



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5  
**Curriculum Proposal**

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		<small>(Check all that apply):</small>		Proposal # <u>347</u>
College:	<u>Social and Behavioral Sciences</u>	<input checked="" type="checkbox"/> Undergraduate		Effective Date of Change:
Department:	<u>Psychology</u>	<input type="checkbox"/> Graduate		Academic Year <u>06-07</u>
Program:		CIP # 30.2501		(For Office Use Only)
Type of Change	<u>PROGRAM PROPOSALS</u>			Course Designator
Proposed:	<u>New Major</u>			
Title Current:				
Title Proposed:	<u>Cognitive Science</u>			
24-Char. Abbrev:	<u>COGSCI</u>			(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Cognitive Science is an interdisciplinary inquiry concerned with understanding the nature and development of such intelligent capacities as perception, language, reasoning, learning and problem solving, whether these capacities are realized in biological or artificial systems.

**Rationale or Justification for change:**

Inquiry about cognition is by its very nature interdisciplinary, integrating methodological, theoretical and practical foci of Biology, Computer science, philosophy and psychology into a single course of study. It is a goal of all the MSU colleges which house participating departments to make available strong interdisciplinary degree programs. The proposed program is a strong interdisciplinary program which makes available to students a degree in a cutting edge subject.

**\*\*\*For General Education or Cultural Diversity Courses Only\*\*\***

<b>General Education Course:</b>		<b>Cultural Diversity Course:</b> <small>(Please check one.)</small>
<b>GE Category #</b>	<b>GE Category Name (Maximum of 3 Categories)</b>	
<u>N/A</u>		<input type="checkbox"/> <b>Core</b> (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
<u>N/A</u>		<input type="checkbox"/> <b>Related</b> (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
<u>N/A</u>		

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.  
? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

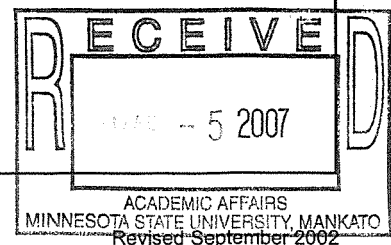
Attach paper copies of the following:  
a. Syllabus or course outline.  
b. Course's student learning outcomes associated with each GE competency or CD designation.  
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

**\*\*\*For New Courses\*\*\***

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:  
a. Syllabus or course outline.  
b. Course's student learning outcomes.  
c. A list of resources required to offer and support this course.  
d. A description of how teaching this course will affect department staffing.  
e. If 400/500 level course, an explanation of added expectations of graduate students.





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\*\*\*For Program Proposals\*\*\*

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:  
<http://www.mnsu.edu/acadaf/pra/forms/>
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

\*\*\*For Programs Requiring MnSCU Approval\*\*\*

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/Curriculum/curformsprocess.html>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
  - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
  - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
  - ? Change in program name.
  - ? Change in program CIP #.
  - ? Change in TOTAL program credits.
  - ? Change in degree award. For example, changing a B.A. to B.S.
  - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



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\*\*\*Signature Page\*\*\*

**Department**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

Rosemary Krawczyk 2/2/07  
 Department Chair Date

Comments:

**College Curriculum Committee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

Christine Hoff Ph.D. LBSW  
 Committee Chair Date  
 2/29/07

Comments:

**College Dean**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

Cheryl Olson 2/22/07  
 Dean Date

Comments: see Attachment Note.

**General Education Subcommittee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

\_\_\_\_\_  
 General Education Subcommittee Chair Date

Comments:

**Undergraduate Curriculum and Academic Policy Committee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

\_\_\_\_\_  
 UCAP Faculty Chair Date

Comments:

**Faculty Association Graduate Committee**

Recommended  
 Not Recommended

\_\_\_\_\_  
 Faculty Association Graduate Chair Date

Comments:

**Graduate Dean**

Recommended  
 Not Recommended

\_\_\_\_\_  
 Graduate Dean Date

Comments:

**Academic Affairs Council**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

\_\_\_\_\_  
 Assistant Vice President Date

Comments:

**Senior Vice President and Vice President for Academic Affairs**

Approved (Category/ies \_\_\_\_\_)  
 Not Approved (Category/ies \_\_\_\_\_)

\_\_\_\_\_  
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

1/17/07

**Assessment Plan: B.S. in Cognitive Science  
Biology Department; Philosophy Department; Psychology Department;  
Computer and Information Sciences Department.**

