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EP.26.041
November 10, 2025

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
COMMITTEE ON EDUCATIONAL POLICY
(Final; Information)

EP.26.041 Report of Administrative Approvals Through November 10, 2025

In accordance with Part B.9.a of the Senate *Bylaws*, "Senate committees are authorized to act for and in the name of the Senate on minor matters. Such actions shall be reported promptly to the Senate…" Below is a listing of items categorized as administrative approvals and approved by the Senate Committee on Educational Policy in the name of the Senate on the dates indicated. For each program listing, there is no change to the total hours required. Additional information for each approval is attached.

Section 1. This Section Approved by EP on October 20, 2025

A. Graduate Programs

1. **Revise the Master of Science in Veterinary Medical Science - Pathobiology in the College of Veterinary Medicine and the Graduate College (key 580)** – removes GRE requirement and adds GRE as optional; adds PATH 592 (2 General Journal Club and 2 Topic-Specific Journal Club, chosen in consultation with advisor); adds CPSC 440 and HK 527 as alternates to PATH 524; adds PATH 523 and PATH 490; removes floating concentration Pathobiology Research Scholars; revises required hours for Thesis credit and electives since students who are depositing a thesis are required to take at least one credit hour of thesis credit to prepare for their final exam/presentation; adds PATH 598 Non-Thesis Research requirement in the Non-Thesis Option since it is expected that students in the non-thesis track register for at least one credit hour to prepare for their presentation.

B. Undergraduate Programs

1. **Revise the Undergraduate Minor in Classical Civilizations in the College of Liberal Arts and Sciences (key 936)** – adds the following courses: CLCV 203, CLCV 250, CLCV 450, CLCV 492, CLCV 493, and CLCV 260; replaces CLCV 222 with CLCV 322; adds learning outcomes; and updates assessment of Learning Outcomes.

2. **Revise the Concentration in French Studies in the Bachelor of Arts in Liberal Arts and Sciences in French in the College of Liberal Arts and Sciences (key 708)** – modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds the LAS Orientation and Professional Development table; adds the subheading "Major Requirements" after the new General Education Template information and above the major coursework table.; replaces FR 213 with new course number of FR 313; clarifies the Literature Course requirements being two courses one of which need to be focused in the Medieval/Early Modern Period; total hours for the major increased from 37 to 38 hours but overall degree program hours remained unchanged; removes the minimum hours required for graduation at the bottom of the table; and adds Student Learning Outcomes.

Section 2. **This Section Approved by EP on November 3, 2025**

A. Graduate Programs

1. **None**

B. Undergraduate Programs

1. **Revise the Bachelor of Arts in Liberal Arts and Sciences in Geography & Geographic Information Science in the College of Liberal Arts and Sciences (key 440) –** modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements); adds LAS Orientation and Professional Development table; adds the heading "Major Requirements" after the new General Education Template information and above the major coursework table; swaps ordering of GGIS 100/ATMS 100 to ATMS 100/GGIS 100; changes the header Select one of the following three (3) courses:" to the category of courses it represents "Physical Geography Course (Select one):"; changes the header "Select one of the following six (6) courses:" to the category of courses it represents "Human Geography Course (Select one):"; changes the header "Choose one of the following:" with GGIS 371 and GGIS 379 to "GIS Course (Select one): "; adds GGIS 220 to the list of Physical Geography courses and GGIS 254 to the list of Human Geography courses; links the concentration names in the POS to the appropriate concentration in the catalog and moves the total concentration hours to this table; and removes the total hours required for graduation in duplicative places now in the POS table.
2. **Revise the Concentration in Human Geography in the Bachelor of Arts in Liberal Arts and Sciences in Geography & Geographic Information Science in the College of Liberal Arts and Sciences (key 512) -** modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements); adds LAS Orientation and Professional Development table; adds the major coursework to the concentration CIM-P record with the following revisions being made: swaps ordering of GGIS 100/ATMS 100 to ATMS 100/GGIS 100; changes the header Select one of the following three (3) courses:" to the category of courses it represents "Physical Geography Course (Select one):"; changes the header "Select one of the following six (6) courses:" to the category of courses it represents "Human Geography Course (Select one):"; changes the header "Choose one of the following:" with GGIS 371 and GGIS 379 to "GIS Course (Select one): "; adds GGIS 220 to the list of Physical Geography courses and GGIS 254 to the list of Human Geography courses; removes the redundant header 'Human Geography Concentration Requirements' and adds the total concentration hours at the top of the concentration table; edits the previous concentration requirement "200-to 400-level Geography courses, at least 6 hours of which must be at the 300- or 400- level, selected from the following:" to now read "Total Concentration Hours (at least 6 hours must be taken at the 300- or 400- level)"; adds GGIS 220, GGIS 221 and GGIS 223 to the concentration list; swaps course ordering for the following listings: GGIS 280/SOC 280, GGIS 287/NRES 287, GGIS 370/ESE 320, GGIS 446/LA 446, and GGIS 482/ESE 482; adds GGIS 379, GGIS 380, GGIS 381, GGIS 403, GGIS 407, GGIS 425, GGIS 460, GGIS 476, GGIS 478, GGIS 479, GGIS 480, GGIS 489 to the concentration list; moves GGIS 455 in the concentration list to keep courses in ascending numeric order; adds GGIS 495 to the concentration list; and removes redundant 'total hours for graduation' text and concentration requirements header from core requirements table and bottom of concentration list, moves total concentration hours to separate line at the top of the table.
3. **Revise the Concentration in General Geography in the Bachelor of Arts in Liberal Arts and Sciences in Geography & Geographic Information Science in the College of Liberal Arts and Sciences (key 510) -** modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements); adds LAS Orientation and Professional Development

table; adds the major coursework to the concentration CIM-P record with the following revisions being made: swaps ordering of GGIS 100/ATMS 100 to ATMS 100/GGIS 100; changes the header Select one of the following three (3) courses:" to the category of courses it represents "Physical Geography Course (Select one):"; changes the header "Select one of the following six (6) courses:" to the category of courses it represents "Human Geography Course (Select one):"; changes the header "Choose one of the following:" with GGIS 371 and GGIS 379 to "GIS Course (Select one): "; adds GGIS 220 to the list of Physical Geography courses and GGIS 254 to the list of Human Geography courses; notes the total concentration hours at the top of the concentration requirements table; and removes redundant total hours for graduation text from bottom of concentration requirements table.

4. **Revise the Bachelor of Science in Liberal Arts and Sciences in Geography & Geographic Information Science in the College of Liberal Arts and Sciences (key 227)** – modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template.; adds the LAS Orientation table; adds the heading "Major Requirements" after the new General Education Template information and above the major coursework table; updates hours for Geography and GIS Core Requirements from 10-16 to 6-8; links the concentration names to the academic catalog pages for those concentrations; adds the total hours of concentration course to the POS table; changes the header "Select one of the following three (3) courses:" to the category of courses it represents "Physical Geography Course (Select one):"; changes the header "Select one of the following six (6) courses:" to the category of courses it represents "Human Geography Course (Select one):"; adds GGIS 220 to the list of Physical Geography courses; adds GGIS 254 and removes GGIS 105 from the list of Human Geography courses; moves GIS Core Courses (GGIS 371 and GGIS 379) to the concentration specific coursework; and swaps course ordering for GGIS 100/ATMS 100 to ATMS 100/GGIS 100.
5. **Revise the Concentration in Physical Geography in the Bachelor of Science in Liberal Arts and Sciences in Geography & Geographic Information Science in the College of Liberal Arts and Sciences (key 847)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template.; adds the LAS Orientation and Professional Development table; adds the heading "Major Requirements" after the new General Education Template information and above the major coursework table; adds the major coursework to the concentration, with the following changes: updates hours for Geography and GIS Core Requirements from 10-16 to 6-8; changes the header "Select one of the following three (3) courses:" to the category of courses it represents "Physical Geography Course (Select one):"; changes the header "Select one of the following six (6) courses:" to the category of courses it represents "Human Geography Course (Select one):"; adds GGIS 220 to the list of Physical Geography courses; adds GGIS 254 and removes GGIS 105 from the list of Human Geography courses; moves GIS Core Courses (GGIS 371 and GGIS 379) to the concentration specific coursework; and swaps course ordering for GGIS 100/ATMS 100 to ATMS 100/GGIS 100; total concentration hours noted at the top of the concentration requirements table; changes the requirement "200-to 400-level Geography courses, at least 6 hours of which must be at the 300- or 400- level, selected from the following:" to "200- to 400-level Geography and Geographic Information Science Courses (at least 8 hours must be at the 300- or 400- level) selected from the following:" and the total hours needed in this category 25-27 has been added to the POS table; adds cross-listed course SOC 280 to GGIS 280 listing in POS table; switches the order of crosslisted courses, which include ESE 320/GGIS 370, NRES 401/GGIS 401, ATMS 421/GGIS 421, IB 439/GGIS 436, CEE 459/GGIS 459; adds GGIS 223, GGIS 381, GGIS 412, GGIS 439, GGIS 479, GGIS 480, GGIS 489.; removes GGIS 468; and removes duplicative total hours statement.

6. **Revise the Concentration in Geographic Information Science in the Bachelor of Science in Liberal Arts and Sciences in Geography & Geographic Information Science in the College of Liberal Arts and Sciences (key 846)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template.; adds the LAS Orientation and Professional Development table; adds the heading "Major Requirements" after the new General Education Template information and above the major coursework table; adds the major coursework to the concentration, with the following changes: updates hours for Geography and GIS Core Requirements from 10-16 to 6-8; changes the header "Select one of the following three (3) courses:" to the category of courses it represents "Physical Geography Course (Select one):"; changes the header "Select one of the following six (6) courses:" to the category of courses it represents "Human Geography Course (Select one):"; adds GGIS 220 to the list of Physical Geography courses; adds GGIS 254 and removes GGIS 105 from the list of Human Geography courses; moves GIS Core Courses (GGIS 371 and GGIS 379) to the concentration specific coursework; and swaps course ordering for GGIS 100/ATMS 100 to ATMS 100/GGIS 100; total concentration hours noted at the top of the concentration requirements table; adds Geographic Information Science acronym (GIS) to the concentration specific header; adds total hours at the top of the concentration requirements table; reduces duplication of GIS required courses (GGIS 371 along with GGIS 379 and GGIS 380); changes the subheading of "Select one (1) of the following courses" to "Computer Science Course (Select 1):"; changes the subheading "Select a minimum of three (3) courses from the following:" to "GIS Elective Courses (Select 3):" and updates credit hours from 9-11 to 9-12; adds crosslisted IB 439 (owner) to GGIS 436 in the POS table; adds GGIS 381 and GGIS 403 to the GIS Elective Course list; switches the order of crosslisted courses GGIS 280 and SOC 280, GGIS 421 and ATMS 421, GGIS 287 and NRES 287, GGIS 370 and ESE 320, GGIS 401 and NRES 401, GGIS 446 and LA 446, GGIS 482 and ESE 482; removes PATH 439 as appearing in the POS along with GGIS 439 since GGIS 439 owns the course; removes GGIS 468 from the GIS Elective course list; changes the subheading "Select two (2) human and/or physical geography courses:" to "Human and/or Physical Geography Courses (Select 2):"; adds GGIS 220, GGIS 223, GGIS 254, GGIS 425, CEE/GGIS 459, and GGIS 495 to the Human and/or Physical Geography Course list; and removes duplicative total concentration and total hours required for graduation from the POS table.
7. **Revise the Bachelor of Arts in Liberal Arts and Sciences in Latina/Latino Studies in the College of Liberal Arts and Sciences (key 376)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template.; adds the LAS Orientation and Professional Development table; removes LLS 265 from the 'Race, Gender, and Sexuality' Thematic Area select from list in the Program of Study Table; adds a clarifying statement about LLS elective choice to the Program of Study table; and adds six hours of 300-400 level coursework to the Supporting coursework requirement.
8. **Revise the Bachelor of Science in Liberal Arts and Sciences in Atmospheric Sciences in the College of Liberal Arts and Sciences (key 264)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements, LAS Orientation and Professional Development) to adhere to the campus General Education Template and LAS template; adds the subheading Major Requirements" after the new General Education Template information and above the major coursework table; adds ATMS 202 and ATMS 207; removes ATMS 313 and ATMS 314; and updates total hours for the major coursework to 57-58.
9. **Revise the Bachelor of Arts in Liberal Arts and Sciences in Classics in the College of Liberal Arts and Sciences (key 275) –** modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template and includes the specific graduation requirements for the department and college; adds the

required college orientation course; edits the learning outcomes and catalog overview text; and revises the ISBE status for accuracy.

10. **Revise the Concentration in Classical Civilizations in the Bachelor of Arts in Liberal Arts and Sciences in Classics in the College of Liberal Arts and Sciences (key 939)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template and includes the specific graduation requirements for the department and college; adds the required college orientation course; edits the learning outcomes; adds CLCV 203, CLCV 250, CLCV 450, CLCV 492, CLCV 493, GRKM 260; removes CLCV 223; removes CLCV 222 and adds CLCV 322; removes the statement “We request to have a NONE code created with the 2 new concentrations within 0308. Students must choose a concentration to graduate." from the Additional Concentration notes; removes duplicative General Education information in the Program of Study; adds the Concentration Coursework header and modifies the requirements of the concentration in the Program of Study to reflect that students choose 32 hours from the list; edits the catalog overview text; and revises the ISBE status for accuracy.
11. **Revise the Concentration in Classical Languages in the Bachelor of Arts in Liberal Arts and Sciences in Classics in the College of Liberal Arts and Sciences (key 938)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template and includes the specific graduation requirements for the department and college; adds the required college orientation course; edits the learning outcomes and catalog overview text; revises the ISBE status for accuracy; adds ‘Classical Languages Concentration’ as a header in the Program of Study table; removes an additional concentration note ‘We request to have a NONE code created with the 2 new concentrations within 0308. Students must choose a concentration to graduate.’. In the Ancient Greek track, removes the comment “GRK 101, Elementary Greek I, is a prerequisite for subsequent GRK courses; does not count toward the 32 hours for the concentration.”; adds GRK 101; ‘Greek’ was changed to ‘GRK’ throughout the Program of Study; removes GRK 251, GRK 252, GRK 403, and GRK 404; changes the subheading “One additional CLCV course (3 hours)” was changed to “One additional CLCV or GRKM course chosen from the following:”; adds the following list of courses to the list of "One additional CLCV or GRKM course chosen from the following:": CLCV 115, CLCV 116, CLCV 120, CLCV 131, CLCV 132, CLCV 133, CLCV 160, CLCV 203, CLCV 206, CLCV 220, CLCV 221, CLCV 322, CLCV 224, CLCV 225, CLCV 230, CLCV 231, CLCV 232, CLCV 240, CLCV 250, CLCV 323, CLCV 443, CLCV 444, CLCV 450, CLCV 490, CLCV 491, CLCV 492, CLCV 493, and GRKM 260; changes the statement "11 hours of GRK courses, at least 6 of which must be at the 300 or 400 level" to read "11 hours of Upper-Division GRK courses from the following.”; and indents to clarify that students choose from among the 400 level courses listed after "11 hours of Upper-Division GRK courses from the following.”. In the Latin track, removes the comment LAT 101, Elementary Latin I, is a prerequisite for subsequent LAT courses; does not count toward the 32 hours for the concentration.”; adds LAT 101; changes ‘Latin’ to ‘LAT’ throughout the Program of Study; changes the subheading “One additional CLCV course” to read “One additional CLCV or GRKM course chosen from the following”; adds the following courses to the list of one additional course: CLCV 114, CLCV 115, CLCV 120, CLCV 131, CLCV 132, CLCV 133, CLCV 160, CLCV 203, CLCV 206, CLCV 220, CLCV 221, CLCV 322, CLCV 224, CLCV 225, CLCV 230, CLCV 231, CLCV 232, CLCV 240, CLCV 250, CLCV 323, CLCV 443, CLCV 444, CLCV 450, CLCV 490, CLCV 491, CLCV 492, CLCV 493, GRKM 260; changes "11 hours of LAT courses, at least 6 of which must be at the 300 or 400 level" to read "11 hours of Upper-Division GRK courses from the following.”; and indents for clarity that students choose from among the courses listed after "11 hours of Upper-Division LAT courses chosen from the following. From the Ancient Greek and Latin track, adds GRK 101 and LAT 101 to the Program of Study table; ‘Greek’ and ‘Latin’ have been changed to ‘GRK’ and ‘LAT’; changes the subheading “One additional CLCV course” to read “One

additional CLCV or GRKM course chosen from the following"; adds the following courses to the list of one additional course: CLCV 114, CLCV 115, CLCV 116, CLCV 120, CLCV 131, CLCV 132, CLCV 133, CLCV 160, CLCV 203, CLCV 206, CLCV 220, CLCV 221, CLCV 322, CLCV 224, CLCV 225, CLCV 230, CLCV 231, CLCV 232, CLCV 240, CLCV 250, CLCV 323, CLCV 443, CLCV 444, CLCV 450, CLCV 490, CLCV 491, CLCV 492, CLCV 493, GRKM 260.

12. **Revise the Bachelor of Science in Liberal Arts and Sciences Computer Science plus Linguistics in the College of Liberal Arts and Sciences (key 286)** – modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) to adhere to the campus General Education Template and LAS Template.; removes TRST 415 and LING 406; adds a category of Core Computational Linguistics Courses with LING 413 and LING 414; replaces Linguistics Breadth requirement with Linguistics Research Experience with LING 453; adds LING 302, LING 304, and LING 401 under the header "General Linguistics Courses - select two of the following"; adds LING 442, LING 444, LING 446, and LING 448 to the list of Advanced Linguistic Courses. Due to a course restriction statement on LING 448 an "or" option was added with CS 446.; changes the "Mathematics (may also fulfill the General Education Quantitative Reasoning I and II requirements)" header to "Mathematics Requirements"; and updates the Student Learning Outcomes.
13. **Revise the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences (key 508)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds the LAS Orientation and Professional Development to the Program of Study table; adds Program of Study content that was similar in all concentrations to this major program of study; and lists with links to the academic catalog the 10 concentrations.
14. **Revise the Concentration in Behavioral Neuroscience in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences (key 737)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) to adhere to the campus General Education Template and LAS Template.; adds, updates and rearranges the order, including adding subheadings to describe topic areas for listed courses, of headers and coursework; removes PSYC 103, PSYC 329/IB 329, PSYC 396, PSYC 432/IB 432, PSYC 496; adds the following courses: PSYC 214, PSYC 255, PSYC 313, PSYC 451; moves the concentration core course up in the Program of Study table; changes the requirement 'select four upper level elective courses' to 'two upper level courses that must be chosen from the list' adds additional course requirement of six hours (2 courses) of 300-or 400-level PSYC or BCOG courses; removes the footnote.
15. **Revise the Concentration in Clinical/Community Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences (key 739)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) to adhere to the campus General Education Template and LAS Template.; adds, updates and rearranges the order, including adding subheadings to describe topic areas for listed courses, of headers and coursework; adds clarifying statement next to PSYC 312 and PSYC 416 (now listed separately in the advanced course list) that credit for an advanced course can only be obtained if the course was not also chosen to count for the race/ethnicity course requirement; removes PSYC 103, PSYC 396, PSYC 410/AFRO 410, PSYC 420/EPSY 420, PSYC 496; removes PSYC 238 and PSYC 239 (concentration core courses) from the list of elective course options; moves the concentration core course up in the Program of Study table; changes the requirement to select three upper-level elective courses to one upper-level courses that must be chosen from the list; adds an additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses.

16. **Revise the Concentration in Cognitive Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences (key 741)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) to adhere to the campus General Education Template and LAS Template.; adds, updates and rearranges the order, including adding subheadings to describe topic areas for listed courses, of headers and coursework; removes BCOG 100, BCOG 200, PSYC 103, PHIL 351, PSYC 396, PSYC 427, PSYC 496; removes PSYC 224 and PSYC 248 from the list of upper-level elective courses; adds PSYC 214 and PSYC 255; adds PSYC 224 and PSYC 248 (the two core courses offered in this concentration) to the list of breadth courses, provided they are not being used to fulfill the core course requirement; moves the concentration core courses up in the Program of Study table; changes the requirement to select four upper-level elective courses to two upper-level courses that must be chosen from the list; and adds an additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses.
17. **Revise the Concentration in Developmental Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences (key 742**) - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) to adhere to the campus General Education Template and LAS Template.; adds, updates and rearranges the order, including adding subheadings to describe topic areas for listed courses, of headers and coursework; removes PSYC 103, PSYC 322, PSYC 396, and PSYC 496; adds PSYC 214 and PSYC 255; moves the concentration core course up in the Program of Study table; changes the requirement to select four upper-level elective courses to two upper-level courses that must be chosen from the list; and adds an additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses.
18. **Revise the Concentration in Intradisciplinary Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences (key 743)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) to adhere to the campus General Education Template and LAS Template.; adds, updates and rearranges the order, including adding subheadings to describe topic areas for listed courses, of headers and coursework; removes PSYC 103; adds PSYC 214 and PSYC 255; changes the requirement to select 9-10 hours of upper-level elective courses to 12 hours of Advanced (300- or 400-level) PSYC or BCOG courses; and changes the total number of hours required from 32 to 35.
19. **Revise the Concentration in Diversity Science in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences (key 738)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) to adhere to the campus General Education Template and LAS Template.; adds, updates and rearranges the order, including adding subheadings to describe topic areas for listed courses, of headers and coursework; removes PSYC 103, PSYC 322/SPED 322, PSYC 396, PSYC 410/AFRO 410, PSYC 416/AFRO 411, PSYC 496; removes PSYC 239 from the electives list but remains a foundation course; adds PSYC 214, PSYC 255, and PSYC 428; moves the concentration core course up in the Program of Study table; changes the requirement to select four upper-level elective courses to two upper-level courses that must be chosen from the list; and adds an additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses.
20. **Revise the Concentration in Cognitive Neuroscience in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences (key 740)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education

requirements, LAS orientation and professional development) to adhere to the campus General Education Template and LAS Template.; adds, updates and rearranges the order, including adding subheadings to describe topic areas for listed courses, of headers and coursework; removes PSYC 103, BCOG 100, PSYC 396, PSYC 427/SHS 427, PSYC 496; adds PSYC 214 and PYSC 255; duplicates PSYC 204 and PSYC 220 in two lists, both Cognitive Neuroscience Concentration Core Course and Psychological Science Breadth, Group 1/Behavioral and Cognitive Neuroscience with a note on the courses in the Breadth Group that they can be taken if not taken to satisfy Cognitive Neuroscience Concentration Core Course requirement; moves the concentration core courses up in the Program of Study table; changes the requirement to select four upper level elective courses to two upper level courses that must be chosen from the list; adds an additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses; and removes the footnote.

21. **Revise the Concentration in Personality Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences (key 745)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) to adhere to the campus General Education Template and LAS Template.; adds, updates and rearranges the order, including adding subheadings to describe topic areas for listed courses, of headers and coursework; removes PSYC 103, PSYC 396 and PSYC 496; adds PSYC 214, PSYC 255, and PSYC 428; moves the concentration core course up in the Program of Study table; changes the requirement to select four upper-level elective courses to two upper-level courses that must be chosen from the list; and adds an additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses.
22. **Revise the Concentration in Organizational Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences (key 744)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) to adhere to the campus General Education Template and LAS Template.; adds, updates and rearranges the order, including adding subheadings to describe topic areas for listed courses, of headers and coursework; removes PSYC 103, PSYC 396, PSYC 496; adds PSYC 214 and PSYC 255; and moves the concentration core course up in the Program of Study table.
23. **Revise the Concentration in Social Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences (746)** - modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) to adhere to the campus General Education Template and LAS Template.; adds, updates and rearranges the order, including adding subheadings to describe topic areas for listed courses, of headers and coursework; removes PSYC 103, PSYC 396, PSYC 496; adds PSYC 214, PSYC 255, and PSYC 428; moves the concentration core course up in the Program of Study table; and changes the requirement to select four upper level elective courses to two upper level courses that must be chosen from the list; adds an additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses.
24. **Revise the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences (key 86)** – removes ACES 101 and adds NRES 123.
25. **Revise the Concentration in Environmental Science & Management in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences (key 632)** – removes ACES 101 and adds NRES 123.
26. **Revise the Concentration in Ecosystem Stewardship & Restoration Ecology in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences (key 634)** - removes ACES 101 and adds NRES 123.

27. **Revise the Concentration in Fish Wildlife & Conservation Biology in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences (key 631)** - removes ACES 101 and adds NRES 123.
28. **Revise the Concentration in Environmental Social Sciences in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences (key 633)** - removes ACES 101 and adds NRES 123.

Program Change Request

EP.26.041
Admin Approval_Section1_#A1

Date Submitted: 06/26/25 10:05 am

Viewing: 10KS5216MS : VMS - Pathobiology, MS

Last approved: 02/05/24 11:12 am

Last edit: 10/29/25 12:22 pm

Changes proposed by: Karen Nichols

Catalog Pages Using this Program: VMS - Pathobiology, MS

Proposal Type:
Major (ex. Special Education)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. 1282-PATH Head
3. LC Dean
4. University Librarian
5. Grad_College
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DOE
15. Catalog Editor
16. DMI

Approval Path

1. 05/22/25 2:29 pm Emily Stuby (eastuby): Rollback to Initiator
2. 06/26/25 10:00 am Mary Lowry (lowry): Rollback to Initiator
3. 08/22/25 9:10 am Emily Stuby (eastuby): Approved for U Program Review
4. 08/24/25 8:00 am Bob Rowland (rowland7): Approved for 1282-PATH Head
5. 09/20/25 10:38 pm

Devon Hague (hague): Approved for LC Dean
6. 09/22/25 10:45 am Tom Teper (tteper): Approved for University Librarian
7. 10/09/25 2:23 pm Allison McKinney (agrindly): Approved for Grad_College
8. 10/10/25 8:14 am Suzanne Lee (suzannel): Approved for COTE Programs
9. 10/15/25 1:28 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Feb 18, 2019 by Deb Forgacs (dforgacs)
2. Oct 25, 2019 by Deb Forgacs (dforgacs)
3. Sep 15, 2022 by Mary Lowry (lowry)
4. Feb 5, 2024 by Emily Stuby (eastuby)

Administration Details

Official Program Name	VMS - Pathobiology, MS
Diploma Title	
Sponsor College	Veterinary Medicine

Sponsor Department	Pathobiology
Sponsor Name	Keith Jarosinski, DGS
Sponsor Email	kj4@illinois.edu
College Contact	Devon Hague
College Contact Email	hague@illinois.edu
College Budget Officer	
College Budget Officer Email	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

klp68@illinois.edu, Karen Nichols

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Science in Veterinary Medical Science - Pathobiology in the College of Veterinary Medicine and the Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

The PATH guiding document the Rules and Regulations (handbook) and requirements had not been reviewed or updated since 2009. With considerable changes in our program structure, revisions were important for the success of the program.

1. removed GRE requirement
added GRE optional

2. added required courses to Masters program
• 2 semesters of general journal club (PATH 592, currently required) and 2 semesters of topic-specific journal club (portion added)
• PATH 524 Biostatistics – options added as approved alternates CPSC 440 and HK 527
• PATH 523 – Responsible Conduct of Biomedical Research
• PATH 490 – Intro to Research Methodology

3. remove floating concentration Pathobiology Research Scholars

4. Revisions to the required hours for Thesis credit and electives. Students who are depositing a thesis are required to take at least one credit hour of thesis credit to prepare for their final exam/presentation.

5. Addition of PATH 598 Non-Thesis Research requirement in the Non-Thesis Option. It is expected that students in the non-thesis track register for at least one credit hour to prepare for their presentation.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. GRE was removed as “required,” since it has been determined not to be a great indicator of student success. GRE “optional,” was added because specific faculty may request GREs when making a thorough final holistic review of an applicant.

2. Degree requirements were updated to include more core classes that faculty deemed crucial to graduate student research training.
Required courses were updated to include
• Journal Clubs – 2 semesters general JC (PATH 592) and 2 semesters topic-specific - Journal Club was already an unwritten requirement, adding them formally provides documented clarification. Further, with our increased graduate numbers breaking the students out into topic-specific JCs allow for increased opportunity for student presentation
• PATH 524 Biostatistics was previously required – options added as approved alternates CPSC 440 and HK 527 until PATH 524 is offered again and to allow additional opportunities for our increased student population.
• PATH 523 Responsible Conduct of Biomedical Research - Many of our faculty members maintain NIH funding that requires students to take an ethics course. This is a discussion-based instruction that meets the Responsible Conduct of Research (RCR) training requirements issued by the National Institutes of Health.
• PATH 490 Introduction to Research Methodology - In recent years, some students entering the PATH graduate program have been found to lack certain necessary skills. The course introduces students to over 15 research methodologies, ranging from basic cell culture and gene cloning techniques to cutting-edge methods such as single-cell RNA sequencing, monoclonal antibody engineering, and big data analysis. The course will also introduce students to the design of experimental approaches. Students will use the information learned in lectures in an independent project that will be presented in written and oral form.

3. remove floating concentration Pathobiology Research Scholars, concentration is not available for Masters students.

4. Students who are depositing a thesis are required to take at least one credit hour of thesis credit to prepare for their final exam and presentation.

5. It is expected that students in the non-thesis track register for at least one credit hour to prepare for their presentation.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this

new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

CPSC 440 - Applied Statistical Methods I
HK 527 - Biostatistics in Public Health

Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.

RE_ Pathobiology students in HK 527.pdf
RE_ Pathobiology students in CPSC 440.pdf

Program Features

Academic Level: Graduate

Does this major have transcripted concentrations? Yes ~~No~~

Concentrations

Concentrations(s)
Pathobiology Research Scholars - Floating

Will you admit to the concentration directly? No

Is a concentration required for No

graduation?

What is the longest/maximum time to completion of this program?

3 years

What are the minimum Total Credit Hours required for this program?

32

What is the required GPA? 3.0

CIP Code 018108 - Veterinary Pathology and Pathobiology.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Revised programs Comparison.pdf
Email_ Pathobiology MS proposal.pdf

Catalog Page Text - Overview Tab

Catalog Page Overview Text

VMS - Pathobiology, MS
for the degree of Master of Science in Veterinary Medical Science - Pathobiology

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In the Department of Pathobiology, you will address complex biomedical problems in human and animal health at the cellular, host, and population levels. Graduate education is centered around providing students with unique training experiences in preparation for careers in academics, industry, and public service. A minimum number of required courses creates flexibility for students to explore an individualized program of study. The graduate student experience goes beyond the classroom and research laboratory to include participation in career-building activities, such as the annual Pathobiology Graduate Student EXPO and the College of Veterinary Medicine's Research Day, among others. Students are also encouraged to participate in regional, national, and international conferences.

The Department of Pathobiology offers graduate programs leading to the Master of Science degree. Areas of specialization include bacteriology, cancer biology, computational biology, epidemiology, immunology, parasitology, and virology. Each specialty area has a core of required courses supplemented by other courses within the Department of Pathobiology and from other departments of the Graduate College. Adequate laboratory and animal holding space to conduct the research of the faculty and graduate students is provided in the Basic Sciences Building, Veterinary Teaching Hospitals, and the Veterinary Research Farm.

Admission

Graduated from a college or university approved by the University of Illinois and must have a minimum grade-point average of 3.0 (based on 4.0 = A), exclusive of required physical education and military training courses. Applicants with a grade-point average of 2.75 may be considered for admission with limited status. Applicants with a graduate degree or some graduate coursework will be evaluated based on their graduate work and their undergraduate or professional record. Applicants with a professional degree (DVM, MD, etc.) are not restricted to a minimum GPA of 3.0 for that professional degree.

Submission of GRE scores is optional.

The department's Graduate Admissions Committee must approve admission of students.

All international degree-seeking applicants are required to submit the results of an accepted test as evidence of English proficiency unless they qualify for a waiver or exemption. Official scores are required to be submitted directly from the testing agency. All scores must be dated within two years of the beginning of the proposed admission term. The Graduate College Website lists specific requirements and waiver options (English proficiency requirements for graduate admission).

Faculty Research Interests

Expertise in the Department of Pathobiology spans bacteriology, cancer biology, computational biology, epidemiology, immunology, parasitology, and virology. Through its multidisciplinary approach, the department addresses complex problems in biomedical and veterinary sciences. Research focuses on multi-host disease systems to improve human and animal health at the individual and population levels in a broad social and environmental context. Specific areas of research interest include:

- Molecular mechanisms of infection, host-pathogen interactions, and immunity
- Strategies for vaccine design and disease control
- Molecular virology
- Bacteriology
- Cancer biology
- Spatial and contextual aspects of health and illness, combining human, animal, and ecosystem health
- Mathematical modeling of infectious diseases to promote disease control
- Foreign animal disease prevention, preparedness, and response

Training Programs, Centers, and Institutes

Our faculty provides undergraduate and graduate instruction in molecular bacteriology, immunology, parasitology, and virology; cancer biology; and infectious disease epidemiology and surveillance. They also participate in interdisciplinary training programs, including the Emergent Behaviors of Integrated Cellular Systems (EBICS) Center, the Division of Nutritional Sciences, the Beckman Institute, and the Institute for Genomic Biology.

Financial Aid

A limited number of teaching and research assistantship positions are available.

Is the overview text above correct?

No

Please make changes as needed.

