Areas of interest in psychology, and many of these are reflected in the similarly-titled concentrations that are available within the major:

- Behavioral Neuroscience is the study of the biological mechanisms underlying behavior. Biological psychologists generally are interested in the brain and the nervous system, in the endocrine system, and in other organismic processes.
- Clinical psychology is the study of problems encountered by individuals, groups, and families — especially problems involving psychopathology. Clinical psychologists are interested in the application of psychological knowledge and techniques for the alleviation of these problems.
- Community psychology is the study of the social processes and problems of groups, organizations, and neighborhoods, and the development and evaluation of progress for social change and social policy based on psychological understanding.
- Cognitive neuroscience is concerned with understanding the neuroscientific bases of cognition. Various methods are employed to assess the roles of different brain systems in psychological functions such as memory, attention, language, executive control, decision making, response processing, and emotion.
- Cognitive psychology is the study of basic behavioral and cognitive processes, including learning, memory, problem-solving, motivation, and language.
• Developmental psychology is the study of intellectual development, emerging personality, and the acquisition of language, as well as psychophysiological and social development processes as individuals develop from birth through old age.

• Engineering psychology is the study of human behavior in the context of interactions between humans and machines.

• Organizational psychology is the application of techniques of assessment, prediction, and intervention to areas of human resources in organizations, including, but not limited to, standard personnel selection and training, attitude assessments and interventions, and program evaluations.

• Personality psychology focuses on individual behavior. It is the study of ways to understand and describe an individual's behavior and to predict an individual's future behavior.

• Quantitative psychology specialists develop mathematical models of psychological processes and devise methods for quantitative representation and analysis of data about behavior. These are used in the study of differences between individuals in ability, personality, preferences, and other psychological phenomena.

• Social psychology is the study of attitudes, social perception and cognition, interpersonal relations, interpersonal interactions, and social and cultural factors affecting human behavior.

• Visual cognition and human performance is the study of attention, visual perception, visual memory, and human performance. Visual cognition research uses tools drawn from cognitive psychology and cognitive neuroscience to better understand how visual information is perceived and remembered.

Prescribing Psychologists
The states of Illinois, New Mexico and Louisiana now allow appropriately qualified psychologists to write prescriptions for psychotropic medications, if they have the necessary training. There are many other states that currently have pending prescriptive authority legislative initiatives. One component of becoming a prescribing psychologist is completion of the following undergraduate courses:

• 2-semester course sequence in chemistry or biochemistry with lab

• 1 semester microbiology with lab

• 1 semester general biology for science majors

• 1 semester physiology

• 1 semester human anatomy

• 1 semester physiology and anatomy

• Medical terminology (class or proficiency)

For more information on becoming a prescribing psychologist and a detailed list of which courses meet these requirements, please consult with one of the academic advisors in psychology.

for the degree of Bachelor of Science in Liberal Arts & Sciences Major in Psychology

The student learning outcomes are adapted from the American Psychological Association’s (APA) “Guidelines for the Undergraduate Psychology Major” (2013). These guidelines consist of general learning outcomes along with specific indicators that can be assessed. Two sets of indicators are provided by the APA depending on whether a student has completed just the foundational courses (100# and 200# level classes) or is finishing the elective courses (300# and 400# level classes) necessary for each concentration within the Psychology major. The four learning outcomes that we will be evaluating are:

1. Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral phenomena. This includes 1.1) describing key concepts, principles and overarching themes, 1.2) developing a working knowledge of the different content or program areas in psychology, and 1.3) describing the application of psychology to everyday life.

2. Students will develop scientific reasoning and problem solving skills, including effective research methods. This includes 2.1) using scientific reasoning to interpret psychological phenomena; 2.2) demonstrating psychology information literacy; 2.3) engaging in innovative and integrative thinking and problem solving; 2.4) interpreting, designing, and conducting basic psychological research; and 2.5) incorporating sociocultural factors in scientific inquiry when appropriate.

3. Students will develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. This goal encompasses 3.1) applying ethical standards to evaluate psychological science and practice; 3.2) building and enhancing interpersonal relationships; and 3.3) adopting values that build community at local, national, and global levels.

4. Students will be prepared to apply psychology#specific content and skills, effective self-reflection, project#management skills, teamwork skills, and career preparation to optimize their competitiveness for securing places in a graduate school, professional school, or in the workforce. For
example, students should be able to 4.1) apply psychological content and skills to career goals; 4.2) demonstrate project management skills and teamwork capacity; and 4.3) develop meaningful professional direction for life after graduation.

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department website: http://www.psychology.illinois.edu/
department faculty: Psychology Faculty (https://psychology.illinois.edu/directory/faculty/)
advising: Psychology advising (https://psychology.illinois.edu/academics/undergraduate-program/advising-services/)
overview of college admissions & requirements: Liberal Arts & Sciences (http://catalog.illinois.edu/schools/las/academic-units/)
college website: https://las.illinois.edu/
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