

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

Senate Document Number 2617S
Date of Senate Approval 03/02/17

Statement of Faculty Senate Action:

APC Document 23 (PSYC): **Change the Psychology Curriculum from 3 credit hours to 4, revising course descriptions as necessary; Change the Psychology major and minor requirements, and the requirements to declare a major**

Effective Date: Fall 2017

1. Delete the following course entries for the Psychology Department, and replace with new course entries (changes are marked in red for convenience). The descriptions and credit hours for PSYC 342, 347 and 362 are not changing, and are therefore not included below.

A. Delete:

100 Introductory Psychology (3)

An overview of scientific foundations and core concepts in psychology with emphasis on basic and applied research across major fields in the discipline. Topics include brain and behavioral processes, personality and social processes, and research methodology. No credit given to students who have credit for PSYC 101 or 102. Fall and Spring.

Add:

100 Introductory Psychology (4)

An overview of scientific foundations and core concepts in psychology with emphasis on basic and applied research across major fields in the discipline. Topics include brain and behavioral processes, personality and social processes, and research methodology. **Additional activities may include simple empirical readings and replications of selected classic experiments in psychology to emphasize the scientific nature of the discipline. Information on careers and graduate study in psychology will also be introduced.** Fall and Spring.

B. Delete:

200 Social Psychology (3)

Survey of research and theory of the individual in social context: social cognition, social influence and social relations. Topics include social perception, attitudes, cultural influence, conformity, persuasion, group process, aggression, altruism and attraction. Prerequisite: PSYC 100. See department chair.

Add:

200 Social Psychology (4)

Survey of research and theory of the individual in social context: social cognition, social influence and social relations. Topics include social perception, attitudes, cultural influence, conformity, persuasion, group process, aggression, altruism and attraction. **Students will be required to participate in the following types of activities: group-based discussion, critical thinking activities, reflection activities, replication of studies using classroom data.** Prerequisite: PSYC 100. **Every year.**

C. Delete:

201 Research Methods I (3)

An introduction to fundamental concepts of research in psychology emphasizing the design of experimental and correlational studies, basic statistics, and critical evaluation of research. Prerequisite: 3 hours in psychology. Fall and Spring.

Add:

201 Research Methods I (4)

An introduction to fundamental concepts of research in psychology emphasizing the design of experimental and correlational studies, basic statistics, and critical evaluation of research. **Course activities will require active engagement with study design, critical evaluation of research, and data analysis and interpretation using spreadsheet and statistical software. Prerequisite: 4 hours in psychology.** Fall and Spring.

D. Delete:

202 Research Methods II (3)

Continued study of research techniques and methods of data analysis. Special attention to relationship of research design to analysis. Requires an individual research project. Prerequisite: 8 hours in psychology including PSYC 201 or permission of instructor. Fall and Spring.

Add:

202 Research Methods II (4)

Continued study of research techniques and methods of data analysis. Special attention to relationship of research design to **statistical** analysis. Prerequisite: 6 hours in psychology including PSYC 201. Fall and Spring.

E. Delete:

208 Abnormal Psychology (3)

Addresses the symptoms, possible causes and treatments of mental disorders, with discussion of the diagnostic DSM system, anxiety, adjustment and stress disorders; depression and mood disorders; dissociative and somatoform disorders; personality disorders; schizophrenia and other psychotic disorders, and strategies for prevention and promoting personal resilience. No credit given to students who have credit for PSYC 308. Prerequisite: PSYC 100. See department chair.

Add:

208 Abnormal Psychology (4)

Addresses the symptoms, possible causes and treatments of mental disorders, including depressive, anxiety, stressor-related, psychotic, and personality disorders. Course involves exploration of major controversies in the field, including diagnostic and categorization systems. Students will complete writing and application projects emphasizing critical thinking and reflection. Prerequisite: PSYC 100. Every year.

F. Delete:

214 Developmental Psychology (3)

A comprehensive survey of cognitive, linguistic, and social-emotional development from conception through adolescence, focusing on how past and current research informs theoretical perspectives on developmental change. Emphasis on the influence of social interaction and culture in development. No credit given to students who have credit for PSYC 317. Prerequisites: PSYC 100. See department chair.

Add:

214 Developmental Psychology (4)

A comprehensive survey of cognitive, linguistic, and social-emotional development from conception through adolescence, focusing on how past and current research informs theoretical perspectives on developmental change. Emphasis on the influence of social interaction and culture in development. **Students will apply scientific content to issues**

currently challenging children worldwide, such as poverty, war and climate change.
Prerequisites: PSYC 100. Every year.

G. Delete:

216 Fundamentals of Neuroscience (NEUR 216) (3)

An introduction to psychological neuroscience. Topics include research methods, basic anatomy and physiology of mammalian nervous systems, mechanisms of neuronal development and integration, vision and other senses, sensory-motor control, basic drives and behavioral systems. No credit given to students who have credit for PSYC 215. Prerequisite: PSYC 100. See department chair.

Add:

216 Fundamentals of Neuroscience (NEUR 216) (4)

An introduction to psychological neuroscience. Topics include research methods, basic anatomy and physiology of mammalian nervous systems, mechanisms of neuronal development and integration, vision and other senses, sensory-motor control, basic drives and behavioral systems. This course will also address historical and modern techniques in comparative neuroanatomy, electrophysiology, and computational neuroscience. Prerequisite: PSYC 100. Every year.