Statement for
Programs of Study
Catalog

Thesis Option		
PATH 490	Introduction to Research Methodology	3

PATH 523	Responsible Conduct of Biomedical Research	2
Biostatistics course requirement: select one from the following approved course list		4
PATH 524	Biostatistics	
~~Electives~~		~~0-27~~
HK 527	Biostatistics in Public Health	
CPSC 440	Applied Statistical Methods I	
PATH 592	Special Problems (2 General Journal Club and 2 Topic-Specific Journal Club, chosen in consultation with advisor)	4
PATH 599	Thesis Research	1-18
PATH 590	Seminar	1
ELECTIVES		0-17
Total Hours		**32**

~~**Non-Thesis Option**~~		
~~PATH 590~~	~~Seminar~~	~~1~~
~~PATH 524~~	~~Biostatistics~~	~~4~~
~~Electives~~		~~27~~
~~**Total Hours**~~	~~**Non-Thesis Option**~~	~~**32**~~

Other Requirements

Other Requirements may overlap	
Final comprehensive examination	Yes
Minimum 500-level Hours Required Overall:	12 (8 in PATH)
Minimum GPA:	3.0

Non-Thesis Option

Students need Departmental approval for this degree option.

PATH 490	Introduction to Research Methodology	3
PATH 523	Responsible Conduct of Biomedical Research	2
Biostatistics course requirement: select one from the following approved course list		4
PATH 524	Biostatistics	
HK 527	Biostatistics in Public Health	
CPSC 440	Applied Statistical Methods I	

PATH 592	Special Problems (2 General Journal Club and 2 Topic-Specific Journal Club, chosen in consultation with advisor)	4
PATH 598	Non-Thesis Research	1-8
PATH 590	Seminar	1
ELECTIVES		10-17
Total Hours		**32**

Other Requirements

Other Requirements may overlap

Final comprehensive examination	Yes
Minimum 500-level Hours Required Overall:	12 (8 in PATH)
Minimum GPA:	3.0

Corresponding Degree	MS Master of Science

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

College of Veterinary Medicine Pathobiology Graduate Program students are expected to meet the following learning outcomes upon completing their degrees.

1. Communicate effectively in oral and written form.
2. Gather, assimilate, and process information to reach sound logical conclusions.
3. Apply scientific reasoning and evidence-based conclusions to problems in Pathobiology.
4. Demonstrate comprehensive knowledge of their chosen sub-discipline (virology, bacteriology, immunology, epidemiology, and parasitology) that forms the foundation of scientific study in infectious diseases of humans and animals.
5. Formulate ideas and concepts and perform hypothesis-driven research beyond the current boundary of knowledge to make substantive contributions to the field.
6. Demonstrate mastery in scientific techniques, methodology, critical analysis, and data analysis.
7. Be prepared to perform high-quality research in academia, industry, or government agencies ethically and professionally for the betterment of human and animal health.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Assessment of the Pathobiology Graduate Program outcomes includes the following tools.

1.
Course Competency

a. Technical Knowledge is measured in several key courses, such as required courses for PATH students.

b. Students are evaluated annually or bi-annually (if needed) by their advisory committee(SAC).

2.
Research Progress

a. Annual evaluations by the student's advisory committee (SAC)

b. Enumeration of publications submitted and accepted during the student's program.

c. Enumeration of submissions of fellowship or scholarship applications and acceptance.

3.
Exit survey

a. Following completion of their graduate program, students are surveyed on where they are placed – a post-doctoral, industry or government position, research or teaching position, or other.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Our expectations vary considerably across our program, so it is not easy to utilize specific rating rubrics. Much of the assessment is unique for each student's research program.
However, we have some consistencies, including:
1. Course Competency
a. Students must maintain a GPA above 3.0.
2.Research Progress
a. Annual evaluations with the student's advisory committee (SAC).
Poor performance is addressed through faculty remediation and additional course requirements, among other research progress milestones.
b. Students should have at least 1 published article before completing PhD program, but 2+ is preferred.
c. Students should submit at least one application for a Pre-Doctoral fellowship or other available opportunities.
3. Exit survey
a. We will evaluate the number of students who go on to academic or industry postdoctoral positions, teaching or research faculty positions, professional positions, governmental positions, or other options.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

After assessment, we will determine if students completing their graduate program are skewing towards specific areas of employment. This information will be used to adjust our curriculum to accommodate those needs, while also addressing the needs of the stakeholders.

Program Description and Requirements Attach Documents	Program Regulation and Assessment2024.docx

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term	Fall 2025

Is this revision a change to the admission status of the program?

Yes ~~No~~

Please describe the admission status change, whether suspension or resumption of the admission status:

we are changing the GRE from required to optional, the GRE is now optional since it has been determined not to be a great indicator of student success.

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

n/a

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

we do not expect any impact with these changes

Estimated Annual Number of Degrees Awarded

Year One Estimate	migration	5th Year Estimate (or when fully implemented)
migration		

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

we do not expect any financial changes

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

we do not expect any financial changes

Will the unit need to seek campus or other external resources?

No

Attach letters of
support

Re_ Updates to PATH program.pdf

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

base tuition rate

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

we do not expect any faculty changes

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Library collections, resources, and services are sufficient to support these changes. See letter attached to financial section.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review

Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

MS: VMS-Pathobiology-UIUC

Program Code: 10KS5216MS

Minor Code	Conc Code	Degree Code	MS Major Code
5216			

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Emily Stuby (eastuby) (05/22/25 2:29 pm): Rollback: Please work with Mary Lowry on necessary changes.

Mary Lowry (lowry) (06/26/25 10:00 am): Rollback: per phone call

Key: 580

Program Change Request

Date Submitted: 09/26/25 1:47 pm

Viewing: 5891 : Classical Civilizations Minor, UG

Last approved: 11/15/23 5:09 pm

Last edit: 11/04/25 10:22 am

Changes proposed by: Clara Bosak-Schroeder

Catalog Pages Using this Program: Classical Civilizations Minor

Proposal Type:
Minor (ex. European Union Studies)

This proposal is for a:
Revision

In Workflow

1. **U Program Review**
2. **1514-CLASS Head**
3. **SLCL Head**
4. **KV Dean**
5. **University Librarian**
6. **COTE Programs**
7. **Provost**
8. **Senate EPC**
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 10/01/25 7:51 am Emily Stuby (eastuby): Approved for U Program Review
2. 10/01/25 3:01 pm Ariana Traill (traill): Approved for 1514-CLASS Head
3. 10/01/25 4:23 pm Mariselle Melendez (melendez): Approved for SLCL Head
4. 10/06/25 11:50 am Melissa Reedy (murray): Approved for KV Dean
5. 10/06/25 12:39 pm

Tom Teper (tteper): Approved for University Librarian
6. 10/06/25 1:19 pm Suzanne Lee (suzannel): Approved for COTE Programs
7. 10/08/25 2:11 pm Brooke Newell (bsnewell): Approved for Provost

History

1. May 18, 2020 by Beth McKown (bmckown1)
2. Nov 15, 2023 by Kathy Martensen (kmartens)

Administration Details

Official Program Name	Classical Civilizations Minor, UG
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Classics
Sponsor Name	Ariana Traill ~~Antony Augoustakis~~
Sponsor Email	traill@illinois.edu ~~aaugoust@illinois.edu~~
College Contact	Stephen R. Downie ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~
College Budget Officer	Michael Wellens

College Budget Officer Email: wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Clara Bosak-Schroeder, cbosak@illinois.edu (Classics DUS)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term: Fall 2026

Effective Catalog: 2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Undergraduate Minor in Classical Civilizations in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

The following proposals are related:

Classical Civilizations minor (936)
Classical Languages minor (937)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1.) The following courses have been added to the POS:
CLCV 203
CLCV 250
CLCV 450
CLCV 492
CLCV 493
GRKM 260

2.) The following course has been renumbered:
CLCV 222 to CLCV 322.

3.) Learning Outcomes have been added.

4.) The assessment of Learning Outcomes has been updated.

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1.) We would like students to choose among these additional courses as electives. These courses support the learning outcomes of the program and have been developed since the last revision of the program.

2.) CLCV 222 was renumbered to 322 through the gen ed approval process to reflect a substantial writing requirement.

3.) The Academic Catalog contains the current Learning Outcomes for the BALAS, outcomes which also apply to this minor.

4.) The new language reflects current practice.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/

acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

PHIL 203 - Ancient Philosophy

Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.

PHIL 203 support letter.pdf

Program Features

Academic Level: Undergraduate

Is this minor?

A Comprehensive study in a single discipline

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

An undergraduate minor should consist of at least 16 - and no more than 21 hours - of course work, with at least 6 hour of 300- or 400- level courses. Except for clearly remedial offerings, prerequisite courses within the sponsoring unit coun

towards the total; prerequisite courses outside the sponsoring unit do not count toward this total. The unit sponsoring the minor and that unit's college may set educationally necessary prerequisites for eligibility for the minor within these constraints. Does this proposal meet these criteria?

Yes

Revised programs 936 Civilizations minor sxs 9-22-25.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

This minor is sponsored by the Department of the Classics. The department also sponsors a minor in Classical Languages.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

18 hours in classical civilization or archaeology courses at the level of 114 and above. A maximum of 6 hours is allowed at the 100-level. At least 6 of these hours must be at the advanced (300 or 400) level. Choose courses from the following, in consultation with the Department of the Classics Director of Undergraduate Studies.		18
CLCV 114	Introduction to Ancient Greek Culture	
CLCV 115	Mythology of Greece and Rome	
CLCV 116	Introduction to Ancient Roman Culture	
CLCV 120	The Classical Tradition	
CLCV 131	Classical Archaeology, Greece	
CLCV 132	Class Archaeology, Rome-Italy	
CLCV 133	Archaeology of Israel	
CLCV 160	Ancient Greek & Roman Religion	
CLCV 206	Classical Allusions in Cinema	
CLCV 203	Ancient Philosophy	
CLCV 220	Exploring the Greek and Roman World	
CLCV 221	Odysseus and Other Heroes	
~~CLCV 222~~	~~Introduction to Greek and Roman Theater~~	

CLCV 224	Greco-Roman Antiquity and US Minority Cultures
CLCV 225	Greco-Roman Demo, Econ, Cult
CLCV 230	Ancient Engineering
CLCV 231	Development of Ancient Cities
CLCV 232	Ancient Greek Sanctuaries
CLCV 240	Gender & Sexuality in Greco-Roman Antiquity
CLCV 250	Sports and Society in Greece and Rome
CLCV 322	Introduction to Greek and Roman Theater
CLCV 323	The Comic Imagination
CLCV 443	The Archaeology of Greece
CLCV 444	The Archaeology of Italy
CLCV 450	Classics Internship
CLCV 490	Topics in Classical Literature
CLCV 491	Topics Classic Arch & Civ
CLCV 492	Senior Thesis
CLCV 493	Independent Reading
GRKM 260	Decolonizing the Body: Eros and the Erotic in the Poetry of C.P. Cavafy
Total Hours	18

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

~~The Director of Undergraduate Studies in collaboration with the Committee on Undergraduate Study and the Head of the Department lead the assessmentwork.All juniors and seniors will be evaluated based on their submission of a portfolio of papers produced for 300-400 level courses in the Spring semesters (including minors, not justmajors).An alumni survey in addition to a junior survey is conducted everyyear.Student learning objectives andmetrics:1.~~1.) Acquire a detailed knowledge of the culture of Ancient Greek ~~Greek, Roman,~~ and Roman ~~neighboring languages and~~ civilizations, especially the broader historical, social, and cultural contexts and their development.

~~2.~~2.) Acquire familiarity with contemporary methods of cultural and historical analysis to facilitate self-directed inquiry of Ancient Greek ~~Greek, Roman,~~ and Roman ~~neighboring~~ cultures.

~~3.~~3.) Acquire an awareness of the place of Ancient Greek ~~Greek, Roman,~~ and Roman culture ~~neighboring cultures~~ in the western tradition in order to understand connections between past and present.

~~4.~~4.) Acquire an appreciation of how the careful engagement with other cultures can facilitate new ways of understanding and interpreting one's own contemporary culture.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The Director of Undergraduate Studies in collaboration with the Committee on Undergraduate Study and the Head of the Department lead the assessment work. A survey of seniors is conducted every year.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Will the department limit enrollment to the minor?

No

Describe how the department will monitor the admission to/enrollment in the minor.

We monitor admission to the minor by meeting all prospective minors and advising them through the Director of Undergraduate Studies who signs the Minor Declaration Form before submitting to LAS. All Classics majors and minors are advised by the Director of Undergraduate Studies in the Department.

Are there any prerequisites for the proposed minor?

No

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

None

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

No impact on financial resources.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with Classics Librarian Elias Petrou and, based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Classical Civilizations

Program Code: 5891

Minor 5891 Conc Degree

Code	Code	Code	Major Code
Senate Approval Date			
Senate Conference Approval Date			
BOT Approval Date			
IBHE Approval Date			
HLC Approval Date			
DOE Approval Date			
Effective Date:			

Program Reviewer Comments	**Brooke Newell (bsnewell) (05/22/24 3:19 pm):** Rollback: Email sent to Clara, Craig, and Stephen D.

Key: 936

Program Change Request

EP.26.041
Admin Approval_Section1_#B2

Date Submitted: 09/28/25 6:33 pm

Viewing: 10KV3876BALA : French: French Studies, BALAS

Last approved: 03/30/19 5:42 pm

Last edit: 10/29/25 12:22 pm

Changes proposed by: Eleonora Stoppino

Catalog Pages Using this Program	French: French Studies, BALAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1985-FRIT Head
4. SLCL Head
5. KV Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 10/06/25 9:59 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 10/06/25 3:58 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/06/25 4:13 pm Eleonora Stoppino (stoppino): Approved for 1985-FRIT Head
4. 10/06/25 8:04 pm Mariselle Melendez (melendez):

Approved for SLCL Head

5. 10/07/25 12:14 pm Melissa Reedy (murray): Approved for KV Dean
6. 10/07/25 12:21 pm Tom Teper (tteper): Approved for University Librarian
7. 10/07/25 12:38 pm Suzanne Lee (suzannel): Approved for COTE Programs
8. 10/08/25 8:55 am Brooke Newell (bsnewell): Rollback to KV Dean for Provost
9. 10/14/25 11:35 am Melissa Reedy (murray): Approved for KV Dean
10. 10/14/25 3:08 pm Tom Teper (tteper): Approved for University Librarian
11. 10/14/25 3:14 pm Suzanne Lee (suzannel): Approved for COTE Programs
12. 10/15/25 1:28 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Mar 30, 2019 by

Deb Forgacs
(dforgacs)

Administration Details

Official Program Name	French: French Studies, BALAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	French & Italian
Sponsor Name	Eleonora Stoppino
Sponsor Email	stoppino@illinois.edu
College Contact	Stephen R. Downie
College Contact Email	sdownie@illinois.edu
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)
Daniel Maroun (dmaroun2@illinois.edu)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Spring 2026
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in French Studies in the Bachelor of Arts in Liberal Arts and Sciences in French in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. Added the LAS Orientation and Professional Development table.

3. Added the subheading "Major Requirements" after the new General Education Template information and above the major coursework table.

4. Replaced FR 213 with its new course number FR 313.

5. Clarification has been made for the Literature Course requirements being two courses one of which need to be focused in the Medieval/Early Modern Period.

6. Total hours of the program increased from 37 to 38 credit hours.

7. Removed the minimum hours required for graduation: 120 hours at the bottom of the table.

8. Student Learning Outcomes have been added to the degree.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Per LAS for transparency and accessibility of program requirements.

3. This subheading was adding for increased accessibility and clarity for students.

4. FR 213 changed to FR 313, SP22.

5. The Literature Course requirement remains 6 hours and one of the courses in this requirement remains of the Medieval/Early Modern Period. However, the way this was previous shown in the POS it was unclear as to whether this was an additional requirement so combining these requirements into one is more clear.

6. FR 313 is a 3 credit hour course where FR 213 was a 2 credit hour course, this has made the overall credit hours for the degree increase to 38.

7. This information is presented elsewhere in the POS now with the addition of the Gen Ed table.

8. Learning Outcomes were developed to be added to the academic catalog and CIMP proposal.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

FR 313 (3 hours)
FR 314 (3 hours)
Culture Course: choose 2 from FR 335, FR 336, or FR 337 (6 hours)
Literature Course: choose 2 at 300-/400 level (6 hours)
French Electives (9 hours)
The remaining 13 hours come from free electives of which there are 30 hours in the sample sequence.

Revised programs FR_FrenchStudies_BALAS_Key708_SampleSequence.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The French Studies concentration is a wonderful way for students to achieve a well-rounded education regarding literature, culture, language. Our courses are diverse but grounded in a tradition that allows students to feel they are studying contemporary topics but also canonic issues.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

~~Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.~~Minimum hours required major and supporting course work: normally ~~Normally~~ equates to 41 ~~37~~ hours. Twelve hours of 300- and 400-level courses in the major must be taken on this campus.

University Requirements

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)	0-20

Orientation and Professional Development

LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**

Major Requirements

FR 207	Writing and Grammar Workshop	3
FR 211	Introduction to Literary Studies	3
FR 212	Introduction to Cultural Analysis: French Identities	3

Language Courses

FR 205	French in Conversation	2
~~FR 213~~	~~Course FR 213 Not Found~~	~~2~~
FR 313	Worldwide Spoken French	3
FR 314	Advanced Grammar and Writing	3
Culture Courses		**6**
Choose two of the following:		
FR 335	French Cultural History to 1789	
FR 336	French Cultural History 1789-1968	
FR 337	Contemporary France	
Literature Courses		**6**
~~Two courses at the 300- or 400-level in French and/or Francophone literature~~		~~6~~
~~**Medieval and Early Modern Period course**~~		
Students must take two French and/or Francophone Literature Courses at the 300-/400- level, one of which is focused in the Medieval/Early Modern Period, chosen in consultation with an academic advisor.		
Electives		**9**
~~Three French courses at the 300- or 400-level in any of the following areas: language and translation, business, cinema, culture, linguistics, literature, media.~~		~~9~~
Three French courses at the 300- or 400-level in any of the following areas: language and translation, business, cinema, culture, linguistics, literature, media, chosen in consultation with an academic advisor.		
Total Hours		38

~~Minimum hours required forgraduation:120hours.~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
French, BALAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

1. Language proficiency and accuracy: reach proficiency and accuracy in written and oral comprehension and production of French (based on proficiency guidelines outlined by the American Council on the Teaching of Foreign Languages [ACTFL] and the Common European Framework of Reference for Languages [CEFRL]).

2. Research skills and literacy in text, media, and technology in Italian: access, manage, evaluate, and effectively use culturally relevant sources according to the standards of professional conduct; understand how these resources relate to language and culture; use appropriate tools when interpreting sources, interacting with others, and producing written, oral, or visual content; develop sensitivity to the changes in cultures and languages produced by emerging technologies.

3. Intercultural awareness, knowledge, and competence: develop an awareness of differences between those of the entire French-speaking worl and their own cultures. Identify implicit assumptions present in French linguistic practices of all communities, and relate them to their own cultural conventions. Learn how to identify the cultural component of everyday practices, like geography, food, body language, and recognize difference as culturally specific.

4. Proficiency in French Literature and Culture: acquire familiarity with literature and culture of the French speaking world, their history and their contexts, as well as the critical tools used in their analysis.

5. Competence in French linguistics: acquire competence in the structure, sounds, and history of the French language and the people who speak it.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program

Description and Requirements
Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These revisions should not impact enrollment and degrees awarded.

Budget

Are there budgetary implications for this revision? No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available? No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

These revisions should not have an impact on faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with Paula Carns and, based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

BALAS:French:French St-UIUC

Program Code: 10KV3876BALA

Minor Code	Conc Code	3876	Degree Code	BALAS Major

Code	0304
Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	
Effective Date:	

Program Reviewer Comments	**Melissa Steinkoenig (menewell) (10/06/25 3:58 pm):** Gen Ed Table: Good **Brooke Newell (bsnewell) (10/08/25 8:55 am):** Rollback: Per email with Melissa R, Stephen D, and Eleonora S.

Key: 708

Program Change Request

EP.26.041
Admin Approval_Section2_#B1

Date Submitted: 09/04/25 4:26 pm

Viewing: 10KV5330BALA : Geography & Geographic Information Science, BALAS

Last approved: 06/26/25 1:17 pm

Last edit: 10/29/25 12:17 pm

Changes proposed by: Matthew Cohn

Catalog Pages Using this Program

Geography & Geographic Information Science: General Geography, BALAS

Geography & Geographic Information Science: Human Geography, BALAS

Proposal Type:
Major (ex. Special Education)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1872-G_GIS Head
4. SESE Head
5. KV Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 09/09/25 2:42 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 09/22/25 4:40 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 09/22/25 7:09 pm Julie Cidell (jcidell): Approved for 1872-G_GIS Head
4. 09/23/25 9:15 am Jonathan Tomkin (tomkin): Approved for SESE Head

5. 10/10/25 9:46 am Melissa Reedy (murray): Approved for KV Dean
6. 10/10/25 12:01 pm Tom Teper (tteper): Approved for University Librarian
7. 10/10/25 12:55 pm Suzanne Lee (suzannel): Approved for COTE Programs
8. 10/15/25 7:37 am Brooke Newell (bsnewell): Rollback to KV Dean for Provost
9. 10/17/25 2:36 pm Melissa Reedy (murray): Approved for KV Dean
10. 10/20/25 9:47 am Tom Teper (tteper): Approved for University Librarian
11. 10/20/25 1:22 pm Suzanne Lee (suzannel): Approved for COTE Programs
12. 10/22/25 3:40 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Jan 16, 2019 by Deb Forgacs (dforgacs)
2. Apr 5, 2022 by

Andrea Ray (aray)
3. Jun 26, 2025 by Brooke Newell (bsnewell)

Administration Details

Official Program Name	Geography & Geographic Information Science, BALAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Geography & Geographic Information Science
Sponsor Name	Julie Cidell, ~~Shaowen Wang,~~ Professor and Head
Sponsor Email	jcidell@illinois.edu ~~shaowen@illinois.edu~~
College Contact	Stephen R. Downie ~~- BEM~~
College Contact Email	sdownie@illinois.edu
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Matthew Cohn (mcohn@illinois.edu)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt) ~~Matthew Cohn~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Spring 2026
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Bachelor of Arts in Liberal Arts and Sciences in Geography & Geographic Information Science in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This BALAS proposal (key 440) is related to the General Geography (Key 510) and Human Geography (key 512) concentrations.

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. Added LAS Orientation and Professional Development table.

3. Added the heading "Major Requirements" after the new General Education Template information and above the major coursework table.

4. Swapped ordering of GGIS 100/ATMS 100 to ATMS 100/GGIS 100.

5. The header "Select one of the following three (3) courses:" has been changed the the category of courses it represents "Physical Geography Course (Select one):"

6. The header "Select one of the following six (6) courses:" has been changed the the category of courses it represents "Human Geography Course (Select one):"

7. The header "Choose one of the following:" with GGIS 371 and GGIS 379 was changed to "GIS Course (Select one): ".

8. GGIS 220 was added to the list of Physical Geography Courses. GGIS 254 was added to the list of Human Geography Courses

9. Requirement of concentration now in the POS with links to each in the catalog and the total concentration hours have been moved to this table.

10. Removed the total hours required for graduation from the POS.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Per LAS for transparency and accessibility of program requirements.

3. To define where the major coursework is the same for each concentration.

4. To reflect ownership of the course.

5. Changed subheading text to clarify what the categories represent and to be consistent with concentrations.

6. Changed subheading text to clarify what the categories represent and to be consistent with concentrations.

7. The header was changed to represent the courses listed.

8. Added GGIS 220 to the physical core as a relatively new physical geography gen ed that we hope to offer more frequently in the future dependent on staffing. Added GGIS 254 to the human geography core because 254 is a foundational human geography course that adds a useful US gen ed to this list.

9. Coursework for each concentration appears on its respective catalog page for clarity to students each concentrations requirements, including total hours.

10. This information is now repetitive with the addition of the Gen Ed template at the beginning of the the POS.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level: Undergraduate

Does this major have transcripted concentrations? Yes ~~No~~

Concentrations

Concentrations(s)
Geography & Geographic Information Science: Human Geography, BALAS
Geography & Geographic Information Science: General Geography, BALAS

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

What is the longest/maximum time to completion of this program?

4 years

What are the minimum Total Credit Hours required for this program?

120

CIP Code: 450701 - Geography.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

General Geography (Key 510)
LOTE levels 3 and 4 (8-10 hours)
GGIS 371 or GGIS 379 (4 hours)
Concentration Requirement at the 300- or 400- level (6 hours)
Remaining 20-22 hours can be fulfilled with free electives of which there are 36 in the sample sequence

Human Geography (Key 512)
LOTE levels 3 and 4 (8-10 hours)
GGIS 371 or GGIS 379 (4 hours)
Concentration Requirement at the 300- or 400- level (6 hours)
Remaining 20-22 hours can be fulfilled with free electives of which there are 36 in the sample sequence

Revised programs

GGIS_BALAS_Key440_SXS.xlsx
GGIS_BALAS_SampleSequence_key440.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

A Bachelor of Arts in Geography & Geographic Information Science prepares students to explore the social science aspect of modern geography. Curriculum includes the systematic study of human social organization and its environmental consequences.

Employment opportunities for human geographers include urban and regional planning, transportation, marketing, real estate, tourism, and international business.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Graduation Requirements**

Minimum hours required for graduation: ~~major and supporting course work:~~ 120 hours

Minimum required major and supporting course work: A minimum of 35 credit hours of Geography & ~~and~~ Geographic Information Science courses. Twelve (12) hours of 300- and 400-level courses in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300 and 400 level. These hours can be drawn from all elements of the degree, including courses outside of GGIS. Students should consult their academic advisor for additional guidance in fulfilling this requirement. The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

General Education Requirements		
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
fulfilled by GGIS 101 or GGIS 104 or GGIS 106 or GGIS 210 or GGIS 221 or GGIS 254 and any other course approved as Social & Behavioral Sciences		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1

Major Requirements

Geography & GIS Core Requirements		**10-12**
Physical Geography Course (Select one):		
ATMS/GGIS 100	Introduction to Meteorology	
GGIS 103	Earth's Physical Systems	

GGIS 220	Landscapes, Ecosystems and Environmental Change	
GGIS 222	Big Rivers of the World	
Human Geography Course (Select one):		
GGIS 101	Global Development & Environment	
GGIS 104	Social and Cultural Geography	
GGIS 106	Geographies of Globalization	
GGIS 210	Social & Environmental Issues	
GGIS 221	Geographies of Global Conflict	
GGIS 254	People, Places, and Environments of the US	
GIS Course (Select one):		
GGIS 371	Spatial Analysis	
GGIS 379	Introduction to Geographic Information Systems	
Students must choose one of the following concentrations:		
General Geography		
Human Geography		
Concentration Credit Hours Required		**25-27**
~~Geography & GIS Core Requirements~~		
~~**Total Core Hours**~~		~~**10-12**~~
~~Select one of the following:~~		~~3-4~~
~~GGIS/ATMS 100~~	~~Introduction to Meteorology~~	
~~GGIS 103~~	~~Earth's Physical Systems~~	
~~GGIS 222~~	~~Big Rivers of the World~~	
~~Select one of the following:~~		~~3-4~~
~~GGIS 101~~	~~Global Development & Environment~~	
~~GGIS 104~~	~~Social and Cultural Geography~~	
~~GGIS 106~~	~~Geographies of Globalization~~	
~~GGIS 210~~	~~Social & Environmental Issues~~	
~~GGIS 221~~	~~Geographies of Global Conflict~~	
~~Choose one of the following:~~		~~4~~
~~GGIS 371~~	~~Spatial Analysis~~	

~~GGIS 379~~	~~Introduction to Geographic Information Systems~~	
~~Total Hours General Geography Concentration Requirements~~		~~25-27~~
~~**Total Hours Required for Graduation**~~		~~**120**~~

Corresponding Degree	BALAS Bachelor of Arts in Liberal Arts and Sciences

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes ~~No~~

Student Learning Outcomes

Geographic Understanding
GGIS students will understand the interconnectedness of places and scales in human-environmental systems, including the sustainability of those systems.

Spatial Patterns and Processes
GGIS students will be able to analyze spatial patterns, distributions, processes, and connections within and among different human-environmental systems, using qualitative, quantitative, computational, and/or spatial methods of research appropriate to their level of training and their field of geographic inquiry.

Problem-Solving and Communication
GGIS students will be able to formulate and conduct geographic analyses and communicate the results in verbal, written, and visual form. ~~N/A~~

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program Description and Requirements Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision will not impact enrollment and degrees awarded.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the

matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Undergrad Base

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

This revision will not have an impact on faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

From: Johnson, Jenny Marie <jmj@illinois.edu>
Date: Thursday, October 9, 2025 at 3:54 PM
To: Cohn, Matthew S <mcohn@illinois.edu>
Cc: Reedy, Melissa Murray <murray@illinois.edu>
Subject: RE: Confirm Library resources to update Geography BA and BS degrees and concentrations
Hi Matt.

Many thanks for your call this afternoon.

Based on our conversation, I believe that no additional significant impact will be experienced in the Library because of the Department of Geography and Geographic Information Sciences' planned updates. The Library's collections and services will be able to support students and faculty in these courses.

Thank you for the opportunity to comment.

And thank you for the heads-up about the Spatial Narratives and Inquiry Lab!

jmj
Jenny Marie Johnson
Map and Geography Librarian & Assoc. Professor of Library Administration

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback

Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

BALAS: Geography & GIS - UIUC

Program Code: 10KV5330BALA

Minor Code	Conc Code	Degree Code	BALAS Major Code
5330			

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (09/22/25 4:40 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (10/15/25 7:37 am): Rollback: Per discussion and email with Melissa R.

Brianna Vargas-Gonzalez (bv4) (10/15/25 4:50 pm): Existing Tuition rate added to proposal for data purposes. This is not a change.

Key: 440

Program Change Request

EP.26.041
Admin Approval_Section2_#B2

Date Submitted: 09/04/25 4:24 pm

Viewing: 3884 : Geography & Geographic Information Science: Human Geography, BALAS

Last approved: 06/26/25 1:21 pm

Last edit: 10/29/25 12:17 pm

Changes proposed by: Matthew Cohn

Catalog Pages Using this Program: Geography & Geographic Information Science: Human Geography, BALAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1872-G_GIS Head
4. SESE Head
5. KV Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 09/09/25 2:37 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 09/22/25 4:58 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 09/22/25 7:10 pm Julie Cidell (jcidell): Approved for 1872-G_GIS Head
4. 09/23/25 9:15 am Jonathan Tomkin (tomkin): Approved for SESE Head

5. 10/10/25 9:46 am Melissa Reedy (murray): Approved for KV Dean
6. 10/14/25 10:39 am Tom Teper (tteper): Approved for University Librarian
7. 10/14/25 10:40 am Suzanne Lee (suzannel): Approved for COTE Programs
8. 10/15/25 7:37 am Brooke Newell (bsnewell): Rollback to KV Dean for Provost
9. 10/17/25 2:36 pm Melissa Reedy (murray): Approved for KV Dean
10. 10/20/25 9:47 am Tom Teper (tteper): Approved for University Librarian
11. 10/20/25 1:22 pm Suzanne Lee (suzannel): Approved for COTE Programs
12. 10/22/25 3:41 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Jan 23, 2019 by Deb Forgacs (dforgacs)
2. May 7, 2019 by Deb

Forgacs (dforgacs)
3. Aug 26, 2019 by Amy Elli (amyelli)
4. Apr 16, 2021 by Beth McKown (bmckown1)
5. Apr 5, 2022 by Andrea Ray (aray)
6. Jun 26, 2025 by Brooke Newell (bsnewell)

Administration Details

Official Program Name	Geography & Geographic Information Science: Human Geography, BALAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Geography & Geographic Information Science
Sponsor Name	Julie Cidell, ~~Shaowen Wang,~~ Professor and Department Head
Sponsor Email	jcidell@illinois.edu ~~shaowen@illinois.edu~~
College Contact	Stephen R. Downie ~~- BEM~~
College Contact Email	sdownie@illinois.edu
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Matthew Cohn - mcohn@illinois.edu; Melissa Reedy - murray@illinois.edu ~~Matthew Cohen~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Spring 2026
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Human Geography in the Bachelor of Arts in Liberal Arts and Sciences in Geography & Geographic Information Science in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This proposal (key 512) is related to the General Geography concentration (key 510) of the Geography BALAS (key 440)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. The addition of the LAS Orientation and Professional Development table has been added.

3. Added the heading "Major Requirements" after the LAS Orientation and Professional Development table and above the major coursework table.

4. Major (Key 440) coursework has been added to this concentration.

4a. The header "Select one of the following three (3) courses:" has been changed the the category of courses it represents "Physical Geography Course (Select one):"

4b. The header "Select one of the following six (6) courses:" has been changed the the category of courses it represents "Human Geography Course (Select one):"

4c. The header "Choose one of the following:" with GGIS 371 and GGIS 379 was changed to "GIS Course (Select one): ".

4d. GGIS 220 was added to the list of Physical Geography Courses.

4e. GGIS 254 was added to the list of Human Geography Courses

4f. Swapped the order of the crosslisted GGIS 100/ATMS 100 to ATMS 100/GGIS 100.

5. Removed the redundant header "Human Geography Concentration Requirements" and added the total concentration hours, 25-27, at the top of the concentration table.

6. Edited the previous concentration requirement "200-to 400-level Geography courses, at least 6 hours of which must be at the 300- or 400- level, selected from the following:" to now read "Total Concentration Hours (at least 6 hours must be taken at the 300- or 400- level)"

7. Added GGIS 220, GGIS 221, and GGIS 223 to the concentration list.

8. Swapped GGIS 280/SOC 280 course ordering to SOC 280/GGS 280
Swapped GGIS 287/NRES 287 course ordering to NRES 287/GGIS 287
Swapped GGIS 370/ESE 320 course ordering to ESE 320/GGIS 370
Swapped GGIS 446/LA 446 course order to LA 446/GGIS 446
Swapped GGIS 482/ESE 482 course ordering to ESE 482/GGIS 482

9. Added GGIS 379, GGIS 380, GGIS 381, GGIS 403, GGIS 407, GGIS 425, GGIS 460, GGIS 476, GGIS 478, GGIS 479, GGIS 480, GGIS 489 to the concentration list.

