity, altruism and aggression, persuasion and attitude change, self and social perception, and social cognition.

Restriction: Graduate students only.

PSY BEHPSCI P215. Psychology and Law. 4 Units.
An interdisciplinary approach to research in psychology, law, and criminology. Examines how psychology is applied to the civil and criminal justice systems, how case law shapes this application, and how legal decisions affect the direction of psychological research.

Overlaps with PSY BEHPSCI P266.

Restriction: Master of Legal & Forensic Psy Degree students only.

PSY BEHPSCI P218. Infancy. 4 Units.
Covers development from conception through the second year. Focus is on research and theory concerning infants' physical, social, cognitive, perceptual, emotional, and language development. Also covers transition to parenthood and family context of infant development.

Restriction: Graduate students only.

PSY BEHPSCI P220. Developmental Psychology: Theories and History. 4 Units.
Examines key concepts, theories, and the historical and philosophical roots of research in human life span development. Focuses on biological and environmental causation, universalism and cultural relativism, continuity and change.

Restriction: Graduate students only.

PSY BEHPSCI P222. Forensic Assessment. 4 Units.
Explores the various ways in which clinical psychology is relevant to the law, and how forensic psychologists can meaningfully contribute to the adjudicatory process. Examines legal, scientific, and ethical issues that arise when psychologists are involved in legal proceedings.

Restriction: Master of Legal & Forensic Psy Degree students only.

PSY BEHPSCI P223. Cross-Cultural Developmental Psychology. 4 Units.
Examines human development in diverse cultures (e.g., Asian, American, and African). Cultural diversity within the U.S. and acculturation of various ethnic groups will also be discussed. Topics include parenting, family relations, language, and cognition, schooling and academic achievement, and morality.

Restriction: Graduate students only.

PSY BEHPSCI P224. Children and the Law. 4 Units.
Examines how psychology research and practice can inform several areas of law and social policy affecting children, adolescents, and families. Topics include education, mental health, reproductive rights, and delinquency.

Overlaps with PSY BEHPSCI 120D.
Restriction: Master of Legal & Forensic Psy Degree students only.

**PSY.BEHPS** P226. Emotion in Psychology. 4 Units.
Covers original and recent theories of emotions and how they guide current research. Specific topics include neuroanatomical structure of emotion, life-span emotional development, and health and emotion.

 Restriction: Graduate students only.

**PSY.BEHPS** P230. Adulthood. 4 Units.
Focuses on early and middle adulthood. Examines extended period of transitioning to adulthood; changes in relationships with family members; impact of major role-related experiences (e.g., spouse, parent, worker) on development and well-being; continuity and change in personality and social identities.

 Restriction: Graduate students only.

**PSY.BEHPS** P231. Professional Issues in Psychology. 4 Units.
Examines a variety of issues related to the professional socialization and development of graduate students in psychology. Topics include the publication process, sources of research funding, alternative employment options, competitiveness on the job market, and the academic career route.

 Restriction: Graduate students only.

**PSY.BEHPS** P232. Hardiness as the Pathway to Resilience. 4 Units.
Theory, research, and practice supports hardiness as a major pathway to surviving and thriving under stress in our turbulent times. Course (1) imparts relevant theory, research, and practice, and (2) teaches how to use hardiness assessment and training techniques.

 Restriction: Graduate students only.

**PSY.BEHPS** P233. Personality. 4 Units.
 Provides a frame of reference for understanding personality and its role in life-span development, the relationship of the individual to society, and both mental and physical illness.

 Restriction: Graduate students only.

**PSY.BEHPS** P234. Childhood. 4 Units.
Provides graduate students with an overview of traditional and emerging theories, models, and research designed to understand children's development in the domains of cognitive, social, and emotional functioning.

 Restriction: Graduate students only.

**PSY.BEHPS** P237. Violence, Society and Psychopathology. 4 Units.
The multifactorial, societal-contextual nature of violence is examined through historical, philosophical, and social science theoretical accounts. Priority topics are violent crime, socio-environmental factors, family violence, media violence, terrorism, personality and mental disorder, psychiatric institutions, and interventions for violent offenders.

 Restriction: Graduate students only.

**PSY.BEHPS** P238. Child Psychopathology. 4 Units.
Examination of etiology, classification, and developmental pathways of disorders, as well as risk and resilience factors, during the childhood/adolescent years. Discussion of genetic influences and contextual risk factors as well as internalizing and externalizing disorders.

 Restriction: Graduate students only.

**PSY.BEHPS** P239. Adult Psychopathology. 4 Units.
Explores the antecedents, characteristics, course, outcomes, and options for the prevention or management of various forms of psychopathology and behavior disorder. Focuses on psychological and biobehavioral mechanisms that influence the development, expression, and amelioration of maladaptation.

 Restriction: Graduate students only.

**PSY.BEHPS** P242. Legal Reasoning and Jurisprudence. 4 Units.
Overview of the law and legal process as well as the history and assumptions underlying modern legal reasoning. Issues related to procedure and evidence as well as key jurisprudential perspectives are discussed.

