

# Minors

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## A. PROGRAM MINORS

Each of the Department's Programs offers a grouping of courses to fulfill the optional Minor. Typically, the Programs require students to complete two seminar courses and two semesters of that Program's Current Topics Seminar (i.e., Brown Bag) successfully. The Program Minor requirements for each Program are listed below.

### *Brain & Cognitive Sciences*

Three courses from this list:

PSCH 552 Cognitive Sciences	PSCH 557: Skill and Knowledge Acquisition
PSCH 485 Neuroscience 2	PSCH 558: Seminar in Brain and Cognitive Sciences
PSCH 483 Neuroanatomy	PSCH 561: Perception and Action
PSCH 484 Neuroscience 1	PSCH 564: Behavioral Psychopharmacology
PSCH 512: Attitudes and Social Cognition	PSCH 565: Advanced Cognitive Neuroscience
NEUS 524: Neuroscience of Addiction	PSCH 566: Motivation
PSCH 526: Lifespan Development	PSCH 569 Current Topics in BCS (2 semesters)
PSCH 547: Introduction to Data Science	
PSCH 553: Memory	
PSCH 554: Language	
PSCH 555: Thinking	

### *Clinical Psychology*

#### Required courses

- PSCH 571: Psychopathology
- PSCH 573: Cognitive and Behavioral Assessment
- PSCH 575: Psychotherapy Theory and Research

### *Community and Applied Developmental Psychology*

#### Three courses from this list:

- PSCH 526: Lifespan Development
- PSCH 531: Community Research
- PSCH 533: Advanced Community and Prevention Research
- PSCH 537: Seminar in Action Research
- PSCH 538: Seminar in Community and Prevention Research
- PSCH 539 (2 semesters): Current Topics in Community and Prevention Research
- PSCH 540: Research with Diverse Groups

### *Social and Personality Psychology*

#### Required courses

- PSCH 512: Attitudes and Social Cognition
- PSCH 513: Interpersonal Relations and Group Processes
- PSCH 519 (2 semesters): Current Topics in Social Psychology

OR

Either PSCH 512 or PSCH 513, PSCH 519 (2 semesters) and one elective

#### Elective courses approved by the Social Program:

- PSCH 411: Stereotyping, Prejudice, and Racism
- PSCH 415: Social Bases of Health Behavior
- PSCH 417: Psychology and Law
- PSCH 515: Psychology of Women and Gender
- PSCH 517 (4): Social Psychology of Education
- PSCH 518: Seminar in Social Psychology
- PSCH 570: Personality Psychology

## **B. SPECIAL TOPICS (ST) MINORS**

ST Minors are proposed by Steering Groups of faculty and formally approved by the faculty and the Advisory Committee. ST Minors typically represent important sub-areas of psychology and related fields around which faculty from various Programs or disciplines have expertise. Students who opt to complete ST Minors must submit a Minor Proposal that has been signed by their Advisor, Program Chair, DGS, as well as the Chair of the ST Steering Group. Currently, the Department has three approved ST Minors: Quantitative Statistics, Qualitative and Mixed Methods, and Diversity Science.

### *Minor in Quantitative Statistics (Quant)*

The goal of the Quant Minor is to provide students with an extensive tool kit of quantitative skills. This Minor is expected to have several benefits for the students who elect to enroll in it. One obvious advantage is that students who elect this Minor will have an expanded set of skills to apply to their own research. The Minor will provide a sufficiently complete background in statistics and methods for Minors to add these topics as teaching sub-specialties to their academic vitae, which could enhance marketability for teaching positions. Finally, graduate students who do not go on to academic positions may rely on their research experience to get jobs in the private sector. This Minor prepares students for any variety of research or data analyst positions.

Minor requirements are fulfilled upon the completion of three advanced graduate courses in quantitative statistics, above and beyond the two courses currently required of all graduate students (Psychology 543 and 545). These are to be approved by the Chair of the Quant Minor.

Teaching Psychology 343 (the undergraduate Statistics course) as part of Psychology 587 (Practicum in Instruction in Psychology) can be used to fulfill one of the course requirements for the Quant minor. This course option can be used in addition to, but not as a replacement of, the two advanced statistics courses that are required.

Finally, some Programs require specific methods courses (e.g., Social, Clinical, and Community and Prevention Research). If a course is a major Program requirement for a particular student, it cannot be used to fulfill the Minor requirement. However, taking an approved methods course in a different Program may be applied towards the Minor.

To propose a Quant Minor, students should prepare a proposal that includes courses they wish to use to fulfill Minor requirements. Often students rely on one or two courses outside of the Department offerings to complete their Minor. For any courses from other Departments, students must include as part of their proposal the Graduate College Catalog description of the course and an indication that they have contacted the outside Department to ensure that they are eligible to enroll in that course (e.g.; have the appropriate prerequisites or can have them waived by the instructor), and can confirm that the course will be offered during the period of time the students intend to complete their Minor requirements. Once completed, the Chair of the Quant Minor must approve the Minor Proposal.