10. Moved GGIS 455 in the concentration list to keep courses in ascending numeric order.

11. Added the special topics class GGIS 495 to the concentration list

12. Remove redundant 'total hours for graduation' text and concentration requirements header from core requirements table and bottom of concentration list, moved total concentration hours to separate line at the top of the table.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Per LAS for transparency and accessibility of program requirements.

3. This heading was added for increased accessibility and clarity for students.

4a. Changed subheading text to clarify what the categories represent and to be consistent with concentrations.

4b. Changed subheading text to clarify what the categories represent and to be consistent with concentrations.

4c. The header was changed to represent the courses listed.

4d. Added GGIS 220 to the physical core as a relatively new physical geography gen ed that we hope to offer more frequently in the future dependent on staffing.

4e. Added GGIS 254 to the human geography core because 254 is a foundational human geography course that adds a useful US gen ed to this list.

4f. To reflect ownership of the course.

5. Concentration header did not need to be repeated and the total concentration hours have been moved to the top of the concentration table to show clarity and transparency.

6. All courses that can fulfill the 25-27 credit hours are now listed and the requirement of 6 hours at the 300-/400-level is retained, but in a different location.

7. Added GGIS 220 to the concentration list because it is as human/environment relations course that would be suitable in a human geography degree. Added GGIS 221 to the concentration list because it is as human/environment relations course that would be suitable in a human geography degree. Added the new GGIS 223 to the concentration list as a social dimensions of STEM course that would be appropriate for a human geography degree

8. To show ownership of the course.

9. These GIS courses cover methods that are useful for human geographers.

10. To keep courses in ascending numeric order

11. GGIS 495 it is commonly used for advanced human geography classes that are in development.

12. Removed total hours required for graduation from the POS table as that information was moved elsewhere in the POS.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

LOTE levels 3 and 4 (8-10 hours)
GGIS 371 or GGIS 379 (4 hours)
Concentration Requirement at the 300- or 400- level (6 hours)
Remaining 20-22 hours can be fulfilled with free electives of which there are 38 in the sample sequence

Revised programs

GGIS_HumanGeography_BALAS.xlsx
GGIS_BALAS_Human_SampleSequence_key 512.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

A Bachelor of Arts in Geography & Geographic Information Science, with the Human Geography concentration, prepares students to explore the social science aspect of modern geography. The curriculum includes the systematic study of human social organization and its environmental consequences. Employment opportunities for human geographers include urban and regional planning, transportation, marketing, real estate, tourism, and international business.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 120 hours
Minimum required major and supporting coursework: A minimum of 35 credit hours of Geography & Geographic Information Science courses. Twelve (12) hours of 300- and 400-level courses in the major must be taken on this campus.
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300 and 400 level. These hours can be drawn from all elements of the degree, including courses outside of GGIS. Students should consult their academic advisor for additional guidance in fulfilling this requirement. The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.
General Education Requirements
Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

General Education Requirements	
Composition I	4-6

Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
fulfilled by GGIS 101 or GGIS 104 or GGIS 106 or GGIS 210 or GGIS 221 or GGIS 254 and any other course approved as Social & Behavioral Sciences		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Major Requirements		
Geography & GIS Core Requirements		**10-12**
Physical Geography Course (Select one):		
ATMS/GGIS 100	Introduction to Meteorology	
GGIS 103	Earth's Physical Systems	
GGIS 220	Landscapes, Ecosystems and Environmental Change	
GGIS 222	Big Rivers of the World	
Human Geography Course (Select one):		
GGIS 101	Global Development & Environment	
GGIS 104	Social and Cultural Geography	
GGIS 106	Geographies of Globalization	
GGIS 210	Social & Environmental Issues	

GGIS 221	Geographies of Global Conflict	
GGIS 254	People, Places, and Environments of the US	
GIS Course (Select one):		
GGIS 371	Spatial Analysis	
GGIS 379	Introduction to Geographic Information Systems	
~~**Human Geography Concentration Requirements:**~~		
~~200-to 400-level Geography courses, at least 6 hours of which must be at the 300- or 400- level, selected from the following:~~		~~25-27~~
Human Geography Concentration Requirements		**25-27**
Selected from the following (at least 6 hours must be at the 300- or 400- level):		
GGIS 204	Cities of the World	
GGIS 205	Business Location Decisions	
GGIS 210	Social & Environmental Issues (if not taken to satisfy the Human Geography Core requirement in the major)	
GGIS 220	Landscapes, Ecosystems and Environmental Change (if not taken to satisfy the Physical Geography Core requirement in the major)	
GGIS 221	Geographies of Global Conflict (if not taken to satisfy the Human Geography Core requirement in the major)	
GGIS 223	Geopolitics & Technology	
GGIS 224	Environmental Data Science	
GGIS 254	People, Places, and Environments of the US (if not taken to satisfy the Human Geography Core requirement in the major)	
~~GGIS/SOC 280~~	~~Intro to Social Statistics~~	
~~GGIS/NRES 287~~	~~Environment and Society~~	
SOC/GGIS 280	Intro to Social Statistics	
NRES/GGIS 287	Environment and Society	
GGIS 350	Sustainability and the City	
~~GGIS 370/ ESE 320~~	~~Water Planet, Water Crisis~~	
ESE 320/ GGIS 370	Water Planet, Water Crisis	

GGIS 371	Spatial Analysis (if not taken to satisfy the GIS Core Course requirement in the major)
GGIS 379	Introduction to Geographic Information Systems (if not taken to satisfy the GIS Core Course requirement in the major)
GGIS 380	Geographic Information Systems II
GGIS 381	Enterprise GIS
GGIS 384	Population Geography
GGIS 390	Independent Study
GGIS 391	Honors Independent Study
GGIS 403	Geographic Information Science and Systems
GGIS 405	Geography Field Course
GGIS 407	Foundations of CyberGIS & Geospatial Data Science
GGIS 410	Green Development
GGIS 412	Geospatial Technologies & Society
GGIS 425	Urban Geographies of Migration
LA 427	Amer Vernacular Cultural Land
GGIS 438	Geography of Health Care
GGIS 439	Health Applications of GIS
LA/GGIS 446	Sustainable Planning Seminar
GGIS 455	Geography of Sub-Saharan Africa
~~GGIS/LA 446~~	~~Sustainable Planning Seminar~~
GGIS 460	Aerial Photo Analysis
GGIS 465	Transportation &Sustainability
GGIS 466	Environmental Policy
GGIS 471	Modern Geographic Thought
GGIS 473	Digital Cartography & Map Design
GGIS 476	Environmental Remote Sensing
GGIS 477	Introduction to Remote Sensing
~~GGIS/ESE 482~~	~~Challenges of Sustainability~~
GGIS 478	Techniques of Remote Sensing

GGIS 479	Advanced Topics in GIS
GGIS 480	Principles of Geographic Information Science
ESE/GGIS 482	Challenges of Sustainability
GGIS 483	Urban Geography
GGIS 489	Programming for GIS
GGIS 495	Advanced Topics in Geography
GGIS 496	Climate & Social Vulnerability

~~**Total Hours required for graduation**~~ ~~**120**~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Geography & Geographic Information Science, BALAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes ~~No~~

Student Learning Outcomes

Geographic Understanding
GGIS students will understand the interconnectedness of places and scales in human-environmental systems, including the sustainability of those systems.

Spatial Patterns and Processes
GGIS students will be able to analyze spatial patterns, distributions, processes, and connections within and among different human-environmental systems, using qualitative, quantitative, computational, and/or spatial methods of research appropriate to their level of training and their field of geographic inquiry.

Problem-Solving and Communication
GGIS students will be able to formulate and conduct geographic analyses and communicate the results in verbal, written, and visual form. ~~N/A~~

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program Description and Requirements
Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision is not expected to impact enrollment or degrees awarded.

Budget

Are there budgetary implications for this revision? No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available? No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

This revision is not expected to impact faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

This revision is not expected to impact the University Library’s resources, collections, or services.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Human Geography

Program Code: 3884

Minor Code	Conc Code	3884	Degree Code	BALAS Major Code
5330				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:	
Program Reviewer Comments	**Melissa Steinkoenig (menewell) (09/22/25 4:58 pm):** Gen Ed Table: Good **Brooke Newell (bsnewell) (10/15/25 7:37 am):** Rollback: Per discussion and email with Melissa R.

Key: 512

Program Change Request

EP.26.041
Admin Approval_Section2_#B3

Date Submitted: 09/04/25 4:18 pm

Viewing: 5677 : Geography & Geographic Information Science: General Geography, BALAS

Last approved: 04/05/22 3:58 pm

Last edit: 10/29/25 12:17 pm

Changes proposed by: Matthew Cohn

Catalog Pages Using this Program: Geography & Geographic Information Science: General Geography, BALAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1872-G_GIS Head
4. SESE Head
5. KV Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
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11. U Senate Conf
12. Board of Trustees
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16. DMI

Approval Path

1. 09/09/25 2:32 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 09/22/25 4:39 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 09/22/25 7:10 pm Julie Cidell (jcidell): Approved for 1872-G_GIS Head
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6. 10/14/25 10:39 am Tom Teper (tteper): Approved for University Librarian
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8. 10/15/25 7:37 am Brooke Newell (bsnewell): Rollback to KV Dean for Provost
9. 10/17/25 2:36 pm Melissa Reedy (murray): Approved for KV Dean
10. 10/20/25 9:48 am Tom Teper (tteper): Approved for University Librarian
11. 10/20/25 1:22 pm Suzanne Lee (suzannel): Approved for COTE Programs
12. 10/22/25 3:41 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Dec 7, 2018 by Deb Forgacs (dforgacs)
2. Dec 7, 2018 by Deb

Forgacs (dforgacs)
3. Mar 31, 2021 by Deb Forgacs (dforgacs)
4. Apr 5, 2022 by Andrea Ray (aray)

Administration Details

Official Program Name	Geography & Geographic Information Science: General Geography, BALAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Geography & Geographic Information Science
Sponsor Name	Julie Cidell, ~~Shaowen Wang,~~ Professor and Head
Sponsor Email	jcidell@illinois.edu ~~shoawen@illinois.edu~~
College Contact	Stephen R. Downie ~~- BEM~~
College Contact Email	sdownie@illinois.edu
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Matthew Cohn - mcohn@illinois.edu; Melissa Reedy - murray@illinois.edu ~~Matthew Cohn~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Spring 2026
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in General Geography in the Bachelor of Arts in Liberal Arts and Sciences in Geography & Geographic Information Science in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This proposal (key 510) is related to the Human Geography concentration (key 512) of the Geography BALAS (key 440)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. The addition of the LAS Orientation and Professional Development table has been added.

3. Added the heading "Major Requirements" after the LAS Orientation and Professional Development table and above the major coursework table.

4. Major (Key 440) coursework has been added to this concentration.

4a. The header "Select one of the following three (3) courses:" has been changed the the category of courses it represents "Physical Geography Course (Select one):"

4b. The header "Select one of the following six (6) courses:" has been changed the the category of courses it represents "Human Geography Course (Select one):"

4c. The header "Choose one of the following:" with GGIS 371 and GGIS 379 was changed to "GIS Course (Select one): ".

4d. GGIS 220 was added to the list of Physical Geography Courses.

4e. GGIS 254 was added to the list of Human Geography Courses

4f. Swapped the order of the crosslisted GGIS 100/ATMS 100 to ATMS 100/GGIS 100.

5. The total concentration hours, 25-27, have been noted at the top of the concentration requirements table.

6. Removed redundant total hours for graduation text from bottom of concentration requirements table.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Per LAS for transparency and accessibility of program requirements.

3. This heading was added for increased accessibility and clarity for students.

4a. Changed subheading text to clarify what the categories represent and to be consistent with concentrations.

4b. Changed subheading text to clarify what the categories represent and to be consistent with concentrations.

4c. The header was changed to represent the courses listed.

4d. Added GGIS 220 to the physical core as a relatively new physical geography gen ed that we hope to offer more frequently in the future dependent on staffing.

4e. Added GGIS 254 to the human geography core because 254 is a foundational human geography course that adds a useful US gen ed to this list.

4f. To reflect ownership of the course.

5. Total concentration hours have been moved to the top of the concentration table to show clarity and transparency.

6. Removed total hours required for graduation from the POS table as that information was moved elsewhere in the POS.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/

acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

LOTE levels 3 and 4 (8-10 hours)
GGIS 371 or GGIS 379 (4 hours)
Concentration Requirement at the 300- or 400- level (6 hours)
Remaining 20-22 hours can be fulfilled with free electives of which there are 38 in the sample sequence

Revised programs GGIS_GeneralGeography_BALAS_Key510.xlsx
GGIS_BALAS_General_SampleSequence_key510.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

A Bachelor of Arts degree in Geography & Geographic Information Science with General Geography concentration will prepare students to Integrate social science, physical science, and technology to study how humans use the Earth's surface. This concentration allows you to sample courses from different sub-fields of geography without having to choose one specialty of the discipline. Upon completion, students are prepared for diverse employment opportunities or further studies in a geography graduate program.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours

Minimum required major and supporting course work: A minimum of 35 credit hours of Geography & Geographic Information Science courses. Twelve (12) hours of 300- and 400-level courses in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300 and 400 level. These hours can be drawn from all elements of the degree, including courses outside of GGIS. Students should consult their academic advisor for additional guidance in fulfilling this requirement. The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by GGIS 101 or GGIS 104 or GGIS 106 or GGIS 210 or GGIS 221 or GGIS 254 and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10

Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Major Requirements		
Geography & GIS Core Requirements		**10-12**
Physical Geography Course (Select one):		
ATMS/GGIS 100	Introduction to Meteorology	
GGIS 103	Earth's Physical Systems	
GGIS 220	Landscapes, Ecosystems and Environmental Change	
GGIS 222	Big Rivers of the World	
Human Geography Course (Select one):		
GGIS 101	Global Development & Environment	
GGIS 104	Social and Cultural Geography	
GGIS 106	Geographies of Globalization	
GGIS 210	Social & Environmental Issues	
GGIS 221	Geographies of Global Conflict	
GGIS 254	People, Places, and Environments of the US	
GIS Course (Select one):		
GGIS 371	Spatial Analysis	
GGIS 379	Introduction to Geographic Information Systems	
~~200- to 400- level Geography & GIS courses, at least 6 hours of which must be at the 300- or 400- level~~		~~25-27~~
~~**Total Hours required for graduation**~~		~~**120**~~
General Geography Concentration Requirements		**25-27**
200 to 400 level Geography & GIS Courses (at least 6 hours must be at the 300- or 400- level) chosen in consultation with an academic advisor		

Course choice must be different than Core requirements chosen in the major

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Geography & Geographic Information Science, BALAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

1. Geographic Understanding
GGIS students will understand the interconnectedness of places and scales in human-environmental systems, including the sustainability of those systems.

2. Spatial Patterns and Processes
GGIS students will be able to analyze spatial patterns, distributions, processes, and connections within and among different human-environmental systems, using qualitative, quantitative, computational, and/or spatial methods of research appropriate to their level of training and their field of geographic inquiry.

3. Problem-Solving and Communication
GGIS students will be able to formulate and conduct geographic analyses and communicate the results in verbal, written, and visual form. ~~N/A~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision is not expected to impact enrollment or degrees awarded.

Budget

Are there budgetary implications for this revision? No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available? No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

This revision is not expected to impact faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

This revision is not expected to impact the University Library’s resources, collections, or services.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name	General Geography
Program Code:	5677

Minor Code	5330	Conc Code	5677	Degree Code	BALAS Major Code

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	
Effective Date:	

Program Reviewer Comments	**Melissa Steinkoenig (menewell) (09/22/25 4:38 pm):** Gen Ed Table: Good **Brooke Newell (bsnewell) (10/15/25 7:37 am):** Rollback: Per discussion and email with Melissa R.

Key: 510

Program Change Request

EP.26.041
Admin Approval_Section2_#B4

Date Submitted: 09/04/25 4:28 pm

Viewing: 10KV5694BSLA : Geography & Geographic Information Science, BSLAS

Last approved: 04/05/22 8:19 am

Last edit: 10/29/25 12:18 pm

Changes proposed by: Matthew Cohn

Catalog Pages Using this Program

Geography & Geographic Information Science: Geographic Information Science, BSLAS

Geography & Geographic Information Science: Physical Geography, BSLAS

Proposal Type:
Major (ex. Special Education)

This proposal is for a:
Revision

In Workflow

1. **U Program Review**
2. **Gen Ed Review**
3. **1872-G_GIS Head**
4. **SESE Head**
5. **KV Dean**
6. **University Librarian**
7. **COTE Programs**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 09/09/25 2:34 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 09/22/25 5:13 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 09/22/25 7:09 pm Julie Cidell (jcidell): Approved for 1872-G_GIS Head
4. 09/23/25 9:15 am Jonathan Tomkin (tomkin): Approved for SESE Head

5. 10/10/25 10:22 am Melissa Reedy (murray): Approved for KV Dean
6. 10/10/25 3:01 pm Tom Teper (tteper): Approved for University Librarian
7. 10/10/25 4:51 pm Suzanne Lee (suzannel): Approved for COTE Programs
8. 10/14/25 7:43 am Brooke Newell (bsnewell): Rollback to KV Dean for Provost
9. 10/17/25 2:36 pm Melissa Reedy (murray): Approved for KV Dean
10. 10/20/25 9:47 am Tom Teper (tteper): Approved for University Librarian
11. 10/20/25 1:22 pm Suzanne Lee (suzannel): Approved for COTE Programs
12. 10/22/25 3:41 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Jan 18, 2019 by Deb Forgacs (dforgacs)
2. Apr 5, 2022 by

Administration Details

Official Program Name	Geography & Geographic Information Science, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Geography & Geographic Information Science
Sponsor Name	Julie Cidell, ~~Shaowen Wang,~~ Professor and Head
Sponsor Email	jcidell@illinois.edu ~~shaowen@illinois.edu~~
College Contact	Stephen R. Downie ~~- BEM~~
College Contact Email	sdownie@illinois.edu
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Matthew Cohn (mcohn@illinois.edu)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt) ~~Matthew Cohn~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Spring 2026
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Bachelor of Science in Liberal Arts and Sciences in Geography & Geographic Information Science in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This proposal (key 227) is related to the Geography & Geographic Information Science: Geographic Information Science, BSLAS (key 846) and the Geography & Geographic Information Science: Physical Geography (key 847) concentrations.

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. The LAS Orientation table has been added.

3. Added the heading "Major Requirements" after the new General Education Template information and above the major coursework table.

4. The total Geography and GIS Core Requirements hours changed from 10-16 to 6-8.

5. Linked the concentrations, which are a requirement of the major, in the POS to the academic catalog pages.

6. The total hours of concentration coursework, 29-35, has been added to the POS table.

7.The header "Select one of the following three (3) courses:" has been changed the the category of courses it represents "Physical Geography Course (Select one):"

8. The header "Select one of the following six (6) courses:" has been changed the the category of courses it represents "Human Geography Course (Select one):"

9. GGIS 220 was added to the list of Physical Geography Courses.

10. GGIS 254 was added to the list of Human Geography Courses

11. GGIS 105 has been removed from the Human Geography Course list.

12. The GIS Core (2) Courses (GGIS 371 and GGIS 379) have been moved to the concentration specific coursework because the Geographic Information Science (Key 846) requires students to take both courses whereas the Physical Geography (Key 847) requires students to choose one course.

13. Swapped GGIS 100/ATMS 100 course ordering to ATMS 100/GGIS 100.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Per LAS for transparency and accessibility of program requirements.

3. Clarifies that students must meet the requirements listed on each linked concentration page.

4. The total Geography and GIS Core Requirements hours changed from 10-16 to 6-8 because of the removal of the GIS Core Courses (GGIS 371 and GGIS 379).

5. For student clarity and transparency students can better see their concentration specific requirements.

6. Total concentration hours moved to separate line to be consistent with the concentration program of study tables.

7. Changed subheading text to clarify what the categories represent and to be consistent with concentrations.

8. Changed subheading text to clarify what the categories represent and to be consistent with concentrations.

9. Added GGIS 220 to the physical core as a relatively new physical geography gen ed that we hope to offer more frequently in the future dependent on staffing.

10. Added GGIS 254 to the human geography core because 254 is a foundational human geography course that adds a useful US gen ed to this list.

11. Removed GGIS 105 from the core because the course was deactivated in FA23.

12. To be clear to students in each concentration the requirements of the GIS Core coursework.

13. To reflect ownership of the course.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	Yes

Concentrations

Concentrations(s)
Geography & Geographic Information Science: Geographic Information Science, BSLAS
Geography & Geographic Information Science: Physical Geography, BSLAS

Will you admit to the concentration directly?	No
Is a concentration required for graduation?	Yes

What is the longest/maximum time to completion of this program?

4 years

What are the minimum Total Credit Hours required for this program?

120

CIP Code: 450702 - Geographic Information Science and Cartography. ~~450702~~

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Geography & Geographic Information Science: Geographic Information Science, BSLAS (key 846)
GGIS 379 Intro to GIS (4 hours)
GGIS 371 Spatial Analysis (4 hours)
GGIS 380 GIS II (4 hours)
GIS Electives (9-12 hours if taken at 300-/400-level)
Human and/or Physical Geography Courses (6-8 hours if taken at 300-/400-level)
LOTE level 3 and 4 (8-10 hours)
Free Electives (9-13 hours) of which there are 39 hours noted in the sample sequence

Geography & Geographic Information Science: Physical Geography (key 847)
GGIS 371 Spatial Analysis or GGIS 379 Intro to GIS (4 hours)
300-/400- level GGIS Courses (8 hours)
LOTE level 3 and 4 (8-10 hours)
Free electives (18-20 hours) of which there are 32 noted in the sample sequence

Revised programs
Key227_GGIS_BSLAS.xlsx
Key227_GGIS_BSLAS_SampleSequence.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Graduation Requirements**
Minimum hours required for graduation: ~~major and supporting course work:~~ 120 hours
Minimum required major and supporting course work: A minimum of 35 credit hours of Geography & Geographic Information Science courses. ~~a minimum of 40 upper-divisionhours.~~Twelve (12) hours of 300- and 400-level courses in the major must be taken on this campus.
University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300 and 400 level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

General Education Requirements		
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
fulfilled by GGIS 101, GGIS 104, GGIS 106, GGIS 210, GGIS 221, or GGIS 254 and any other course approved Social & Behavioral Sciences		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1

Major Requirements

Geography & GIS Core Requirements		**6-8**
Physical Geography Course (Select one):		
ATMS/GGIS 100	Introduction to Meteorology	
GGIS 103	Earth's Physical Systems	

GGIS 220	Landscapes, Ecosystems and Environmental Change	
GGIS 222	Big Rivers of the World	
Human Geography Course (Select one):		
GGIS 101	Global Development & Environment	
GGIS 104	Social and Cultural Geography	
GGIS 106	Geographies of Globalization	
GGIS 210	Social & Environmental Issues	
GGIS 221	Geographies of Global Conflict	
GGIS 254	People, Places, and Environments of the US	
Students must choose one of the following concentrations:		
Geographic Information Science		30-35
Physical Geography		29-31
Concentration Credit Hours Required		**29-35**
~~Geography & GIS Core Requirements~~		
~~**Total Core Hours**~~		~~**10-16**~~
~~**Select one of the following three(3) courses:**~~		~~**3-4**~~
~~GGIS/ATMS 100~~	~~Introduction to Meteorology~~	
~~GGIS 103~~	~~Earth's Physical Systems~~	
~~GGIS 222~~	~~Big Rivers of the World~~	
~~**Select one of the following six (6) courses:**~~		~~**3-4**~~
~~GGIS 101~~	~~Global Development & Environment~~	
~~GGIS 104~~	~~Social and Cultural Geography~~	
~~GGIS 105~~	~~Course GGIS 105 Not Found~~	
~~GGIS 106~~	~~Geographies of Globalization~~	
~~GGIS 210~~	~~Social & Environmental Issues~~	
~~GGIS 221~~	~~Geographies of Global Conflict~~	
~~**GIS Core (2) courses:**~~		~~**4-8**~~
~~(Only students pursuing the Geographic Information Science Concentration are required to take both GGIS 371 and GGIS 379.)~~		
~~GGIS 371~~	~~Spatial Analysis~~	

~~GGIS 379~~ ~~Introduction to Geographic Information Systems~~

Corresponding Degree	BSLAS Bachelor of Science in Liberal Arts and Sciences

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Geographic Understanding
GGIS students will understand the interconnectedness of places and scales in human-environmental systems, including the sustainability of those systems.

Spatial Patterns and Processes
GGIS students will be able to analyze spatial patterns, distributions, processes, and connections within and among different human-environmental systems, using qualitative, quantitative, computational, and/or spatial methods of research appropriate to their level of training and their field of geographic inquiry.

Problem-Solving and Communication
GGIS students will be able to formulate and conduct geographic analyses and communicate the results in verbal, written, and visual form. ~~N/A~~

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision will not impact enrollment and degrees awarded.

Estimated Annual Number of Degrees Awarded

Year One Estimate	7	5th Year Estimate (or when fully implemented)	14

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

This revision is not expected to impact faculty, class size, teaching loads, or student-faculty ratios.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with Jenny Marie Johnson and, based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

BSLAS: Geography & GIS - UIUC

Program Code: 10KV5694BSLA

Minor Code	Conc Code	Degree Code	BSLAS Major Code
5694			

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Emily Stuby (eastuby) (09/05/25 12:30 pm): Updated CIP code to 450702 per college request. Added existing corresponding concentrations to drop down list.

Melissa Steinkoenig (menewell) (09/22/25 5:13 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (10/14/25 7:43 am): Rollback: per email discussion with sponsors

Program Change Request

EP.26.041
Admin Approval_Section2_#B5

Date Submitted: 09/04/25 4:14 pm

Viewing: 3885 : Geography & Geographic Information Science: Physical Geography, BSLAS

Last approved: 09/28/22 8:13 am

Last edit: 10/29/25 12:18 pm

Changes proposed by: Matthew Cohn

Catalog Pages Using this Program: Geography & Geographic Information Science: Physical Geography, BSLAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. **U Program Review**
2. **Gen Ed Review**
3. **1872-G_GIS Head**
4. **SESE Head**
5. **KV Dean**
6. **University Librarian**
7. **COTE Programs**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 09/09/25 2:29 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 09/22/25 5:04 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 09/22/25 7:10 pm Julie Cidell (jcidell): Approved for 1872-G_GIS Head
4. 09/23/25 9:15 am Jonathan Tomkin (tomkin): Approved for SESE Head

5. 10/10/25 10:22 am Melissa Reedy (murray): Approved for KV Dean
6. 10/10/25 3:02 pm Tom Teper (tteper): Approved for University Librarian
7. 10/10/25 4:51 pm Suzanne Lee (suzannel): Approved for COTE Programs
8. 10/14/25 7:43 am Brooke Newell (bsnewell): Rollback to KV Dean for Provost
9. 10/17/25 2:36 pm Melissa Reedy (murray): Approved for KV Dean
10. 10/20/25 9:47 am Tom Teper (tteper): Approved for University Librarian
11. 10/20/25 1:22 pm Suzanne Lee (suzannel): Approved for COTE Programs
12. 10/22/25 3:42 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Aug 2, 2019 by Deb Forgacs (dforgacs)
2. Aug 6, 2019 by Deb

Forgacs (dforgacs)
3. Apr 5, 2022 by Andrea Ray (aray)
4. Sep 28, 2022 by Andrea Ray (aray)

Administration Details

Official Program Name	Geography & Geographic Information Science: Physical Geography, BSLAS
Diploma Title	Bachelor of Science in Liberal Arts and Sciences
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Geography & Geographic Information Science
Sponsor Name	Julie Cidell, ~~Shaowen Wang,~~ Professor and Head
Sponsor Email	jcidell@illinois.edu ~~shaowen@illinois.edu~~
College Contact	Stephen R. Downie
College Contact Email	sdownie@illinois.edu
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

mcohn@illinois.edu
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt) ~~Bruce Rhoads, Professor, brhoads@illinois.edu, Matthew Cohn cohn@illinois.edu~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Spring 2026
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Physical Geography in the Bachelor of Science in Liberal Arts and Sciences in Geography & Geographic Information Science in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This proposal (key 847) is related to the GIS concentration (key 846) in the Geography BSLAS (key 227) degree

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. Add LAS Orientation and Professional Development table.

3. Added the heading "Major Requirements" after the new General Education Template information and above the major coursework table.

4. The Major (Key 227) coursework has been added to this concentration.

5. The following changes were made to the the Major (Key 227):
5a. The total Geography and GIS Core Requirements hours changed from 10-16 to 6-8.

5b. The header "Select one of the following three (3) courses:" has been changed the the category of courses it represents "Physical Geography Course (Select one):"

5c. The header "Select one of the following six (6) courses:" has been changed the the category of courses it represents "Human Geography Course (Select one):"

5d.GGIS 220 was added to the list of Physical Geography Courses.

5e. GGIS 254 was added to the list of Human Geography Courses

5f.GGIS 105 has been removed from the Human Geography Course list.

5g. The GIS Core (2) Courses (GGIS 371 and GGIS 379) have been moved to the concentration specific coursework because the Geographic Information Science (Key 846) requires students to take both courses whereas the Physical Geography (Key 847) requires students to choose one course.

5h. Swapped the order of the crosslisted GGIS 100/ATMS 100 to ATMS 100/GGIS 100.

6. The total concentration hours, 29-31, have been noted at the top of the concentration requirements table.

7. The requirement "200-to 400-level Geography courses, at least 6 hours of which must be at the 300- or 400- level, selected from the following:" has been changed to "200- to 400-level Geography and Geographic Information Science Courses (at least 8 hours must be at the 300- or 400- level) selected from the following:" and the total hours needed in this category 25-27 has been added to the POS table.

8. The crosslisted courses: SOC 280 was added to GGIS 280 in the POS.

9. The order of crosslisted courses: ESE 320/GGIS 370, NRES 401/GGIS 401, ATMS 421/GGIS 421, IB 439/GGIS 436, CEE 459/GGIS 459 were switched.

10. The following courses were added to the POS table: GGIS 223, GGIS 381, GGIS 412, GGIS 439, GGIS 479, GGIS 480, GGIS 489.

11. GGIS 468 was removed from the POS.

12. Removed total hours required for graduation from the POS table.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Per LAS for transparency and accessibility of program requirements.

3. This heading was added for increased accessibility and clarity for students.

4. To be clear to students what coursework is part of the Major (Key 227) and what is also required for the concentration (Key 846).

5a. The total Geography and GIS Core Requirements hours changed from 10-16 to 6-8 because of the removal of the GIS Core Courses (GGIS 371 and GGIS 379).

5b. Changed subheading text to clarify what the categories represent and to be consistent with concentrations.

5c. Changed subheading text to clarify what the categories represent and to be consistent with concentrations.

5d. Added GGIS 220 to the physical core as a relatively new physical geography gen ed that we hope to offer more frequently in the future dependent on staffing.

5e. Added GGIS 254 to the human geography core because 254 is a foundational human geography course that adds a useful US gen ed to this list.

5f. Removed GGIS 105 from the core because the course was deactivated in FA23.

5g. To be clear to students in each concentration the requirements of the GIS Core coursework.

5h. To reflect ownership of the course.

6. Total concentration hours have been moved to the top of the concentration table to show clarity and transparency.

7. An increase in hours is needed to fulfill the LAS requirement of 12 advanced hours and to address EP.24.068.

8. Crosslisted course SOC 280 was added to GGIS 280 to reflect ownership.

9. Crosslisted courses are shown in the POS when ownership is outside of the sponsoring unit. The owner of the course is consistently listed first.

10. GGIS 223 is a new social dimensions of STEM course appropriate for the BSLAS. GGIS 381, GGIS 412, GGIS 439, GGIS 479, GGIS 480, GGIS 489 are all GIScience courses that should be included in this POS.

11. GGIS 468 is in workflow to be deactivated.

12.Removed total hours required for graduation from the POS table as that information was moved elsewhere in the POS.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Change in concentration requirements will have no impact on admissions and advising management.

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

GGIS 371 Spatial Analysis or GGIS 379 Intro to GIS (4 hours)
300-/400- level GGIS Courses (8 hours)
LOTE level 3 and 4 (8-10 hours)
Free electives (18-20 hours) of which there are 32 noted in the sample sequence

Revised programs

Key847_GGIS_PhysicalGeography.xlsx
Key847_GGIS_Physical_SampleSequence_Oct17.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

A Bachelor of Science in Geography & Geographic Information Science with the Physical Geography concentration will prepare students to examine the environmental sciences including patterns of climate, landforms, vegetation, soils, and water.

Graduates will be equipped for careers in environmental science and consulting, land and water resource management, and remote sensing using satellite data and UAVs (drones).