Student Learning Outcomes (performance, knowledge, attitudes)	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who Assessed (Students from what courses - population)	When Assessed (dates)	Standard of Mastery/ Criterion of Achievement	What is Hoped to Be Learned?
1. Graduates will understand and be able to clearly and critically analyze and communicate the interdisciplinary nature of the study of mental phenomena.	AH 2, 4,7 SET 1, 2, 3, 4 SBS 1, 2, 3, 7	Focused undergraduate pre-professional, professional and liberal arts programs	Portfolio	Cognitive Science Program Seniors	Yearly	95% of assessed students will demonstrate satisfactory or better mastery.	We hope to learn whether the curriculum as designed supports students in achieving their program's goals.
2. Graduates will understand and be able to clearly and critically analyze and communicate the conceptual complexities posed by various reductive and explanatory theories of mental phenomena.	AH 2, 4,7 SET 1, 2, 3, 4 SBS 1, 2, 3, 7	Focused undergraduate pre-professional, professional and liberal arts programs	Portfolio	Cognitive Science Program Seniors	Yearly	95% of assessed students will demonstrate satisfactory or better mastery.	We hope to learn whether the curriculum as designed supports students in achieving their program's goals.

3. Graduates will understand and be able to clearly and critically analyze and communicate the biological and computational conceptual complexity of mental phenomena.	AH 2, 4, 7 SET 1, 2, 3, 4 SBS 1, 2, 3, 7	Focused undergraduate pre-professional, professional, and liberal arts programs	Portfolio	Cognitive Science Program Seniors	Yearly	95% of assessed students will demonstrate satisfactory or better mastery.	We hope to learn whether the curriculum as designed supports students in achieving their program's goals.
4. Graduates will be able to apply conceptual, analytical, and theoretical tools in a variety of interpersonal, laboratory and disciplinary contexts.	AH 2, 4, 7 SET 1, 2, 3, 4 SBS 1, 2, 3, 7	Focused undergraduate pre-professional, professional, and liberal arts programs	Portfolio	Cognitive Science Program Seniors	Yearly	95% of assessed students will demonstrate satisfactory or better mastery.	We hope to learn whether the curriculum as designed supports students in achieving their program's goals.
5. Graduates will be able to program and use computers.	AH 2, 4, 7 SET 1, 2, 3, 4 SBS 1, 2, 3, 7	Focused undergraduate pre-professional, professional, and liberal arts programs	Portfolio	Cognitive Science Program Seniors	Yearly	95% of assessed students will demonstrate satisfactory or better mastery.	We hope to learn whether the curriculum as designed supports students in achieving their program's goals.

## Colleges Goals

### College of Arts and Humanities

1. To offer quality undergraduate and graduate programs that engage students in effective learning communities and prepare them for professional careers or advanced study.
2. To offer general education courses that encourage students to acquire disciplined habits of critical thinking and creative expression, thus enabling students to make and communicate enlightened judgments.
3. To promote creative and scholarly expression through exhibitions, performances, lectures, and discussions that will engage the campus and the general public in the arts and humanities.
4. To offer students opportunities to engage in meaningful practice within their disciplines.
5. To engage in scholarship, research, and creative activity--using appropriate technologies--that will contribute to faculty development and to the professions and society.
6. To provide advising and support services that will aid students in academic and career planning.
7. To encourage students to be lifelong learners who recognize the interrelatedness of all knowledge in a diverse, global society.

### College of Science, Engineering and Technology

Provide quality undergraduate and graduate programs that foster student learning through a wide variety of instructional applications. This will be accomplished by:

1. Providing strong, discipline-based and interdisciplinary undergraduate and graduate degree programs that are recognized and respected for their high quality by the many publics.
2. Providing degree programs that give students in-depth knowledge, inspire critical thinking skills, problem solving skills, oral and written communication skills and laboratory skills.
3. Providing a thorough understanding of the applications of their major as well as the ethical nature of the applications to societal needs.
4. Promoting a commitment to life-long learning through a variety of technologies and research tools so that each learner has the ability to maintain and adapt their knowledge base to new situations.
5. Continually assessing College programs so that each aspect of the College can document its intellectual growth and service to students.
6. Producing graduates that are recognized for their high quality and readiness to enter the workforce.
7. Providing faculty professional development opportunities that will enhance a life-long professional career of growth.
8. Providing an enriching and professionally relevant general education program that serves the needs of the non-science/engineering major.