The following list of courses can be used as a starting point for students wishing to declare the Quant Minor. Besides the required graduate sequence of statistics courses and Program offerings of methods courses, the Department generally offers 1-2 advanced electives per year:

#### **Psychology Department Advanced Quant Courses:**

Psychology 542: Mixed Effects Modeling

Psychology 544: Structural Equation Modeling for Latent Variables

Psychology 547: Data Science for Psychological Science

Psychology 548: Advanced Seminars in Statistics, Methods, and Measurement

To help students further round out their minor, several additional courses outside the Department are listed below. This list is by no means exhaustive. It is intended to provide some guidance to the broad set of University-wide offerings that focus on quantitative statistics.

**Educational Focus:**

Educational Psychology 551: Item Response Theory  
Educational Psychology 584. Hierarchical Linear Models  
Educational Psychology 585. Non-Parametric Modeling  
Educational Psychology 586 Theory of Statistics  
Educational Psychology 587. Structural Equation Modeling

**Health Focus:**

Community Health Sciences 447: Survey Research Methods  
Health Policy and Administration 477: Data Collection and Management for Clinical Research  
Public Administration 543. Social Network Analysis

**Data Science Focus**

Information & Decision Sciences 476: Business Forecasting Using Times Series Methods  
Information & Decision Sciences 561: Analytics for Big Data  
Information & Decision Sciences 566: Advanced Text Analytics for Business  
Information & Decision Sciences 575: Machine Learning and Statistical Methods for Business Analytics  
Information & Decision Sciences 576: Deep Learning and Modern Applications

**Also, see the Statistics or Biostatistics department for 400-500 level courses.** We do not advise you to take these courses unless you have an extensive background in mathematical statistics or have spoken with the person teaching those classes.

***Minor in Qualitative and Mixed Methods (QMM)***

The goal of the Mixed Methods Minor is to provide students with an extensive tool kit of design and analysis skills. This Minor is expected to have several benefits for the students who elect to enroll in it. One obvious advantage is that students who elect this Minor will have an expanded set of skills to apply to their own research. The Minor will provide a sufficiently complete background in qualitative, quantitative, or mixed methodologies for Minors to add these topics as teaching sub-specialties to their academic vitae, which could enhance marketability for teaching and private sector positions.

Minor requirements are fulfilled upon the completion of three advanced graduate courses in any combination of methods, measurement, or statistics, above and beyond the two courses currently required of all graduate students (Psychology 543 and 545).

Teaching Psychology 343 (the undergraduate Statistics course) as part of Psychology 587 (Practicum in Instruction in Psychology) can be used to fulfill one of the course requirements for

the QMM minor. This course option can be used in addition to, but not as a replacement of, the two advanced statistics courses that are required.

Finally, some Programs require specific methods courses (e.g., Social, Clinical, and Community and Prevention Research). If a course is a major Program requirement for a particular student, it cannot be used to fulfill the Minor requirement. However, taking an approved methods course in a different Program may be applied towards the Minor.

To propose a QMM Minor, students should prepare a proposal that includes courses they wish to use to fulfill Minor requirements. Often students rely on one or two courses outside of the Department offerings to complete their Minor. For any courses from other Departments, students must include as part of their proposal the Graduate College Catalog description of the course and an indication that they have contacted the outside Department to ensure that they are eligible to enroll in that course (e.g.; have the appropriate prerequisites or can have them waived by the instructor), and can confirm that the course will be offered during the period of time the students intend to complete their Minor requirements. Once completed, the Chair of the QMM Minor must approve the Minor Proposal. Other members of the QMM Steering Committee can also provide guidance for constructing the Minor.

The above list for the Quant minor may be used to partially fulfill the requirements of the QMM minor. To help students further round out their minor, several additional courses outside the Department are listed below. This list is by no means exhaustive. It is intended to provide some guidance to the broad set of University-wide offerings that focus on qualitative and mixed methods.

Education 502: Essentials of Qualitative Inquiry in Education  
Education 503: Essentials of Qualitative Inquiry in Education  
Education 542: Advanced Qualitative Data Analysis  
Educational Psychology 540: Applied Qualitative Research Methods in Education  
Health Policy and Administration:  
Psychology 516: Research Methods in Social Psychology  
Psychology 538: Mixed Methods Research  
Psychology 595: Research Methods in Clinical and Community Psychology  
Public Policy 302: Policy Analysis II Applications of Quantitative and Qualitative Methods  
Sociology 408/Anthropology 418: Ethnographic and Qualitative Fieldwork  
Social Work 578: Qualitative Methods in Social Work Research  
Urban Planning and Policy 512: Policy and Program Evaluation

*\*\*Note. Students may wish to pursue minors in both a Quantitative Statistics and Qualitative and Mixed Methods. A student can use one course to meet criteria for both minors. For example, if a student takes PSCH 544 "Structural Equation Modeling for Latent Variables in Psychology," they can use this course to fulfill the requirements for both minors and would need to take 2 additional courses in Quant and QMM to receive both minors (i.e., a total of 5 courses instead of 6 for both minors).*

### *Diversity Science Minor*

The Psychology Department offers graduate students an opportunity to develop an expertise in diversity science through research and coursework. This minor is designed to provide students with some depth of training in questions of diversity, using both the expertise of faculty in the psychology department, as well as the vast resources available from the broader University of Illinois at Chicago community.