 Restriction: Master of Legal & Forensic Psy Degree students only.

**PSY.BEHPS** P245. Psychological Assessment. 4 Units.
Familiarizes students with psychological assessments in intelligence, clinical diagnosis, personality, and neuropsychological functioning. Exposure to administering, scoring, and interpreting assessments. Special focus on psychometrics (e.g., reliability and validity), test construction, and ethical responsibilities.

 Restriction: Graduate students only.
PSY BEHPSCI P246. Affective Neuroscience. 4 Units.
Provides an overview of the emerging field of affective neuroscience. Emphasis is placed on mapping affective experience and behavior to brain function, including cross-level integration of anatomical, chemical, fMRI, and electrical data.

Restriction: Graduate students only.

PSY BEHPSCI P247. EEG Methods. 4 Units.
Provides an in-depth training of the electroencephalogram (EEG) methodology with a specific focus on the event-related potential technique. Emphasis is on learning how to use this methodology and how to analyze data, with a focus on emotional stimuli.

Restriction: Graduate students only.

PSY BEHPSCI P249. Advanced Social Psychology. 4 Units.
Conveys an appreciation of the flavors of contemporary social psychology, an understanding of empirical approaches to problems in this area, and a sense of the array of theoretical orientations in the field.

Restriction: Graduate students only.

PSY BEHPSCI P250. Emotion, Reasoning, and Memory. 4 Units.
Examines research and theory on emotion from the perspective of cognitive psychology. Topics include the effects of emotions on attention, memory, and problem solving; the relations between emotional and cognitive development; flash-bulb memories of intense emotional experiences; eyewitness testimony.

Restriction: Graduate students only.

PSY BEHPSCI P252. Law and Behavior: Compliance and Enforcement. 4 Units.
Provides sophisticated insight into the different ways through which law shapes behavior. Addresses both the economic amoral rational choice theories, as well as ideas from social psychology, criminology, and sociology about the moral, social, and unconscious dimensions of compliance.

Restriction: Graduate students only. Psychology and Social Behavior Majors only.

PSY BEHPSCI P254. Mental Health and the Law. 4 Units.
Explores the history of criminalization of persons with mental illness. Topics include challenges and needs of persons with mental illness; civil and outpatient commitment; law enforcement responses to persons with mental illness; and mentally ill offenders in jails and prisons.

Restriction: Master of Legal & Forensic Psy Degree students only. Graduate students only.

PSY BEHPSCI P258. Health Psychology. 4 Units.
Interdisciplinary exploration of emerging fields of health psychology and behavioral medicine. Topics: role of stress in development/treatment of medical problems; sociocognitive determinants of health and illness; interpersonal health transactions; behavioral approaches to medical problems such as diabetes, obesity, hypertension.

Restriction: Graduate students only.

PSY BEHPSCI P262. Interpersonal Processes and Health. 4 Units.
Examines traditions of research linking interpersonal processes to emotional or physical health. Topics include: role of social support in ameliorating stress, effects of social control on health-compromising behaviors, adverse effects of social relationships on health, causes of deficient social relationships.

Restriction: Graduate students only.

PSY BEHPSCI P263. Eyewitness Testimony. 4 Units.
Examines the evidence that shows that faulty eyewitness memory is the major cause of wrongful convictions. Explores what the legal system thinks of eyewitness testimony and how the legal system has dealt with eyewitness issues.

Same as CRM/LAW C263. Restriction: Graduate students only.

PSY BEHPSCI P264A. Quantitative Methods in Psychology. 4 Units.
Statistical techniques for inference in psychological research including point, interval, and effect size estimation to establish test association between variables. General Linear Model techniques include single- and multifactor analysis of variance with use of linear contrasts and post hoc comparisons.

Restriction: Graduate students only.

PSY BEHPSCI P264B. Advanced Quantitative Methods in Psychology. 4 Units.
Focuses on proper specification of multivariable regression models with emphasis on inferences using OLS and logistical regression. Emphasizes framework for assessing interaction and other complex relationships between response and predictor variables. Use of statistical software to analyze data.
Prerequisite: PSY BEHPSCI P264A
Restriction: Graduate students only.

**PSY.BEHPSCI P265. Memory and the Law. 4 Units.**
Examines the controversial topic of repressed memory, or perception and memory of real-world events.
Same as CRM/LAW C265.
Restriction: Graduate students only.

**PSY.BEHPSCI P266. Psychology and the Law. 4 Units.**
Overview of how psychology is applied to the civil and criminal justice systems, how case law shapes this application, and how legal decisions affect the direction of psychological research. Interdisciplinary approach to research in psychology, law, and/or criminology.
Same as CRM/LAW C266.
Restriction: Graduate students only.

**PSY.BEHPSCI P268. Coping with Stressful Life Events. 4 Units.**
Explores how individuals cope with serious life crises (e.g., illness, bereavement), life transitions, and daily stressors. Considers how such events impact on people’s cognitions, emotions, and health, and the role of others in the coping process.
Restriction: Graduate students only.