## College of Social and Behavioral Sciences

1. The College of Social and Behavioral Sciences will provide high quality, well respected undergraduate and graduate programs in the social and behavioral sciences and related professional fields.
2. The College of Social and Behavioral Sciences will provide challenging, personally enriching, and professionally relevant general education.
3. The College of Social and Behavioral Sciences will provide an environment that fosters continued intellectual growth and contributions of faculty, staff, and students.
4. The College of Social and Behavioral Sciences will provide its professional expertise to the region, state, nation, and global communities.
5. The College of Social and Behavioral Sciences will provide curricular and extracurricular activities that promote students' personal and professional growth and their commitment to social responsibilities.
6. The College of Social and Behavioral Sciences will provide accessible and effective academic advising and other support services for all students in the college.
7. The College of Social and Behavioral Sciences will use new technologies in support of teaching, learning, scholarship, and service.
8. The College of Social and Behavioral Sciences will provide support for campus initiatives to improve Mankato State University.



Attachment

Date: 2/27/07

Re: Cognitive Science Curriculum Proposal

This is an excellent proposal. It shows what can be done with existing resources on an interdisciplinary basis. The Cognitive Science program maximizes the use of our current curricula and makes a new and exciting major available to our students.

From an administrative standpoint I would ask that every effort be made to minimize the need to purchase and store animals and animal parts. Please explore and make use of, to whatever extent possible, electronic laboratories and other available artificial substitutes. Thank you.

A handwritten signature in cursive script, appearing to read "John C. Alessio".

John C. Alessio, Dean  
College of Social and Behavioral Sciences

## BIOLOGY

### Core (11 units):

required:

- BIOL 220: Human Anatomy (4 units)  
BIOL 230: Human Physiology [Pre: BIOL 220, Human Anatomy AND CHEM 201, General Chemistry I] (4 units)  
BIOL 324: Neurobiology [Pre: BIOL 220 & 230] (3 units)

### Concentration (23+ units):

required:

- BIOL 105: General Biology I (4 units)  
BIOL 106: General Biology II [Pre: BIOL 105] (4 units)  
BIOL 220: Human Anatomy (4 units)  
BIOL 230: Human Physiology [Pre: BIOL 220 and CHEM 201, General Chemistry I] (4 units)  
BIOL 324: Neurobiology [Pre: BIOL 220 & 230] (3 units)

--at least 4 credits from the following--

- BIOL 434: Development and Human Embryology [Pre: BIOL 100 or 105] (3 units)  
BIOL 436: Animal Behavior [Pre: BIOL 105, 106, or consent] (4 units)  
BIOL 438: General Endocrinology [Pre: BIOL 100 or 105] (3 units)  
BIOL 460: Introduction to Toxicology [Pre: BIOL 105, 106, and CHEM 201, General Chemistry I, and CHEM 202, General Chemistry II] (3 units)  
BIOL 466: Principles of Pharmacology [Pre: BIOL 105, 106, 230, and CHEM 201, General Chemistry I, and CHEM 202, General Chemistry II] (3 units)

Total additional required prerequisites (beyond program prerequisites) for required Biology concentration: 0 courses.

If one elects to satisfy the biology concentration by taking either Biology 460 or 466, General Chemistry II is required.

Total additional required prerequisites for Biology concentration: 0-1 course, 0-5 credits

Total credits for Biology concentration: 23 + (0-5) (Biology Concentration and General Chemistry II); 11 (Computer Science Core); 12 (Psychology Core); 12 (Philosophy Core), 13 (Required Prerequisites, 9 of which can be satisfied in General Education).

TOTAL: 71-76 (16 of which can be met with General Education)

**Computer Science (New Curriculum)**

**Core (11-12 credits)**

Required:

CS 110: Computer Science I (Programming) [Pre/Coreq: Math 115] (4units)

CS 230: Intelligent Systems [Pre: CS 110] (4units).

---Choose or more of the following---

CS 430: Artificial Intelligence [Pre:CS 210 or CS 230] (3units)

CS 431: Computational Linguistics [Pre; CS 210 or CS 110, and CS 230] (3units).

ISYS/IT 482 : Human Computer Interaction [CS 210, CogSci & Consent] (3 units)

Recommended:

CS 111: Computer Science II (Object-oriented prog) [CS 110, Pre/Coreq: Math 121] (4units)

**Concentration (New Curriculum) (24 credits)**

Required:

CS 110: Computer Science I {Programming} [Pre/Coreq: Math 115] (4units)

CS 111: Computer Science II {Object-oriented prog}[Pre:CS 110, Pre/Coreq: Math 121] (4units).