Minor requirements are fulfilled upon the completion of three graduate courses on topics relevant to diversity science, beyond courses required by the student's home Program. To propose a Diversity Science Minor, students should prepare a proposal that includes courses they wish to use to fulfill minor requirements. Often students rely on courses outside of the department offerings to complete their minor. For any courses from other departments, students are encouraged to include as part of their proposal an indication that they have contacted the outside department to ensure that they are eligible to enroll in that course (e.g. that the students has the appropriate prerequisites or can have them waived by the instructor), and to confirm that the course will be offered during the period of time the students intend to complete their minor requirements. All minor proposals for the Diversity Science Minor must be approved by the Chair of the Diversity Science Minor.

The following list of courses can be used as a starting point for students wishing to declare the Diversity Science Minor. This list is by not meant to be exhaustive, but is intended to provide some guidance to the broad set of the University-wide offerings that focus questions relevant to Diversity Science.

AAST 405	Urban Ethnography
AAST 406	Politics of Race, Gender and Class
AAST 407	Seminar in Comparative Racialization
AAST 410	Seminar in Black Child Development
AAST 438	Women in South Asian History
AAST 478	Women in Chinese History
ANTH 411	Urban Cultural Problems
ANTH 514	Gender issues in Cross-Cultural Perspectives
ASAM 428	Asian/Asian American Women in the Global Economy
ASAM 490	Advanced Topics in Asian American Studies
	International Women's Health: Current and Emerging
CHSC 554	Issues
CHSC 564	Community Integration in Development Disabilities
CHSC 595	Queer Public Health
DHD 517	Ethics and Disability: Contemporary Problems
DHD 535	Advocacy and Empowerment in Disability
DHD 570	Disability and Culture
DHD 584	International Human Rights, Policy and Disability
EDPS 412	Politics of Urban Education
EDPS 556	Cultural Studies in Education

EDPS 583 Women in Education  
 EDPS 588 Critical Race Theory: Race and Racism in Education  
 GWS 406 Politics of Race, Gender and Class  
 GWS 425 Sociology of Gender  
 GWS 428 Asian/Asian American Women in the Global Economy  
 GWS 485 Gender and Politics  
 GWS 501 Feminist Theories  
 GWS 502 Feminist Knowledge Production  
 GWS 514 Gender Issues in Cross-Cultural Perspectives  
 GWS 515 Psychology of Women and Gender  
 GWS 521 Violence Against Women  
 GWS 523 Gender and Space  
 GWS 547 Race, Class, and Gender Dimensions of Crime and Justice  
 GWS 583 Women in Education  
 Interdisciplinary Research Methods in Latin American and  
 LALS 403 Latino Studies  
 LALS 427 Studies in Language Policy and Cultural Identity  
 LALS 501 Latinos and Latin America in Transnational Context  
 POLS 485 Gender and Politics  
 PSCH 410 Seminar in Black Child Development  
 PSCH 411 Stereotyping, Prejudice, and Racism  
 PSCH 515 Psychology of Women and Gender  
 PSCH 521 Violence Against Women  
 PSCH 540 Research with Diverse Groups  
 RELS 446 Race, Ethnicity, and Gender in American Religion  
 SOC 407 Seminar in Comparative Racialization  
 SOC 422 Latin American Migration to the US  
 SOC 425 Race and Ethnicity  
 SOC 425 Sociology of Gender  
 SOC 426 Topics in Race, Ethnicity, and Gender  
 SOC 428 Asian/Asian American Women in the Global Economy  
 Topics in Organizations and Institutions: Discrimination and  
 SOC 440 Equal Opportunity In the Workplace  
 SOC 541 Social Stratification

## **C. STUDENT DESIGNED CURRICULUM (SDC) MINORS**

SDC Minors are proposed by individual students and approved by the student's Advisor, Program Chair, and the DGS. The SDC Minor typically involves taking three 1-semester graduate seminars, or two graduate courses plus two semesters of a Current Topics Seminar. At least one SDC course must be a Psychology seminar; however, other Departments may offer other courses as long as they are approved by the Advisor, Program Chair, and DGS. Independent Study courses are not acceptable for fulfilling the SDC Minor. Students justify selection of the SDC Minor by including with their Minor Proposal Form -- requiring approval by Advisor, Program Chair, and the DGS -- a written rationale that indicates how a particular sequence of courses will broaden their scholarly approach to Psychology as well as their approach to research.