H. Delete:

290 Psychology: Past and Present (3)

An overview of the history of psychology, reviewing the major people, ideas, works and theories that founded and developed modern scientific psychology. No credit given to students who have credit for PSYC 390. Prerequisite: PSYC 100. See department chair.

Add:

290 Psychology: Past and Present (4)

An overview of the history of psychology, reviewing the major people, ideas, works and theories that founded and shaped modern scientific psychology. Emphasis on reading and reacting to classic works in psychology. Course includes discussion of graduate study and careers in psychology. Prerequisite: PSYC 100. Every year.

I. Delete:

307 Health Psychology (3)

An exploration of the contributions of psychology to health promotion, disease prevention, and health behavior change. Topics include research methods, stress and pain, psychoneuroimmunology, behavioral health, and behavioral medicine. Prerequisites: PSYC 100, 201. See department chair.

Add:

307 Health Psychology (4)

An exploration of the impact of biological, social, and psychological processes on health and illness. Topics include research methods, health disparities, stress and pain, psychoneuroimmunology, health promotion, and behavioral medicine. Course includes a major service-learning, research, or application project focused on behavioral health. Prerequisites: PSYC 100, 201. See department chair.

J. Delete:

310 Psychology of Adolescence (3)

Survey of theory and research on physical, sexual, intellectual and personality development from puberty to adulthood with a focus on cultural comparisons. Prerequisites: PSYC 100, 201. Teacher licensure students who have completed PSYC 319 may enroll with permission of instructor. See department chair.

Add:

310 Psychology of Adolescence (4)

A survey of theory and research on physical, cognitive, and psychosocial development during adolescence, as a distinct period of time between childhood and adulthood. This course focuses on the general characteristics of the adolescent experience as well as variation due to culture and other diverse characteristics. Special attention is paid to the social contexts of development. Students will address common myths and misperceptions, as well as discuss strategies to support healthy development.

Prerequisites: PSYC 100, 201. Teacher licensure students who have completed PSYC 319 may enroll with permission of instructor. See department chair.

K. Delete:

311 Psychology of Prejudice (3)

An introduction to the psychology of prejudice, this course discusses stereotyping, prejudice, and discrimination. The course considers a variety of topics including the formation, use and consequences (both positive and negative) of stereotypes and prejudices, and how to cope with and respond to social inequality in ways that may reduce prejudice. Major categories of prejudice and stigma will be addressed, including but not limited to: race, gender, weight, class, age, and sexual orientation/identity.

Prerequisites: PSYC 100, 201. Fall or Spring.

Add:

311 Psychology of Prejudice (4)

An introduction to the psychology of prejudice, this course discusses stereotyping, prejudice, and discrimination. The course considers a variety of topics including the formation, use and consequences (both positive and negative) of stereotypes and prejudices, and how to cope with and respond to social inequality in ways that may reduce prejudice. Major categories of prejudice and stigma will be addressed, including but not limited to: race, gender, weight, class, age, and sexual orientation/identity. This course will include group-based discussion, critical thinking activities and reflection activities.

Prerequisites: PSYC 100, 201. See department chair.

L. Delete:

312 Psychology of Exceptional Children (3)

Study of exceptional children, including those with intellectual disabilities, learning disabilities, attention deficit hyperactivity disorders, speech and communication disorders, physical and health impairments, visual and hearing impairments, autism spectrum disorders, emotional/behavioral disorders, and special gifts and talents. Discussion includes identification as well as accommodation of these learners in both school and community settings. Recommended for teacher licensure students.

Prerequisites: PSYC 100, 201. Recommended prerequisite: PSYC 214 or 319. See department chair.

Add:

312 Psychology of Exceptional Children (4)

Study of exceptional children, including those with intellectual disabilities, learning disabilities, attention deficit hyperactivity disorders, speech and communication disorders, physical and health impairments, visual and hearing impairments, autism, emotional/behavioral disorders, and special gifts and talents. Discussion includes general characteristics as well as individual variation. This course is focused on understanding differences rather than adhering to the medical paradigm of deficiency. Recommended for teacher licensure students.

Prerequisites: PSYC 100, 201. Recommended prerequisite: PSYC 214 or 319. See department chair.

M. Delete:

319 Educational Psychology (3)

An introduction to the principles of educational psychology. Topics include cognitive development in childhood and adolescence, theories of learning, individual differences, motivation, assessment practices, and moral and autonomy development. Principles of teaching and learning will be applied to understanding and promoting learning in classroom situations. Students who have credit for PSYC 318 or 220 may not receive credit for PSYC 319. Prerequisite: EDUC 210 or PSYC 100. Fall and Spring.

Add:

319 Educational Psychology (4)

An introduction to the principles of educational psychology. **Topics include physical, cognitive, and psychosocial development in childhood and adolescence, theories of learning, individual differences such as intelligence and motivation, and assessment and evaluation. Theory and research will be used to understand and explain learning and development, as well as devise strategies to promote optimal learning and development. Projects will focus on the potential classroom application of key concepts and theories.** Prerequisite: EDUC 210 or PSYC 100. Fall and Spring.