**PSY.BEHPSCI P271. Human Evolution and Behavior. 4 Units.**
Covers theories and empirical research concerning the evolutionary origins of human behaviors and their variations. An interdisciplinary course emphasizing both evolutionary psychology (e.g., mating strategies, kinship, and parenting) and molecular evolution (i.e., evolution of genes for various behaviors).
Same as BIOCHEM 217.
Restriction: Graduate students only.

**PSY.BEHPSCI P273. Biobehavioral Aspects of Health and Illness. 4 Units.**
Examines the behavior-physiology interactions of some major bodily systems: the nervous, cardiovascular, gastrointestinal, and endocrine systems. Analysis of normal and abnormal states of these systems as they relate to tissue injury, disease, and rehabilitation.
Restriction: Graduate students only.

**PSY.BEHPSCI P274. The Psychobiology of Stress. 4 Units.**
Introduction to stress physiology and psychoneuroimmunology and critical review of research in this area. Examines bi-directional relationships between psychological factors (e.g., stressors, social processes, emotions), neuroendocrine and immune systems, and disease.
Restriction: Graduate students only.

**PSY.BEHPSCI P275. Special Topics in Psychology and Social BehaviorPsychological Science. 4 Units.**
Topics covered vary with interests of instructor.
Repeatability: Unlimited as topics vary.
Restriction: Graduate students only.

**PSY.BEHPSCI P276. Meta Analysis. 4 Units.**
The process of synthesizing results from a number of studies that address a common research question is often referred to as meta-analysis. This applied course explores the meta-analysis process from the coding of retrieved studies to the final research synthesis.
Restriction: Graduate students only.

**PSY.BEHPSCI P279. Prosocial Behavior. 4 Units.**
Focuses on detailed discussions of selected topics in contemporary psychology to hone in on a set of core processes that enable prosocial action, cooperation, and helping.
Restriction: Graduate students only.

**PSY.BEHPSCI P280. Interdisciplinary Salivary Bioscience. 4 Units.**
Theory and research on the integration of salivary analytes into.
Restriction: Graduate students only.

**PSY.BEHPSCI P285. Anger: A Turbulent Emotion. 4 Units.**
Provides an enriched perspective on anger beginning with its understanding in classical antiquity. Topics include developmental processes and trauma, anger physiology and neuroscience, anger-related physical health impairments, and the involvement of anger in psychopathology and violence.
Restriction: Graduate students only.

**PSY BEHPSCI P289. The Teaching of Psychology. 4 Units.**

Provides students with the theory and skills needed to teach undergraduate psychology courses. Covers research on theories and methods of teaching, curriculum design, and evaluation. Students also gain practical experience preparing and presenting material.

Grading Option: Satisfactory/unsatisfactory only. Repeatability:

May be repeated for credit unlimited times.

Restriction: Graduate students only. Psychology and Social BehaviorPsychological Science Majors only.

**PSY BEHPSCI P290. Research in Developmental Psychology. 4 Units.**

Introduces graduate students to research conducted by individual faculty members in the area of developmental psychology. This is accomplished by having students involve themselves in the conceptualization, strategy, and implementation of the faculty member’s research.

Repeatability: May be repeated for credit unlimited times. Restriction:

Graduate students only.

**PSY BEHPSCI P291. Research in Health Psychology. 4 Units.**

Introduces graduate students to research conducted by individual faculty members in the area of health psychology. This is accomplished by having students involve themselves in the conceptualization, strategy, and implementation of the faculty member’s research.

Repeatability: May be repeated for credit unlimited times. Restriction:

Graduate students only.

**PSY BEHPSCI P292. Research in Psychopathology and Behavior Disorder. 4 Units.**

Introduces graduate students to research conducted by individual faculty members in the area of psychopathology and behavior disorder. This is accomplished by having students involve themselves in the conceptualization, strategy, and implementation of the faculty member’s research.

Repeatability: May be repeated for credit unlimited times. Restriction:

Graduate students only.

**PSY BEHPSCI P293. Research in Social and Personality Psychology. 4 Units.**

Introduces graduate students to research conducted by individual faculty members in the area of social and personality psychology. This is accomplished by having students involve themselves in the conceptualization, strategy, and implementation of the faculty member’s research.

Repeatability: May be repeated for credit unlimited times. Restriction:

Graduate students only.

**PSY BEHPSCI P294A. Research Directions in Psychology and Social BehaviorPsychological Science. 2 Units.**

Introduces students to the current research of faculty, graduate students, and visitors to the Department of Psychology and Social BehaviorPsychological Science. Includes examination of contemporary research issues and controversies, as well as issues related to students’ development as professionals.

Grading Option: Satisfactory/unsatisfactory only. Repeatability:

May be repeated for credit unlimited times.

**PSY BEHPSCI P294B. Research Directions in Psychology and Social BehaviorPsychological Science. 2 Units.**

Introduces students to the current research of faculty, graduate students, and visitors to the Department of Psychology and Social BehaviorPsychological Science. Includes examination of contemporary research issues and controversies, as well as issues related to students’ development as professionals.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be repeated for credit unlimited times.