CS 210: Data Structures [Pre: CS 111] (4units)

---Four or more of the following---

CS 310: Algorithm Analysis [Pre:CS 210] (3 units)

CS 370: Concepts of Programming Languages [Pre:CS 210] (3 units).

CS 410: Formal Languages/Abstract Machines [Pre:CS 310, MATH 375] (3 units).

CS 415: High Performance Computing [Pre: CS 310, CS 350, MATH 247] (3 units)

CS 430: Artificial Intelligenc [Pre: CS 210 or CS 230] (3 units)

CS 431: Computational Linguistics [Pre: CS 210] (3 units).

CS 433: Data Mining and Machine Learning [Pre: CS 210 and STAT 354 (3 units).

ISYS/IT 482 : Human Computer Interaction [Pre CS 210, CogSci & Consent] (3 units)

CS 498: Senior Thesis (4 units)

Total additional required prerequisites (beyond program prerequisites) for Computer Science Concentration : Math 121A which can be taken as a program prerequisites.

If one elects to satisfy Computer Science concentration with CS 410, Formal Languages/Abstract Machines, Math 375, Introduction to Discrete Mathematics, is a prerequisite.

If one elects to satisfy Computer Science concentration with CS 415, High Performance Computing, Math 247, Linear Algebra is a prerequisite.

Total additional required prerequisites for Computer Science concentration: 0- 3 courses/  
0-11 credits

Total credits for Computer Science: 24+ (0-11), (Computer Science Concentration); 11, (Biology Core); 12, (Psychology Core); 12 (Philosophy Core); 13 (Required Prerequisites, 9 of which can be satisfied in General Education).

Total: 72-79 (16 of which can be met with General Education)

### Computer Science under the pre-2007 Curriculum

#### Core (12 credits)

COMS 110: Foundation of Computer Science [Pre: MATH 115] (4units)

COMS 230: Intelligent Systems [Pre: COMS 110] (4units)

---One or more of the following---

COMS 430: Artificial Intelligence [Pre: COMS 230 or COMS 310] (4units)

COMS 496: Computational Linguistics [Pre:COMS 230 or COMS 310] (4units)

#### Concentration (24 credits)

COMS 110: Foundation of Computer Science [Pre:Math 115] (4units).

COMS 211: Fundamentals of Computer Science I [Pre:COMS 110] (4units)

COMS 212: Fundamentals of Computer Science II [Pre:COMS 211] (4units).

COMS 310: Data Structures & Algorithms [Pre:COMS 212] (4units)

---Two or more of the following---

COMS 370: Concepts of Programming Language (4units)

COMS 410: Abstract Machines and Grammar (4units).

COMS 430: Artificial Intelligence (4units)

COMS 432: Robotics (4units).

COMS 465: Parallel and Distributed Processing (4units).

COMS 496: Selected topics: Comp. Linguistics (4units).

Students completing the Cognitive Science Program in the Computer Science pre-2007 curriculum may do so with upper division credits made up from the new Computer Science curriculum classes above: CS 310, CS370, CS 410, CS 415, CS 430, CS 431, CS 433.

If one elects to satisfy Computer Science concentration with CS 410, Abstract Machines and Grammars, Math 375 is a prerequisite, 4 units;

If one elects to satisfy concentration by taking CS 432, Robotics, CS 260 or 320 is a prerequisite;

If one elects to satisfy the concentration with CS 465, Parallel and Distributed Processing, CS 362 is a prerequisite.

Total additional required prerequisites for Computer Science concentration: 0-3 courses/  
0-12 credits

Total credits for Computer Science: 24 +( 0-12) (Computer Science concentration); 11 (Biology Core); 12 (Philosophy Core); 12 (Psychology Core); 13 (Required Prerequisites, 9 of which can be satisfied in General Education).