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 120 hours
Minimum required major and supporting coursework: A minimum of 35 credit hours of Geography & Geographic Information Science courses. Twelve (12) hours of 300- and 400-level courses in the major must be taken on this campus.
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300 and 400 level. These hours can be drawn from all elements of the degree, including courses outside of GGIS. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.
General Education Requirements
Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
fulfilled by GGIS 101, GGIS 104, GGIS 106, GGIS 210, GGIS 221, or GGIS 254 and any other course approved Social & Behavioral Sciences		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Major Requirements		
Geography & GIS Core Requirements		**6-8**
Physical Geography Course (Select 1):		
ATMS/GGIS 100	Introduction to Meteorology	
GGIS 103	Earth's Physical Systems	
GGIS 220	Landscapes, Ecosystems and Environmental Change	
GGIS 222	Big Rivers of the World	
Human Geography Course (Select 1):		
GGIS 101	Global Development & Environment	
GGIS 104	Social and Cultural Geography	
GGIS 106	Geographies of Globalization	

GGIS 210	Social & Environmental Issues	
GGIS 221	Geographies of Global Conflict	
GGIS 254	People, Places, and Environments of the US	
Physical Geography Concentration **Requirements**		
Total Concentration Hours		**29-31**
GIS Courses (Select 1):		
GGIS 371	Spatial Analysis	4
GGIS 379	Introduction to Geographic Information Systems	4
200- to 400-level Geography and Geographic Information Science Courses (at least 8 hours must be at the 300- or 400- level) selected from the following:		**25-27**
GGIS 220	Landscapes, Ecosystems and Environmental Change (if not taken to satisfy the Physical Core course requirement in the major)	
GGIS 222	Big Rivers of the World (if not taken to satisfy the Physical Core course requirement in the major)	
GGIS 223	Geopolitics & Technology	
GGIS 224	Environmental Data Science	
SOC/GGIS 280	Intro to Social Statistics	
ESE 320/ GGIS 370	Water Planet, Water Crisis	
GGIS 371	Spatial Analysis (if not taken to satisfy the GIS Core Course requirement in the major)	
GGIS 379	Introduction to Geographic Information Systems (if not taken to satisfy the GIS Core Course requirement in the major)	
GGIS 380	Geographic Information Systems II	
GGIS 381	Enterprise GIS	
GGIS 390	Independent Study	
GGIS 391	Honors Independent Study	
NRES/GGIS 401	Watershed Hydrology	
GGIS 403	Geographic Information Science and Systems	
GGIS 405	Geography Field Course	
GGIS 406	Fluvial Geomorphology	
GGIS 407	Foundations of CyberGIS & Geospatial Data Science	

GGIS 408	Humans and River Systems
GGIS 412	Geospatial Technologies & Society
ATMS/GGIS 421	Earth Systems Modeling
IB 439/GGIS 436	Biogeography
GGIS 439	Health Applications of GIS
CEE/GGIS 459	Ecohydraulics
GGIS 460	Aerial Photo Analysis
GGIS 473	Digital Cartography & Map Design
GGIS 476	Environmental Remote Sensing
GGIS 477	Introduction to Remote Sensing
GGIS 478	Techniques of Remote Sensing
GGIS 479	Advanced Topics in GIS
GGIS 480	Principles of Geographic Information Science
GGIS 489	Programming for GIS
~~**Total Concentration Hours**~~	~~**25-27**~~

~~200- to 400-level Geography and Geographic Information Science courses (at least 6 hours of which must be at the 300- or 400-level) selected from the following:~~

~~GGIS 220~~	~~Landscapes, Ecosystems and Environmental Change~~
~~GGIS 222~~	~~Big Rivers of the World~~
~~GGIS 224~~	~~Environmental Data Science~~
~~GGIS 280~~	~~Intro to Social Statistics~~
~~GGIS 370/ ESE 320~~	~~Water Planet, Water Crisis~~
~~GGIS 371~~	~~Spatial Analysis~~
~~GGIS 379~~	~~Introduction to Geographic Information Systems~~
~~GGIS 380~~	~~Geographic Information Systems II~~
~~GGIS 390~~	~~Independent Study~~
~~GGIS 391~~	~~Honors Independent Study~~
~~GGIS/NRES 401~~	~~Watershed Hydrology~~
~~GGIS 403~~	~~Geographic Information Science and Systems~~

~~GGIS 405~~	~~Geography Field Course~~
~~GGIS 406~~	~~Fluvial Geomorphology~~
~~GGIS 407~~	~~Foundations of CyberGIS & Geospatial Data Science~~
~~GGIS 408~~	~~Humans and River Systems~~
~~GGIS/ATMS 421~~	~~Earth Systems Modeling~~
~~GGIS 436/IB 439~~	~~Biogeography~~
~~GGIS 459~~	~~Ecohydraulics~~
~~GGIS 460~~	~~Aerial Photo Analysis~~
~~GGIS 468~~	~~Biological Modeling~~
~~GGIS 473~~	~~Digital Cartography & Map Design~~
~~GGIS 476~~	~~Environmental Remote Sensing~~
~~GGIS 477~~	~~Introduction to Remote Sensing~~
~~GGIS 478~~	~~Techniques of Remote Sensing~~
~~**Total Hours required for graduation**~~	~~**120**~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Geography & Geographic Information Science, BSLAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

~~This curriculum change will not cause any change in the existing assessment plan for our undergraduateprograms.This plan includes the following numbered objectives and assessmentstrategies.~~1. ~~SLO1:Geographic UnderstandingDefinition:~~Geographic Understanding
GGIS students will understand the interconnectedness of places and scales in human-environmental systems, including the sustainability of those systems.

2. ~~a.Focus group with graduating seniors (yearly)b.Survey of recent GGIS graduates (annually or bi-annually)2.SLO2:Spatial Patterns and ProcessesDefinition:~~Spatial Patterns and Processes
GGIS students will be able to analyze spatial patterns, distributions, processes, and ~~and~~ connections within and ~~and~~ among different human-environmental systems, using qualitative, quantitative, computational, and/or spatial methods of research appropriate to their level of training and ~~and~~ their field of geographic inquiry.

3. ~~a.Focus group with graduating seniors (yearly)b.Survey of recent GGIS graduates (annually or bi-annually)3.SLO3:Problem-Solving and CommunicationDefinition:~~Problem-Solving and Communication
GGIS students will be able to formulate and ~~and~~ conduct geographic analyses and ~~and~~ communicate the results in verbal, written, and ~~and~~ visual form. ~~a.Focus group with graduating seniors (yearly) b.Survey of recent GGIS graduates (annually or bi-annually) c.Evaluation of GIS course projects for a random sample of graduating GGIS majors (every 5 years)~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

1. Geographic Understanding
a. Focus group with graduating seniors (yearly)
b. Survey of recent GGIS graduates (annually or bi-annually)

2. Spatial Patterns and Processes
a. Focus group with graduating seniors (yearly)
b. Survey of recent GGIS graduates (annually or bi-annually)

3. Problem-Solving and Communication
a. Focus group with graduating seniors (yearly)
b. Survey of recent GGIS graduates (annually or bi-annually)
c. Evaluation of GIS course projects for a random sample of graduating GGIS majors (every 5 years)

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision is not expected to impact enrollment or degrees awarded.

Budget

Are there budgetary implications for this revision? No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available? No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

No impact to unit.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

This revision is not expected to impact faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with Jenny Marie Johnson and, based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Physical Geography

Program Code:	3885				
Minor Code		Conc Code	3885	Degree Code	BSLAS Major Code
5694					

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	NA
Effective Date:	

Program Reviewer Comments	**Melissa Steinkoenig (menewell) (09/22/25 5:04 pm):** Gen Ed Table: Good **Brooke Newell (bsnewell) (10/14/25 7:43 am):** Rollback: per email discussion with sponsors

Key: 847

Program Change Request

EP.26.041
Admin Approval_Section2_#B6

Date Submitted: 09/04/25 4:09 pm

Viewing: 3886 : Geography & Geographic Information Science: Geographic Information Science, BSLAS

Last approved: 06/26/25 1:27 pm

Last edit: 10/29/25 12:18 pm

Changes proposed by: Matthew Cohn

Catalog Pages Using this Program: Geography & Geographic Information Science: Geographic Information Science, BSLAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1872-G_GIS Head
4. SESE Head
5. KV Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 09/09/25 2:20 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 09/22/25 5:08 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 09/22/25 7:10 pm Julie Cidell (jcidell): Approved for 1872-G_GIS Head
4. 09/23/25 9:16 am Jonathan Tomkin (tomkin): Approved for SESE Head

5. 10/10/25 10:22 am Melissa Reedy (murray): Approved for KV Dean
6. 10/10/25 3:02 pm Tom Teper (tteper): Approved for University Librarian
7. 10/10/25 4:51 pm Suzanne Lee (suzannel): Approved for COTE Programs
8. 10/14/25 7:43 am Brooke Newell (bsnewell): Rollback to KV Dean for Provost
9. 10/17/25 2:36 pm Melissa Reedy (murray): Approved for KV Dean
10. 10/20/25 9:47 am Tom Teper (tteper): Approved for University Librarian
11. 10/20/25 1:22 pm Suzanne Lee (suzannel): Approved for COTE Programs
12. 10/22/25 3:42 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Aug 2, 2019 by Deb Forgacs (dforgacs)
2. Aug 6, 2019 by Deb

Forgacs (dforgacs)
3. Apr 2, 2021 by Kelly Ritter (ritterk)
4. Apr 5, 2022 by Andrea Ray (aray)
5. Sep 28, 2022 by Andrea Ray (aray)
6. Jun 26, 2025 by Brooke Newell (bsnewell)

Administration Details

Official Program Name	Geography & Geographic Information Science: Geographic Information Science, BSLAS
Diploma Title	Bachelor of Science in Liberal Arts and Sciences
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Geography & Geographic Information Science
Sponsor Name	Julie Cidell, ~~Shaowen Wang,~~ Professor and Department Head
Sponsor Email	jcidell@illinois.edu ~~shaowen@illinois.edu~~
College Contact	Stephen R. Downie
College Contact Email	sdownie@illinois.edu
College Budget Officer	Micheal Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Matt Cohn, mcohn@illinois.edu
Melissa Reedy, murray@illinois.edu ~~Matthew Cohn~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Spring 2026
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Geographic Information Science in the Bachelor of Science in Liberal Arts and Sciences in Geography & Geographic Information Science in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This proposal (key 846) is related to the Physical Geography concentration (key 847) in the Geography BSLAS degree (key 227)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. Add LAS Orientation and Professional Development table.

3. Added the heading "Major Requirements" after the new General Education Template information and above the major coursework table.

4. The Major (Key 227) coursework has been added to this concentration.

5. The following changes were made to the the Major (Key 227):
5a. The total Geography and GIS Core Requirements hours changed from 10-16 to 6-8.

5b. The header "Select one of the following three (3) courses:" has been changed the the category of courses it represents "Physical Geography Course (Select one):"

5c. The header "Select one of the following six (6) courses:" has been changed the the category of courses it represents "Human Geography Course (Select one):"

5d.GGIS 220 was added to the list of Physical Geography Courses.

5e. GGIS 254 was added to the list of Human Geography Courses

5f.GGIS 105 has been removed from the Human Geography Course list.

5g. The GIS Core (2) Courses (GGIS 371 and GGIS 379) have been moved to the concentration specific coursework because the Geographic Information Science (Key 846) requires students to take both courses whereas the Physical Geography (Key 847) requires students to choose one course.

5h. Swapped the order of the crosslisted GGIS 100/ATMS 100 to ATMS 100/GGIS 100.

6. The Geographic Information Science acronym (GIS) has been added to the concentration specific header.

7. The total hours, 30-35, have been noted at the top of the concentration requirements table.

8. GIS required courses have been grouped together, removing the repetitive GGIS 371 and now only listing it once, along with GGIS 379 (moved within the POS) and GGIS 380.

9. The subheading of "Select one (1) of the following courses" was changed to "Computer Science Course (Select 1):"

10. The subheading "Select a minimum of three (3) courses from the following:" was changed to "GIS Elective Courses (Select 3):" and the total hours in this category changed from 9-11 to 9-12.

11. The crosslisted courses: IB 439 (GGIS 436) was added to the POS.

12. GGIS 381 and GGIS 403 were added to the GIS Elective Course list.

13. The order of crosslisted courses: GGIS 280 and SOC 280, GGIS 421 and ATMS 421, GGIS 287 and NRES 287, GGIS 370 and ESE 320, GGIS 401 and NRES 401, GGIS 446 and LA 446, GGIS 482 and ESE 482 were switched.

14. PATH 439 was removed as a crosslisted course with GGIS 439.

15. GGIS 468 was removed from the GIS Elective Course list.

16. The subheading "Select two (2) human and/or physical geography courses:" was changed to "Human and/or Physical Geography Courses (Select 2):"

17. GGIS 220, GGIS 223, GGIS 254, GGIS 425, CEE/GGIS 459, and GGIS 495 were added to the Human and/or Physical Geography Course list.

18. Removed total concentration hours and total hours required for graduation from the POS table.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Per LAS for transparency and accessibility of program requirements.

3. This heading was added for increased accessibility and clarity for students.

4. To be clear to students what coursework is part of the Major (Key 227) and what is also required for the concentration (Key 846).

5a. The total Geography and GIS Core Requirements hours changed from 10-16 to 6-8 because of the removal of the GIS Core Courses (GGIS 371 and GGIS 379).

5b. Changed subheading text to clarify what the categories represent and to be consistent with concentrations.

5c. Changed subheading text to clarify what the categories represent and to be consistent with concentrations.

5d. Added GGIS 220 to the physical core as a relatively new physical geography gen ed that we hope to offer more frequently in the future dependent on staffing.

5e. Added GGIS 254 to the human geography core because 254 is a foundational human geography course that adds a useful US gen ed to this list.

5f. Removed GGIS 105 from the core because the course was deactivated in FA23.

5g. To be clear to students in each concentration the requirements of the GIS Core coursework.

5h. To reflect ownership of the course.

6. The GIS acronym is used throughout the Program of Study and we wanted to be clear of its meaning.

7. For clarity and transparency.

8. Previously GIS Courses were listed in the Major (Key 227) with one concentration (Key 846) being required to take two and the other concentration (Key 847) required to take one. These courses were moved to within the concentration to better define concentration requirements. GGIS 371 was listed twice in the POS prior to revision and that repetition has been removed.

9. The new subheading better represents the courses in the list.

10. The new subheading better represents the courses in the list and there are several four credit hour courses in the list a student could choose. This increases the total possible hours to 12 if three 4-hour courses were chosen.

11. The crosslisted courses, IB 439 was added to the POS to indicate ownership.

12. GGIS 381 was created FA25 and GGIS 403 is a GIScience course that should be on the electives list.

13. The order of crosslisted courses were switched to indicate ownership.

14. PATH 439 was removed as a crosslisted course with GGIS 439 since it is owned by GGIS and the decision was made to only show cross lists to indicate ownership in the POS.

15. Course is currently in workflow to be deactivated.

16. The new subheading matches the others in the POS in terms of format and clarity.

17. All courses represent the content of the Human and/or Physical Geography Course list that are relatively new GenEd courses and/or upper-division courses that could be added as options.

18. Removed total concentration hours and total hours required for graduation from the POS table as that information was moved elsewhere in the POS.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

CEE 459 - Ecohydraulics

Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.

Key 846 - CEE approval to add CEE 459.pdf

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

GGIS 379 Intro to GIS (4 hours)
GGIS 371 Spatial Analysis (4 hours)
GGIS 380 GIS II (4 hours)
GIS Electives (9-12 hours if taken at 300-/400-level)
Human and/or Physical Geography Courses (6-8 hours if taken at 300-/400-level)
LOTE level 3 and 4 (8-10 hours)
Free Electives (9-13 hours) of which there are 39 hours noted in the sample sequence

Revised programs Key846_GGIS_GIS_BSLAS_October14.xlsx
Key846_GGIS_GIS_SampleSequence_Oct17.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

A Bachelor of Science in Geography & Geographic Information Science with Geographic Information Science concentration prepares students to use cutting-edge geospatial technologies and data to examine environmental and social issues; support business decisions; protect the environment; and manage the massive amounts of spatial data generated from mobile devices and sensor networks. The GIS concentration provides in-depth practical and field training, preparing students for geospatial careers- one of the fastest-growing domestic job sectors.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours

Minimum required major and supporting course work: A minimum of 36 credit hours of Geography and Geographic Information Science courses. Twelve (12) hours of 300- and 400-level courses in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300 and 400 level. These hours can be drawn from all elements of the degree, including courses outside of GGIS. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6

fulfilled by GGIS 101, GGIS 104, GGIS 106, GGIS 210, GGIS 221, or GGIS 254 and any other course approved Social & Behavioral Sciences

Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by GGIS 371 and any other course approved as Quantitative Reasoning I		
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Major Requirements		
Geography & GIS Core Requirements		**6-8**
Physical Geography Course (Select 1):		
ATMS/GGIS 100	Introduction to Meteorology	
GGIS 103	Earth's Physical Systems	
GGIS 220	Landscapes, Ecosystems and Environmental Change	
GGIS 222	Big Rivers of the World	
Human Geography Course (Select 1):		
GGIS 101	Global Development & Environment	
GGIS 104	Social and Cultural Geography	
GGIS 106	Geographies of Globalization	
GGIS 210	Social & Environmental Issues	
GGIS 221	Geographies of Global Conflict	
GGIS 254	People, Places, and Environments of the US	
Geographic Information Science (GIS) Concentration Requirements		
Total Concentration Hours		**30-35**

GIS Core Courses:		
GGIS 371	Spatial Analysis	4
GGIS 379	Introduction to Geographic Information Systems	4
GGIS 380	Geographic Information Systems II	4
Computer Science Course (Select 1):		3
CS 105	Intro Computing: Non-Tech	
CS 124	Introduction to Computer Science I	
or equivalent course approved by the Department's Advisor		
~~Select a minimum of three (3) courses from the following:~~		~~9-11~~
GIS Elective Courses (Select 3):		9-12
GGIS 205	Business Location Decisions	
~~GGIS/SOC 280~~	~~Intro to Social Statistics~~	
SOC/GGIS 280	Intro to Social Statistics	
GGIS 381	Enterprise GIS	
GGIS 403	Geographic Information Science and Systems	
GGIS 407	Foundations of CyberGIS & Geospatial Data Science	
GGIS 412	Geospatial Technologies & Society	
~~GGIS/ATMS 421~~	~~Earth Systems Modeling~~	
ATMS/GGIS 421	Earth Systems Modeling	
GGIS 439	Health Applications of GIS	
GGIS 460	Aerial Photo Analysis	
~~GGIS 468~~	~~Biological Modeling~~	
GGIS 473	Digital Cartography & Map Design	
GGIS 476	Environmental Remote Sensing	
GGIS 477	Introduction to Remote Sensing	
GGIS 478	Techniques of Remote Sensing	
GGIS 479	Advanced Topics in GIS	
GGIS 480	Principles of Geographic Information Science	
GGIS 489	Programming for GIS	

~~Select two (2) human and/or physical geography courses:~~		~~6-8~~
Human and/or Physical Geography Courses (Select 2):		6-8
GGIS 204	Cities of the World	
GGIS 210	Social & Environmental Issues	
GGIS 220	Landscapes, Ecosystems and Environmental Change (if not taken to satisfy the Physical Core course requirement in the major)	
GGIS 221	Geographies of Global Conflict (if not taken to satisfy the Human Core course requirement in the major)	
GGIS 222	Big Rivers of the World (if not taken to satisfy the Physical Core course requirement in the major)	
GGIS 223	Geopolitics & Technology	
GGIS 224	Environmental Data Science	
~~GGIS/NRES 287~~	~~Environment and Society~~	
GGIS 254	People, Places, and Environments of the US (if not taken to satisfy the Human Core course requirement in the major)	
NRES/GGIS 287	Environment and Society	
GGIS 350	Sustainability and the City	
~~GGIS 370/ ESE 320~~	~~Water Planet, Water Crisis~~	
ESE 320/ GGIS 370	Water Planet, Water Crisis	
GGIS 384	Population Geography	
~~GGIS/NRES 401~~	~~Watershed Hydrology~~	
NRES/GGIS 401	Watershed Hydrology	
GGIS 405	Geography Field Course	
GGIS 406	Fluvial Geomorphology	
GGIS 408	Humans and River Systems	
GGIS 410	Green Development	
~~GGIS 436~~	~~Biogeography~~	
GGIS 425	Urban Geographies of Migration	
IB 439/GGIS 436	Biogeography	

GGIS 438	Geography of Health Care
~~GGIS/LA 446~~	~~Sustainable Planning Seminar~~
LA/GGIS 446	Sustainable Planning Seminar
GGIS 455	Geography of Sub-Saharan Africa
CEE/GGIS 459	Ecohydraulics
GGIS 465	Transportation &Sustainability
GGIS 466	Environmental Policy
GGIS 471	Modern Geographic Thought
~~GGIS/ESE 482~~	~~Challenges of Sustainability~~
ESE/GGIS 482	Challenges of Sustainability
GGIS 483	Urban Geography
GGIS 495	Advanced Topics in Geography
GGIS 496	Climate & Social Vulnerability
~~Total Hours Geographic Information Science Concentration Hours~~	~~26-30~~
~~Total Hours Required for Graduation~~	~~120~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Geography & Geographic Information Science, BSLAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

Geographic Understanding:
GGIS students will understand the interconnectedness of places and scales in human-environmental systems, including the sustainability of those systems.

Spatial Patterns and Processes:
GGIS students will be able to analyze spatial patterns, distributions, processes, and connections within and among different human-environmental systems, using qualitative, quantitative, computational, and/or spatial methods of research appropriate to their level of training and their field of geographic inquiry.

Problem-Solving and Communication:
GGIS students will be able to formulate and conduct geographic analyses and communicate the results in verbal, written, and visual form. ~~N/A~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program
Description and
Requirements
Attach Documents

Delivery Method

This program is
available:
On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision is not expected to impact enrollment or degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

This revision is not expected to impact faculty, class size, teaching loads, or student-faculty ratios.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with Jenny Marie Johnson and, based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Geographic Information Science

Program Code: 3886

Minor Code	Conc Code	3886	Degree Code	BSLAS Major Code
5694				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date	NA
Effective Date:	

Program Reviewer Comments	**Melissa Steinkoenig (menewell) (09/22/25 5:08 pm):** Gen Ed Table: Good **Brooke Newell (bsnewell) (10/14/25 7:43 am):** Rollback: per email discussion with sponsors

Key: 846

Program Change Request

Date Submitted: 08/07/25 3:34 pm

Viewing: 10KV5167BALA : Latina/Latino Studies, BALAS

Last approved: 11/15/23 4:52 pm

Last edit: 10/29/25 12:19 pm

Changes proposed by: Sean Ettinger

Catalog Pages Using this Program	Latina/Latino Studies, BALAS

Proposal Type:
Major (ex. Special Education)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1982-LLS Head
4. KV Dean
5. University Librarian
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Catalog Editor
12. DMI

Approval Path

1. 07/30/25 4:18 pm Brianna Vargas-Gonzalez (bv4): Rollback to Initiator
2. 08/07/25 3:21 pm Emily Stuby (eastuby): Rollback to Initiator
3. 08/08/25 11:42 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
4. 08/12/25 11:16 am Melissa Steinkoenig (menewell): Approved for Gen Ed Review
5. 10/14/25 9:12 am Gilberto Rosas (grosas2): Approved for 1982-LLS Head

6. 10/20/25 11:44 am Melissa Reedy (murray): Approved for KV Dean
7. 10/20/25 1:09 pm Brooke Newell (bsnewell): Rollback to KV Dean for Provost
8. 10/21/25 8:33 am Melissa Reedy (murray): Approved for KV Dean
9. 10/21/25 11:53 am Tom Teper (tteper): Approved for University Librarian
10. 10/21/25 11:54 am Suzanne Lee (suzannel): Approved for COTE Programs
11. 10/22/25 3:42 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Mar 28, 2019 by Deb Forgacs (dforgacs)
2. Jul 25, 2019 by Deb Forgacs (dforgacs)
3. Nov 15, 2023 by Kathy Martensen (kmartens)

Administration Details

Official Program	Latina/Latino Studies, BALAS

Name

Diploma Title

Sponsor College	Liberal Arts & Sciences
Sponsor Department	Latina/Latino Studies
Sponsor Name	Gilberto Rosas ~~admin save~~
Sponsor Email	grosas2@illinois.edu ~~admin save~~
College Contact	Stephen R. Downie ~~admin save~~
College Contact Email	sdownie@illinois.edu ~~admin save~~
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Spring 2026
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Bachelor of Arts in Liberal Arts and Sciences in Latina/Latino Studies in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. Added the LAS Orientation and Professional Development table to the POS.

3. Removed LLS 265 from the 'Race, Gender, and Sexuality' Thematic Area select from list in the Program of Study Table.

4. A clarifying statement about LLS elective choice was added to the POS.

5. Six hours of 300-/400- level coursework was added to the Supporting coursework requirement.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Per Office of the Provost General Education initiative for transparency and accessibility.

2. This was added following current practice and standards for transparency and accessibility.

3. Removed LLS 265 due to the course being deactivated SP24.

4. To be clear to students that the LLS Electives chosen needed to be different from the courses chosen to fulfill the Thematic Areas requirement the statement "Remaining courses to total 6 hours minimum may be selected from any of the area courses listed above (not used to fulfill the Thematic Areas requirement) or chosen in consultation with an academic advisor" was added.

5. To fulfill the 40 hours (EP.24.068) upper-division coursework.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

What is the longest/maximum time to completion of this program?

4 years

What are the minimum Total Credit Hours required for this program?

120

CIP Code 050203 - Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Required Latina/Latino Studies Major Courses & Credit Hours:
LLS 385 (3 hours)
LLS 490 or LLS 495 (4 hours)

Supporting Coursework (300-/400- level) (6 hours)

LOTE Level 3 and 4 (8-10 hours)

17-19 of the remaining upper-division hours can be chosen from additional advanced level LLS electives, Thematic Area A/B/C course choice, and/or free electives (of which there are 28 hours noted in the sample sequence).

Revised programs Latina_Latino_Studies_Key376_SampleSequence.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 120
~~Generaleducation:Students must complete the Campus General Education requirements including the campus general~~

~~education languagerequirement.~~Minimum required major and supporting course work: 52 hours required, including 34 hours in Latina/Latino Studies courses. Twelve hours of 300- and 400-level in the major must be taken on this campus. ~~campus.~~

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I		4-6
Advanced Composition		3
Fulfilled by LLS 385		
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Fulfilled by LLS 100 and any other course approved as Social & Behavioral Sciences		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Fulfilled by LLS 100		
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3

Major Requirements

LLS 100	Intro Latina/Latino Studies	3
LLS 385	Theory and Methods in LLS	3
Thematic Areas		
Students must take two courses in each of the following three areas:		
A. Literature, Media and Culture		6
LLS 240	Latina/o Popular Culture	
LLS 242	Intro to Latina/o Literature	
LLS 250	Latina/os on the Bronze Screen	
LLS 259	Latina/o Anthropology	
LLS 357	Literatures of the Displaced	
LLS 360	Contemporary US Latina/o Lit	
LLS 365	Chicana/Latina Autobiography, Memoir, Testimonio	
LLS 375	Latina/o Media in the US	
LLS 410	Writing Latina/o Chicago	
LLS 435	Commodifying Difference	
LLS 458	Latina/o Performance	
LLS 472	Border Latina, Latino Cultures	
B. Race, Gender, and Sexuality		6
LLS 230	Latina/o Genders & Sexualities	
LLS 235	Race and the Politics of Reproduction	
~~LLS 265~~	~~Course LLS 265 Not Found~~	
LLS 320	Gender & Latina/o Migration	
LLS 355	Race and Mixed Race	
LLS 387	Race, Gender and the Body	
LLS 392	Chicanas&Latinas: Self&Society	
LLS 442	Latina Literature	
LLS 465	Race, Sex, and Deviance	
LLS 479	Race, Medicine, and Society	
C. History, Politics, and Society		6

LLS 220	Latina/o Migration	
LLS 238	Latina/o Social Movements	
LLS 278	Mapping Latina/o Inequalities	
LLS 279	Mexican-American History	
LLS 280	Caribbean Latina/o Migration	
LLS 343	Criminalization and Punishment	
LLS 368	Latinas/os & Public Policy	
LLS 370	Latina/o Ethnography	
LLS 379	Latina/os and the City	
LLS 382	Race and Migration in Chicago	
LLS 468	Latinas/os & the Law	
LLS 473	Immigration, Health & Society	
LLS 490	Research and Writing Seminar	4
or LLS 495	Senior Honors Thesis	
LLS Electives selected from the list of all LLS and cross-listed LLS classes		6
Remaining courses to total 6 hours minimum may be selected from any of the area courses listed above (not used to fulfill the Thematic Areas requirement) or chosen in consultation with an academic advisor		
Supporting coursework (six hours must be at the 300-/400- level) chosen in consultation with an advisor; may be a campus approved minor		18
Total Hours		52

~~Minimum hours required forgraduation:120hours.~~

Corresponding Degree	BALAS Bachelor of Arts in Liberal Arts and Sciences

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

1. Intellectual Reasoning and Knowledge: Students will become proficient in the field of Latina/Latino Studies, which includes, but is not limited to, interdisciplinary, intersectional, and transnational knowledge about:
sociohistorical, political, economic and cultural processes that affect Latina/Latino groups in contemporary society;
Latina/Latino social movements;
Latina/Latino cultural productions;
the relationship between class, gender, sexuality, race/ethnicity and migration in the construction of Latina/Latino cultural and racial formations; and
Latina/Latino Studies theories and methods. Students will learn that Latina/Latino Studies is a body of critical inquiry that encompasses a wide range of topics and objects of study, and that leverages multiple forms of knowledge production.

2. Critical and Creative Inquiry: Students will apply Latina/Latino Studies theories in developing their capacities for critical and creative inquiry. Specifically, students will exercise their oral and written communication skills as they express new ideas and generate projects that build upon Latina/Latino Studies theories and draw from the range of interdisciplinary Latina/Latino Studies methods.

3.Self-Reflexivity and Community Engagement: To help promote effective leadership and community engagement, students will demonstrate self-reflexivity about their ideas as well as about their social and political positions in their classrooms and communities. They will also learn to build and sustain relationships and take leadership towards the elimination of social inequities at the local, national, and global levels.

4.Social Awareness and Understanding Power: Student will recognize that Latina/Latino lives and communities unfold within historically unequal and racialized social, cultural, economic, and political power relations. Students will become familiar with Latina/Latino theories and social movements that consider indigeneity, race, class, gender, sexuality and citizenship to understand and intervene on historical and contemporary power formations.

5. Global Consciousness: Students will understand how complex and interdependent historical and contemporary global forces—environmental, social, cultural, economic, and political—impact and are impacted by Latinas/Latinos. They will learn to apply Latina/Latino Studies critiques to these forces, including but not limited to those related to migration and transnationalism.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program
Description and
Requirements
Attach Documents

Delivery Method

This program is
available:
On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This minor revision should not impact enrollment and degrees awarded.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully

implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

The minor revision should not have an impact on faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with Antonio Sotomayor and, based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

BALAS: Latina/Latino St - UIUC

Program Code: 10KV5167BALA

Minor Code	Conc Code	Degree Code	BALAS Major Code
5167			

Senate Approval Date

Senate Conference

Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	
Effective Date:	

Program Reviewer Comments	**Brianna Vargas-Gonzalez (bv4) (07/30/25 4:18 pm):** Rollback: Rollback: Please complete sponsor and contact information in the Administration Details section. Please address the Red Boxed course in the POS table. **Emily Stuby (eastuby) (08/07/25 3:21 pm):** Rollback: Please fill out the sponsor and college contacts and resubmit. **Melissa Steinkoenig (menewell) (08/12/25 11:15 am):** Gen Ed Table good; Truncated Workflow **Brooke Newell (bsnewell) (10/20/25 1:09 pm):** Rollback: Per conversation with Melissa R

Program Change Request

EP.26.041
Admin Approval_Section2_#B8

Date Submitted: 10/06/25 9:16 am

Viewing: 10KV0334BSLA : Atmospheric Sciences, BSLAS

Last approved: 02/02/19 11:33 am

Last edit: 11/05/25 10:45 am

Changes proposed by: Jessica Choate

Catalog Pages Using this Program: Atmospheric Sciences, BSLAS

Proposal Type:
Major (ex. Special Education)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1253-ATMOS Head
4. SESE Head
5. KV Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 09/17/25 1:28 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 09/19/25 4:19 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 09/19/25 5:05 pm Stephen Nesbitt (snesbitt): Approved for 1253-ATMOS Head
4. 09/19/25 8:27 pm Jonathan Tomkin (tomkin): Approved

for SESE Head

5. 09/30/25 10:28 am Melissa Reedy (murray): Rollback to Initiator
6. 10/06/25 12:24 pm Emily Stuby (eastuby): Approved for U Program Review
7. 10/06/25 3:58 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
8. 10/24/25 11:57 am Stephen Nesbitt (snesbitt): Approved for 1253-ATMOS Head
9. 10/24/25 11:59 am Jonathan Tomkin (tomkin): Approved for SESE Head
10. 10/28/25 9:43 am Melissa Reedy (murray): Approved for KV Dean
11. 10/28/25 11:26 am Tom Teper (tteper): Approved for University Librarian
12. 10/28/25 12:53 pm Suzanne Lee (suzannel): Approved for COTE Programs
13. 10/29/25 1:26 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Feb 2, 2019 by Deb Forgacs (dforgacs)

Administration Details

Official Program Name	Atmospheric Sciences, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Dept Climate Meteorology & Sci
Sponsor Name	Stephen Nesbitt
Sponsor Email	snesbitt@illinois.edu
College Contact	Stephen R. Downie
College Contact Email	sdownie@illinois.edu
College Budget Officer	
College Budget Officer Email	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Bachelor of Science in Liberal Arts and Sciences in Atmospheric Sciences in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) has been modified to adhere to the campus General Education Template and LAS Template.

2. Added the subheading "Major Requirements" after the new General Education Template information and above the major coursework table.

3. Addition of ATMS 202: General Physical Climate (3 cr)

4. Addition of ATMS 207: Weather and Climate Data Science (3 cr)

5. Removal of ATMS 313: Synoptic Weather Forecasting (4 cr)

6. Removal of ATMS 314: Mesoscale Dynamics (3 cr)

7. Total hours for the major changes from 58-59 to 57-58.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Per Office of the Provost General Education initiative and LAS for transparency and accessibility.