**PSY BEHPSCI P294C. Research Directions in Psychology and Social BehaviorPsychological Science. 2 Units.**

Introduces students to the current research of faculty, graduate students, and visitors to the Department of Psychology and Social BehaviorPsychological Science. Includes examination of contemporary research issues and controversies, as well as issues related to students’ development as professionals.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be repeated for credit unlimited times.

**PSY BEHPSCI P295. Research in Psychology and Law. 4 Units.**
Department of Psychology and Social Behavior Psychological Science

Introduces graduate students to research conducted by individual faculty members in the area of psychology and law. This is accomplished by having students involve themselves in the conceptualization, strategy, and implementation of the faculty member's research.

Repeatability: May be repeated for credit unlimited times.

Restriction: Graduate students only.

**PSY.BEHPSY** P296. Doctoral Dissertation Research and Writing. 4-12 Units.
Dissertation research with Psychology and Social Behavior Psychological Science faculty. Prerequisite: Advancement to candidacy.
Grading Option: Satisfactory/unsatisfactory only.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.

**PSY.BEHPSY** P298. Directed Studies in Psychology and Social Behavior Psychological Science. 2-4 Units.
Directed study with Psychology and Social Behavior Psychological Science faculty.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.

**PSY.BEHPSY** P299. Independent Studies in Psychology and Social Behavior Psychological Science. 2-8 Units.
Independent research with Psychology and Social Behavior Psychological Science faculty.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.
Appendix F
Sample Printout of Proposed Modifications Sent through the CIM System

Changes saved but not submitted

PSCI PSB-P204

Adolescence

Formerly listed as: PSB P204
Last approved: 03/13/13 10:33 pm, Last edit: 04/16/18 4:35 pm

Effective Term: Fall 2018
Subject: PSCI - Psychological Sciences PSB-
         Psychology-and-Social-Behavior (PSY
         BEH)
Course Number: P204
Cross-Listed with
School(s)
Concurrent
Course Title: Adolescence
Abbreviated Title: Adolescence

Topics Titles
Catalogue Description
Considers pubertal and cognitive changes and their social consequences; the family,
peer group, school, and cultural contexts in which adolescence is embedded; and
selected psychosocial issues including autonomy, identity, health, and well-being.

Units: 4
Workload Units

Class Type: Class Type Hours
<table>
<thead>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Will this course be offered ONLINE? No

Corequisites
Advisory
Corequisites

Registration Prerequisites

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<thead>
<tr>
<th>And/Or (Course/Test Code</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Also Coreq?</th>
</tr>
</thead>
</table>

Advisory
Prerequisites

Overlaps With

Registration Restrictions
Graduate ONLY

Restriction Type

Advisory
Restriction(s)

Is this course part of the required or core curriculum?

Grading Option Letter Grade with S/U
Repeatability May be taken once for credit
Courses to be offered Fall Spring
Winter
Course Materials
Fee
Supporting Documents
Justification for proposal
  Updating course subject codes to reflect the proposed degree name change
  Adjusting restriction statement. Reviewed for QC.
Comments

Key: 8293
May 2, 2018

TO: MARIA PANTELIA, CHAIR, ACADEMIC SENATE

RE: DEPARTMENT AND PROGRAM NAME CHANGES IN THE SCHOOL OF SOCIAL ECOLOGY

I am forwarding for Senate consideration the attached proposal for three simple name changes:

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Psychology and Social Behavior</td>
<td>Department of Psychological Science</td>
</tr>
<tr>
<td>BA in Psychology and Social Behavior</td>
<td>BA in Psychological Science</td>
</tr>
<tr>
<td>PhD in Psychology and Social Behavior</td>
<td>PhD in Psychological Science</td>
</tr>
</tbody>
</table>

Please note that these actions do not involve modifications in degree requirements and do not require new resources. I understand that the name change for the department and undergraduate degree are facilitated at the campus level, while the change for the doctoral program will require CCGA review beyond that of the Divisional Senate.

The letters of support from the department chair and dean describe the process through which faculty developed their request in collaboration with the School of Social Sciences and in consideration of other programs on campus. I applaud this approach and endorse all three actions.

Sincerely,

Enrique J. Lavernia
Provost and Executive Vice Chancellor

C: Vice Provost Stepan-Norris
   Executive Director Schonfeld
April 27, 2018

To: Enrique Lavernia, EVC and Provost
From: Nancy Guerra, Dean of Social Ecology

Re: Proposal to change the name of the Department of Psychology and Social Behavior and the names of the department’s degree programs

Dear Provost Lavernia,

I would like to offer my strong support to the proposal developed by the Department of Psychology and Social Behavior (appended) to change the name of the department and the names of its degree programs. Specifically, the department wishes to change its name to the Department of Psychological Science and proposes parallel changes to the names of its undergraduate and graduate degree programs. The current B.A. in Psychology and Social Behavior would be changed to the B.A. in Psychological Science, and the current Ph.D. in Psychology and Social Behavior would be changed to the Ph.D. in Psychological Science.