Total: 72- 84 (16 can be met with General Education)

## **Philosophy**

### **Core (12 credits):**

required:

PHIL 101: The Mind Body Problem (3 units)

--choose 3 of the following--

PHIL 410: Philosophy of Language (3 units)

PHIL 474: Philosophy of Mind (3 units)

PHIL 475: Philosophical Issues in Cognitive Science (3 units)

PHIL 480: Philosophy of Science (3 units)

PHIL 481: Philosophy of Biology (3 units)

### **Concentration (24 credits):**

Required:

PHIL 101: Philosophical Problems: The Mind Body Problem (3 units)

PHIL 495: Senior Thesis I (2 units)

PHIL 496: Senior Thesis II (1 unit)

--choose 3 of the following--

PHIL 311: Symbolic Logic (3 units)

PHIL 410: Philosophy of Language (3 units)

PHIL 474: Philosophy of Mind (3 units)

PHIL 475: Philosophical Issues in Cognitive Science (3 units)

PHIL 480: Philosophy of Science (3 units)

PHIL 481: Philosophy of Biology (3 units)

--choose 3 of the following which have not already been chosen under the proceeding requirement--

PHIL 311: Symbolic Logic (3 units)

PHIL 334: History of Philosophy: Classical Philosophy (3 units)

PHIL 336: History of Modern and Renaissance Philosophy (3 units)

PHIL 410: Philosophy of Language (3 units)

PHIL 437: Contemporary Philosophy (pre: consent of Philosophy Department  
Cognitive Science Advisor) (3 units)

PHIL 450: Special Topics (pre: consent of Philosophy Department  
Cognitive Science Advisor) (3 units)

PHIL 455: Existentialism and Phenomenology (3 units)

PHIL 473: Knowledge and Reality (3 units)

PHIL 474: Philosophy of Mind (3 units)  
PHIL 475: Philosophical Issues in Cognitive Science (3 units)  
PHIL 480: Philosophy of Science(3)  
PHIL 481 Philosophy of Biology (3 units)

Total credits for philosophy concentration: 24 (Philosophy Concentration); 11 (Biology Core), 11 (Computer Science Core); 12 (Psychology Core); 13 (Required Prerequisites (9 of which can be satisfied in General Education).

TOTAL: 71 (16 can be met with General Education)

## PSYCHOLOGY

### Core (12 credits):

required:

PSYC 101, Psychology (4 units)

PSYC 416, Cognitive Psychology [Pre: PSYC 101, 201 and 211\* or CogSci & consent] (4 units)

--plus 1 of the following

PSYC 415, Human Memory [Pre: PSYC 101, 201 and 211 or CogSci & consent] (4 units)

PSYC 413, Sensation and Perception [Pre: PSYC 101, 201, and either 207 or 211 or CogSci & consent] (4 units)

PSYC 421, Biopsychology [Pre: PSYC 101, 201 and either 207 or 211 or CogSci & consent] (4 units)

### Concentration (24 credits):

required:

PSYC 101, Psychology (4 units)

PSYC 416, Cognitive Psychology [Pre: PSYC 101, 201, and 211 or CogSci & consent] (4 units)

--plus 4 of the following

PSYC 206, The Human Mind [Pre: PSYC 101] (4 units)

PSYC 405, Motivation [Pre: PSYC 101, 201, and either 207 or 211, and 211 or CogSci & consent] (4units)

PSYC 413, Sensation and Perception [Pre: PSYC 101, 201, and either 207 or 211 or CogSci & consent] (4units)

PSYC 415, Human Memory [Pre: PSYC 101, 201 and 211 or CogSci & consent] (4 units)

PSYC 420, Drugs and Behavior [Pre: PSYC 101, 421] (4 units)

PSYC 421, Biopsychology [Pre: PSYC 101, 201 and either 207 or 211 or CogSci & consent] (4 units)

PSYC 423, Neuroscience [Pre: PSYC 101, 421] (4 units)

PSYC 424, Physiological Psychology Laboratory [Pre: PSYC 101, 421] (4 units)

PSYC 433, Child Psychology [Pre: PSYC 101] (4 units)

PSYC 436, Adolescent Psychology [Pre: PSYC 101] (4 units)

PSYC 455, Abnormal Psychology [Pre: PSYC 101, 8 PSYC credits] (4 units)

PSYC 458, Cultural Psychology [Pre: PSYC 101] (3 units)  
PSYC 466, Psychology of Aging [Pre: PSYC 101] (3 units)

Total credits for psychology concentration: 24 (Psychology Concentration); 11 (Biology Core); 12 (Philosophy Core); 11 (Computer Science Core); 13 (Required Prerequisites, 9 of which can be satisfied in General Education).

Total credits for psychology concentration: 71 credits (16 can be met with General Education)

\* Psychology 211 is a prerequisite for Psychology majors. with the consent of an instructor, Cognitive Science majors may have this prerequisite waived. This holds for all courses for which Psychology 211 is a prerequisite.