2. To be clear to students where the degree requirements begin in the POS.

3. Several years of exit surveys by CliMAS undergraduate students has shown that students wish to have more climate-related courses available during their studies but they do not always have the time. By requiring ATMS 202, students will have a second required climate course that will also be introduced to them earlier in their major to allow for a climate focus in their elective studies.

4. In those same undergraduate surveys, students felt they needed more computer coding experience and they experience earlier in their undergraduate career. ATMS 207 will be designed as a beginning step into the required ATMS 305 course and part of a developing sequence where weather and climate related coding classes are available beyond ATMS 305. This will give our students the tools to begin research earlier and be more competitive in the job market.

5. This course will stay in the normal rotation and encouraged for all students who have a weather focus. It has been found to take away credit hours and time from students with a climate focus and unnecessary for their employment within climate sciences.

6. This course will stay in the normal rotation and encouraged for all students who have a weather focus. It has been found to take away credit hours and time from students with a climate focus and unnecessary for their employment within climate sciences.

7. Due to the removal of ATMS 313 (4 cr) and ATMS 314 (3 cr) and the addition of ATMS 202 (3 cr) and ATMS 207 (3 cr) there is a now a 1 credit hour difference.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/

revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level: Undergraduate

Does this major have transcripted concentrations? No

What is the longest/maximum time to completion of this program?

4 years

What are the minimum Total Credit Hours required for this program?

120

CIP Code: 400401 - Atmospheric Sciences and Meteorology, General.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Under the proposed course requirements and the current guidance on what qualifies as "upper-division coursework", the following courses would count towards 40 credit hours.
PHYS 212: University Physics: Elec & Mag (4 cr)
MATH 241: Calculus III (4 cr)
MATH 285: Intro Differential Equations (3 cr)
ATMS 301: Atmospheric Thermodynamics (3 cr)
ATMS 302: Atmospheric Dynamics I (3 cr)
ATMS 303: Synoptic-Dynamic Wea Analysis (4 cr)
ATMS 304: Radiative Transfer-Remote Sens (3 cr)
ATMS 305: Computing and Data Analysis (3 cr)
ATMS 306: Cloud Physics (3 cr)
ATMS 307: Climate Processes (3 cr)
This is 33 hours of upper-division coursework.

LOTE levels 3/4: 8-10 hours
Total is 41-43 hours of upper-division coursework.

If a student has already completed their language requirements:
7 credit hours may need to be fulfilled through the student's choosing. In the most typical path, our seniors decide to complete a capstone research project which spans both semesters of senior year. This project and credit is required to graduate with distinction. This would build 8 hours of ATMS 492 credit that would fulfill their upper level credit requirement. The department has an extensive list of upper-level elective course work that could also been chosen to complete the 7 hours. This coursework could also be done in combination with ATMS 490 which is research credit without the thesis commitment. There is space in the sample sequence for 20 hours noted as Free Electives for this to be completed.

Revised programs

AtmosphericSciences_BSLAS_Key264_October27.xlsx
SampleSequence_ATMS_BSLAS_Key264_October27.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Atmospheric Science, BSLAS prepares students for careers in a wide range of disciplines within the atmospheric sciences including meteorology, environmental science, climate, remote sensing, science education, broadcast, atmospheric chemistry, computational science and other areas. The curriculum is tailored to achieve the student's long term educational goals, their career aspirations in atmospheric science, and their general interests in the field. All students receive a firm foundation in mathematics, physics and chemistry, and develop data analysis and computational skills that can be used in a wide range of applications within and beyond the atmospheric sciences. Students can emphasize specific areas of meteorology, climate, or science communication in their elective choices.

With a BSLAS degree in Atmospheric Science, students have opportunities for employment as meteorologists and atmospheric scientists within agencies of government (e.g. the National Weather Service, NOAA, NASA, EPA, DOD, DOE), many private firms, and in colleges and universities for those who continue with graduate education. Most students take part in independent study, internship or research projects such as a capstone experience in their senior year. Students interested in a research career in atmospheric science are encouraged to undertake research projects in the capstone experience or through independent study at any point throughout their undergrad.

The undergraduate curriculum in the Department of Climate, Meteorology & Atmospheric Sciences is designed to produce the most competitive undergraduates in the job field. The department exposes students to all aspects of atmospheric sciences while also allowing time to develop a plan of study to meet their educational and career goals. Through advising, students will expand beyond the required courses to choose from electives in their area of interest.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements

~~Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.Minimum required major and supporting coursework:normally equates to 58-59 hours including at least 32 hours in AtmosphericSciences.~~Minimum hours required for graduation: 120 hours.

Minimum hours required major and supporting course work: normally equates to 57-58 hours including at least 32 hours in Atmospheric Sciences. Twelve hours of 300- and 400-level courses in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by PHYS 211, PHYS 212, CHEM 102		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by ATMS 202, MATH 220 or MATH 221, MATH 231, MATH 241, PHYS 211, PHYS 212		
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**

Major Requirements:

PHYS 211	University Physics: Mechanics	4
PHYS 212	University Physics: Elec & Mag	4
CHEM 102	General Chemistry I	3
CHEM 103	General Chemistry Lab I	1
MATH 220	Calculus	4-5

or MATH 221	Calculus I	
MATH 231	Calculus II	3
MATH 241	Calculus III	4
MATH 285	Intro Differential Equations	3
ATMS 201	General Physical Meteorology	3
ATMS 202	General Physical Climate	3
ATMS 207	Weather and Climate Data Science	3
ATMS 301	Atmospheric Thermodynamics	3
ATMS 302	Atmospheric Dynamics I	3
ATMS 303	Synoptic-Dynamic Wea Analysis	4
ATMS 304	Radiative Transfer-Remote Sens	3
ATMS 305	Computing and Data Analysis	3
ATMS 306	Cloud Physics	3
ATMS 307	Climate Processes	3
~~ATMS 313~~	~~Synoptic Weather Forecasting~~	~~4~~
~~ATMS 314~~	~~Mesoscale Dynamics~~	~~3~~
Total Hours		57-58

Corresponding Degree	BSLAS Bachelor of Science in Liberal Arts and Sciences

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

At graduation, an Atmospheric Sciences major will be able to:

1. explain the fundamental structure of the atmosphere, describe the dynamical and physical processes that control weather, and apply weather analysis tools to interpret data and generate basic forecasts.
2. describe natural and anthropogenic processes that influence climate, analyze data related to global climate change, and evaluate the relative impact of human activities on climate systems.
3. demonstrate computational problem-solving skills.
4. produce clear, well-organized scientific writing, deliver effective oral presentations on scientific topics, and demonstrate research skills by contributing to the design, execution, or communication of a scientific project.
5. explain the societal impacts of weather and climate.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

Yes

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Fall 2026

Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

Increasing climate and coding courses in conjunction with the department name change is designed to increase applicants and enrollment from climate-minded students.

Estimated Annual Number of Degrees Awarded

Year One Estimate	5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Undergrad Base

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

This revision should not have an impact on faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with Mary C Schlembach and, based upon their input, determined that the Library’s resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review

Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

BSLAS: Atmospheric Sci -UIUC

Program Code: 10KV0334BSLA

Minor Code	Conc Code	Degree Code	BSLAS Major Code
0334			

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (09/19/25 4:19 pm): Gen Ed Table: Good

Melissa Reedy (murray) (09/30/25 10:28 am): Rollback: email conversation with Jessica 9/30/25

Brianna Vargas-Gonzalez (bv4) (10/15/25 4:56 pm): Existing tuition rate added to proposal for data purposes. This is not a change.

Program Change Request

EP.26.041
Admin Approval_Section2_#B9

Date Submitted: 09/26/25 1:38 pm

Viewing: 10KV0308BALA : Classics, BALAS

Last approved: 05/06/20 1:37 pm

Last edit: 11/05/25 10:48 am

Changes proposed by: Clara Bosak-Schroeder

Catalog Pages Using this Program	Classics, BALAS

Proposal Type:
Major (ex. Special Education)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1514-CLASS Head
4. SLCL Head
5. KV Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 10/01/25 7:54 am Emily Stuby (eastuby): Approved for U Program Review
2. 10/06/25 3:55 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/06/25 4:12 pm Ariana Traill (traill): Approved for 1514-CLASS Head
4. 10/06/25 8:02 pm Mariselle Melendez (melendez): Approved for SLCL

Head

5. 10/16/25 10:31 am Melissa Reedy (murray): Approved for KV Dean
6. 10/16/25 11:11 am Tom Teper (tteper): Approved for University Librarian
7. 10/17/25 11:29 am Suzanne Lee (suzannel): Approved for COTE Programs
8. 10/29/25 1:26 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Mar 25, 2019 by Deb Forgacs (dforgacs)
2. Apr 6, 2019 by Deb Forgacs (dforgacs)
3. Apr 29, 2019 by Deb Forgacs (dforgacs)
4. May 6, 2020 by Beth McKown (bmckown1)

Administration Details

Official Program Name	Classics, BALAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor	Classics

Department	
Sponsor Name	Ariana Traill ~~Antony Augoustakis~~
Sponsor Email	traill@illinois.edu ~~aaugoust@illinois.edu~~
College Contact	Stephen R. Downie ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Clara Bosak-Schroeder (cbosak@illinois.edu)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Bachelor of Arts in Liberal Arts and Sciences in Classics in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

The following proposals are related:

Classics BALAS (275)
Classical Civilizations Concentration (939)
Classical Languages Concentration (938)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1.) The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template. We included the specific graduation requirements for our department and college.

2.) The required college orientation course is added into the POS. Total credit hours will not change.

3.) The Learning Outcomes have minor edits.

4.) The catalogue overview text has been edited.

5.) The ISBE status has been changed.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1.) Per Office of the Provost General Education initiative for transparency and accessibility. This is following current practice.

2.) This is following current practice and standards for transparency and accessibility.

3.) The Academic Catalog contains the current Learning Outcomes, minor edits were made. This is following current practice and standards for transparency and accessibility.

4.) The previous language was technical and did not provide a broad overview of the major.

5.) Licensure was removed in 2019.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	Yes

Concentrations

Concentrations(s)
Classics: Classical Languages, BALAS
Classics: Classical Civilizations, BALAS

Will you admit to the concentration directly?	Yes
Is a concentration required for graduation?	Yes

What is the longest/maximum time to completion of this program?

4 years

What are the minimum Total Credit Hours required for this program?

120

CIP Code	161200 - Classics and Classical Languages, Literatures, and Linguistics, General.

Is this program part of an ISBE approved licensure program?

No ~~Yes~~

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Classical Civilizations Concentration:
Students currently take 44 hours of concentration coursework, where 25-35 hours are offered at the 300-/400- level.

The remaining 5-15 hours can be taken as upper division free electives, and the sample sequence allots for 26 hours of free electives.

Students still needing LOTE 3rd and 4th levels will obtain 8-10 hours of upper division hours, leaving 5-7 upper division free electives needed.

Classical Languages Concentration:
GRK Track:
GRK 201 (4 hours)
GRK 202 (4 hours)
GRK 411 (3 hours)
Upper-Division GRK Courses (11 hours)
Free Electives (18 hours) of which there are 37 in the sample sequence

LAT Track:
LAT 201 (4 hours)
LAT 202 (4 hours)
LAT 411 (3 hours)
Upper-Division LAT Courses (11 hours)
Free Electives (18 hours) of which there are 37 in the sample sequence

GRK/LAT Track:
GRK 201 (4 hours)
GRK 202 (4 hours)
LAT 201 (4 hours)
LAT 202 (4 hours)
GRK 411 or LAT 411 (3 hours)
400-level GRK or LAT Course (2)
Free Electives (19) of which there are 27 in the sample sequence

Revised programs
275_SidebySide_4_15_25.xlsx
275_SampleSequence.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Undergraduate degree programs in Classics:

Study of the fascinating languages, literatures, and material cultures of ancient Greece and Rome provides a simultaneously broad and deep education in the liberal arts that is crucial for 21st century career paths, whatever your goals in life may be. A Classics major helps you to think critically, read attentively, argue persuasively, and understand compassionately. Classics majors are especially well prepared for careers in teaching, business, law, medicine, government, publishing, and more.

Whether you choose a major in our Classical Languages or our Classical Civilizations concentration, come study with us! You will encounter unforgettable texts like Homer's Odyssey and Ovid's Metamorphoses, the lyric poetry of Sappho and Catullus, powerful tragedies and delightful comedies, satires and epigrams, histories and oratory; you will learn about mythology and religion, gender and sexuality, everyday life in the ancient Mediterranean, and much more!

https://classics.illinois.edu/academics/undergraduate-program

Department website: http://www.classics.illinois.edu/

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours
Minimum required concentration course work: 44 hours
Minimum required 300- and 400-level courses in the concentration: 12 hours

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3

Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3
Students choose from one of the following concentrations:		
Classical Civilizations		44
Classical Languages		48 or 52

~~Students choose from the followingconcentrations:Classical CivilizationsClassical Languages~~

Corresponding Degree	BALAS Bachelor of Arts in Liberal Arts and Sciences

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

1. Acquire and retain detailed knowledge of Greek and Latin grammar, syntax, vocabulary, and modes of expression so as to be able to read literary and subliterary texts composed in Greek and Latin between roughly 800 BCE and 500 CE.

2. Situate knowledge ~~The Director~~ of the languages within the cultural contexts ~~Undergraduate Studies~~ in which they were used in order to understand ~~collaboration with the Committee on Undergraduate Study and the Head of~~ the crucial role of language in social dynamics and cross-cultural communication. ~~Department lead the assessment work.~~

3. Acquire facility with contemporary methods of literary and historical analysis sufficient to carry out original, self-directed research into cultures that made use of the Greek and Latin languages.

4. Acquire critical awareness ~~All juniors and seniors will be evaluated based on their submission~~ of the place ~~a portfolio~~ of Greek and Latin ~~papers produced for 300-400 level courses~~ in western literary history in order to appreciate the powerful role of tradition in interpreting the texts and events of the past. ~~the Spring semesters (including minors, not just majors).~~

5. Acquire detailed knowledge of the culture of Ancient Greek and Roman civilizations, especially the broader historical, social, and cultural contexts and their development. ~~An alumni survey in addition to a junior survey is conducted every year.~~

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

Yes

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The Director of Undergraduate Studies in collaboration with the Committee on Undergraduate Study and the Head of the Department lead the assessment work. A survey of seniors is conducted every year.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term: Fall 2025

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Prospective students who wish to pursue an undergraduate degree in the Classics follow the application process for the College of Liberal Arts & Sciences in the University. ~~NONE~~

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

The revision will not impact enrollments or degrees awarded.

Estimated Annual Number of Degrees Awarded

Year One Estimate	5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary: No

implications for this revision?

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Existing resources will be used for this revised major.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Undergraduate Base Tuition rate

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

The revision will not impact faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with Classics Librarian Elias Petrou and, based upon their input, determined that the Library’s resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices U Program Review Comments KEY 275 8_9_2024.docx

Banner/Codebook Name

BALAS:Classics -UIUC

Program Code: 10KV0308BALA

Minor Code	Conc Code	Degree Code	BALAS Major Code
0308			

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments **Brooke Newell (bsnewell) (05/22/24 2:52 pm):** Rollback: Email sent to Clara, Craig, and Stephen D.

Brooke Newell (bsnewell) (06/13/24 10:11 am): Rollback: Per Discussion with Clara
Brooke Newell (bsnewell) (06/27/24 3:46 pm): Rollback: Email sent to Clara
Brooke Newell (bsnewell) (07/24/24 8:51 am): Rollback: Email sent to Clara and Stephen
Brooke Newell (bsnewell) (08/09/24 10:22 am): U Program Review Comments are attached in the DMI Documentation section
Brianna Vargas-Gonzalez (bv4) (09/20/24 11:18 am): Rollback: Rollback per department request 9/20/2024.
Emily Stuby (eastuby) (12/11/24 11:26 am): Rollback: Per request please resubmit with all related proposals.
Melissa Steinkoenig (menewell) (10/06/25 3:55 pm): Gen Ed Table: Good

Program Change Request

Date Submitted: 09/26/25 1:41 pm

Viewing: 5893 : Classics: Classical Civilizations, BALAS

Last approved: 05/06/20 1:40 pm

Last edit: 11/05/25 10:51 am

Changes proposed by: Clara Bosak-Schroeder

Catalog Pages Using this Program	Classics: Classical Civilizations, BALAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1514-CLASS Head
4. SLCL Head
5. KV Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 10/01/25 7:55 am Emily Stuby (eastuby): Approved for U Program Review
2. 10/06/25 3:53 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/06/25 4:13 pm Ariana Traill (traill): Approved for 1514-CLASS Head
4. 10/06/25 8:06 pm Mariselle Melendez (melendez): Approved for SLCL

Head
5. 10/16/25 10:31 am Melissa Reedy (murray): Approved for KV Dean
6. 10/16/25 11:12 am Tom Teper (tteper): Approved for University Librarian
7. 10/17/25 11:29 am Suzanne Lee (suzannel): Approved for COTE Programs
8. 10/29/25 1:26 pm Brooke Newell (bsnewell): Approved for Provost

History

1. May 6, 2020 by Beth McKown (bmckown1)

Administration Details

Official Program Name	Classics: Classical Civilizations, BALAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Classics
Sponsor Name	Ariana Traill ~~Antony Augoustakis~~
Sponsor Email	traill@illinois.edu ~~aaugoust@illinois.edu~~
College Contact	Stephen R. Downie ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~

College Budget Officer: Michael Wellens

College Budget Officer Email: wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Clara Bosak-Schroeder, cbosak@illinois.edu (Classics DUS)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term: Fall 2026

Effective Catalog: 2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Classical Civilizations in the Bachelor of Arts in Liberal Arts and Sciences in Classics in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

The following proposals are related:

Classics BALAS (275)
Classical Civilizations Concentration (939)
Classical Languages Concentration (938)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1.) The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template. We included the specific graduation requirements for our department and college.

2.) The required college orientation course is added into the POS. Total credit hours will not change.

3.) The Learning Outcomes have been revised to reflect the Learning Outcomes in the Academic Catalog.

4.) The following courses have been added to the POS:
CLCV 203
CLCV 250
CLCV 450
CLCV 492
CLCV 493
GRKM 260

5.) The following course has been removed:
CLCV 223

6.) The following course has been renumbered:
CLCV 222 to CLCV 322

7.) This statement has been removed from the Additional Concentration notes: "We request to have a NONE code created with the 2 new concentrations within 0308. Students must choose a concentration to graduate."

8.) A duplicate General Education information has been removed from the top of the Gen Ed Table in the POS.

9.) The Concentration Coursework header has been added and the requirements of the concentration have been modified in the POS to reflect that students choose 32 hours from the list below.

10.) The catalogue overview text has been edited.

11.) The ISBE status was changed.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university

accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1.) Per Office of the Provost General Education initiative for transparency and accessibility. This is following current practice.

2.) This is following current practice and standards for transparency and accessibility.

3.) The Academic Catalog contains the current Learning Outcomes. This is following current practice and standards for transparency and accessibility.

4.) We would like students to choose among these additional courses as electives. These courses support the learning outcomes of the program and have been developed since the last revision of the program.

5.) CLCV 223 has been deactivated since Fall 2022.

6.) CLCV 222 was renumbered to 322 through the gen ed approval process to reflect a substantial writing requirement.

7.) This statement it no longer necessary.

8.) With the Gen Ed Template in the POS this information was redundant and no longer necessary.

9.) The previous language was confusing.

10.) The previous language was technical and did not provide a broad overview of the major.

11.) Licensure was removed in 2019.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

PHIL 203 - Ancient Philosophy

Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.

PHIL 203 support letter.pdf

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

~~We request to have a NONE code created with the 2 new concentrations within 0308.Students must choose a concentration to graduate.~~

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Students currently take 44 hours of concentration coursework, where 25-35 hours are offered at the 300-/400- level.

The remaining 5-15 hours can be taken as upper division free electives, and the sample sequence allots for 26 hours of free electives.

Students still needing LOTE 3rd and 4th levels will obtain 8-10 hours of upper division hours, leaving 5-7 upper division free electives needed.

Revised programs

939 Civilizations BALAS sxs.xlsx
939_SampleSequence_Oct17.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

For the degree of Bachelor of Arts in Liberal Arts & Sciences Major in Classics, Classical Civilizations Concentration: ~~Concentration A Major Plan of Study Form must be completed and submitted to the LAS Student Affairs Office before the end of the fifth semester (60-75 hours).~~

Study of the fascinating languages, literatures, and material cultures of ancient Greece and Rome provides a simultaneously broad and deep education in the liberal arts that is crucial for 21st century career paths, whatever your goals in life may be. A Classics major helps you to think critically, read attentively, argue persuasively, understand compassionately. Classics majors are especially well prepared for careers in teaching, business, law, medicine, government, publishing, and more.

Whether you choose a major in our Classical Languages or our Classical Civilizations concentration, come study with us! You will encounter unforgettable texts like Homer's Odyssey and Ovid's Metamorphoses, the lyric poetry of Sappho and Catullus, powerful tragedies and delightful comedies, satires and epigrams, histories and oratory; you will learn about mythology and religion, gender and sexuality, everyday life in the ancient Mediterranean, and much more!

https://classics.illinois.edu/academics/undergraduate-program

Department website: http://www.classics.illinois.edu/ ~~Please see your adviser.Departmental distinction:Students seeking departmental distinction must have at least a 3.5 average in relevant courses and should consult the Director of Undergraduate Studies at the earliest opportunity.General education:Students must complete the Campus General Education requirements including the campus general education language requirement.Minimum required major and supporting course work:Normally equates to 44 hours.Twelve hours of 300- and 400-level in the major must be taken on this campus.Minimum hours required for graduation:120 hours.~~

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

~~Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.Minimum required major and supportingcoursework:Normally equates to 44hours.Twelve (12) hours of 300- and 400-level courses in the major must be taken on thiscampus.~~Minimum hours required for graduation: 120 hours
Minimum required concentration course work: 44 hours

Minimum required 300- and 400-level courses in the concentration: 12 hours

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required	0-20

Orientation and Professional Development

LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3

Concentration Coursework

Students complete 32 credit hours of which 12 must be completed at the 300 or 400 level from the list below:		32
CLCV 114	Introduction to Ancient Greek Culture	
CLCV 115	Mythology of Greece and Rome	

CLCV 116	Introduction to Ancient Roman Culture
CLCV 120	The Classical Tradition
CLCV 131	Classical Archaeology, Greece
CLCV 132	Class Archaeology, Rome-Italy
CLCV 133	Archaeology of Israel
CLCV 160	Ancient Greek & Roman Religion
CLCV 203	Ancient Philosophy
CLCV 206	Classical Allusions in Cinema
CLCV 220	Exploring the Greek and Roman World
CLCV 221	Odysseus and Other Heroes
~~CLCV 222~~	~~Introduction to Greek and Roman Theater~~
~~CLCV 223~~	~~Course CLCV 223 Not Found~~
CLCV 224	Greco-Roman Antiquity and US Minority Cultures
CLCV 225	Greco-Roman Demo, Econ, Cult
CLCV 230	Ancient Engineering
CLCV 231	Development of Ancient Cities
CLCV 232	Ancient Greek Sanctuaries
CLCV 240	Gender & Sexuality in Greco-Roman Antiquity
CLCV 250	Sports and Society in Greece and Rome
CLCV 322	Introduction to Greek and Roman Theater
CLCV 323	The Comic Imagination
CLCV 443	The Archaeology of Greece
CLCV 444	The Archaeology of Italy
CLCV 450	Classics Internship
CLCV 490	Topics in Classical Literature
CLCV 491	Topics Classic Arch & Civ
CLCV 492	Senior Thesis
CLCV 493	Independent Reading (may be repeated up to 8 hours)
GRKM 260	Decolonizing the Body: Eros and the Erotic in the Poetry of C.P. Cavafy

Supporting coursework, a minor, or a second major in an area of study chosen by the student and approved by the Department of the Classics Director of Undergraduate Studies	12
Total Hours	44

~~120hours.~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Classics, BALAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

~~The Director of Undergraduate Studies in collaboration with the Committee on Undergraduate Study and the Head of the Department lead the assessmentwork.All juniors and seniors will be evaluated based on their submission of a portfolio of papers produced for 300-400 level courses in the Spring semesters (including minors, not justmajors).An alumni survey in addition to a junior survey is conducted everyyear.Student learning objectives andmetrics:1.~~1.) Acquire a detailed knowledge of the culture of Ancient Greek ~~Greek, Roman,~~ and Roman ~~neighboring languages and~~ civilizations, especially the broader historical, social, and cultural contexts and their development.

~~2.~~2.) Acquire familiarity with contemporary methods of cultural and historical analysis to facilitate self-directed inquiry of Ancient Greek ~~Greek, Roman,~~ and Roman ~~neighboring~~ cultures.

~~3.~~3.) Acquire an awareness of the place of Ancient Greek ~~Greek, Roman,~~ and Roman culture ~~neighboring cultures~~ in the western tradition in order to understand connections between past and present.

~~4.~~4.) Acquire an appreciation of how the careful engagement with other cultures can facilitate new ways of understanding and interpreting one's own contemporary culture.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The Director of Undergraduate Studies in collaboration with the Committee on Undergraduate Study and the Head of the Department lead the assessment work. A survey of seniors is conducted every year.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

The revision will not impact enrollments or degrees awarded.

Budget

Are there budgetary implications for this revision? No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Existing resources will be used for this revised major.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

The revision will not impact faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with Classics Librarian Elias Petrou and, based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices U Program Review Comments KEY 939 8_9_2024.docx

Banner/Codebook Name

Classical Civilizations

Program Code: 5893

Minor Code	Conc Code	5893	Degree Code	BALAS Major Code
0308				

Senate Approval Date

Senate Conference

Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	
Effective Date:	

Program Reviewer Comments	**Brooke Newell (bsnewell) (07/24/24 9:22 am):** Rollback: Email sent to Clara and Stephen **Brooke Newell (bsnewell) (08/09/24 10:22 am):** U Program Review Comments are attached in the DMI Documentation section **Brianna Vargas-Gonzalez (bv4) (09/20/24 11:18 am):** Rollback: Rollback per Department request 9/20/2024. **Brianna Vargas-Gonzalez (bv4) (09/25/24 2:22 pm):** Rollback: Rollback per department request on 9/25/24. **Emily Stuby (eastuby) (12/11/24 11:27 am):** Rollback: Per request please resubmit with all related proposals. **Melissa Steinkoenig (menewell) (10/06/25 3:53 pm):** Gen Ed Table: Good

Key: 939

Program Change Request

EP.26.041
Admin Approval_Section2_#B11

Date Submitted: 09/26/25 1:46 pm

Viewing: 5894 : Classics: Classical Languages, BALAS

Last approved: 05/06/20 1:44 pm

Last edit: 11/05/25 10:55 am

Changes proposed by: Clara Bosak-Schroeder

Catalog Pages Using this Program	Classics: Classical Languages, BALAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1514-CLASS Head
4. SLCL Head
5. KV Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 10/01/25 7:56 am Emily Stuby (eastuby): Approved for U Program Review
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Head
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8. 10/29/25 1:26 pm Brooke Newell (bsnewell): Approved for Provost

History

1. May 6, 2020 by Beth McKown (bmckown1)

Administration Details

Official Program Name	Classics: Classical Languages, BALAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Classics
Sponsor Name	Ariana Traill ~~Antony Augoustakis~~
Sponsor Email	traill@illinois.edu ~~aaugoust@illinois.edu~~
College Contact	Stephen R. Downie ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~

College Budget Officer: Michael Wellens

College Budget Officer Email: wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Clara Bosak-Schroeder (cbosak@illinois.edu)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term: Fall 2026

Effective Catalog: 2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Classical Languages in the Bachelor of Arts in Liberal Arts and Sciences in Classics in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

The following proposals are related:

Classics BALAS (275)
Classical Civilizations Concentration (939)
Classical Languages Concentration (938)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1.) The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template. We included the specific graduation requirements for our department and college.

2.) The required college orientation course is added into the POS. Total credit hours will not change.

3.) The Learning Outcomes have been revised to reflect the Learning Outcomes in the Academic Catalog.

4.) The catalogue overview text has been edited.

5.) "Classical Languages Concentration" was added as a header to the POS.

6.) This has been removed from additional concentration notes: "We request to have a NONE code created with the 2 new concentrations within 0308. Students must choose a concentration to graduate."

The following changes to the POS have been made:

Ancient Greek track:

7. The comment “GRK 101, Elementary Greek I, is a prerequisite for subsequent GRK courses; does not count toward the 32 hours for the concentration.” has been removed from the POS.

8. GRK 101 was added to the POS.

9. Greek was changed to GRK throughout the POS.

10. GRK 251, GRK 252, GRK 403, and GRK 404 were removed from the POS.

11. The subheading “One additional CLCV course (3 hours)” was changed to “One additional CLCV or GRKM course chosen from the following:”.

12. The following courses were added to the list of "One additional CLCV or GRKM course chosen from the following:"
CLCV 115
CLCV 116
CLCV 120
CLCV 131

CLCV 132
CLCV 133
CLCV 160
CLCV 203
CLCV 206
CLCV 220
CLCV 221
CLCV 322
CLCV 224
CLCV 225
CLCV 230
CLCV 231
CLCV 232
CLCV 240
CLCV 250
CLCV 323
CLCV 443
CLCV 444
CLCV 450
CLCV 490
CLCV 491
CLCV 492
CLCV 493
GRKM 260

13. "11 hours of GRK courses, at least 6 of which must be at the 300 or 400 level" has been changed to "11 hours of Upper-Division GRK courses from the following."

14. Indentation was added to clarify that students choose from among the 400 level courses listed after "11 hours of Upper-Division GRK courses from the following."

Latin track:

15. The comment "LAT 101, Elementary Latin I, is a prerequisite for subsequent LAT courses; does not count toward the 32 hours for the concentration." has been removed from the POS.

16. LAT 101 has been added to the POS.

17. Latin was changed to LAT throughout the POS.

18. The subheading "One additional CLCV course" was changed to "One additional CLCV or GRKM course chosen from the following".

19. The following courses were added to the list of one additional course:
CLCV 114
CLCV 115
CLCV 120
CLCV 131
CLCV 132
CLCV 133
CLCV 160
CLCV 203
CLCV 206
CLCV 220
CLCV 221
CLCV 322
CLCV 224
CLCV 225
CLCV 230
CLCV 231
CLCV 232
CLCV 240
CLCV 250
CLCV 323
CLCV 443
CLCV 444
CLCV 450
CLCV 490
CLCV 491
CLCV 492
CLCV 493
GRKM 260

20. "11 hours of LAT courses, at least 6 of which must be at the 300 or 400 level" has been changed to "11 hours of Upper-Division GRK courses from the following."

21. Indentation was added to clarify that students choose from among the courses listed after "11 hours of Upper-Division LAT courses chosen from the following.

Ancient Greek and Latin track:

22. GRK 101 was added to the POS.

23. LAT 101 has been added to the POS.

24. Greek and Latin have been changed to GRK and LAT throughout the POS.

25. The subheading “One additional CLCV course” was changed to “One additional CLCV or GRKM course chosen from the following”.

26. The following courses were added to the list of one additional course:
CLCV 114
CLCV 115
CLCV 116
CLCV 120
CLCV 131
CLCV 132
CLCV 133
CLCV 160
CLCV 203
CLCV 206
CLCV 220
CLCV 221
CLCV 322
CLCV 224
CLCV 225
CLCV 230
CLCV 231
CLCV 232
CLCV 240
CLCV 250
CLCV 323
CLCV 443
CLCV 444
CLCV 450
CLCV 490
CLCV 491
CLCV 492
CLCV 493
GRKM 260

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1.) Per Office of the Provost General Education initiative for transparency and accessibility. This is following current practice.

2.) This is following current practice and standards for transparency and accessibility.

3.) The Academic Catalog contains the current Learning Outcomes. This is following current practice and standards for transparency and accessibility.

4.) The previous language was technical and did not provide a broad overview of the major.

5.) This header will allow students to see where the coursework for the concentration begins. This is consistent with the POS for the Classical Civilizations Concentration.

6.) This statement is no longer necessary.

7.) Language courses are required for this concentration. Following guidance from LAS, GRK 101 now counts towards the Ancient Greek track.

8.) Language courses are required for this concentration. Following guidance from LAS, GRK 101 now counts towards the Ancient Greek track.

9.) GRK is more transparent and explicit; students may confuse GRK and GRKM if not specified.

10.) These courses were cross-listed and the GRK cross-list has been deactivated, as Modern Greek courses they do not fulfill coursework needed in the Ancient Greek track.

11.) This is redundant with the 3 hours specified on the right side of the table.

12.) Students may be confused about required classes vs. those they can choose among. This language is more transparent and explicit.

13.) All available courses that complete this requirement are at the 300 or 400 level.

14.) This addition makes clear to students which CLCV and GRKM classes they may choose among.

15.) Language courses are required for this concentration. Following guidance from LAS, LAT 101 now counts towards the Latin track.

16.) Language courses are required for this concentration. Following guidance from LAS, LAT

101 now counts towards the Latin track.

17.) LAT is more transparent and explicit.

18.) This language is more transparent and explicit.

19.) Students may be confused about required classes vs. those they can choose among. This language is more transparent and explicit.

20.) All available courses that complete this requirement are at the 300 or 400 level.

21.) This addition makes clear to students which CLCV and GRKM classes they may choose among.

22.) Language courses are required for this concentration. Following guidance from LAS, GRK 101 now counts towards the Ancient Greek and Latin track.

23.) Language courses are required for this concentration. Following guidance from LAS, LAT 101 now counts towards the Ancient Greek and Latin track.