As noted in the proposal, the requested changes were considered through a process that included consultation with the Department of Cognitive Sciences, the Dean of the School of Social Ecology, and the Dean of the School of Social Sciences. To facilitate this consultation, the two Deans established a Committee on Psychology at UCI, charged with addressing the requested department and degree name changes in a way that would: advance the intellectual and research missions of cognitive and psychological sciences at UCI; reduce confusion among undergraduates about the different degree programs in psychology currently offered at UCI; foster the development of unified website designed to enhance the visibility and accessibility of information regarding options for training in psychology at UCI; and respond to faculty concerns that the current department name, Psychology and Social Behavior, conveys an overly narrow emphasis on social behavior (see appended charge to the committee).

The Committee on Psychology at UCI included representatives from both Psychology and Social Behavior and Cognitive Sciences and, through a series of meetings, it met the key objectives outlined in the committee charge and reached an agreement to support the department name change and changes in the names of undergraduate and graduate degrees offered by both departments. As described in the proposal, the agreement includes not only the changes requested by the Department of Psychology and Social Behavior but also coordinated changes in the degree offerings of the Department of Cognitive Sciences, with its B.A. in Psychology replaced by a B.S. in Psychology, to be offered alongside an existing B.S. in Cognitive Sciences. At the graduate level, the Ph.D. in Psychology (including a concentration in Cognitive
Neuroscience) offered by Cognitive Sciences would be replaced by a Ph.D. in Cognitive Sciences. Changes pertaining to these degrees within Cognitive Sciences will be described in a separate proposal.

I have discussed the proposed changes with the Chair of Psychology and Social Behavior, Karen Rook, and with Dean Bill Maurer. Both Dean Maurer and I met with the Committee on Psychology at UCI to discuss the proposed changes. I am satisfied, therefore, that the processes of consultation were thorough and that the proposed changes will benefit each of the departments and will offer a clearer and more appealing menu of options for training and research in cognitive and psychological sciences at UCI.

Further, as someone who has spent my career in a Department of Psychology, I agree that the name Department of Psychological Science is a better representation of both what the department offers and where the field is headed. Many departments across the country, as well as emerging professional associations, are changing their names to include mention of “science.” Further, the educational and research programs of the Department of Psychology and Social Behavior do not focus specifically on social behavior in a manner that warrants including this phrase in the department’s name. As noted in the proposal, the department’s specializations currently include affective science, developmental psychology, health psychology, psychology and the law, and social/personality psychology. Later this year, the department will submit a proposal to add clinical psychology as a fifth area. As the department continues to expand, having a name and degree names that adequately reflect the breadth of emphases in the department is extremely important.

I believe that the proposed department name change and the coordinated degree name changes recommended by the Committee on Psychology at UCI will serve both departments well and will clarify and strengthen opportunities to recruit and training outstanding graduate and undergraduate students alike.

In sum, I strongly support this request.

Thank you for your consideration,

Nancy Guerra, Dean
School of Social Ecology
Attached please find a proposal to change the name of the Department of Psychology and Social Behavior to the Department of Psychological Science and the names of the department’s undergraduate and graduate degrees to B.A. in Psychological Science and Ph.D. in Psychological Science, respectively. This proposal replaces a proposal previously submitted on October 26, 2016 that focused solely on a request to change the name of the department. That proposal had the unanimous endorsement of the department faculty, your endorsement, and Provost Lavernia’s endorsement. The proposal was redirected to the department, however, by former Senate Chair, William Parker, for further consideration, in consultation with the Department of Cognitive Sciences. With your input and that of Dean Bill Maurer, that consultation was broadened through the establishment of a Committee on Psychology at UCI, charged with addressing the requested department name change in concert with changes in the undergraduate and graduate degrees currently offered by each department. Membership of the committee included faculty from the Department of Psychology and Social Behavior (Karen Rook, Department Chair and Committee Co-Chair; Chuansheng Chen; Linda Levine) and the Department of Cognitive Sciences (Ramesh Srinivasan, Department Chair and Committee Co-Chair; Michael Lee; Virginia Richards). The charge to the committee (appended) also included a request to consider the broader status of Psychology at UCI.

A series of meetings and discussions with the two department chairs, the two Deans, and the full committee took place in the spring and summer of 2017. Those exchanges resulted in an agreement to support the department name change and coordinated changes in the undergraduate and graduate degrees offered by both departments. This agreement is described in the attached proposal. The proposal was voted on by the faculty of the Department of Psychology and Social Behavior and received unanimous support (vote summary attached). I strongly support the proposal, as well, and I believe that the complementary changes proposed the Department of Psychology and Social Behavior and Department of Cognitive Sciences are responsive to each of the points raised in the committee charge. Attached please find a letter of support from Chair Srinivasan for the changes proposed by our department, and my letter of support for the degree changes proposed by Cognitive Sciences.

If you support the proposed change to the name of our department, in concert with coordinated changes in our existing B.A. and Ph.D. degrees, my understanding is that your expression of support will be relayed along with the proposal, to Provost Lavernia, for his consideration, in consultation with relevant Academic Senate Councils.

Thank you very much for considering our proposal. I would be happy to discuss any questions you might have regarding the proposal.