N. Delete:

322 Sensation and Perception (3)

A comparative study of sensory systems and perception in humans and other organisms. Topics include computational and biological models of vision, audition, and chemo- and mechanoreception. No credit given to students who have credit for PSYC 325. Prerequisite: PSYC 216 or permission of instructor. See department chair.

Add:

322 Sensation and Perception (4)

A comprehensive study of how we sense and interpret our world via examination of sensory physiology, the neural pathways and structures of sensation and perception, and the principle concepts and theories of the area. Topics include biological, psychological, and theoretical aspects of vision, audition, taste, smell, and the skin senses. Prerequisite: PSYC 216 or permission of instructor. See department chair.

O. Delete:

324 Theories of Personality (3)

Addresses major theories of personality representing psychodynamic, humanistic, and social learning theory (e.g., Freud, Adler, Rogers, Erikson, and Bandura), partly via writing assignments that analyze individuals' lives. No credit given to students who have credit for PSYC 225. Prerequisites: PSYC 100, 201. See department chair.

Add:

324 Theories of Personality (4)

This course addresses major theories of personality and their empirical basis. Course focuses upon applying personality theory, and a host of particular personality constructs, to individuals' lives. As part of application to individual lives, students will learn to administer, score, and interpret a number of personality measures. Prerequisites: PSYC 100, 201. See department chair.

P. Delete:

328 The Psychology of Language (3)

Linguistic, psycholinguistic and neuropsychological perspectives on language and reading. Emphasis on speech perception and production, syntax, linguistic impairment and comparisons across cultures and species. Prerequisites: PSYC 100, 201. See department chair.

Add:

328 The Psychology of Language (4)

Linguistic, psycholinguistic and neuropsychological perspectives on language and reading. Emphasis on speech perception and production, syntax, **loss of language abilities through brain injury**, and comparisons across cultures and species. **Course activities will include reading and responding to important recent papers in the discipline, and in-class lab experiments which demonstrate key psycholinguistic phenomena.** Prerequisites: PSYC 100, 201. See department chair.

Q. Delete:

329 Cognitive Psychology (4)

Fundamentals of research and theory in cognitive science focusing on the core areas of attention, memory, thinking and reasoning, including perspectives from neuroscience, connectionist models, and artificial intelligence. Topic examples include the role of attention in perceptual processing, the dynamics of short- and long-term memory, the role of short-term memory in purposive behavior, and the use of heuristics in judgment and decision-making. Separate laboratory exercises will require collecting and analyzing data from classic experimental tasks including sensory memory, selective attention, short-term memory capability, and stereotype-driven bias in long-term memory. No credit given to students who have credit for PSYC 327. Prerequisites: PSYC 100, 201. See department chair.

Add:

329 Cognitive Psychology (4)

Research and theory in cognitive science focusing on the core areas of attention, memory, thinking and reasoning, including perspectives from neuroscience, connectionist models, and artificial intelligence. **Topics include the role of attention in perception, the dynamics of human memory, and the role of heuristics of reasoning, judging, and deciding. Laboratory exercises will require collecting and analyzing data from classic experimental tasks addressing sensory memory, selective attention, working memory capacity, and memory bias from stereotypes.** Prerequisites: PSYC 100, 201. See department chair.

R. Delete:

334 Psychology of Women (4)

An introduction to a wide range of topics pertaining to women and their experiences. Critical emphases include research methods, development of gender identity, gender roles and comparisons, female adolescence, and psychological topics specific to women that are inadequately covered in traditional fields of psychology. The lab component consists of a research project conducted in the psychology of women discipline, with presentation at an on-campus symposium. No credit given to students who have credit for PSYC 333. Prerequisites: PSYC 100, 201. See department chair.

Add:

334 Psychology of Women (4)

An introduction to a wide range of topics pertaining to women and their experiences. Interdisciplinary focus incorporating research and theory from multiple disciplines of psychology and social science. Topics include research methods, development of gender identity, gender comparisons and gender inequality, diversity among women, and psychological issues specific to females. Course contains a laboratory component in which students undertake empirical research projects, presenting findings at an on-campus symposium. Prerequisites: PSYC 100, 201. See department chair.

S. Delete:

343 Psychology and Law (4)

An examination of the behavior of the participants in the legal system with an emphasis on psychological theory and research related to criminal law. Topics include the psychology of policing, evidence and eyewitness testimony, suspect identification,

criminal behavior, forensic assessment, jury behavior, and punishment. Lab activities will vary by semester and opportunity, but in general the lab component will be designed to increase students' comprehension and application of course content. No credit given to students who have credit for PSYC 313. Prerequisites: PSYC 100, 201. See department chair.

Add:

343 Psychology and Law (4)

An examination of the behavior of the participants in the legal system with an emphasis on psychological theory and research related to criminal law. **Topics include the psychology of policing, evidence and eyewitness testimony, suspect identification, criminal behavior, forensic assessment, jury behavior, sentencing, and the death penalty in North Carolina.** Lab activities will vary by semester and opportunity but will be designed to reinforce basic research methodology skills in the context of death penalty litigation. Prerequisites: PSYC 100, 201. See department chair.

T. Delete:

345 Child Clinical Psychology (3)

Examines children's development of positive mental health and mental disorders. Considers factors influencing development of psychopathology and strategies for helping children, including psychotherapy and prevention. Prerequisites: PSYC 100, 201, 214. See department chair.