24.) GRK is more transparent and explicit; students may confuse GRK and GRKM if not specified. LAT is more transparent and explicit.

25.) This language is more transparent and explicit.

26.) Students may be confused about required classes vs. those they can choose among. This language is more transparent and explicit.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

PHIL 203 - Ancient Philosophy

Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.

PHIL 203 support letter.pdf

Program Features

Academic Level

Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

~~We request to have a NONE code created with the 2 new concentrations within 0308.Students must choose a concentration to graduate.~~

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

GRK Track:
GRK 201 (4 hours)
GRK 202 (4 hours)
GRK 411 (3 hours)
Upper-Division GRK Courses (11 hours)
Free Electives (18 hours) of which there are 37 in the sample sequence

LAT Track:
LAT 201 (4 hours)
LAT 202 (4 hours)
LAT 411 (3 hours)
Upper-Division LAT Courses (11 hours)
Free Electives (18 hours) of which there are 37 in the sample sequence

GRK/LAT Track:
GRK 201 (4 hours)
GRK 202 (4 hours)
LAT 201 (4 hours)
LAT 202 (4 hours)
GRK 411 or LAT 411 (3 hours)
400-level GRK or LAT Course (2)
Free Electives (19) of which there are 27 in the sample sequence

Revised programs

938 Ancient Greek and Latin BALAS sxs.xlsx
938 Ancient Greek BALAS sxs.xlsx
938 Latin BALAS sxs.xlsx
938_SampleSequence_ClassicalLanguages_Latin_Oct15.docx
938_SampleSequence_AncientGreek_Oct15.docx
938_SampleSequence_ClassicalLanguages_AncientGreek_Latin_Oct20.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

For the degree of Bachelor of Arts in Liberal Arts & Sciences Major in Classics, Classical Languages Concentration ~~A Major Plan of~~

Study of ~~Form must be completed and submitted to~~ the fascinating languages, literatures, and material cultures ~~LAS Student Affairs Office before the end~~ of ancient Greece and Rome provides a simultaneously broad and deep education in the liberal arts that is crucial for 21st century career paths, whatever your goals in life may be. ~~the fifth semester (60-75 hours).~~ A Classics major helps you to think critically, read attentively, argue persuasively, and understand compassionately. Classics majors are especially well prepared for careers in teaching, business, law, medicine, government, publishing, and more.

Whether you choose a major in our Classical Languages or our Classical Civilizations concentration, come study with us! You will encounter unforgettable texts like Homer's Odyssey and Ovid's Metamorphoses, the lyric poetry of Sappho and Catullus, powerful tragedies and delightful comedies, satires and epigrams, histories and oratory; you will learn about mythology and religion, gender and sexuality, everyday life in the ancient Mediterranean, and much more!

https://classics.illinois.edu/academics/undergraduate-program

Department website: http://www.classics.illinois.edu/ ~~Please see your adviser.Departmental distinction:Students seeking departmental distinction must have at least a 3.5 average in relevant courses and should consult the Director of Undergraduate Studies at the earliest opportunity.General education:Students must complete the Campus General Education requirements including the campus general education language requirement.Minimum required major and supporting coursework:Normally equates to 44 hours.Twelve hours of 300- and 400-level in the major must be taken on this campus.Minimum hours required for graduation:120 hours.Students choose one of three tracks:Ancient Greek, Latin, or Ancient Greek & Latin~~

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements

~~Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.Minimum required major and supportingcoursework:Normally equates to 44hours.Twelve (12) hours of 300- and 400-level courses in the major must be taken on thiscampus.~~Minimum hours required for graduation: 120 hours

Minimum required concentration course work: 48 hours

Minimum required 300- and 400-level courses in the concentration: 12 hours

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement		0-20
fulfilled by GRK 101, GRK 102, 201, 202; and/or LAT 101, LAT 102, 201, 202		
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3

~~120hours.~~Classical Languages Concentration

Students choose one of three tracks: Ancient Greek, Latin, or Ancient Greek & Latin ~~Ancient Greek Track GRK 101, Elementary Greek I, is a prerequisite for subsequent GRK courses; does not count toward the 32 hours for the concentration.Latin Track LAT 101,Elementary Latin I, is a prerequisite for subsequent LAT courses and does not count toward the 32 hours for the concentration.Ancient Greek & Latin Track LAT 101, Elementary Latin I (a prerequisite for subsequent LAT courses) and GRK 101, Elementary Greek I (a prerequisite for subsequent GRK courses) and do not count~~

~~toward the 32 hours for the concentration.~~

~~Ancient Greek Track~~		
Ancient Greek Track		**48**
GRK 101	Elementary Greek I	4
GRK 102	Elementary Greek II	4
GRK 201	Classical & Koine Greek I	4
GRK 202	Classical & Koine Greek II	4
GRK 411	Greek Prose Composition	3
CLCV 114	Introduction to Ancient Greek Culture	3
11 hours of Upper-Division GRK courses from the following:		11
~~GRK 251~~	~~Course GRK 251 Not Found~~	
~~GRK 252~~	~~Course GRK 252 Not Found~~	
GRK 401	Survey of Greek Literature	
~~GRK 403~~	~~Course GRK 403 Not Found~~	
~~GRK 404~~	~~Course GRK 404 Not Found~~	
GRK 491	Readings in Greek Literature	
GRK 492	Senior Thesis	
GRK 493	Independent Reading	
One additional CLCV or GRKM course chosen from the following:		3
CLCV 115	Mythology of Greece and Rome	
CLCV 116	Introduction to Ancient Roman Culture	
CLCV 120	The Classical Tradition	
CLCV 131	Classical Archaeology, Greece	
CLCV 132	Class Archaeology, Rome-Italy	
CLCV 133	Archaeology of Israel	
CLCV 160	Ancient Greek & Roman Religion	
CLCV 203	Ancient Philosophy	
CLCV 206	Classical Allusions in Cinema	

CLCV 220	Exploring the Greek and Roman World	
CLCV 221	Odysseus and Other Heroes	
CLCV 224	Greco-Roman Antiquity and US Minority Cultures	
CLCV 225	Greco-Roman Demo, Econ, Cult	
CLCV 230	Ancient Engineering	
CLCV 231	Development of Ancient Cities	
CLCV 232	Ancient Greek Sanctuaries	
CLCV 240	Gender & Sexuality in Greco-Roman Antiquity	
CLCV 250	Sports and Society in Greece and Rome	
CLCV 322	Introduction to Greek and Roman Theater	
CLCV 323	The Comic Imagination	
CLCV 443	The Archaeology of Greece	
CLCV 444	The Archaeology of Italy	
CLCV 450	Classics Internship	
CLCV 490	Topics in Classical Literature	
CLCV 491	Topics Classic Arch & Civ	
CLCV 492	Senior Thesis	
CLCV 493	Independent Reading	
GRKM 260	Decolonizing the Body: Eros and the Erotic in the Poetry of C.P. Cavafy	
Supporting coursework, a minor or a second major in an area of study chosen by the student and approved by the Department of Classics Director of Undergraduate Studies		12
~~Latin Track~~		
Latin Track		**48**
LAT 101	Elementary Latin I	4
LAT 102	Elementary Latin II	4
LAT 201	Intermediate Latin	4
LAT 202	Intro to Latin Literature	4
LAT 411	Intermediate Prose Composition	3
CLCV 116	Introduction to Ancient Roman Culture	3
11 hours of Upper-Division LAT courses chosen from the following:		11

LAT 401	Survey of Latin Literature
LAT/MDVL 460	Medieval Latin
LAT 491	Readings in Latin Literature
LAT 492	Senior Thesis
LAT 493	Independent Reading

One additional CLCV or GRKM course chosen from the following:		3
CLCV 114	Introduction to Ancient Greek Culture	
CLCV 115	Mythology of Greece and Rome	
CLCV 120	The Classical Tradition	
CLCV 131	Classical Archaeology, Greece	
CLCV 132	Class Archaeology, Rome-Italy	
CLCV 133	Archaeology of Israel	
CLCV 160	Ancient Greek & Roman Religion	
CLCV 203	Ancient Philosophy	
CLCV 206	Classical Allusions in Cinema	
CLCV 220	Exploring the Greek and Roman World	
CLCV 221	Odysseus and Other Heroes	
CLCV 224	Greco-Roman Antiquity and US Minority Cultures	
CLCV 225	Greco-Roman Demo, Econ, Cult	
CLCV 230	Ancient Engineering	
CLCV 231	Development of Ancient Cities	
CLCV 232	Ancient Greek Sanctuaries	
CLCV 240	Gender & Sexuality in Greco-Roman Antiquity	
CLCV 250	Sports and Society in Greece and Rome	
CLCV 322	Introduction to Greek and Roman Theater	
CLCV 323	The Comic Imagination	
CLCV 443	The Archaeology of Greece	
CLCV 444	The Archaeology of Italy	
CLCV 450	Classics Internship	

CLCV 490	Topics in Classical Literature	
CLCV 491	Topics Classic Arch & Civ	
CLCV 492	Senior Thesis	
CLCV 493	Independent Reading	
GRKM 260	Decolonizing the Body: Eros and the Erotic in the Poetry of C.P. Cavafy	
Supporting coursework, a minor or a second major in an area of study chosen by the student and approved by the Department of the Classics Director of Undergraduate Studies		12
~~Ancient Greek & Latin Track~~		
Ancient Greek & Latin Track		**52**
GRK 101	Elementary Greek I	4
GRK 102	Elementary Greek II	4
GRK 201	Classical & Koine Greek I	4
GRK 202	Classical & Koine Greek II	4
LAT 101	Elementary Latin I	4
LAT 102	Elementary Latin II	4
LAT 201	Intermediate Latin	4
LAT 202	Intro to Latin Literature	4
GRK 411	Greek Prose Composition	3
or LAT 411	Intermediate Prose Composition	
Additional GRK or LAT coursework at 400-level		2
One additional CLCV or GRKM course chosen from the following:		3
CLCV 114	Introduction to Ancient Greek Culture	
CLCV 115	Mythology of Greece and Rome	
CLCV 116	Introduction to Ancient Roman Culture	
CLCV 120	The Classical Tradition	
CLCV 131	Classical Archaeology, Greece	
CLCV 132	Class Archaeology, Rome-Italy	
CLCV 133	Archaeology of Israel	
CLCV 160	Ancient Greek & Roman Religion	
CLCV 203	Ancient Philosophy	

CLCV 206	Classical Allusions in Cinema
CLCV 220	Exploring the Greek and Roman World
CLCV 221	Odysseus and Other Heroes
CLCV 224	Greco-Roman Antiquity and US Minority Cultures
CLCV 225	Greco-Roman Demo, Econ, Cult
CLCV 230	Ancient Engineering
CLCV 231	Development of Ancient Cities
CLCV 232	Ancient Greek Sanctuaries
CLCV 240	Gender & Sexuality in Greco-Roman Antiquity
CLCV 250	Sports and Society in Greece and Rome
CLCV 322	Introduction to Greek and Roman Theater
CLCV 323	The Comic Imagination
CLCV 443	The Archaeology of Greece
CLCV 444	The Archaeology of Italy
CLCV 450	Classics Internship
CLCV 490	Topics in Classical Literature
CLCV 491	Topics Classic Arch & Civ
CLCV 492	Senior Thesis
CLCV 493	Independent Reading
GRKM 260	Decolonizing the Body: Eros and the Erotic in the Poetry of C.P. Cavafy

Supporting coursework, a minor or a second major in an area of study chosen by the student and approved by the Department of the Classics Director of Undergraduate Studies 12

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Classics, BALAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

1.) Acquire and retain a detailed knowledge of Greek and Latin grammar, syntax, vocabulary, and modes ~~an awareness of the place~~ of expression so as ~~Ancient Greek, Roman, and neighboring cultures in the western tradition in order~~ to be able to read literary and subliterary texts composed in Greek and Latin ~~understand connections~~ between roughly 800 BCE and 500 CE. ~~past and present.~~

~~The Director of Undergraduate Studies in collaboration with the Committee on Undergraduate Study and the Head of the Department lead the assessmentwork.All juniors and seniors will be evaluated based on their submission of a portfolio of papers produced for 300-400 level courses in the Springsemesters.An alumni survey in addition to a junior survey is conducted everyyear.Student learning objectives andmetrics:1.~~2.) Situate ~~Acquire a detailed~~ knowledge of the ~~culture of Ancient Greek, Roman, and neighboring~~ languages within ~~and civilizations, especially~~ the ~~broader historical, social, and~~ cultural contexts in which they were used in order to understand the crucial role of language in social dynamics and cross-cultural communication. ~~and their development.~~

~~2.~~3.) Acquire facility ~~familiarity~~ with contemporary methods of literary ~~cultural~~ and historical analysis sufficient to carry out original, ~~facilitate~~ self-directed research into cultures that made use ~~inquiry~~ of the Greek ~~Ancient Greek, Roman,~~ and Latin languages. ~~neighboring cultures.~~

4.) Acquire critical awareness ~~The Director~~ of the place of Greek and Latin ~~Undergraduate Studies~~ in western literary history in order to appreciate ~~collaboration with the Committee on Undergraduate Study and~~ the powerful role of tradition in interpreting ~~Head of~~ the texts and events of ~~Department lead~~ the past. ~~assessment work.~~

5.) Acquire a detailed knowledge of the culture of Ancient Greek ~~All juniors~~ and Roman civilizations, especially the broader historical, social, and cultural contexts and ~~seniors will be evaluated based on~~ their development. ~~submission of a portfolio of papers produced for 300-400 level courses in the Spring semesters.~~ ~~3.Acquire an awareness of the place of Ancient Greek, Roman, and neighboring cultures in the western tradition in order to understand connections between past and present.4.Acquire an appreciation of how the careful engagement with other cultures can facilitate new ways of understanding and interpreting one's own contemporary culture.~~

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The Director of Undergraduate Studies in collaboration with the Committee on Undergraduate Study and the Head of the Department lead the assessment work. A survey of seniors is conducted every year.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

The revision will not impact enrollments or degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Existing resources will be used for this revised major.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

The revision will not impact faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with Classics Librarian Elias Petrou and, based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 938 8_9_2024.docx
Banner/Codebook Name	Classical Languages
Program Code:	5894

Minor Code	Conc Code	5894	Degree Code	BALAS Major Code
0308				

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	
Effective Date:	

Program Reviewer Comments

Brooke Newell (bsnewell) (08/09/24 10:22 am): U Program Review Comments are attached in the DMI Documentation section

Brianna Vargas-Gonzalez (bv4) (09/20/24 11:18 am): Rollback: Rollback per Department request 9/20/2024.

Melissa Steinkoenig (menewell) (10/06/25 3:54 pm): Gen Ed Table: Good

Program Change Request

EP.26.041
Admin Approval_Section2_#B12

Date Submitted: 07/17/25 10:22 am

Viewing: 10KV5351BSLA : Computer Science + Linguistics, BSLAS

Last approved: 10/13/22 3:06 pm

Last edit: 11/05/25 11:01 am

Changes proposed by: Jonathan Dunn

Catalog Pages Using this Program	Computer Science + Linguistics, BSLAS

Proposal Type:
Major (ex. Special Education)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1864-LING Head
4. 1434-SSCDS Head
5. KP Committee Chair
6. KP Dean
7. SLCL Head
8. KV Dean
9. University Librarian
10. COTE Programs
11. Provost
12. Senate EPC
13. Senate
14. U Senate Conf
15. Board of Trustees
16. IBHE
17. HLC
18. Catalog Editor
19. DMI

Approval Path

1. 05/15/25 8:49 am Donna Butler (dbutler): Approved for U Program Review
2. 05/19/25 12:25 pm Melissa Steinkoenig (menewell): Rollback to Initiator
3. 07/24/25 1:05 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
4. 07/31/25 4:40 pm

Melissa Steinkoenig (menewell): Approved for Gen Ed Review

5. 07/31/25 7:12 pm James Hye Suk Yoon (jyoon): Approved for 1864-LING Head
6. 09/22/25 5:58 pm Eric Shaffer (shaffer1): Approved for 1434-SSCDS Head
7. 10/03/25 12:22 pm Katherine Freeman (katefree): Approved for KP Committee Chair
8. 10/03/25 3:47 pm Brittany Brunson (bhitchi2): Approved for KP Dean
9. 10/06/25 8:05 pm Mariselle Melendez (melendez): Approved for SLCL Head
10. 10/22/25 3:14 pm Melissa Reedy (murray): Approved for KV Dean
11. 10/22/25 3:18 pm Tom Teper (tteper): Approved for University Librarian
12. 10/22/25 3:58 pm Suzanne Lee (suzannel): Approved for COTE Programs
13. 10/23/25 10:03 am

Brooke Newell (bsnewell): Rollback to KV Dean for Provost

14. 10/27/25 9:03 am Melissa Reedy (murray): Approved for KV Dean
15. 10/27/25 9:05 am Tom Teper (tteper): Approved for University Librarian
16. 10/27/25 10:48 am Suzanne Lee (suzannel): Approved for COTE Programs
17. 10/29/25 1:27 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Feb 22, 2019 by Deb Forgacs (dforgacs)
2. May 12, 2021 by Amy Elli (amyelli)
3. Mar 1, 2022 by Beth McKown (bmckown1)
4. Oct 13, 2022 by Deb Forgacs (dforgacs)

Administration Details

Official Program Name	Computer Science + Linguistics, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences

Sponsor Department	Linguistics
Sponsor Name	Tania Ionin, ~~James Yoon,~~ Professor and Dept Head
Sponsor Email	tionin@illinois.edu ~~jyoon@illinois.edu~~
College Contact	Stephen R. Downie ~~- BEM~~
College Contact Email	sdownie@illinois.edu
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Eric Shaffer, shaffer1@illinois.edu (Undergraduate director for Computer Science)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt) ~~Stephen Herzog~~

Does this program have inter-departmental administration?

Yes

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chosen above)

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance, roles of elected faculty committees and of any advisory committees.

There is an advisory committee in Linguistics consisting of Jonathan Dunn, Yan Tang, Aleksandre Maskharashvili, James Yoon, and Zach Reed.

College	Grainger College of Engineering
Department	Siebel School Comp & Data Sci

Is there an additional department involved in governance?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Bachelor of Science in Liberal Arts and Sciences Computer Science plus Linguistics in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

No

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

(1) The formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) has been modified to adhere to the campus General Education Template and LAS Template.

(2) Removed TRST 415

(3) Removed LING 406

(4) The category of Core Computational Linguistics Courses was added to the POS with LING 413 and LING 414.

(5) The Linguistics Breadth requirement was removed from the POS

(6) Replaced the Linguistics Breadth with a Linguistics Research Experience: LING 453 Capstone in Computational Linguistics. This 3 credit hour course thus increases the total linguistics coursework from 24 hrs to 27 hrs.

(7) LING 302, LING 304 and LING 401 were added to the POS under the header "General Linguistics Courses - select two of the following".

(8) Added LING 442, LING 444, LING 446, and LING 448 to the list of Advanced Linguistic Courses. Due to a course restriction statement on LING 448 an "or" option was added with CS 446.

(9) The "Mathematics (may also fulfill the General Education Quantitative Reasoning I and II requirements)" header was changed to "Mathematics Requirements".

(10) Student Learning Outcomes have changed.

Note: LING 442 has been approved, effective Fall 2026 and will show as course not found until the Academic Catalog rolls to the next Academic Year. See CIM Course approval document in the Program of Study section.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

(1) Per Office of the Provost General Education initiative for transparency and accessibility and LAS.

(2) The LING/TRST 415 is currently in workflow to be deactivated.

(3) LING 406 was removed because students should take the more advanced LING 414 course. LING 406 is now intended for students not specializing in computational linguistics as such.

(4) We have developed LING 413 / LING 414 as a core sequence for computational linguistics; this also satisfies the ACP requirement.

(5) Currently the Breadth Course requirement includes "Any LING-rubric course 200-level and up (with the exception of ESL and language courses)." However, this is too broad, and students often have taken LING 270, which is actually designed for non-computational students.

(6) To ensure that students have a research experience during their degree. The breadth requirement which has been ineffectual in practice, and we've replaced this requirement with a Research Experience. The Linguistics Department is adding capstone experiences to several of our programs, including this one. This 3 credit hour course (LING 453) thus increases the total linguistics coursework from 24 hrs to 27 hrs.

(7) Previously students are required to take LING 301 Syntax and LING 307 Semantics. However, since we are now using LING 413 for the ACP requirement, we do not need to restrict this to specific courses because students won't be required to take syntax. We now have students take any two of: 301 (Syntax), 302 (Phonology), 304 (Morphology), 307 (Semantics), 401 (Phonetics). These courses were grouped under this new header for clarity.

(8) The Advanced Coursework list includes newly developed courses LING 442 (created SP25), LING 444 (created SP25). These are advanced topics in computational linguistics beyond the core sequence. Other options are LING 446 (Signal Processing), LING 448 (Machine Learning) or CS 446 (Machine Learning). Students can only take one of LING 448 and CS 446.

(9) With the addition of the General Education table in the POS the information about QRI and QRII requirements became redundant and no longer necessary.

(10) Student Learning Outcomes were updated to better reflect the coursework learning outcomes in alignment with the degree.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

What is the longest/maximum time to completion of this program?

4 years

What are the minimum Total Credit Hours required for this program?

120

CIP Code	110199 - Computer and Information Sciences, Other.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

The major requires 44-46 hours from required coursework depending on the choices taken in the program of study:

CS 225 (4 credits), requires prerequisites of: CS 126 or CS 128 or ECE 220; One of CS 173, CS 413, MATH 213, MATH 314, MATH 347, MATH 412, or MATH 413.

Once of these options:
CS 233 (4 credits), requires prerequisites of: CS 125 or CS 128; CS 173 or MATH 213 and CS 341 (4 hours)

or CS 340 (3 hours) and two 400 level CS courses (6 hours)

CS 361 (3 hours) [if student chooses STAT 200 or 212, these upper division hours could be taken as upper division electives]

CS 374 (4 hours)

CS 421 (3 hours)

Choose two General Linguistics (6 hours): LING 301, LING 302, LING 304, LING 307, LING 401

LING 413 (3 hours)

LING 414 (3 hours)

Choose three Advanced Linguistics Courses (9 hours): LING 442, LING 444, LING 446, CS 446, LING 448, LING 490

LING 453 (3 hours)

The remaining hours will be completed through upper division free electives of which there are 13 hours noted in the sample sequence.

Revised programs

LING442_ComputationalSociolinguistics.pdf
Key286_CSplusLING_SampleSequence_October25.docx
ComputerScience_LInguistics_SXS_Oct27.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Minimum required major and supporting course work:** Normally equates to 69 ~~66~~ hours. At least 12 hours of 300- and 400-level course work in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
fulfilled by LING 413	
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by LING 100 and one additional Social & Behavioral Sciences course	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by CS 124, CS 128, CS 225, MATH 220 or MATH 221, MATH 231	
Language Requirement (Completion of the fourth semester or equivalent of a language other than English is required)	0-20
Orientation and Professional Development	
LAS 101 Design Your First Year Experience	1

OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**
Required Computer Science Coursework		
CS 100	Computer Science Orientation (recommended; CS 100 is an orientation course aimed at first-year students, so students who declare the major after the freshman year are not required to complete it.)	1
CS 124	Introduction to Computer Science I	3
CS 128	Introduction to Computer Science II	3
CS 173	Discrete Structures	3
CS 222	Software Design Lab	1
CS 225	Data Structures	4
Choose one of the following combinations		8-11
CS 233 & CS 341	Computer Architecture and System Programming	
OR		
CS 340	Introduction to Computer Systems	
& two CS courses at the 400 level above CS 403, excluding CS 421 and CS 491. The two courses chosen in consultation with an academic advisor must be distinct from all other courses used to fulfill program requirements or options.		
Choose one of the following:		3-4
STAT 200	Statistical Analysis	
STAT 212	Biostatistics	
CS 361	Probability & Statistics for Computer Science	
CS 374	Introduction to Algorithms & Models of Computation	4
CS 421	Programming Languages & Compilers	3
Mathematics Requirements		
MATH 221	Calculus I	4-5

or MATH 220	Calculus	
MATH 225	Introductory Matrix Theory	2-3
or MATH 257	Linear Algebra with Computational Applications	
MATH 231	Calculus II	3
Required Linguistics Coursework - Minimum of 27 hours		
LING 100	Intro to Language Science	3
General Linguistics Courses - select two of the following		**6**
LING 301	Elements of Syntax	
LING 302	Elements of Phonology	
LING 304	Elements of Morphology	
LING 307	Elmnts Semantics & Pragmatics	
~~LING 406~~	~~Introduction to Computational Linguistics~~	~~3~~
LING 401	Intro to General Phonetics	
Core Computational Linguistics Courses		
LING 413	Corpus Linguistics	3
LING 414	Advanced Computational Linguistics	3
Advanced Linguistics Courses - select three of the following		**9**
~~TRST 415~~	~~Machine Translation: History and Applications~~	
LING 442	Course LING 442 Not Found	
LING 444	Computational Syntax	
LING 446	Fundamentals for Speech Signal Processing and Analysis	
LING 448	Introductory Machine Learning	
or CS 446	Machine Learning	
LING 490	Special Topics in Linguistics (Check with advisor for appropriate topics. May be repeated to meet this requirement if topics vary)	
~~CS 446~~	~~Machine Learning~~	
~~**Linguistics Breadth Course**~~		~~**3**~~
~~Any 200-level or higher Linguistics Course (with the exception of ESL and language courses)~~		
Linguistics Research Experience		
LING 453	Capstone in Computational Linguistics	3

Total Hours	69-75

~~Minimum hours required forgraduation:120 hours~~

Corresponding Degree	BSLAS Bachelor of Science in Liberal Arts and Sciences

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

1. Analyze linguistic problems and identify relevant computational solutions.
2. Implement efficient computational models and demonstrate their adequacy.
3. Compare and assess the predictions of linguistic theories using empirical methods.
4. Synthesize findings across types, sources, and modalities of language data.
5. Examine the linguistic, social, and cognitive contexts in which models are used. ~~N/A~~

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

Yes

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

This program currently has 17 learning outcomes. We have consolidated these into five, listed above. Here we describe the mapping between these five new learning outcomes and the original learning outcomes. At the same time, we map the learning outcomes to courses in the program by way of a course-by-course assessment.

In addition to the course-by-course assessment listed below, we also have added a direct measure: the capstone course (LING 453) which will ensure that students are able to undertake high-quality work that satisfies these five learning outcomes. We also continue to monitor indirect assessments, including placement rates and student feedback.

Learning outcome mapping:

After completing this program, students will be able to:

(1) Analyze linguistic problems and identify relevant computational solutions.
This LO maps to CS 173, CS 225, LING 406, LING 413, LING 414, and LING 453.

CURRENT:
1. An ability to apply knowledge of computing and mathematics appropriate to the discipline.
2. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
4. An ability to function effectively on teams to accomplish a common goal.

(2) Implement efficient computational models and demonstrate their adequacy.
This LO maps to CS 222, CS 233, CS 340, LING 406, LING 414, LING 446, LING 448.

CURRENT:
3. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
9. An ability to use current techniques, skills, and tools necessary for computing practice.
10. An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the trade-offs involved in design choices.
11. An ability to apply design and development principles in the construction of software systems of varying complexity.

(3) Compare and assess the predictions of linguistic theories using empirical methods.
This LO Maps to LING 301, LING 302, LING 304, LING 307, LING 401.

CURRENT:
12. An ability to apply knowledge of linguistics appropriate to the discipline.
13. An ability to analyze a problem, and identify and define the computing as well as the

linguistics requirements appropriate to its solution.

(4) Synthesize findings across types, sources, and modalities of language data.
This LO maps to LING 413, LING 442, LING 444, LING 446, and LING 453.

CURRENT:
14. An ability to design, implement, and evaluate a computational linguistics-based system, process, component, or program to meet desired text processing needs.
16. An ability to use current linguistics and computational techniques, skills, and tools necessary for computational linguistics practice.
17. An understanding of Linguistics and Computer Science sufficient to be able to apply computational processes to solve problems naturally arising in language.

(5) Examine the linguistic, social, and cognitive contexts in which models are used.
This LO maps to LING 442, LING 444, LING 446, LING 448, LING 490.

CURRENT:
5. An understanding of professional, ethical, legal, security and social issues and responsibilities.
6. An ability to communicate effectively with a range of audiences.
7. An ability to analyze the local and global impact of computing on individuals, organizations, and society.
8. A recognition of the need for and an ability to engage in continuing professional development.
15. An ability to analyze the local and global impact of computing, language, as well as language technologies on individuals, organizations, and society.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

For the course-by-course assessments, our expectation is that a passing grade in each course is evidence of satisfying the learning outcomes fulfilled by that course.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

On an annual basis the Director of Undergraduate Studies (Linguistics) will consult with the CS+Linguistics Committee to prepare a brief report that assesses the learning outcomes directly and indirectly as described above.

Program Description and Requirements Attach Documents: CS+LING_Assessment_Plan.pdf

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term: Fall 2026

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

The admission requirements for this program will not be changed.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

Historically this program has had approximately 25 students per year. We do not anticipate any changes to this number.

Estimated Annual Number of Degrees Awarded

Year One Estimate	5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is

currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

This program is already supported by existing faculty and TA funding.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Undergraduate Engineering Differential

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

This program currently exists with an average of 25 students per year. If this number were to increase, additional faculty would likely be necessary but this proposal will not itself influence that number.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Library resources for this program already exist. In addition, the field of computational linguistics was an early adopter of open access publishing and the Association for Computational Linguistics maintains an archive that goes back in some cases to the 1960s: https://aclanthology.org/

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

BSLAS: Comp Sci & Ling-UIUC

Program Code: 10KV5351BSLA

Minor Code	Conc Code	Degree Code	BSLAS Major Code
5351			

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Donna Butler (dbutler) (05/15/25 8:48 am): Tuition rate information was added for CIM documentation. LING 442 redbox in POS is due to the new course being approved in future, Fall

26 term. A sample sequence will need to be attached before Provost step.

Melissa Steinkoenig (menewell) (05/19/25 12:25 pm): Rollback: Rollback to incorporate Gen Ed Template, per email to Jonathan Dunn.

Melissa Steinkoenig (menewell) (07/31/25 4:40 pm): Gen Ed Table good (just added required University Requirements statement). Regular workflow.

Brooke Newell (bsnewell) (10/23/25 10:03 am): Rollback: Conversation and email with Melissa Reedy

Program Change Request

EP.26.041
Admin Approval_Section2_#B13

Date Submitted: 10/07/25 4:03 pm

Viewing: 10KV5535BSLA : Psychology, BSLAS

Last approved: 04/29/19 9:30 am

Last edit: 11/05/25 11:06 am

Changes proposed by: Joshua Gulley

Proposal Type:

Major (ex. Special Education)

This proposal is for a:

Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1299-PSYCH Head
4. KV Dean
5. University Librarian
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 10/07/25 2:39 pm Emily Stuby (eastuby): Rollback to Initiator
2. 10/10/25 11:40 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
3. 10/13/25 2:57 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
4. 10/13/25 3:09 pm Joshua Gulley (jgulley): Approved for 1299-PSYCH Head

5. 10/23/25 12:29 pm Melissa Reedy (murray): Approved for KV Dean
6. 10/23/25 4:00 pm Tom Teper (tteper): Approved for University Librarian
7. 10/23/25 5:25 pm Suzanne Lee (suzannel): Approved for COTE Programs
8. 10/28/25 3:20 pm Brooke Newell (bsnewell): Rollback to KV Dean for Provost
9. 10/29/25 1:34 pm Melissa Reedy (murray): Approved for KV Dean
10. 10/30/25 10:41 am Tom Teper (tteper): Approved for University Librarian
11. 10/30/25 10:56 am Suzanne Lee (suzannel): Approved for COTE Programs
12. 10/30/25 11:08 am Brooke Newell (bsnewell): Approved for Provost

History

1. Mar 29, 2019 by Deb Forgacs (dforgacs)

2. Apr 29, 2019 by Deb Forgacs (dforgacs)

Administration Details

Official Program Name	Psychology, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Psychology
Sponsor Name	Diane Beck
Sponsor Email	dmbeck@illinois.edu
College Contact	Stephen R. Downie
College Contact Email	sdownie@illinois.edu
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Josh Gulley, jgulley@illinois.edu (DUS, Department of Psychology)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This BSLAS proposal (key 508) is related to concentrations:

Psychology: Behavioral Neuroscience (Key 737),
Psychology: Diversity Science (Key 738),
Psychology: Clinical/Community Psychology (Key 739),
Psychology: Cognitive Neuroscience (Key 740),
Psychology: Cognitive Psychology (Key 741),
Psychology: Developmental Psychology (Key 742),
Psychology: Intradisciplinary Psychology (Key 743),
Psychology: Organizational Psychology (Key 744),
Psychology: Personality Psychology (Key 745), and
Psychology: Social Psychology (Key 746)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. The LAS Orientation and Professional Development table has been added to the POS.

3. POS content that was similar to all concentrations has been added.

4. All ten concentrations have been listed and linked to the academic catalog.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Per LAS for transparency and accessibility.

3. Introductory Psychology (PSYC 100) and Psychological Statistics (PSYC 235) is common to all concentrations and has been added to the major (Key 508).

4. All concentrations were previously listed in paragraph form with no links to the academic catalog. This has been done to the POS to provide clarity to each concentration and their requirements.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	Yes

Concentrations

Concentrations(s)
Psychology: Behavioral Neuroscience, BSLAS
Psychology: Clinical/Community Psychology, BSLAS
Psychology: Cognitive Neuroscience, BSLAS

Concentrations(s)
Psychology: Cognitive Psychology, BSLAS
Psychology: Developmental Psychology, BSLAS
Psychology: Diversity Science, BSLAS
Psychology: Intradisciplinary Psychology , BSLAS
Psychology: Personality Psychology, BSLAS
Psychology: Organizational Psychology, BSLAS
Psychology: Social Psychology, BSLAS

Will you admit to the concentration directly? No

Is a concentration required for graduation? Yes

What is the longest/maximum time to completion of this program?