Karen S. Rook
Professor and Chair
Proposal to Change the Name of the Department of Psychology and Social Behavior and the Names of the B.A. and Ph.D. Degrees Offered by the Department

Submitted by the Department of Psychology and Social Behavior

April 27, 2018

This proposal requests approval to change: a) the name of the Department of Psychology and Social Behavior to the *Department of Psychological Science*, b) the name of the B.A. in Psychology and Social Behavior to *B.A. in Psychological Science*, and c) the name of the Ph.D. in Psychology and Social Behavior to *Ph.D. in Psychological Science*. This proposal by the Department of Psychology and Social Behavior complements proposed changes in the degrees offered by the Department of Cognitive Sciences, as described on p. 3. The faculty of the Department of Psychology and Social Behavior voted unanimously to support the proposed changes. The Chair of the Department of Psychology and Social Behavior, Karen Rook, supports this proposal, as indicated in the cover memo that accompanies the proposal. A statement of support from the Chair of the Department of Cognitive Sciences, Ramesh Srinivasan, is attached.

**Requested Department Name Change**

In the past 16 years, since its establishment in 1992, the Department of Psychology and Social Behavior has grown to encompass five core areas of psychological science: affective science, developmental psychology, health psychology, psychology and the law, and social/personality psychology. This year, the department will submit a proposal to add a sixth area, clinical psychology. The emphasis on “social behavior” in the current department name – Psychology and Social Behavior – fails to represent the expertise the faculty in these core areas. As a result, we request that the name of the department be modified to omit the words “Social Behavior” and to change “Psychology” to “Psychological Science.” The new department name, therefore, would be the Department of Psychological Science.

The requested department name change is motivated by the following key considerations:

1) The proposed name will more accurately convey the broad range of research and training specializations within the department. Importantly, it will aid in recruiting prospective graduate students beyond those interested in studying social processes and behavior per se. For example, students interested in affective science or clinical psychology could more easily envision pursuing their graduate studies in a Department of Psychological Science than a Department of Psychology and Social Behavior. Currently, the majority of students who apply to our graduate program are seeking training in social psychology, and we believe that the name change will increase the number of applicants in the other areas.

2) We believe that this name change is critical as we seek to implement a clinical psychology graduate specialization because our department will need to attract faculty leaders and prospective graduate students in clinical psychology who have interests in both clinical science and clinical practice. They will readily recognize the science-based and multi-faceted academic mission of a Department of Psychological Science, but less so a Department of Psychology and Social Behavior.

3) Recurring confusion exists on and off campus between the Department of Psychology and Social Behavior and the Department of Psychiatry and Human Behavior. The proposed name change would largely eliminate that confusion.
4) A department name has implications for its ranking in the broader field of psychology. The unusual name, Psychology and Social Behavior, is a disadvantage in this regard.

5) Virtually all major research universities have departments that offer training in psychology. Nearly all of these departments have one of three names: Department of Psychology; Department of Psychological Science; or Department of Psychological and Brain Sciences. The breadth of research, teaching, and training within our department makes adoption of a conventional name appropriate, and UCI would benefit in rankings and recruitment of students from having a conventionally named psychology department.

We wish to note, as a broader context for the proposed change, that professional associations and departments throughout the country are increasingly shifting from use of the term “psychology” to use of the term “psychological science.” The shift represents contemporary trends in the field and in the marketplace for students and academic colleagues. Our largest academic society, to which many faculty belong, is the Association for Psychological Science, and a number of departments have changed their name accordingly. For example, the University of Connecticut, Vanderbilt University, and Purdue University, among others, have changed their department name to the Department of Psychological Science. Other departments, such as those at Johns Hopkins University, Dartmouth University, University of Iowa, Boston University, and the University of California, Santa Barbara have changed their name to the Department of Psychological and Brain Sciences. The requested department name change, therefore, is consistent with national trends.

**Requested Degree Name Changes**

In keeping with the requested department name change and, as an outgrowth of the consultative process with the Committee on Psychology at UCI and with Deans Guerra and Maurer, we request that our existing degree names be changed to mirror the change in our department name. Specifically, we request that the B.A. in Psychology and Social Behavior be changed to **B.A. in Psychological Science** and that the Ph.D. in Psychology and Social Behavior be changed to **Ph.D. in Psychological Science**. The proposed degree name changes are elements of the agreement reached by the Committee on Psychology at UCI, in concert with Deans Guerra and Maurer.

The agreement reached by the Committee on Psychology at UCI, together with Deans Guerra and Maurer, calls for complementary changes in the degree offerings of the Department of Cognitive Sciences. The Department of Cognitive Sciences will launch a **B.S. in Psychology** in Fall 2019. In 2022-23, and in consultation with both deans and departments, Cognitive Sciences will **phase out the B.A. in Psychology**. The Department of Cognitive Sciences also proposes to change the name of its M.A. degree from M.A. in Psychology to **M.S. in Cognitive Sciences** and the name of its Ph.D. degree from the Ph.D. in Psychology to **Ph.D. in Cognitive Sciences**. Three different Master’s degree tracks (Cognitive Sciences, Cognitive Neuroscience, and Statistics) will lead to the Ph.D. in Cognitive Sciences. Details regarding these proposed changes are addressed in proposals submitted by the Department of Cognitive Sciences. Please note that a letter from the Chair of Psychology and Social Behavior expressing support for these proposed changes is appended.