Add:

345 Child Clinical Psychology (4)

An examination of mental health conditions that impact children and adolescents as well as assessment and intervention strategies. Additional topics include factors influencing youth adjustment; impact of children's mental health on families, schools, and communities; and effective service delivery. Course projects focus on problem-solving, writing, and critical thinking skills, and involve review, integration, and analysis of primary sources. Prerequisites: PSYC 100, 201, 214. See department chair.

U. Delete:

355 Psychology of Family Violence (4)

Examines theoretical explanations for the presence of violence in American families. Critical emphases include research on the prevention and intervention of child abuse, intimate partner violence, and sexual assault, and an examination of how culture and gender impact family violence. Laboratory activities will vary by semester and will be designed to increase students' comprehension and application of course content. Prerequisites: PSYC 100, 201. See department chair.

Add:

355 Psychology of Family Violence (4)

Examines theoretical explanations for the presence of violence in American families. Critical emphases include research on the prevention and intervention of child abuse, intimate partner violence, and sexual assault, and an examination of how culture and gender impact family violence. **Additional activities** will vary by semester and will be designed to increase students' comprehension and application of course content. Prerequisites: PSYC 100, 201. See department chair.

V. Delete:

367 Human Sexuality (3)

Survey of psychological literature on human sexuality, including the biological bases, sexual behavior, sexuality throughout the life cycle, sexual differences and dysfunctions, interpersonal attraction and communication, and social issues related to human sexuality. Prerequisites: PSYC 100, 201. See department chair.

Add:

367 Human Sexuality (4)

Survey of psychological literature on human sexuality, including the biological bases, sexual behavior, sexuality throughout the life cycle, sexual differences and dysfunctions, interpersonal attraction and communication, and social issues related to human sexuality. **This course requires a literature review and APA-style research proposal on a topic in human sexuality.** Prerequisites: PSYC 100, 201. See department chair.

W. Delete:

368 Psychology of Close Relationships (3)

An exploration of the psychology influencing close relationships. Critical emphases include love, friendship, attraction, intimacy, communication, conflict, loss and grief through discussion of phenomenology, psychological theory and psychological research. No credit given to students who have credit for PSYC 368. Prerequisites: PSYC 100, 201. See department chair.

Add:

366 Psychology of Close Relationships (4)

An exploration of the psychology influencing close relationships. Critical emphases include love, friendship, attraction, intimacy, communication, conflict, loss and grief through discussion of phenomenology, psychological theory and psychological research. **This course requires participation in a group-based project.** No credit given to students who have credit for PSYC 368. Prerequisites: PSYC 100, 201. See department chair.

X. Delete:

412 Senior Seminar in Psychology (4)

An in-depth examination of psychological knowledge and/or practice in one of three types of seminars: 1) topical, in which students read about and discuss an area of psychological research, and then write about an aspect of it in a formal literature review; 2) internship, in which students work in a community setting concerned with the well-being of others, and then write a literature review related to their work; or 3) research, in which students undertake a scientific study by reviewing previous research, collecting and analyzing data, and, then write a report of results. Students also practice formal and informal public speaking. Prerequisite: Minimum of 85 earned hours to include 24 hours in Psychology. Fall and Spring.

Add:

412 Senior Seminar in Psychology (4)

An in-depth examination of psychological knowledge and/or practice in one of three types of seminars: topical, research, or internship. Prerequisite: Minimum of 85 earned hours to include 24 hours in Psychology. Fall and Spring.

Senior Seminar in Psychology: Topical

An in-depth examination of a topical area in Psychology (course topics vary by semester and instructor). Students read, discuss, and write about theoretical and empirical issues relevant to the topical area at an advanced level. This writing intensive course requires writing an APA-style formal research proposal or literature review as well as an oral presentation.

Senior Seminar in Psychology: Research

Students carry out empirical research, developed with their instructor, on a topical area in Psychology (course topics vary by semester and instructor). Students read, discuss, and write about theoretical and empirical issues relevant to the topical area at an advanced level. This writing intensive course requires writing an APA-style research paper as well as an oral presentation.

Senior Seminar in Psychology: Internship and Helping Skills

Students complete 90-hour internships with local community programs, hospitals, psychological or medical centers, or school counseling offices. In addition, the course involves practice in basic interpersonal helping skills, weekly readings and writing reflections, discussion of internship experiences, and, as a writing-intensive course, career-relevant formal writing and presentation assignments. The course has a heavy workload but offers students the opportunity to gain valuable applied experience in preparation for employment, graduate school, or professional school. Enrollment is by permission of instructor only, following completion of the application (available on the UNC Asheville website or from the instructor); preference is given to graduating seniors.

Y. Delete:

499 Undergraduate Research in Psychology (1-6)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at the discretion of the instructor. May be repeated for a total of 6 hours credit. Prerequisites: PSYC 100, 201, 202 and permission of instructor. See department chair.

Add:

499 Undergraduate Research in Psychology (1-4)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at the discretion of the instructor. May be repeated for a total of 6 hours credit. Prerequisites: PSYC 100, 201, 202 and permission of instructor. See department chair.

