



February 21, 2025

Dear Social and Behavioral Sciences Subcommittee:

Thank you for your review and feedback on our submission of a revision to the Psychology minor. Our faculty have reviewed the feedback and responded below to the reviewing faculty's concerns and questions.

1. The Subcommittee notes that the requirement of Psych 2220: Data Analysis in Psychology has been eliminated in this revision, but the rationale for this particular change has not been provided. The reviewing faculty understand the effort to condense the credit hours in the process of moving to one minor, but there is concern regarding the removal of a course that was required and clearly essential to the programs. There is also concern that eliminating this requirement will limit the courses students can take at the 4000-level and above due to prerequisites, therefore reducing rather than increasing course flexibility. The Subcommittee requests clarification regarding this change, including its impact on course options.

*Originally, the General Psychology Minor was conceptualized as a "mini" version of the major, which requires Data Analysis (Psychology 2220); hence, we maintained this requirement for students pursuing the psychology minors. However, over time, we have come to the conclusion that the minor actually serves a different function for students. Given psychology's role as a hub science and the increasing recognition of the importance of mental health, there is a need for an option that gives students wide exposure to the content of psychological science and helps them develop skills as consumers of psychological science without the need for designing and conducting independent research. Removing the requirement for Data Analysis allows wider access to these important skills. Moreover, students must complete the equivalent of college algebra or Statistics 1450 as a prerequisite for Psychology 2220. In our proposal, students who have chosen to take other courses to fulfill their Mathematical and Quantitative Reasoning GE will still have the psychology minor available to them.*

*Additionally, we want to emphasize that any student completing the minor can still choose to take Psychology 2220, particularly if they're interested in an advanced courses for which it is a prerequisite.*

2. The Subcommittee requests an explanation of the statement on the first page of the proposal that "courses will only count on the minor if prerequisite coursework has been successfully completed ahead of time". They are uncertain whether this can be retroactively enforced, as there are several courses (e.g., GEN Themes courses [Psych 2303](#) and [2311](#)) that could apply to the minor but do not have the Psych 1100 prerequisite. The Subcommittee is unclear on how this policy will be applied and if exceptions will be made.

*This prerequisite policy will not be retroactively enforced and only applies to courses which have prerequisites. In this case, since Psychology 2303 and Psychology 2311 do not have any prerequisites, the policy does not apply to them.*

3. The Subcommittee asks for more detailed reasoning regarding the decision to eliminate all six of the existing Psychology minors. Given that the department has a substantial student population and that many of the minors are well-attended, the Subcommittee would appreciate more information on how the decision to fully eliminate rather than retain certain options will serve students.

*Moving to one minor simplifies the process and is more student-centered. Frequently, students reach out to request exceptions to their minor program, typically due to inflexibility within their major programs, particularly in programs with clinicals or student teaching. By opening up the entire psychology curriculum as options to students completing the minor, we anticipate removing the need for exceptions, as well as disappointing fewer students who are unable to complete the minor in their final semester due to scheduling issues. Importantly, we plan to provide students with clusters of classes that might be particularly useful for specific career goals or academic trajectory. For example, for students interested in a career in applied psychology, we would suggest one cluster of classes and for students interested in a career in business, we would suggest another cluster of classes. We believe that removing the requirements associated with existing minors while maintaining suggested pathways that are related to the existing minors provides the most student-centered, flexible, and useful minor format.*

Sincerely,



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