4 years

What are the minimum Total Credit Hours required for this program?

120

CIP Code 422799 - Research and Experimental Psychology, Other.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Concentration is required for the Psychology, BSLAS degree. The process for obtaining 40 credit hours of upper-division coursework each in each concentration has been demonstrated within each concentration's program proposal.

Psychology: Behavioral Neuroscience, BSLAS
Level 3 and 4 LOTE (8-10 hours)
PSYC 311 (4 hours)
Behavioral Neuroscience Advanced Courses (choose 2) (6 hours)
Additional 300- or 400-level PSYC or BCOG Courses (choose 2) (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 42 hours in the sample sequence.

Psychology: Diversity Science, BSLAS
Level 3 and 4 LOTE (8-10 hours)
PSYC 332 or PSYC 333 or PSYC 379 (4 hours)
Diversity Science Advanced Courses, choose 2 (6 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 45 hours in the sample sequence.

Psychology: Clinical/Community Psychology, BSLAS
Level 3 and 4 LOTE (8-10 hours)
PSYC 332 or PSYC 333 or PSYC 363 or PSYC 379 (4 hours)
PSYC 312 or PSYC 416 (3 hours)
Clinical/Community Psychology Advanced Course (3 hours)
Additional Advance (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 42 hours in the sample sequence.

Psychology: Cognitive Neuroscience, BSLAS
Level 3 and 4 LOTE (8-10 hours)
PSYC 445 (4 hours)
Cognitive Neuroscience Advanced Courses (6 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 43 hours in the sample sequence.

Psychology: Cognitive Psychology, BSLAS
Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To fulfill the 40 upper division credit hours students will take:
Level 3 and 4 LOTE (8-10 hours)
PSYC 331 (4 hours)
Cognitive Psychology Advanced Courses (6 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 42 hours in the sample sequence.

Psychology: Developmental Psychology, BSLAS
Level 3 and 4 LOTE (8-10 hours)
PSYC 363 (4 hours)
Developmental Psychology Advanced Courses (6 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 43 hours in the sample sequence.

Psychology: Intradisciplinary Psychology , BSLAS
Level 3 and 4 LOTE (8-10 hours)
PSYC 311 or PSYC 331 or PSYC 332 or PSYC 333 or PSYC 334 or PSYC 350 or PSYC 363 or PSYC 379 or PSYC 445 or PSYC 489 or PSYC 490 (4 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (12 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 40 hours in the sample sequence.

Psychology: Organizational Psychology, BSLAS
Level 3 and 4 LOTE (8-10 hours)
PSYC 332 or PSYC 333 or PSYC 350 or PSYC 490 (8 hours)
PSYC 455 (3 hours)
PSYC 475 (3 hours)

The remaining 16-18 upper division credit hours can be fulfilled with free electives of which there are 41 hours in the sample sequence.

Psychology: Personality Psychology, BSLAS
Level 3 and 4 LOTE (8-10 hours)
PSYC 350 (4 hours)

PSYC 330 (4 hours)
Personality Psychology Advanced Courses (6 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 43 hours in the sample sequence.

Psychology: Social Psychology, BSLAS
Level 3 and 4 LOTE (8-10 hours)
PSYC 332 or PSYC 333 (4 hours)
Social PSYC Advanced Courses (6 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 45 hours in the sample sequence.

Revised programs Psychology_sampleseq_Oct29.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Psychology major is a broad-based curriculum within a research-focused department. The program is designed both for students interested in a liberal arts education with psychology as a focal area and for students who plan to attend graduate or professional school either in psychology or in a different field such as medicine, law, social work, business administration, counseling, labor relations and many others.

The Psychology major provides both depth and breadth of knowledge in Psychology. The major consists of an introductory course, a statistics course, a breadth of knowledge or foundation in the different areas of psychology that comes from a set of core courses, a research methods course, and elective courses that give students a depth of knowledge. Each concentration, except for intradisciplinary psychology, has a core course specific to that area of psychology with a research methods course designed for that concentration. In formulating their Plan of Study, students can decide either to undertake a concentration in Intradisciplinary Psychology and select courses that focus on their own unique interests or to specialize in a particular area of Psychology by fulfilling the requirements for one of the other concentrations listed below. As undergraduate students fulfill the requirements, they also have the opportunity to participate in current research projects by working in labs. Students should contact our Undergraduate Advising Office for help in creating a plan of study and research that best meets their goals and interests.

The Department of Psychology also offers a BSLAS in Brain & Cognitive Science.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by PSYC 100 and any other course approved as Social & Behavioral Science	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by PSYC 235 and any other course approved Quantitative Reasoning	
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)	0-20

Orientation and Professional Development

LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		

LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**

Major Requirements

Introductory Psychology		**4**
PSYC 100	Intro Psych	
Psychological Statistics		**3**
PSYC 235	Intro to Statistics (or equivalent)	
Concentration Coursework:		**28-29**
Students choose from the following concentrations:		
Behavioral Neuroscience		
Clinical/Community Psychology		
Cognitive Neuroscience		
Cognitive Psychology		
Developmental Psychology		
Diversity Science		
Intradisciplinary Psychology		
Organizational Psychology		
Personality Psychology		
Social Psychology		
Total Hours		**35-36**

~~Select a concentration:Intradisciplinary Psychology Behavioral Neuroscience Clinical/Community Psychology Cognitive Neuroscience Cognitive Psychology Developmental Psychology Diversity Science Organizational Psychology Personality Psychology Social Psychology~~

Corresponding Degree	BSLAS Bachelor of Science in Liberal Arts and Sciences

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

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.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program
Description and
Requirements
Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These revisions should not impact enrollment and degrees awarded.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully

implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Undergraduate Base Tuition

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

This revision will not impact faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with our assigned librarian, Yali Feng (yalifeng@illinois.edu) and, based upon their input, determined that the library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

BSLAS:Psychology -UIUC

Program Code: 10KV5535BSLA

Minor Code	Conc Code	Degree Code	BSLAS Major Code
5535			

Senate Approval Date

Senate Conference

Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	
Effective Date:	

Program Reviewer Comments	**Emily Stuby (eastuby) (10/07/25 2:39 pm):** Rollback: Please complete the Program Features section to answer the concentration questions appropriately. **Melissa Steinkoenig (menewell) (10/13/25 2:57 pm):** Gen Ed Table: Good **Brianna Vargas-Gonzalez (bv4) (10/16/25 10:07 am):** Tuition rate added to proposal for data purposes. This is not a change. **Brooke Newell (bsnewell) (10/28/25 3:20 pm):** Rollback: Per discussion with Melissa R

Program Change Request

EP.26.041
Admin Approval_Section2_#B14

Date Submitted: 10/07/25 11:42 am

Viewing: 5568 : Psychology: Behavioral Neuroscience, BSLAS

Last approved: 03/10/20 9:56 am

Last edit: 11/05/25 11:09 am

Changes proposed by: Joshua Gulley

Catalog Pages Using this Program	Psychology: Behavioral Neuroscience, BSLAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1299-PSYCH Head
4. KV Dean
5. University Librarian
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 10/10/25 11:40 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 10/13/25 3:36 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/13/25 3:50 pm Joshua Gulley (jgulley): Approved for 1299-PSYCH Head
4. 10/23/25 12:29 pm Melissa Reedy (murray): Approved for KV Dean

5. 10/23/25 4:01 pm Tom Teper (tteper): Approved for University Librarian
6. 10/23/25 5:25 pm Suzanne Lee (suzannel): Approved for COTE Programs
7. 10/28/25 3:22 pm Brooke Newell (bsnewell): Rollback to KV Dean for Provost
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9. 10/30/25 10:42 am Tom Teper (tteper): Approved for University Librarian
10. 10/30/25 10:56 am Suzanne Lee (suzannel): Approved for COTE Programs
11. 10/30/25 11:08 am Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)
2. Mar 10, 2020 by Beth McKown (bmckown1)

Administration Details

Official Program Name	Psychology: Behavioral Neuroscience, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Psychology
Sponsor Name	Diane Beck ~~Mark Aber~~
Sponsor Email	dmbeck@illinois.edu ~~maber@illinois.edu~~
College Contact	Stephen R. Downie, Associate Dean ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Josh Gulley, jgulley@illinois.edu (DUS, Department of Psychology)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Behavioral Neuroscience in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 737) is related to the major BSLAS proposal (key 508) and the following concentrations:

Psychology: Diversity Science (Key 738),
Psychology: Clinical/Community Psychology (Key 739),
Psychology: Cognitive Neuroscience (Key 740),
Psychology: Cognitive Psychology (Key 741),
Psychology: Developmental Psychology (Key 742),
Psychology: Intradisciplinary Psychology (Key 743),
Psychology: Organizational Psychology (Key 744),
Psychology: Personality Psychology (Key 745), and
Psychology: Social Psychology (Key 746)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We are proposing the following revisions:
1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) has been modified to adhere to the campus General Education Template and LAS Template.

2. The following headers were changed in the POS: (a) "Select one introductory course from the following:" was changed to "Introductory Psychology"; (b) "Statistics:" was changed to "Psychological Statistics"; (c) "Concentration core course:" was changed to "Behavioral Neuroscience Concentration Core Course" and this section was moved to appear before the listing of Psychological Science Breadth courses; and (d) "Concentration research methods course:" was changed to "Behavioral Neuroscience Concentration Research Methods Course"

3. The following headings were changed in the POS: (a) "Select one foundation course from the following:" was changed to "Psychological Science Breadth, Group 1 (choose one):" and subheadings were added to describe the topic areas for listed courses. These subheadings are "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception"; (b) "Select two foundation courses from the following:" was changed to "Psychological Science Breadth, Group 2 (choose two):" and subheadings were added to describe the topic areas for listed courses. These subheadings are, "Clinical, Community, Development, Diversity" and "Social, Personality, Organizational".

4. The courses under the former header "Select one foundation course from the following:", which is now "Psychological Science Breadth, Group 1 (choose one):", remain the same (with the exception of the additional course PSYC 255) but some rearrangement occurred to accommodate the subheadings "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception".

5. The courses under the former header “Select two foundation courses from the following:”, which is now “Psychological Science Breadth, Group 2 (choose two):”, remain the same (with the exception of the additional course PSYC 214) but some rearrangement occurred to accommodate the subheadings “Clinical, Community, Developmental, Diversity” and “Social, Personality, Organizational”.

6. The following headers were added to the POS:
Major Requirements; Behavioral Neuroscience advanced courses (choose two):; Additional Advance (300- or 400-level) PSYC or BCOG Courses

7. The following courses have been removed from the POS:
PSYC 103; PSYC 329/IB 329; PSYC 396; PSYC 432/IB 432; PSYC 496

8. The following courses were added:

PSYC 214; PSYC 255; PSYC 313; PSYC 451

9. The concentration core course has remained the same, but it has been moved up in the POS to appear right after the statistics requirement and before the Breadth requirements.

10. The requirement to select four upper level elective courses has been changed to two upper level courses that must be chosen from the list. An additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses were added to the POS. This addition retains the total number of upper level electives at four courses.

11. We have removed the footnote: PSYC 396 & 496 seminars taught by faculty members in the Behavioral Neuroscience program area.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

The reasons for these revisions are as follows:
1. Changed to adhered to campus Gen Ed Template and LAS Template.

2. We changed headers to improve clarity, and most of these are self-explanatory.

3. The change from labeling course requirements as "Select one foundation course" or "Select two foundation courses" was done to help students understand the purpose of these courses, which is to address the topic breadth in Psychology. The subheadings were added to illustrate the topic areas to which the required courses belong.

4. The courses under the "Behavioral and Cognitive Neuroscience" subheading are PSYC 204 and PSYC 220. The courses under the "Cognitive, Attention & Perception" subheading are PSYC 224, PSYC 230, PSYC 248, and PSYC 255. With the exception of PSYC 255 (see reasoning #8 below), all courses were previously required under the main heading "Select one foundation course from the following", which has been changed to "Psychological Science Breadth, Group 1 (choose one):".

5. The courses under the "Clinical, Community, Developmental, Diversity" subheading are PSYC 214, PSYC 216, PSYC 238, and PSYC 239. The courses under the "Social, Personality, Organizational" subheading are PSYC 201, PSYC 207, PSYC 245, and PSYC 250. With the exception of PSYC 214 (see reasoning #8 below), all courses were previously required under the main heading "Select two foundation course from the following", which has been changed to "Psychological Science Breadth, Group 2 (choose two):".

6. We added the header "Major Requirements" to improve clarity and conform with the current style of the POS in LAS. We also added a heading at the end of the POS "Additional Advanced (300- to 400-level) PSYC or BCOG Courses" because we have changed the requirement for upper level coursework. Previously, students had to choose 4 courses from the list of courses given in the POS. Now, they only have to choose 2 courses from the list. The students' remaining two courses can be chosen from any upper level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

7. PSYC 103 was removed because the course has been deactivated. PSYC 329 (IB 329) and PSYC 432 (IB 432) have been removed because these are courses cross-listed with Psychology and that Psychology cannot assure will be offered consistently. Students may still take these courses to meet their requirement of two upper level courses. PSYC 396 and PSYC 496 were removed because these courses would now count towards the degree as one of the additional 300- or 400-level courses students must take.

8. PSYC 214 and PSYC 255 are courses added to PSYC since the last update to this program. Each

provide important breadth options to students. PSYC 313 is added to the list of elective courses for the concentration because this course was added to PSYC since the last update to this program and it provides important foundational knowledge in Behavioral Neuroscience. PSYC 451 is added to the list of elective courses for the concentration because it provides important foundational knowledge in Behavioral Neuroscience.

9. The location of the concentration core course was moved up in the POS so students could more clearly see what core course is required for the concentration.

10. As noted in reasoning #6 above, it was previously the case that students had to choose 4 courses from the list of upper-level elective courses given in the POS. Now, they only have to choose 2 courses from the list. Their remaining two courses can be chosen from any upper level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

11. Footnote was removed because it is no longer necessary. PSYC 396 and 496 would count as one of the electives students can choose from all upper-level courses in PSYC or BCOG.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

IB 329 - Animal Behavior
IB 432 - Genes and Behavior

Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or

IB acknowledgement_Behavioral Neuroscience conc.pdf

other impacted units as appropriate.

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To fulfill the 40 upper division credit hours students will take:
Level 3 and 4 LOTE (8-10 hours)
PSYC 311 (4 hours)
Behavioral Neuroscience Advanced Courses (choose 2) (6 hours)
Additional 300- or 400-level PSYC or BCOG Courses (choose 2) (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 42 hours in the sample sequence.

Revised programs Key737_sxs_BehavioralNeuroscience (1).xlsx
Psychology_Behavioral Neuroscience BSLAS_sampleseq_Oct29.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

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.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Minimum required major and supporting course work:**~~**Normally equates to 32-36 hours of Psychologycourses.**~~ Normally equates to 35 ~~Twelve~~ hours of Psychology courses. Twelve hours of 300- and 400-level in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by PSYC 100 and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by PSYC 235 and any other course approved as Quantitative Reasoning	

Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**
Major Requirements		
Introductory Psychology		**4**
PSYC 100	Intro Psych	
~~PSYC 103~~	~~Course PSYC 103 Not Found~~	
~~**Statistics:**~~		~~**3-5**~~
Psychological Statistics		**3**
PSYC 235	Intro to Statistics (or equivalent)	
Behavioral Neuroscience Concentration Core Course		**3**
PSYC 210	Behavioral Neuroscience	
Psychological Science Breadth, Group 1 (choose one):		**3**
Behavioral and Cognitive Neuroscience		
PSYC 204	Intro to Brain and Cognition	
PSYC 220	Images of Mind	
Cognitive, Attention, & Perception		
PSYC 224	Cognitive Psych	
PSYC 230	Perception & Sensory Processes	
PSYC 248	Learning and Memory	
PSYC 255	Decisions & Judgement	

Psychological Science Breadth, Group 2 (choose two):		**6**
Clinical, Community, Developmental, Diversity		
PSYC 214	The Psychology of Racism in the United States	
PSYC 216	Child Psych	
PSYC 238	Psychopathology and Problems in Living	
PSYC 239	Community Psych	
Social, Personality, Organizational		
PSYC 201	Intro to Social Psych	
PSYC 207	Psychology of Prejudice and Discrimination	
PSYC 245	Industrial Org Psych	
PSYC 250	Psych of Personality	
Behavioral Neuroscience Concentration Research Methods Course		**4**
PSYC 311	Behavioral Neuroscience Lab	
~~**Select four elective courses from the following:**~~		~~**12**~~
~~IB 329~~	~~Animal Behavior (Same as PSYC 329)~~	
Behavioral Neuroscience Advanced Courses (choose two):		**6**
PSYC 313	Drugs, Brain and Behavior	
PSYC 365	Stress, Trauma and Resilience	
~~PSYC 396~~	~~Intermediate Current Topics in Psychology~~ [1]	
PSYC 408	Human Behavior Genetics	
PSYC 413	Advanced Neuropsychopharmacology	
PSYC 414	Brain, Learning, and Memory	
PSYC 417	Neuroscience of Eating & Drinking	
~~PSYC 432~~	~~Genes and Behavior~~	
PSYC 433	Evolutionary Neuroscience	
~~PSYC 496~~	~~Adv Current Topics in Psych~~ [1]	
PSYC 451	Neurobio of Aging	
Additional Advanced (300- or 400-level) PSYC or BCOG Courses		**6**
Total Hours		35

~~Minimum hours required for graduation:120 hours.~~

[1] ~~*PSYC 396 & 496 seminars taught by faculty members in the Behavioral Neuroscience program area.*~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Psychology, BSLAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

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.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The Department of Psychology will ensure that students are meeting learning outcomes through the following assessment activities:

1. We will produce a learning objectives map to identify how each course connects to learning outcomes.

2. Selection and successful completion of the concentration core course (PSYC 210), three courses from the two groups of Psychological Science Breadth courses (PSYC 201, PSYC 204, PSYC 207, PSYC 214, PSYC 216, PSYC 220, PSYC 224, PSYC 230, PSYC 238, PSYC 239, PSYC 245, PSYC 248, PSYC 250, or PSYC 255), and the Research Methods course (PSYC 311).

3. Selection and successful completion of two advanced-level courses (300- or 400-level) in Behavioral Neuroscience (PSYC 313, PSYC 365, PSYC 408, PSYC 413, PSYC 414, PSYC 417, PSYC 433, or PSYC 451).

4. Selection and successful completion of two advanced-level courses (300- or 400-level) in various topic areas within PSYC or Brain and Cognitive Sciences (BCOG).

5. Audits of student major progress and overall grades each semester, and proactive intervention.

6. Student surveys to understand the student experience within the major.

7. Advising meetings with students, informal discussions, and observations about the curriculum and specific courses.

8. Discussions with Alumni, Recruiters/Professionals, and Graduate Programs about students, preparation, and need.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Psychology faculty expect a 70% success rate in direct measures of student success as outlined above. Satisfactory performance is expected when a percentage-based outcome is not available.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Data gathered through assessment activities will be used to support student success in the following ways:

Performance feedback assessed through coursework and course completion rates will be utilized to adjust course content and academic support if learning outcomes are not being met at the expected 70% success rate. Course content adjustment will occur through sharing of the results of all assessment work with those charged with the delivery of our courses. The results from assessment activities will also be shared with members of Psychology's Undergraduate Studies Committee that is composed of at least one faculty member from all program area's within Psychology, the Director of Undergraduate Studies in Psychology, and the Head Academic Advisor in Psychology. These results will also be shared with the Departmental Advisory Committee, which includes the Department Head.

Feedback from students through advising meetings and student surveys will be utilized to provide appropriate academic support and intervention where necessary.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These revisions are not expected to impact enrollment and degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

These revisions should have no impact

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with our assigned librarian, Yali Feng (yalifeng@illinois.edu) and, based upon their input, determined that the library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Behavioral Neuroscience

Program Code: 5568

Minor Code	Conc Code	5568	Degree Code	BSLAS Major Code
5535				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Brooke Newell (bsnewell) (04/12/24 8:25 am): Rollback: Email sent to Joshua G.

Melissa Steinkoenig (menewell) (10/13/25 3:36 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (10/28/25 3:22 pm): Rollback: Per discussion with Melissa R

Program Change Request

Date Submitted: 10/07/25 11:44 am

Viewing: 5569 : Psychology: Clinical/Community Psychology, BSLAS

Last approved: 03/10/20 10:40 am

Last edit: 11/05/25 11:15 am

Changes proposed by: Joshua Gulley

Catalog Pages Using this Program	Psychology: Clinical/Community Psychology, BSLAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1299-PSYCH Head
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Approval Path

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History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)
2. Mar 10, 2020 by Beth McKown (bmckown1)

Administration Details

Official Program Name	Psychology: Clinical/Community Psychology, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Psychology
Sponsor Name	Diane Beck ~~Mark Aber~~
Sponsor Email	dmbeck@illinois.edu ~~maber@illinois.edu~~
College Contact	Stephen R. Downie, Associate Dean ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Josh Gulley, jgulley@illinois.edu (DUS, Department of Psychology)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Clinical/Community Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 739) is related to the major BSLAS proposal (key 508) and the following concentrations:

Psychology: Behavioral Neuroscience (Key 737),
Psychology: Diversity Science (Key 738),
Psychology: Cognitive Neuroscience (Key 740),
Psychology: Cognitive Psychology (Key 741),
Psychology: Developmental Psychology (Key 742),
Psychology: Intradisciplinary Psychology (Key 743),
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Psychology: Personality Psychology (Key 745), and
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Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We are proposing the following revisions:
1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) has been modified to adhere to the campus General Education Template and LAS Template.

2. The following headers were changed in the POS: (a) "Select one introductory course from the following:" was changed to "Introductory Psychology"; (b) "Statistics:" was changed to "Psychological Statistics"; (c) "Select one concentration core course:" was changed to "Clinical/ Community Psychology Concentration Core Course (choose one):" and this section was moved to appear before the listing of Psychological Science Breadth courses; (d) "Select one concentration research methods course from the following:" was changed to "Clinical/ Community Concentration Research Methods Course (choose one):"; and (e) "Select one course on race/ethnicity" was changed to "Race/ethnicity Course (choose one):".

3. The following headings were changed in the POS: (a) "Select two foundation courses from the following:" was changed to "Psychological Science Breadth, Group 1 (choose two):" and subheadings were added to describe the topic areas for listed courses. These subheadings are "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception"; (b) "Select one foundation course from the following:" was changed to "Psychological Science Breadth, Group 2 (choose one):" and subheadings were added to describe the topic areas for listed courses. These subheadings are, "Clinical, Community, Development, Diversity" and "Social, Personality, Organizational".

4. The courses under the former header "Select two foundation courses from the following:", which is now "Psychological Science Breadth, Group 1 (choose two):", remain the same (with the exception of the additional course PSYC 255) but some rearrangement occurred to accommodate the subheadings "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception".

5. The courses under the former header “Select one foundation course from the following:”, which is now “Psychological Science Breadth, Group 2 (choose one):”, remain the same (with the exception of the additional course PSYC 214, as well as PSYC 238 and PSYC 239 if not used to fulfill the core course requirement) but some rearrangement occurred to accommodate the subheadings “Clinical, Community, Developmental, Diversity” and “Social, Personality, Organizational”.

6. The following headers were added to the POS:
Major Requirements; Clinical/Community Advanced Courses (choose one); Additional Advanced (300- or 400-level) PSYC or BCOG courses

7. The following edits were made in the POS:

The courses in the race/ethnicity course requirement, PSYC 312 and PSYC 416, now appear separately in the list of courses that can be chosen for an advanced course. However, language was added for each course to clarify that credit for an advanced course can only be obtained if the course was not also chosen to count for the race/ethnicity course requirement.

8. The following courses have been removed from the POS:
PSYC 103; PSYC 396; PSYC 410/AFRO 410; PSYC 420/EPSY 420; PSYC 496; PSYC 238 and PSYC 239 (concentration core courses) have been removed from the list of elective course options.

9. The following courses were added:
PSYC 214; PSYC 255; PSYC 339; PSYC 238 and PSYC 239 (concentration core courses) were added into the breadth course category (if not taken to satisfy core course requirement)

10. The concentration core courses have remained the same, but they have been moved up in the POS to appear right after the statistics requirement and before the Breadth requirements.

11. The requirement to select three upper-level elective courses has been changed to one upper-level courses that must be chosen from the list. An additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses were added to the POS.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

The reasons for these revisions are as follows:
1. Changed to adhere to campus Gen Ed Template and LAS Template.

2. We changed headers to improve clarity, and most of these are self-explanatory.

3. The change from labeling course requirements as "Select one foundation course" or "Select two foundation courses" was done to help students understand the purpose of these courses, which is to address the topic breadth in Psychology. The subheadings were added to illustrate the topic areas to which the required courses belong.

4. The courses under the "Behavioral and Cognitive Neuroscience" subheading are PSYC 204, PSYC 210, and PSYC 220. The courses under the "Cognitive, Attention & Perception" subheading are PSYC 224, PSYC 230, PSYC 248, and PSYC 255. Except for PSYC 255 (see reasoning #8 below), all courses were previously required under the main heading "Select two foundation courses from the following", which has been changed to "Psychological Science Breadth, Group 1 (choose two):".

5. The courses under the "Clinical, Community, Developmental, Diversity" subheading are PSYC 214, PSYC 216, PSYC 238, and PSYC 239. The courses under the "Social, Personality, Organizational" subheading are PSYC 201, PSYC 207, PSYC 245, and PSYC 250. Except for PSYC 214 (see reasoning #8 below), PSYC 238, and PSYC 239, all courses were previously required under the main heading "Select one foundation course from the following", which has been changed to "Psychological Science Breadth, Group 2 (choose one):".

6. We added the header "Major Requirements" to improve clarity and conform with the current style of the POS in LAS. We also added a heading at the end of the POS "Additional Advanced (300- to 400-level) PSYC or BCOG Courses" because we have changed the requirement for upper-level coursework. Previously, students had to choose 3 courses from the list of courses given in the POS. Now, they only must choose 1 course from the list. The students' remaining two courses can be chosen from any upper-level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

7. This change was made to improve clarity and maintain consistency in how this situation is identified in our other concentrations (i.e., a course counting for a requirement only if it did not count for a different requirement).

8. PSYC 103 was removed because the course has been deactivated. PSYC 396 and PSYC 496 were removed because these courses would now count towards the degree as one of the additional 300- or 400-level courses students must take. PSYC 410 and PSYC 420 were removed because these are courses cross-listed with Psychology and that Psychology cannot assure will

be offered consistently. Students may still take these courses to meet their requirement of two upper level courses.

9. PSYC 214 and PSYC 255 are courses added to PSYC since the last update to this program. Each provide important breadth options to students. PSYC 339 is added to the list of elective courses for the concentration because because it is a cross-listed course with Psychology and Psychology cannot assure it will be offered consistently. Students may still take these courses to meet their requirement of two upper-level courses.

10. The location of the concentration core course was moved up in the POS so students could more clearly see what core course is required for the concentration.

11. As noted in reasoning #6 above, it was previously the case that students had to choose 3 courses from the list of upper-level elective courses given in the POS. Now, they only must choose 1 courses from the list. Their remaining two courses can be chosen from any upper-level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

AFRO 410 - Hate Crimes
EPSY 420 - Theories of Psychotherapy

Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or

EPSY acknowledtement_Clinical-Community concentration.pdf
AFRO acknowledgement_Clinical-Community concentration.pdf

other impacted units as appropriate.

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To fulfill the 40 upper division credit hours students will take:
Level 3 and 4 LOTE (8-10 hours)
PSYC 332 or PSYC 333 or PSYC 363 or PSYC 379 (4 hours)
PSYC 312 or PSYC 416 (3 hours)
Clinical/Community Psychology Advanced Course (3 hours)
Additional Advance (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 42 hours in the sample sequence.

Revised programs Key739_sxs_Clinical_Community_Psychology_MR.xlsx
Psychology_ClinicalCommunityPsychology_sampleseq_Oct29.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

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 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.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours. ~~graduation:~~

~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Minimum required major and supporting course work:**~~**Normally equates to 32-36 hours of Psychologycourses.**~~ Normally equates to 35 ~~Twelve~~ hours of Psychology courses. Twelve hours of 300- and 400-level in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by PSYC 100 and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3

Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by PSYC 235 and any other course approved as Quantitative Reasoning		
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**

Major Requirements

Introductory Psychology		**4**
PSYC 100	Intro Psych	
~~PSYC 103~~	~~Course PSYC 103 Not Found~~	
~~**Statistics course:**~~		~~**3-5**~~
Psychological Statistics		**3**
PSYC 235	Intro to Statistics (or equivalent)	
Clinical/Community Psychology Concentration Core Course (choose one):		**3**
PSYC 238	Psychopathology and Problems in Living	
PSYC 239	Community Psych	
Psychological Science Breadth, Group 1 (choose two):		**6**
Behavioral and Cognitive Neuroscience		
PSYC 204	Intro to Brain and Cognition	
PSYC 210	Behavioral Neuroscience	
PSYC 220	Images of Mind	

Cognitive, Attention, & Perception		
PSYC 224	Cognitive Psych	
PSYC 230	Perception & Sensory Processes	
PSYC 248	Learning and Memory	
PSYC 255	Decisions & Judgement	
Psychological Science Breadth, Group 2 (choose one):		**3**
Clinical, Community, Developmental Diversity		
PSYC 214	The Psychology of Racism in the United States	
PSYC 216	Child Psych	
PSYC 238	Psychopathology and Problems in Living (if not taken to satisfy Clinicial/Community Psychology Concentration Core Course requirement)	
PSYC 239	Community Psych (if not taken to satisfy Clinicial/Community Psychology Concentration Core Course requirement)	
Social, Personality, Organizational		
PSYC 201	Intro to Social Psych	
PSYC 207	Psychology of Prejudice and Discrimination	
PSYC 245	Industrial Org Psych	
PSYC 250	Psych of Personality	
Clinical/Community Psychology Concentration Research Methods Course (choose one):		**4**
PSYC 332	Social Psych Methods Lab	
PSYC 333	Social Psych in Society Lab	
PSYC 363	Developmental Child Psych Lab	
PSYC 379	Clinical/Abnormal Psych Lab	
Race/ethnicity Course (choose one):		**3**
PSYC 312	Psychology of Race & Ethnicity	
PSYC 416	African American Psychology	
~~**Select three elective courses from the following:**~~		~~**9**~~
~~PSYC 238 or PSYC 239 if not taken to satisfy core course requirement~~		
~~PSYC 312 or PSYC 416 if not taken to satisfy the race/ethnicity course requirement~~		
Clinicial/Community Psychology Advanced Course (choose one):		**3**

PSYC 308	Psychology of Religion and Spirituality	
PSYC 312	Psychology of Race & Ethnicity (if not taken to satisfy the Race/ethnicity Course requirement)	
PSYC 324	Developmental Psychopathology	
PSYC 336	Topics in Clin/Comm Psych	
PSYC 339	Restorative Justice: Principles and Methods	
PSYC 340	Community Projects	
PSYC 341	Advanced Community Projects	
PSYC 365	Stress, Trauma and Resilience	
PSYC 402	Intro Clin Neuropsych	
~~PSYC 410~~	~~Hate Crimes~~	
~~PSYC 420~~	~~Theories of Psychotherapy~~	
~~Any PSYC 396 or PSYC 496 seminar taught by faculty members in the Clinical/Community Psychology Program area~~		
PSYC 416	African American Psychology (if not taken to satisfy the Race/ethnicity Course requirement)	
Additional Advanced (300- or 400-level) PSYC or BCOG Courses		**6**
Total Hours		35

~~Minimum hours required for graduation:120 hours.~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Psychology, BSLAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

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.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The Department of Psychology will ensure that students are meeting learning outcomes through the following assessment activities:

1. We will produce a learning objectives map to identify how each course connects to learning outcomes.

2. Selection and successful completion of the concentration core course (PSYC 238 or PSYC 239), three courses from the two groups of Psychological Science Breadth courses (PSYC 201, PSYC 204, PSYC 207, PSYC 210, PSYC 214, PSYC 216, PSYC 220, PSYC 224, PSYC 230, PSYC 238, PSYC 239, PSYC 245, PSYC 248, PSYC 250, or PSYC 255), and the Research Methods course (PSYC 311).

3. Selection and successful completion of two advanced-level courses (300- or 400-level) in Clinical/Community Psychology (PSYC 308, PSYC 312, PSYC 324, PSYC 336, PSYC 339, PSYC 340, PSYC 341, PSYC 365, or PSYC 402).

4. Selection and successful completion of two advanced-level courses (300- or 400-level) in various topic areas within PSYC or Brain and Cognitive Sciences (BCOG).

5. Audits of student major progress and overall grades each semester, and proactive intervention.

6. Student surveys to understand the student experience within the major.

7. Advising meetings with students, informal discussions, and observations about the curriculum and specific courses.

8. Discussions with Alumni, Recruiters/Professionals, and Graduate Programs about students, preparation, and need.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Psychology faculty expect a 70% success rate in direct measures of student success as outlined above. Satisfactory performance is expected when a percentage-based outcome is not available.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Data gathered through assessment activities will be used to support student success in the following ways:

Performance feedback assessed through coursework and course completion rates will be utilized to adjust course content and academic support if learning outcomes are not being met at the expected 70% success rate. Course content adjustment will occur through sharing of the results of all assessment work with those charged with the delivery of our courses. The results from assessment activities will also be shared with members of Psychology's Undergraduate Studies Committee that is composed of at least one faculty member from all program area's within Psychology, the Director of Undergraduate Studies in Psychology, and the Head Academic Advisor in Psychology. These results will also be shared with the Departmental Advisory Committee, which includes the Department Head.