2. Delete: On page 268, the introductory narrative for the Psychology major:

Students who major in Psychology study a variety of areas within the broader discipline in preparation for graduate school, professional school (e.g., law or medical school) or post-baccalaureate employment. Students begin with basic content courses that introduce the areas within the discipline and basic skills courses that introduce research methodology and data analysis. A series of lab and non-lab elective courses permit students to tailor their major programs to their personal and professional goals. Students may earn up to 6 hours of credit for research. Students are encouraged to plan their curricula in consultation with Psychology faculty who can advise regarding course options, prerequisites, and realistic career objectives.

Add: On page 268, in place of deleted entry:

Students who major in Psychology study a variety of areas within the broader discipline in preparation for graduate school, professional school (e.g., law or medical school) or post-baccalaureate employment. Students begin with basic content courses that introduce the areas within the discipline and basic skills courses that introduce research methodology and data analysis. A series of **upper-level elective** courses permit students to tailor their major programs to their personal and professional goals. Students may earn up to 6 hours of credit for research. Students are encouraged to plan their curricula in consultation with Psychology faculty who can advise regarding course options, prerequisites, and realistic career objectives.

3. Delete: On page 268, under **Major in Psychology:**

- I. Required courses in the major—36 hours, including: PSYC 100, 201, 202, 412; three courses from PSYC 200, 208, 214, 216, 290; two courses from the following 4-hour lab courses: 329, 334, 342, 343, 347, 355, 362; 6 additional hours of non-laboratory courses at the 300-400 level.
- II. Required courses outside the major—None. Biology, Computer Science and Spanish courses are recommended.

- III. Other departmental requirements—Students demonstrate major competency by successfully completing the Psychology Major Competency Exam. Oral competency is demonstrated in a presentation forum approved by the observing faculty member.

Add: On page 268, in place of deleted entry:

- I. Required courses in the major—10 courses totaling a minimum of 38 hours, including: PSYC 100, 201, 202, 412; three courses from PSYC 200, 208, 214, 216, 290; and three courses at the 300-level including at least one from each of the following groups:
 - Subfields: 307, 319, 322, 328, 329, 343, 347, 362, 367
 - Topical Areas: 310, 311, 312, 324, 334, 342, 345, 355, 366
- II. Required courses outside the major—None. Biology, Computer Science and Spanish courses are recommended.
- III. Other departmental requirements—Students demonstrate oral competency and major competency by successful completion of PSYC 412.

4. Delete: On page 268, under **Declaration of Major in Psychology:**

- I. completed LANG 120 and the LAC Mathematics requirements with a GPA of at least 2.0 in these courses;
- II. completed PSYC 100 and 201 and earned a GPA of at least 2.0 in these courses; and
- III. met individually with the chair of the Psychology Department to review departmental expectations for majors, and to obtain a signed Declaration of Major form.

Add: On page 268, in place of deleted entry:

- I. completed LANG 120 and the LAC Mathematics requirements with a cumulative GPA of at least 2.0 in these courses;
- II. completed PSYC 100, 201 and one other 200-level PSYC course with a cumulative GPA of at least 2.0 in these courses; and
- III. met individually with the chair of the Psychology Department to review departmental expectations for majors, and to obtain a signed Declaration of Major form.

5. Delete: On page 268, under **Minor in Psychology:**

Students seeking a Minor in Psychology must obtain a signed Declaration of Minor form from the chair of the Psychology Department. A minor in Psychology consists of 19 hours in Psychology, including:

- I. PSYC 100 and 201;
- II. one course from PSYC 200, 208, 214, 216 or 290 for the 3-credit non-laboratory course requirement;
- III. one course from PSYC 329, 334, 342, 343, 347, 355 or 362 for the 4-credit laboratory course requirement; and
- IV. six additional hours of non-laboratory PSYC courses at the 300-400 level.

Add. On page 268, in place of deleted entry:

Students seeking a Minor in Psychology must obtain a signed Declaration of Minor form from the chair of the Psychology Department.

A minor in Psychology requires the completion of a minimum of five courses totaling at least 18 hours. The specific course requirements are as follows:

- I. PSYC 100 and 201;
- II. one course from PSYC 200, 208, 214, 216 or 290;
- III. one course from PSYC 307, 319, 322, 328, 329, 343, 347, 362 or 367;
- IV. one course from PSYC 310, 311, 312, 324, 334, 342, 345, 355 or 366

Impact Statement:

Although the structural impact of these changes is to increase the number of credit hours required for the major, the Department is *decreasing* the number of courses required and does not anticipate any negative impact on student access to courses or student time to graduation. The current major is 11 courses for 36 credit hours. The new major is 10 courses generating a minimum of 38 credit hours. Native students beginning at UNC Asheville in Fall 2017 will complete 40 credit hours, but because transfer students may bring 3 credit courses to UNC Asheville, and because we currently have students who have taken our 3-credit courses but haven't yet declared their major, we have adjusted the credit hour requirement downward. Students will need to complete 10 courses under the new curriculum.

Table 1 presents data from Institutional Research on the total number of Psychology hours earned by 294 Psychology majors at graduation from Fall 2013 through Spring 2016. Across these 8 semesters, there is only one semester—Summer, 2015—in which graduating students earned less than 40 credit hours in Psychology. We also have received concurrences for these changes from the chair of the Education Department and the director of the Neuroscience minor, the two units at UNC Asheville whose students may be affected.

Table 1: Number of earned PSYC hours at Graduation.