A number of universities (e.g., Yale University, Duke University, Ohio State University) offer both B.A. and B.S. degrees in psychology. B.A. degrees often provide greater breadth in course offerings within psychology, and students who pursue the B.A. degree also typically take more courses in fields outside the major. Students who pursue a B.S. degree typically take more
laboratory courses and courses in mathematics and the natural sciences, and take somewhat fewer courses in fields outside the major. Within the UC system, UC Davis, UC Riverside, and UC San Diego offer both B.A. and B.S. degrees in psychology; UC Los Angeles offers a B.A. in Psychology, a B.A. in Cognitive Science, and a B.S. in Psychobiology; UC Santa Barbara offers a B.A. in Psychology and a B.S. in Psychological and Brain Sciences. Students appear to be quite capable of comprehending the B.A.-B.S. distinction, and websites at many of these universities also provide guidance to students concerning the differences between B.A. and B.S. degrees in psychology. We believe that UCI students will be able to understand these differences as well, and department counselors and relevant websites will provide similar guidance for students.

The proposed degree changes for the Department of Psychology and Social Behavior are supported by the Committee on Psychology at UCI, Deans Guerra and Maurer, and the faculty of the Department of Psychology and Social Behavior. These changes will allow the departments to offer training at the undergraduate and graduate levels that reflects each department’s respective emphases, strengths, pedagogical goals, and plans for growth. We also believe that the proposed changes to degree names and the degrees offered will better serve UCI undergraduate students and graduate students than do the current degrees. Less duplication and confusion will exist across the degrees to be offered, and we will create a website (described below), supplemented by enhanced training of undergraduate and graduate counselors, to advise students about the options for studying psychology at UCI and how these options differ. Again, students’ understanding of these different options will be aided by degree names that are considerably less duplicative and draw sharper distinctions than is the case currently.

### Summary: Proposed Changes in Department and Degree Names and Offerings

<table>
<thead>
<tr>
<th>Dept. Name</th>
<th>Current names</th>
<th>Proposed names</th>
</tr>
</thead>
<tbody>
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<td>Undergraduate Degree</td>
<td>• B.A. in Psychology and Social Behavior</td>
<td>• B.A. in Psychological Science</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>• Ph.D. in Psychology and Social Behavior</td>
<td>• Ph.D. in Psychological Science</td>
</tr>
</tbody>
</table>

### Psychology at UCI Website

Another outgrowth of the deliberations by the Committee on Psychology at UCI is a recommendation, supported by Deans Guerra and Maurer, to revive and enhance a largely dormant website that provides a broad overview of options for training in psychology at UCI. The current proposal has understandably focused on proposed changes and plans of the two departments at UCI that currently offer formal degree programs in psychology, the Department of Psychology and Social Behavior and the Department of Cognitive Sciences. We recognize, however, that relevant courses and mentored research opportunities in psychology exist elsewhere at UCI, such as the Department of Neurobiology and Behavior, School of Education, School of Nursing, and School of Medicine (among others). We will invite faculty from those units to participate in the website by listing relevant opportunities for undergraduate and graduate training in psychology. We believe that this portal will enhance the visibility and accessibility of information regarding options for training in psychology at UCI for internal and external constituents alike, thereby helping to enhance the stature and overall profile of psychological and cognitive sciences at UCI.
Psychology at UCI Committee: Charge

April 12, 2017
Karen Rook, Chair, Psychology and Social Behavior
Linda Levine, Professor, Psychology and Social Behavior
Chuansheng Chen, Professor, Psychology and Social Behavior
Ramesh Srinivasan, Chair, Cognitive Sciences
Michael Lee, Professor, Cognitive Sciences
Virginia Richards, Professor, Cognitive Sciences

We write to constitute a joint committee of the Departments of Cognitive Sciences and Psychology and Social Behavior to make recommendations regarding coordination between these two departments and our two schools. We seek your service on this committee.

Several efforts have taken place over the years for greater or lesser coordination between these departments. We would like to charge the committee to be forward-thinking and to advise us on possible future arrangements that help achieve the following goals:

1) Advancing the intellectual and research mission of cognitive and psychological sciences at UC Irvine at a whole. This is an opportune time to think about the departments’ strengths, given current faculty recruitments, central campus hiring initiatives that have benefited these two departments, the possibility of further growth based on enrollment, and the campus’s strategic plan.

2) Reducing confusion among undergraduates about the different degree programs offered.

3) Providing a single portal or shop front for branding purposes for external and internal constituencies, in order to enhance the departments’ stature and the overall profile of cognitive and psychological sciences at UC Irvine.

4) Addressing the concern of Psychology and Social Behavior faculty about their name and need to find an alternate that does not emphasize social behavior.