Graduation Term	Number of Graduated PSYC Students	Average of UNCA PSYC HRS EARNED	Average of TOTAL PSYC HRS
2013 Fall	34	35.1	40.0
2014 Spring	68	35.9	40.2
2014 Summer	7	32.0	40.9
2014 Fall	31	36.4	42.9
2015 Spring	61	36.0	40.6
2015 Summer	3	37.0	35.2
2015 Fall	33	33.5	41.5
2016 Spring	57	37.2	41.1
Grand Total	294	35.8	40.9

UNC Asheville students will be able to complete the revised major and LAC requirements within an 8 semester sequence. Table 2 shows a model 4-year Psychology major plan which includes completion of both sets of requirements. Students would be required to complete between 13 and 16 credit hours each semester, numbers defining typical course loads at UNC Asheville.

Table 2: Sample Four Year Plan for the B.A. Degree in Psychology

Year 1 – Fall	CH	Year 1 - Spring	CH
LA 178	3-4	HUM 124	4
PSYC 100	4	Quantitative Perspective	4
LANG 120	4	PSYC 200-level elective	4
Foreign Language	4	Foreign Language	4
Total credit hours	15-16	Total credit hours	16
Year 2 – Fall	CH	Year 2 – Spring	CH
Scientific Perspective	3-4	PSYC 200-level elective	4
Diversity Intensive*	3	Lab Science	4
PSYC 200-level elective	4	HUM 214	4
PSYC 201	4	PSYC 202	4
Total credit hours	14-15	Total credit hours	16
Year 3 – Fall	CH	Year 3 – Spring	CH
PSYC 300-level Group 1 or 2	4	HUM 324	4
Elective	3	ARTS	3
Elective	3-4	PSYC 300-level Group 1 or 2	4
Elective	3-4	Elective	3-4
Total credit hours	13-15	Total credit hours	14-15
Year 4 – Fall	CH	Year 4 – Spring	CH
HUM 414 or LA 478	4	PSYC 412	4
PSYC 300-level Group 1 or 2	4	Elective	3-4
Elective	3-4	Elective	3-4
Elective	3-4	Elective	3-4
Total credit hours	14-16	Total credit hours	13-16
*Note: Many PSYC courses are DI and will fulfill that requirement.			

The Department does not anticipate difficulties staffing the new curriculum with our 12 full-time faculty. All courses in the required core can be taught by a minimum of 4 department faculty; all elective courses can be taught by a minimum of 2 department faculty.

The Department will maintain its contributions to the Education Department program, the Neuroscience minor program, the First Year Colloquium program, and the Diversity Intensive component of the LAC curriculum. The Department does not anticipate expanding into teaching in the Humanities program with its current faculty size; the Department was active in Humanities program teaching when it included 13 full time faculty but has not been able to resume these contributions since Gary Nallan's retirement and the loss of that position.

The Psychology department has created a proposed two-year plan to demonstrate how our staffing will effectively deliver the curriculum for Psychology majors as well as non-majors who elect to take Psychology courses. Based on our existing faculty, we have carefully calculated the need to offer sections of each of our required, as well as, elective courses. Specifically, with regard to required courses, the department plans to offer the following numbers of sections per semester: PSYC 100 Introductory Psychology (3 sections/semester), PSYC 201 Research Methods I (4 sections/semester), PSYC 202 Research Methods II (2 sections/semester), and PSYC 412 (4 sections/semester, which includes 2 internship sections, 1 topical section, and 1 research section).

With regard to "elective" courses, meaning courses among which students are able to choose from a menu of offerings, we will offer 200-level courses at an average of 7.5 sections per semester; in addition, for 300-level courses, which we have divided into two groups, we offer an average of 6 sections/semester for Group 1 and 4.5 courses/semester for Group 2. The greater number of sections offered for Group 1 is due to PSYC 319 Educational Psychology being a required course for the majority of teacher-licensure students and that the majority of students enrolled in PSYC 319 are licensure students. We are prepared to offer these additional sections in Group 1 in order to accommodate licensure students.

Finally this revised curriculum allows us the opportunity to support University Programs by occasionally offering a section of an introductory colloquium (e.g., PSYC 178), and Ist 271: the Art and Science of Meditation (offered as an overload the last 2 springs and not listed here).

Table 3 presents this 2-year illustration of a staffing plan which takes into account administrative reassigned time for Pam Laughon, our Department chair, Melissa Himelein, Director of CTL, and Mark Harvey, Director of Undergraduate Research.

Table 3: 2-Year Staffing Plan

Faculty member	Reassigned hours	Fall 1	Spring 1	Fall 2	Spring 2
Laughon (chair)	8	1.Psyc 100 2.Psyc 343	1.Psyc 100 2.Psyc 367	1.Psyc 100 2.Psyc 343	1.Psyc 100 2.Psyc 367
Friedenberg	0	1.Psyc 310 2.Psyc 178 3.Psyc 178	1.Psyc 412 2.Psyc 347 3.Psyc 347	1.Psyc 310 2.Psyc 178 3.Psyc 178	1.Psyc 412 2.Psyc 347 3.Psyc 347
Brown	0	1.Psyc 201 2.Psyc 322 3.Psyc 328	1.Psyc 202 2.Psyc 202 3.Psyc 290	1.Psyc 201 2.Psyc 322 3.Psyc 328	1.Psyc 202 2.Psyc 202 3.Psyc 290
Himelein	12	1.Psyc 412I 2.Psyc 412I	1.Psyc 334	1.Psyc 412I 2.Psyc 412I	1.Psyc 334
Harvey	12	1.Psyc 202 2.Psyc 202	1.Psyc 201	1.Psyc 202 2.Psyc 202	1. Psyc 201
Foo	0	1.Psyc 216 2.Psyc 216 3.Psyc 412R	1.Psyc 216 2.Psyc 216 3.Psyc 100	1.Psyc 216 2.Psyc 216 3.Psyc 100	1.Psyc 216 2.Psyc 216 3.Psyc 201
Smith	0	1.Psyc 412T 2.Psyc 214 3.Psyc 214	1.Psyc 214 2.Psyc 214 3.Psyc 100	1.Psyc 214 2.Psyc 214 3.Psyc 412R	1.Psyc 214 2.Psyc 214 3.Psyc 100
Neelon	0	1.Psyc 201 2.Psyc 100 3.Psyc 100	1.Psyc 201 2.Psyc 329 3.Psyc 329	1.Psyc 201 2.Psyc 100 3.Psyc 362	1.Psyc 100 2.Psyc 329 3.Psyc 329
Chiang	0	1.Psyc 319 2.Psyc 312 3. Psyc 319	1.Psyc 310 2.Psyc 319 3. Psyc 412T	1.Psyc 312 2.Psyc 319 3.Psyc 319	1.Psyc 310 2.Psyc 319 3.Psyc 412T
Pascoe	0	1.Psyc 200 2.Psyc 200 3.Psyc 311	1.Psyc 200 2.Psyc 200 3.Psyc 368	1.Psyc 200 2.Psyc 200 3.Psyc 412T	1.Psyc 200 2.Psyc 200 3.Psyc 307
Ulrich	0	1.Psyc 355 2.Psyc 208 3.Psyc 208	1.Psyc 412I 2.Psyc 412I 3. Psyc 345	1.Psyc 355 2.Psyc 208 3.Psyc 208	1.Psyc 412I 2.Psyc 412I 3.Psyc 345
Cox	0	1.Psyc 201 2.Psyc 201 3.Psyc 100	1.Psyc 201 2.Psyc 201 3.Psyc 324	1.Psyc 201 2.Psyc 201 3.Psyc 100	1.Psyc 201 2.Psyc 201 3.Psyc 324

The Department understands its responsibility to facilitate graduation for transfer students and for students who began the major program prior to this curriculum change. Table 4 provides a matriculation plan for transfer students. Since we cannot address every transfer situation, the following schedule assumes the most common scenario: 1) transfer of the 44-hour core and 60 total hours of coursework; and 2) transfer credits (at 3ch each) for PSYC 100 and one of PSYC 208 or PSYC 214, our most commonly accepted transfer courses.

Table 4: Sample Matriculation Plan for Transfer Students with 44-hour core and 60 hrs total

Year 1 – Fall	CH	Year 1 - Spring	CH
PSYC 201	4	PSYC 202	4
PSYC 200-level	4	PSYC 200-level	4
HUM 214	4	FOR LANG II	4
FOR LANG I	4	Science Perspectives	3
Total credit hours	16	Total credit hours	15
Year 2 – Fall	CH	Year 2 – Spring	CH
PSYC 300-level ¹ (Group A or B)	4	PSYC 300-level (Group B or A)	4
PSYC 414 or 300-level (any Group)	4	PSYC 414 or 300-level (any Group)	4
HUM 324	4	HUM 414	4
ARTS 310	3	Additional credits ²	3/4
Total credit hours	15	Total credit hours	15-16

Transfer credits: 60
Total major: 38
 (Transfer credits in major: 6)
 (Major at UNCA³: 32)
LAC and electives at UNCA: min 29
TOTAL DEGREE: 121

¹Five 300-level PSYC courses are diversity intensive (DI) so this plan assumes transfer students will fulfill the LAC DI requirement within the major.

²Students transferring with 9 credits in major (PSYC 100, PSYC 208, PSYC 214) can use this space for one more PSYC elective to reach minimum credit hours in major (however, they will still have completed all course requirements following the same plan above.)

³Includes 16 credits in major at 300+ level at UNCA.

Transition plan for current students

Two advantages of the proposed changes to the major are:

1. New curriculum does not require any additional or different courses at the introductory (PSYC 100), 200-, or capstone (PSYC 412) levels than the current major.
2. New curriculum is less restrictive at the 300-level, since students must complete only three 300-level courses total (vs. 4 in current major) and do not have to take 2 courses from a limited list of specified “lab” courses.