The work of the committee may entail assessing current coordination between the two departments at the level of undergraduate and graduate instruction; imagining new programs including cross-school BA/BS, MA/MS and PhD programs (even bringing in other partners, such as Bio Sci and Medicine); exploring coordinating mechanisms such as an executive committee with representatives from both departments, a meta-level “face” such as a “Division” (within the boundaries of the APM/APP), or some other option, and a new name for the Department of Psychology and Social Behavior.

Our intention in constituting this committee is not only to resolve the department name or designation problem that surfaced this year. It is rather to take the occasion of a confluence of factors (consistent and enhanced departmental strength; actual and potential growth; new leadership; and a new capital campaign) to see if it is worth rethinking even more broadly how we are currently doing things.

We will use your recommendations to weigh options for the future, as well as to help us make the case to the Provost for resource allocations for our units. We are setting a provisional deadline of July 1 for your recommendations. Thank you very much for this important service.

Bill and Nancy
April 26, 2018

ENRIQUE LAVERNIA
EXECUTIVE VICE CHANCELLOR AND PROVOST

Vote Summary: Proposal to Change the Name of the Department of Psychology and Social Behavior and the Names of the B.A. and Ph.D. Degrees Offered by the Department

Votes of the faculty of the Department of Psychology and Social Behavior for each of three proposed actions to change the name of the department, the name of its B.A. program, and the name of its Ph.D. program are summarized below.

1) Vote to change the name of the department from the Department of Psychology and Social Behavior to the Department of Psychological Science:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Eligible</th>
<th>Yes</th>
<th>No</th>
<th>Abstain</th>
<th>No Response</th>
</tr>
</thead>
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<tr>
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<tr>
<td>Professor/SLSOE</td>
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</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) Vote to change the name of the B.A. in Psychology and Social Behavior to B.A. in Psychological Science:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Eligible</th>
<th>Yes</th>
<th>No</th>
<th>Abstain</th>
<th>No Response</th>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

3) Vote to change the name of the Ph.D. in Psychology and Social Behavior to Ph.D. in Psychological Science:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Eligible</th>
<th>Yes</th>
<th>No</th>
<th>Abstain</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Total</td>
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<td></td>
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</tr>
</tbody>
</table>

A total of 28 votes were cast of 28 eligible voters.
* The Chair expresses her support via memo and is not included in the vote summary.
* One faculty member is on leave.
April 19, 2018

KAREN ROOK
CHAIR, PSYCHOLOGY & SOCIAL BEHAVIOR

RE: LETTER OF SUPPORT FOR DEPARTMENT NAME AND UNDERGRADUATE AND GRADUATE PROGRAMS
   CHANGES

Dear Karen:

The Department of Cognitive Sciences supports the following changes proposed by the Department of Psychology and Social Behavior:
1. Department name change to Psychological Science;
2. Undergraduate degree title change to: B.A. in Psychological Science;
3. Graduate degree title change to: Ph.D. in Psychological Science

Our understanding is that the Department of Psychology and Social Behavior also supports the following changes to our programs:
1. Offering of a B.S. in Psychology starting Fall 2019;
2. Review of our existing B.A. in Psychology in 2022-23 with the intent to sunset the program;
3. Change in our master’s degree title from an M.A. in Psychology to an M.S. in Cognitive Sciences;
4. Change in our graduate degree title from a Ph.D. in Psychology to a Ph.D. in Cognitive Sciences

We believe these changes to our undergraduate and graduate programs, aligned with changes being proposed by the Department of Psychology and Social Behavior, will provide a comprehensive set of clearly delineated choices for training in Psychology and Cognitive Sciences at UCI.

Sincerely,

Ramesh Srinivasan
Professor and Chair
RE: Letter of Support for Degree Changes Proposed by the Department of Cognitive Sciences

Dear Ramesh,

The Department of Psychology and Social Behavior supports the following changes proposed by the Department of Cognitive Sciences to its degree programs:

1. Offering a B.S. in Psychology starting Fall 2019;
2. Reviewing the existing B.A. in Psychology in 2022-23, with the intent of phasing out this degree program;
3. Changing the title of the M.A. in Psychology to M.S. in Cognitive Sciences;

I appreciate your expression of support for the following changes proposed by the Department of Psychology and Social Behavior, as reflected in your letter dated April 19, 2018:

1. Changing the name of our department from the Department of Psychology and Social Behavior to the Department of Psychological Science;
2. Changing the title of our undergraduate degree from B.A. in Psychology and Social Behavior to B.A. in Psychological Science;
3. Changing the title of our graduate degree from Ph.D. in Psychology and Social Behavior to Ph.D. in Psychological Science.

I believe that the proposed changes will allow our departments to offer training at the undergraduate and graduate levels that reflects their respective emphases, strengths, pedagogical goals, and plans for growth. In addition, the proposed name change for our department will better accommodate the range of research and training specializations within the department. We look forward to collaborating with you on an improved Psychology at UCI website that will help prospective students identify the academic program that best meets their needs and that will enhance the overall visibility and stature of psychological and cognitive sciences at UCI.

Sincerely,

Karen Rook
Professor and Chair