These facts mean that currently declared majors will deal mainly with issues of credit shortfalls depending on how far they have progressed through the current major. We will group current students into three groups, noting that any student able to declare must have already completed PSYC 100 and PSYC 201 (for a total of 6ch under present curriculum). Table 5 addresses the following situations:

Table 5: Student Transition Plans

	PSYC courses and credits completed to date		Remaining credits in new curric. (all 4ch)	Suggested Plan	
Group 1: Majors declaring in Sp17	PSYC 100 PSYC 201	6ch	PSYC 202 + Three 200-level courses + Three 300-level courses + PSYC 412 = 32ch	Will be advised under new curriculum. Should complete major at 38ch (see Table 4 plan for transfer students).	
		Have: 6ch	Need: 32ch		Total: 38ch
Group 2: Current majors early in the program (Freshman or Sophomore)	PSYC 100 PSYC 201 1 or more 200-level completed No 300-level completed	9-18ch ¹	0-3 200-level courses remaining + Three 300-level courses + PSYC 412 = 16-28chs	Redeclare under new curriculum. Will complete remaining courses in major 1-4 credits short of 38ch. Will need to take 1 more PSYC elective to meet credit requirements.	
		Min: 9ch	Need: 28ch		Total: 37ch
		Max: 18ch	Need: 16ch		Total: 34ch
Group 3: Current advanced majors	PSYC 100 PSYC 201 All other 200-level courses completed (total 4) 1 or more 300-level completed	Min 19 hours ² up to 32-33ch ³	0-3 300-level courses remaining (can take any) + PSYC 412 = 4-16chs	Since all 300-level courses are 4ch under new curriculum, current majors will not be required to distinguish lab vs. non-lab (but must still complete 4 courses at 300-level) Will complete remaining courses in major to finish with at least 36ch needed under old curriculum..	
		Min: 19 ch	Need: 16ch		Total: at least 36ch

¹ Max 4 200-level courses beyond 201 required in current major

² Some 300-level courses are already 4ch (i.e., “labs”)

³ Final course may be 414 or 300-level “lab” (both 4ch), or may be a 3ch 300-level elective

Rationale:

For the change to all 4 credit hour courses

The Department curriculum has included a mix of 3 and 4 credit hour courses since our last curriculum revision in Spring 2011 (SD 9611S). The 4 credit courses have been designated as laboratory courses, with separate meeting times for the course laboratory projects. This type of listing was favored by Academic Affairs during the period of time when “counting the lines in the schedule” was important for demonstrating compliance with the Delaware Study rules for defining faculty workloads. Changes in the General Administration’s perspective on “Delaware line counts” has facilitated changes to the course schedule grid that better accommodate 4 credit hour courses without designated laboratory meetings. These changes sparked discussion about learning in laboratory versus non-laboratory courses.

The laboratory courses have been quite successful, providing students with the additional class time to work on applying course content through these laboratory projects. The challenge is that not every course covers content that fits with the laboratory course model, even though the pedagogy and assignments in any course can be adjusted to increase opportunities for students to apply what they have learned. Given UNC Asheville’s endorsement of critical thinking and writing as key learning objectives, the shift to all 4 hour courses will enable our faculty to work with students in any course on a variety of types of assignments which require evaluation application, and production of information. The American Psychological Association’s *Guidelines for the Undergraduate Psychology Major* ask faculty to consider the following questions when planning curriculum revision (APA, 2013, Appendix D):

- Beyond the promise suggested in course titles and descriptions, does skill development activity actually transpire within classes?
- Do all students have the opportunity to develop those skills regardless of the path taken through the major?

Department discussions among faculty and with students suggest that we cannot answer these questions with a definitive “yes” Moving to an all 4 credit hour curriculum will help us get closer to that point.

For the changes to the requirements for the major

As noted in the previous section, not all course contents fit well with a laboratory course model. The result has been a somewhat unbalanced representation of subfields and topical areas in our 300-level laboratory and non-laboratory course menus. This has been addressed by a small structural change in the requirements for the major. Students will complete the same 4 required courses--spread across freshman, sophomore, and senior years--and continue to select three 200-level courses for their introduction to the major. At the 300 level, courses have been grouped into meaningful categories representing subfields and topical areas in Psychology. Instead of completing 2 laboratory courses and 2 non-laboratory courses, students will complete three 300-level elective courses including at least one from Group 1, the subfields group, and one from Group 2, the topical areas group. This change will maintain student choice while ensuring that all students have contact with both major subfields and major topical areas.

For the changes to the requirements for the minor

The current minor is 6 courses, 19 hours, including one laboratory course and two non-laboratory courses at the 300 level. The new minor is 5 courses, 20 hours. With the elimination of the lab/non-lab distinction, students now simply select one course from each course grouping at the 300 level.

For the changes to the declaration requirements

There is one small change to the requirements for declaring a Psychology major: Students now must complete one additional Psychology course prior to completing a declaration form. The change is designed to ensure that students have more familiarity with the discipline before selecting it as their major. Because 50% of our students transfer to UNC Asheville with one or more 200-level courses already completed, we do not expect this to create a hardship.

For the changes to the two course descriptions

Changes to the course descriptions of PSYC 324 and PSYC 412 were planned prior to discussions of the curriculum revision. The course description of PSYC 324, Theories of Personality, has not been revised in over a decade and does not accurately represent current perspectives in this area. The new description brings the course content into alignment with 21st century models and research in the study of personality.

The change to the course description for PSYC 412, Senior Seminar in Psychology, is an elaboration and restructuring of the current course description. PSYC 412 exists in three different formats—internship, topical seminar, and research seminar. The existing course description devotes a single phrase to describing each course which does not provide the kind of information students need to make an informed decision among them. In addition, the title does not include a designation to distinguish among the types—students have been required to click links in the course schedule to find out which type of senior seminar is offered as section 001, section 002, etc. In consultation with the Associate Registrar, the Department has developed this somewhat expanded course description and set of designations to assist students in making the best choice.