Feedback from students through advising meetings and student surveys will be utilized to provide appropriate academic support and intervention where necessary.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These revisions are not expected to impact enrollment and degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

These revisions should have no impact

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with our assigned librarian, Yali Feng (yalifeng@illinois.edu) and, based upon their input, determined that the library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Clinical/Community Psychology

Program Code: 5569

Minor Code	Conc Code	5569	Degree Code	BSLAS Major Code
5535				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (10/13/25 3:39 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (10/28/25 3:21 pm): Rollback: Per discussion with Melissa R

Program Change Request

EP.26.041
Admin Approval_Section2_#B16

Date Submitted: 10/07/25 11:45 am

Viewing: 5570 : Psychology: Cognitive Psychology, BSLAS

Last approved: 06/27/25 1:14 pm

Last edit: 11/05/25 11:28 am

Changes proposed by: Joshua Gulley

Catalog Pages Using this Program	Psychology: Cognitive Psychology, BSLAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1299-PSYCH Head
4. KV Dean
5. University Librarian
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 10/10/25 11:40 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 10/13/25 3:42 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/13/25 3:50 pm Joshua Gulley (jgulley): Approved for 1299-PSYCH Head
4. 10/23/25 12:29 pm Melissa Reedy (murray): Approved for KV Dean

5. 10/23/25 4:01 pm Tom Teper (tteper): Approved for University Librarian
6. 10/23/25 5:25 pm Suzanne Lee (suzannel): Approved for COTE Programs
7. 10/28/25 3:22 pm Brooke Newell (bsnewell): Rollback to KV Dean for Provost
8. 10/29/25 1:28 pm Melissa Reedy (murray): Approved for KV Dean
9. 10/30/25 10:43 am Tom Teper (tteper): Approved for University Librarian
10. 10/30/25 10:56 am Suzanne Lee (suzannel): Approved for COTE Programs
11. 10/30/25 11:09 am Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)
2. Mar 10, 2020 by Beth McKown (bmckown1)
3. Jun 27, 2025 by Brooke Newell

(bsnewell)

Administration Details

Official Program Name	Psychology: Cognitive Psychology, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Psychology
Sponsor Name	Diane Beck ~~Mark Aber~~
Sponsor Email	dmbeck@illinois.edu ~~maber@illinois.edu~~
College Contact	Stephen R. Downie, Associate Dean ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Josh Gulley, jgulley@illinois.edu (DUS, Department of Psychology)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Cognitive Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 741) is related to the major BSLAS proposal (key 508) and the following concentrations:

Psychology: Behavioral Neuroscience (Key 737),
Psychology: Diversity Science (Key 738),
Psychology: Clinical/Community Psychology (Key 739),
Psychology: Cognitive Neuroscience (Key 740),
Psychology: Developmental Psychology (Key 742),
Psychology: Intradisciplinary Psychology (Key 743),
Psychology: Organizational Psychology (Key 744),
Psychology: Personality Psychology (Key 745), and
Psychology: Social Psychology (Key 746)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We are proposing the following revisions:
1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) has been modified to adhere to the campus General Education Template and LAS Template.

2. The following headers were changed in the POS: (a) "Select one introductory course from the following:" was changed to "Introductory Psychology"; (b) "Statistics:" was changed to "Psychological Statistics"; (c) "Select one concentration core course:" was changed to "Cognitive Psychology Core Course (choose one):" and this section was moved to appear before the listing of Psychological Science Breadth courses; and (d) "Concentration research methods course:" was changed to "Cognitive Psychology Concentration Research Methods Course"

3. The following headings were changed in the POS: (a) "Select one foundation course from the following:" was changed to "Psychological Science Breadth, Group 1 (choose one):" and subheadings were added to describe the topic areas for listed courses. These subheadings are "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception"; (b) "Select two foundation courses from the following:" was changed to "Psychological Science Breadth, Group 2 (choose two):" and subheadings were added to describe the topic areas for listed courses. These subheadings are, "Clinical, Community, Development, Diversity" and "Social, Personality, Organizational".

4. The courses under the former header "Select one foundation course from the following:", which is now "Psychological Science Breadth, Group 1 (choose one):", remain the same (with the exception of the addition of PSYC 255, as well as PSYC 224 and PSYC 248 if they are not being used as core courses) but some rearrangement occurred to accommodate the subheadings "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception".

5. The courses under the former header “Select two foundation courses from the following:”, which is now “Psychological Science Breadth, Group 2 (choose two):”, remain the same (with the exception of the additional course PSYC 214) but some rearrangement occurred to accommodate the subheadings “Clinical, Community, Developmental, Diversity” and “Social, Personality, Organizational”.

6. The following headers were added to the POS:
Major Requirements; Cognitive Psychology Advanced Courses (choose two):; Additional Advanced (300- or 400-level) PSYC or BCOG Courses

7. The following courses have been removed from the POS:
BCOG 100; BCOG 200; PSYC 103; PHIL 351; PSYC 396; PSYC 427; PSYC 496; PSYC 224 and PSYC 248 have been removed from the list of upper-level elective courses but remain included as core requirements for this concentration.

8. The following courses were added: PSYC 214; PSYC 255; Additionally, PSYC 224 and PSYC 248 (the two core courses offered in this concentration) have been added to the list of breadth courses, provided they are not being used to fulfill the core course requirement.

9. The concentration core courses have remained the same, but they have been moved up in the POS to appear right after the statistics requirement and before the Breadth requirements.

10. The requirement to select four upper-level elective courses has been changed to two upper-level courses that must be chosen from the list. An additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses were added to the POS. This addition retains the total number of upper-level electives at four courses.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Changed to adhered to campus Gen Ed Template and LAS Template.

2. We changed headers to improve clarity, and most of these are self-explanatory.

3. The change from labeling course requirements as "Select one foundation course" or "Select two foundation courses" was done to help students understand the purpose of these courses, which is to address the topic breadth in Psychology. The subheadings were added to illustrate the topic areas to which the required courses belong.

4. The courses under the "Behavioral and Cognitive Neuroscience" subheading are PSYC 204 and PSYC 220. The courses under the "Cognitive, Attention & Perception" subheading are PSYC 224, PSYC 230, PSYC 248, and PSYC 255. Except for PSYC 255 (see reasoning #8 below), all courses were previously required under the main heading "Select one foundation course from the following", which has been changed to "Psychological Science Breadth, Group 1 (choose one):".

5. The courses under the "Clinical, Community, Developmental, Diversity" subheading are PSYC 214, PSYC 216, PSYC 238, and PSYC 239. The courses under the "Social, Personality, Organizational" subheading are PSYC 201, PSYC 207, PSYC 245, and PSYC 250. Except for PSYC 214 (see reasoning #8 below), all courses were previously required under the main heading "Select two foundation courses from the following", which has been changed to "Psychological Science Breadth, Group 2 (choose two):".

6. We added the header "Major Requirements" to improve clarity and conform with the current style of the POS in LAS. We also added a heading at the end of the POS "Additional Advnaced (300- to 400-level) PSYC or BCOG Courses" because we have changed the requirement for upper-level coursework. Previously, students had to choose 4 courses from the list of courses given in the POS. Now, they only must choose 2 courses from the list. The students' remaining two courses can be chosen from any upper-level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

7. PSYC 103 was removed because the course has been deactivated. BCOG 100 and BCOG 200 have been removed because they are not upper-level courses (300- or 400-level) and thus cannot be taken as one of the upper level advanced courses. PSYC 396 and PSYC 496 were removed because these courses would now count towards the degree as one of the additional 300- or 400-level courses students must take. PHIL 351 (formerly PSYC 351) was removed because Psychology cannot assure this course will be offered consistently by PHIL. PSYC 427 was removed because it is a cross-listed course with Psychology and Psychology cannot assure it will be offered consistently. Students may still take this course to meet their requirement of two upper-level courses.

8. PSYC 214 and PSYC 255 are courses added to PSYC since the last update to this program. Each provide important breadth options to students.

9. The location of the concentration core course was moved up in the POS so students could more clearly see what core course is required for the concentration.

10. As noted in reasoning #6 above, it was previously the case that students had to choose 4 courses from the list of upper-level elective courses given in the POS. Now, they only must choose 2 courses from the list. Their remaining two courses can be chosen from any upper-level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

PHIL 351 - Thinking and Reasoning
SHS 427 - Language and the Brain

Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.

SHS acknowledgment_Cognitive concentration.pdf
PHIL acknowledgement_Cognitive concentration.pdf

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To fulfill the 40 upper division credit hours students will take:
Level 3 and 4 LOTE (8-10 hours)
PSYC 331 (4 hours)
Cognitive Psychology Advanced Courses (6 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 42 hours in the sample sequence.

Revised programs Key741_sxs_Cognitive_Psychology_MR.xlsx
Psychology_CognitivePsychology_sample_Oct29.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Cognitive Psychology is the study of basic behavioral and cognitive processes, including learning, memory, problem-solving, motivation, and language.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours. ~~graduation:~~

~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Minimum required major and supporting course work:**~~**Normally equates to 32-36 hours of Psychologycourses.**~~ Normally equates to 35 ~~Twelve~~ hours of Psychology courses. Twelve hours of 300- and 400-level in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by PSYC 100 and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by PSYC 235 and any other course approved as Quantitative Reasoning	
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)	0-20

Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3

OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**

Major Requirements

Introductory Psychology		**4**
PSYC 100	Intro Psych	
~~PSYC 103~~	~~Course PSYC 103 Not Found~~	
Psychological Statistics		**3**
PSYC 235	Intro to Statistics (or equivalent)	
Cognitive Psychology Concentration Core Course (choose one):		**3**
PSYC 224	Cognitive Psych	
PSYC 248	Learning and Memory	
Psychological Science Breadth, Group 1 (choose one):		**3**
Behavioral and Cognitive Neuroscience		
PSYC 204	Intro to Brain and Cognition	
PSYC 210	Behavioral Neuroscience	
PSYC 220	Images of Mind	
Cognitive, Attention, & Perception		
PSYC 224	Cognitive Psych (if not taken to satisfy Psychology Concentration Core requirement)	
PSYC 230	Perception & Sensory Processes	
PSYC 248	Learning and Memory (if not taken to satisfy Psychology Concentration Core requirement)	
PSYC 255	Decisions & Judgement	
Psychological Science Breadth, Group 2 (choose two):		**6**
Clinical, Community, Developmental, Diversity		
PSYC 214	The Psychology of Racism in the United States	
PSYC 216	Child Psych	
PSYC 238	Psychopathology and Problems in Living	

PSYC 239	Community Psych	
Social, Personality, Organizational		
PSYC 201	Intro to Social Psych	
PSYC 207	Psychology of Prejudice and Discrimination	
PSYC 245	Industrial Org Psych	
PSYC 250	Psych of Personality	
Cognitive Psychology Concentration Research Methods Course		**4**
PSYC 331	Cognitive Psych Lab	
~~**Select four elective courses from the following:**~~		~~**12**~~
~~BCOG 100~~	~~Introduction to the Brain and Cognitive Science~~	
~~BCOG 200~~	~~Introduction to Programming for the Brain and Cognitive Sciences~~	
Cognitive Psychology Advanced Courses (choose two):		**6**
BCOG 301	Intelligence and the Brain	
~~PSYC 224 or PSYC 248 (if not taken to satisfy core course requirement)~~		
~~PHIL 351~~	~~Thinking and Reasoning~~	
PSYC 321	Human Memory	
~~PSYC 396~~	~~Intermediate Current Topics in Psychology (taught by faculty members in the Cognitive Psychology program area)~~	
PSYC 425	Psych of Language	
~~PSYC 427~~	~~Language and the Brain~~	
PSYC 450	Cognitive Psychophysiology	
PSYC 468	Psych and Law	
PSYC 489	Neural Network Modeling Lab	
~~PSYC 496~~	~~Adv Current Topics in Psych (taught by faculty members in the Cognitive Psychology program area)~~	
Additional Advanced (300- or 400-level) PSYC or BCOG Courses		**6**
Total Hours		35

~~Minimum hours required for graduation:120 hours.~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Psychology, BSLAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

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.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

1. We will produce a learning objectives map to identify how each course connects to learning outcomes.

2. Selection and successful completion of the concentration core course (PSYC 224 or PSYC 248), three courses from the two groups of Psychological Science Breadth courses (PSYC 201, PSYC 204, PSYC 207, PSYC 210, PSYC 214, PSYC 216, PSYC 220, PSYC 224, PSYC 230, PSYC 238, PSYC 239, PSYC 245, PSYC 248, PSYC 250, or PSYC 255), and the Research Methods course (PSYC 331).

3. Selection and successful completion of two advanced-level courses (300- or 400-level) in Cognitive Psychology (PSYC 321, PSYC 425, PSYC 450, PSYC 468, PSYC 489, BCOG 301).

4. Selection and successful completion of two advanced-level courses (300- or 400-level) in various topic areas within PSYC or Brain and Cognitive Sciences (BCOG).

5. Audits of student major progress and overall grades each semester, and proactive intervention.

6. Student surveys to understand the student experience within the major.

7. Advising meetings with students, informal discussions, and observations about the curriculum and specific courses.

8. Discussions with Alumni, Recruiters/Professionals, and Graduate Programs about students, preparation, and need.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Psychology faculty expect a 70% success rate in direct measures of student success as outlined above. Satisfactory performance is expected when a percentage-based outcome is not available.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Data gathered through assessment activities will be used to support student success in the following ways:

Performance feedback assessed through coursework and course completion rates will be utilized to adjust course content and academic support if learning outcomes are not being met at the expected 70% success rate. Course content adjustment will occur through sharing of the results of all assessment work with those charged with the delivery of our courses. The results from assessment activities will also be shared with members of Psychology's Undergraduate Studies Committee that is composed of at least one faculty member from all program area's within Psychology, the Director of Undergraduate Studies in Psychology, and the Head Academic Advisor in Psychology. These results will also be shared with the Departmental Advisory Committee, which includes the Department Head.

Feedback from students through advising meetings and student surveys will be utilized to provide appropriate academic support and intervention where necessary.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These revisions are not expected to impact enrollment and degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

These revisions should have no impact.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with our assigned librarian, Yali Feng (yalifeng@illinois.edu) and, based upon their input, determined that the library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Cognitive Psychology

Program Code: 5570

Minor Code	Conc Code	5570	Degree Code	BSLAS Major Code
5535				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (10/13/25 3:42 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (10/28/25 3:22 pm): Rollback: Per discussion with Melissa R

Program Change Request

EP.26.041
Admin Approval_Section2_#B17

Date Submitted: 10/07/25 11:46 am

Viewing: 5571 : Psychology: Developmental Psychology, BSLAS

Last approved: 06/27/25 1:07 pm

Last edit: 11/05/25 11:42 am

Changes proposed by: Joshua Gulley

Catalog Pages Using this Program	Psychology: Developmental Psychology, BSLAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1299-PSYCH Head
4. KV Dean
5. University Librarian
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 10/10/25 11:40 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 10/13/25 4:25 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/13/25 4:32 pm Joshua Gulley (jgulley): Approved for 1299-PSYCH Head
4. 10/23/25 12:29 pm Melissa Reedy (murray): Approved for KV Dean

5. 10/23/25 4:01 pm Tom Teper (tteper): Approved for University Librarian
6. 10/23/25 5:25 pm Suzanne Lee (suzannel): Approved for COTE Programs
7. 10/28/25 3:21 pm Brooke Newell (bsnewell): Rollback to KV Dean for Provost
8. 10/29/25 1:28 pm Melissa Reedy (murray): Approved for KV Dean
9. 10/30/25 10:44 am Tom Teper (tteper): Approved for University Librarian
10. 10/30/25 10:56 am Suzanne Lee (suzannel): Approved for COTE Programs
11. 10/30/25 11:09 am Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)
2. Mar 10, 2020 by Beth McKown (bmckown1)
3. Jun 27, 2025 by Brooke Newell

(bsnewell)

Administration Details

Official Program Name	Psychology: Developmental Psychology, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Psychology
Sponsor Name	Diane Beck ~~Mark Aber~~
Sponsor Email	dmbeck@illinois.edu ~~maber@illinois.edu~~
College Contact	Stephen R. Downie, Associate Dean ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Josh Gulley, jgulley@illinois.edu (DUS, Department of Psychology)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Developmental Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 742) is related to the major BSLAS proposal (key 508) and the following concentrations:

Psychology: Behavioral Neuroscience (Key 737),
Psychology: Diversity Science (Key 738),
Psychology: Clinical/Community Psychology (Key 739),
Psychology: Cognitive Neuroscience (Key 740),
Psychology: Cognitive Psychology (Key 741),
Psychology: Developmental Psychology (Key 742),
Psychology: Intradisciplinary Psychology (Key 743),
Psychology: Organizational Psychology (Key 744),
Psychology: Personality Psychology (Key 745), and
Psychology: Social Psychology (Key 746)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We are proposing the following revisions:
1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) has been modified to adhere to the campus General Education Template and LAS Template.

2. The following headers were changed in the POS: (a) "Select one introductory course from the following:" was changed to "Introductory Psychology"; (b) "Statistics:" was changed to "Psychological Statistics"; (c) "Concentration core course:" was changed to "Developmental Psychology Concentration Core Course" and this section was moved to appear before the listing of Psychological Science Breadth courses; and (d) "Concentration Research Methods course:" was changed to "Developmental Psychology Research Methods Course"

3. The following headings were changed in the POS: (a) "Select three foundation courses from the following two groups including at least one from each group:" and the subheading "Select one or two foundation courses from the following group:" was changed to "Psychological Science Breadth, Group 1 (choose two):" and subheadings were added to describe the topic areas for listed courses. These subheadings are "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception"; (b) The other "Select one or two foundation courses from the following group:" was changed to "Psychological Science Breadth, Group 2 (choose one):" and subheadings were added to describe the topic areas for listed courses. These subheadings are, "Clinical, Community, Development, Diversity" and "Social, Personality, Organizational".

4. The courses under the former header "Select three foundation courses from the following two groups including at least one from each group:", which is now "Psychological Science Breadth, Group 1 (choose two):", remain the same (with the exception of the additional course PSYC 255) but some rearrangement occurred to accommodate the subheadings "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception".

5. The courses under the former header “Select one or two foundation courses from the following group:”, which is now “Psychological Science Breadth, Group 2 (choose one):”, remain the same (with the exception of the additional course PSYC 214) but some rearrangement occurred to accommodate the subheadings “Clinical, Community, Developmental, Diversity” and “Social, Personality, Organizational”.

6. The following headers were added to the POS:
Major Requirements; Developmental Psychology Advanced Courses (choose two):; Additional Advanced (300- or 400-level) PSYC or BCOG Courses

7. The following courses have been removed from the POS:
PSYC 103; PSYC 322; PSYC 396; PSYC 496

8. The following courses were added:
PSYC 214; PSYC 255

9. The concentration core course has remained the same, but it has been moved up in the POS to appear right after the statistics requirement and before the Breadth requirements.

10. The requirement to select four upper-level elective courses has been changed to two upper-level courses that must be chosen from the list. An additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses were added to the POS. This addition retains the total number of upper-level electives at four courses.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

The reasons for these revisions are as follows:
1. Changed to adhered to campus Gen Ed Template and LAS Template.

2. We changed headers to improve clarity, and most of these are self-explanatory.

3. The change from labeling course requirements as "Select three foundation courses from the following two groups" or "Select one or two foundation courses from the following group" was done to help students understand the purpose of these courses, which is to address the topic breadth in Psychology. The subheadings were added to illustrate the topic areas to which the required courses belong.

4. The courses under the "Behavioral and Cognitive Neuroscience" subheading are PSYC 204, PSYC 210, and PSYC 220. The courses under the "Cognitive, Attention & Perception" subheading are PSYC 224, PSYC 230, PSYC 248, and PSYC 255. Except for PSYC 255 (see reasoning #8 below), all courses were previously required under the heading "Select one or two foundation courses from the following group:", which has been changed to "Psychological Science Breadth, Group 1 (choose two):".

5. The courses under the "Clinical, Community, Developmental, Diversity" subheading are PSYC 214, PSYC 238, and PSYC 239. The courses under the "Social, Personality, Organizational" subheading are PSYC 201, PSYC 207, PSYC 245, and PSYC 250. Except for PSYC 214 (see reasoning #8 below), all courses were previously required under the heading "Select one or two foundation courses from the following group:", which has been changed to "Psychological Science Breadth, Group 2 (choose one):".

6. We added the header "Major Requirements" to improve clarity and conform with the current style of the POS in LAS. We also added a heading at the end of the POS "Additional Advanced (300- to 400-level) PSYC or BCOG Courses" because we have changed the requirement for upper-level coursework. Previously, students had to choose 4 courses from the list of courses given in the POS. Now, they only must choose 2 courses from the list. The students' remaining two courses can be chosen from any upper-level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

7. PSYC 103 was removed because the course has been deactivated. PSYC 322 was removed because it is a cross listed course with Psychology and one that Psychology cannot assure will be offered consistently. Students may still take this courses to meet their requirement of two upper level courses. PSYC 396 and PSYC 496 were removed because these courses would now count towards the degree as one of the additional 300- or 400-level courses students must take.

8. PSYC 214 and PSYC 255 are courses added to PSYC since the last update to this program. Each provide important breadth options to students.

9. The location of the concentration core course was moved up in the POS so students could more clearly see what core course is required for the concentration.

10. As noted in reasoning #6 above, it was previously the case that students had to choose 4 courses from the list of upper-level elective courses given in the POS. Now, they only must choose 2 courses from the list. Their remaining two courses can be chosen from any upper-level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

SPED 322 - Intro Intellectual Disability

Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.	SPED acknowledgement_Developmental.pdf

Program Features

Academic Level	Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To fulfill the 40 upper division credit hours students will take:
Level 3 and 4 LOTE (8-10 hours)
PSYC 363 (4 hours)
Developmental Psychology Advanced Courses (6 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 43 hours in the sample sequence.

Revised programs

Key742_sxs_Developmental_Psychology_MR.xlsx
Psychology_DevelopmentalPsychology_sampleseq_Oct29.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

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.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours. ~~graduation:~~

~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Minimum required major and supporting course work:**~~**Normally equates to 32-36 hours of Psychologycourses.**~~ Normally equates to 35 ~~Twelve~~ hours of Psychology courses. Twelve hours of 300- and 400-level in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by PSYC 100 and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by PSYC 235 and any other course approved as Quantitative Reasoning	
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)	0-20

Orientation and Professional Development

LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3

OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**

Major Requirements

Introductory Psychology		**4**
PSYC 100	Intro Psych	
~~PSYC 103~~	~~Course PSYC 103 Not Found~~	
Psychological Statistics		**3**
PSYC 235	Intro to Statistics (or equivalent)	
~~**Select three foundation courses from the following two groups including at least one from each group:**~~		~~**9**~~
Developmental Psychology Core Course:		**3**
PSYC 216	Child Psych	
Psychological Science Breadth, Group 1 (choose two):		**6**
Behavioral and Cognitive Neuroscience		
PSYC 204	Intro to Brain and Cognition	
PSYC 210	Behavioral Neuroscience	
PSYC 220	Images of Mind	
Cognitive, Attention & Perception		
PSYC 224	Cognitive Psych	
PSYC 230	Perception & Sensory Processes	
PSYC 248	Learning and Memory	
PSYC 255	Decisions & Judgement	
Psychological Science Breadth, Group 2 (choose one):		**3**
Clinical, Community, Developmental, Diversity		
PSYC 214	The Psychology of Racism in the United States	
PSYC 238	Psychopathology and Problems in Living	
PSYC 239	Community Psych	
Social, Personality, Organizational		

PSYC 201	Intro to Social Psych	
PSYC 207	Psychology of Prejudice and Discrimination	
PSYC 245	Industrial Org Psych	
PSYC 250	Psych of Personality	
Developmental Psychology Research Methods Course		**4**
PSYC 363	Developmental Child Psych Lab	
~~**Select four elective courses from the following:**~~		~~**12**~~
Developmental Psychology Advanced Courses (choose two):		**6**
PSYC 318	Psych of the Infant	
PSYC 320	The Teenage Years	
~~PSYC 322~~	~~Introduction to Intellectual Disability~~	
PSYC 324	Developmental Psychopathology	
PSYC 328	Psychology of Gender	
PSYC 336	Topics in Clin/Comm Psych (Stress & Resiliency in Childhood)	
PSYC 361	The Psychology of Aging	
~~PSYC 396~~	~~Intermediate Current Topics in Psychology (taught by faculty members in the Developmental Psychology Program area)~~	
PSYC 423	Language Acquisition	
PSYC 462	How Children Think	
PSYC 465	Personality and Soc Dev	
~~PSYC 496~~	~~Adv Current Topics in Psych (taught by faculty members in the Developmental Psychology program area)~~	
Additional Advanced (300- or 400-level) PSYC or BCOG Courses		**6**
Total Hours		35

~~Minimum hours required for graduation:120 hours.~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)

Corresponding Program(s)
Psychology, BSLAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

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.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The Department of Psychology will ensure that students are meeting learning outcomes through the following assessment activities:

1. We will produce a learning objectives map to identify how each course connects to learning outcomes.

2. Selection and successful completion of the concentration core course (PSYC 216), three courses from the two groups of Psychological Science Breadth courses (PSYC 201, PSYC 204, PSYC 207, PSYC 210, PSYC 214, PSYC 220, PSYC 224, PSYC 230, PSYC 238, PSYC 239, PSYC 245, PSYC 248, PSYC 250, or PSYC 255), and the Research Methods course (PSYC 363).

3. Selection and successful completion of two advanced-level courses (300- or 400-level) in Developmental Psychology (PSYC 318, PSYC 320, PSYC 324, PSYC 328, PSYC 336, PSYC 361, PSYC 423, PSYC 462, or PSYC 451).

4. Selection and successful completion of two advanced-level courses (300- or 400-level) in various topic areas within PSYC or Brain and Cognitive Sciences (BCOG).

5. Audits of student major progress and overall grades each semester, and proactive intervention.

6. Student surveys to understand the student experience within the major.

7. Advising meetings with students, informal discussions, and observations about the curriculum and specific courses.

8. Discussions with Alumni, Recruiters/Professionals, and Graduate Programs about students, preparation, and need.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Psychology faculty expect a 70% success rate in direct measures of student success as outlined above. Satisfactory performance is expected when a percentage-based outcome is not available.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Data gathered through assessment activities will be used to support student success in the following ways:

Performance feedback assessed through coursework and course completion rates will be utilized to adjust course content and academic support if learning outcomes are not being met at the expected 70% success rate. Course content adjustment will occur through sharing of the results of all assessment work with those charged with the delivery of our courses. The results from assessment activities will also be shared with members of Psychology's Undergraduate Studies Committee that is composed of at least one faculty member from all program area's within Psychology, the Director of Undergraduate Studies in Psychology, and the Head Academic Advisor in Psychology. These results will also be shared with the Departmental Advisory Committee, which includes the Department Head.

Feedback from students through advising meetings and student surveys will be utilized to provide appropriate academic support and intervention where necessary.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These revisions are not expected to impact enrollment and degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

These revisions should have no impact

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with our assigned librarian, Yali Feng (yalifeng@illinois.edu) and, based upon their input, determined that the library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Developmental Psychology

Program Code: 5571

Minor Code	Conc Code	5571	Degree Code	BSLAS Major Code
5535				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (10/13/25 4:24 pm): Gen Ed Table: Good (added courses to Gen ED table to match requirements)

Brooke Newell (bsnewell) (10/28/25 3:21 pm): Rollback: Per discussion with Melissa R

Program Change Request

Date Submitted: 10/07/25 11:47 am

Viewing: 5627 : Psychology: Intradisciplinary Psychology , BSLAS

Last approved: 11/15/23 5:04 pm

Last edit: 11/05/25 11:47 am

Changes proposed by: Joshua Gulley

Catalog Pages Using this Program	Psychology: Intradisciplinary Psychology, BSLAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1299-PSYCH Head
4. KV Dean
5. University Librarian
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 10/10/25 11:41 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 10/13/25 4:32 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/13/25 4:32 pm Joshua Gulley (jgulley): Approved for 1299-PSYCH Head
4. 10/23/25 12:29 pm Melissa Reedy (murray): Approved for KV Dean

5. 10/23/25 4:01 pm Tom Teper (tteper): Approved for University Librarian
6. 10/23/25 5:25 pm Suzanne Lee (suzannel): Approved for COTE Programs
7. 10/28/25 3:21 pm Brooke Newell (bsnewell): Rollback to KV Dean for Provost
8. 10/29/25 1:25 pm Melissa Reedy (murray): Approved for KV Dean
9. 10/30/25 10:45 am Tom Teper (tteper): Approved for University Librarian
10. 10/30/25 10:56 am Suzanne Lee (suzannel): Approved for COTE Programs
11. 10/30/25 11:09 am Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)
2. Nov 15, 2023 by Kathy Martensen (kmartens)

Administration Details

Official Program Name	Psychology: Intradisciplinary Psychology , BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Psychology
Sponsor Name	Diane Beck ~~admin save~~
Sponsor Email	dmbeck@illinois.edu ~~admin save~~
College Contact	Stephen R. Downie, Associate Dean ~~admin save~~
College Contact Email	sdownie@illinois.edu ~~admin save~~
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Josh Gulley, jgulley@illinois.edu (DUS, Department of Psychology)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Intradisciplinary Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 743) is related to the major BSLAS proposal (key 508) and the following concentrations:

Psychology: Behavioral Neuroscience (Key 737),
Psychology: Diversity Science (Key 738),
Psychology: Clinical/Community Psychology (Key 739),
Psychology: Cognitive Neuroscience (Key 740),
Psychology: Cognitive Psychology (Key 741),
Psychology: Developmental Psychology (Key 742),
Psychology: Organizational Psychology (Key 744),
Psychology: Personality Psychology (Key 745), and
Psychology: Social Psychology (Key 746)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We are proposing the following revisions:
1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) has been modified to adhere to the campus General Education Template and LAS Template.

2. The following headers were changed in the POS: (a) "Select one introductory course from the following:" was changed to "Introductory Psychology"; (b) "Statistics:" was changed to "Psychological Statistics"; (c) "Select one research methods course from the following:" was changed to "Intradisciplinary Psychology Research Methods Course".

3. The following headings were changed in the POS: (a) "Select two foundation courses from the following:" was changed to "Psychological Science Breadth, Group 1 (choose two):" and subheadings were added to describe the topic areas for listed courses. These subheadings are "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception"; (b) The other "Select two foundation courses from the following:" was changed to "Psychological Science Breadth, Group 2 (choose two):" and subheadings were added to describe the topic areas for listed courses. These subheadings are, "Clinical, Community, Development, Diversity" and "Social, Personality, Organizational".

4. The courses under the former header "Select two foundation courses from the following:", which is now "Psychological Science Breadth, Group 1 (choose two):", remain the same (with the exception of the additional course PSYC 255) but some rearrangement occurred to accommodate the subheadings "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception".

5. The courses under the former header “Select two foundation courses from the following:”, which is now “Psychological Science Breadth, Group 2 (choose two):”, remain the same (with the exception of the additional course PSYC 214) but some rearrangement occurred to accommodate the subheadings “Clinical, Community, Developmental, Diversity” and “Social, Personality, Organizational”.

6. The following header was added to the POS:
Major Requirements; Additional Advanced (300- or 400-level) PSYC or BCOG Courses

7. The following course has been removed from the POS:
PSYC 103

8. The following courses were added:
PSYC 214; PSYC 255

9. The requirement to select 9-10 hours of upper-level elective courses has been changed to 12

hours of Advanced (300- or 400-level) PSYC or BCOG courses.

10. The total number of hours required is changed from 32 to 35.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

The reasons for these revisions are as follows:
1. Changed to adhered to campus Gen Ed Template and LAS Template.

2. We changed headers to improve clarity, and most of these are self-explanatory.

3. The change from labeling course requirements as "Select two foundation courses from the following" was done to help students understand the purpose of these courses, which is to address the topic breadth in Psychology. The subheadings were added to illustrate the topic areas to which the required courses belong.

4. The courses under the "Behavioral and Cognitive Neuroscience" subheading are PSYC 204, PSYC 210, and PSYC 220. The courses under the "Cognitive, Attention & Perception" subheading are PSYC 224, PSYC 230, PSYC 248, and PSYC 255. Except for PSYC 255 (see reasoning #8 below), all courses were previously required under the heading "Select two foundation course from the following", which has been changed to "Psychological Science Breadth, Group 1 (choose two):".

5. The courses under the "Clinical, Community, Developmental, Diversity" subheading are PSYC 214, PSYC 216, PSYC 238, and PSYC 239. The courses under the "Social, Personality, Organizational" subheading are PSYC 201, PSYC 207, PSYC 245, and PSYC 250. Except for PSYC 214 (see reasoning #8 below), all courses were previously required under the heading "Select two foundation courses from the following", which has been changed to "Psychological Science Breadth, Group 2 (choose two):".

6. We added the header "Major Requirements" to improve clarity and conform with the current style of the POS in LAS. We also added a heading at the end of the POS "Additional Advanced (300- or 400-level) PSYC or BCOG Courses" because we have changed the requirement for upper-level coursework. Previously, students had to choose 9-10 hours from any 300- or 400-level Psychology elective courses. Now, they must choose 12 hours from any upper-level courses in PSYC or BCOG.

7. PSYC 103 was removed because the course has been deactivated.

8. PSYC 214 and PSYC 255 are courses added to PSYC since the last update to this program. Each provide important breadth options to students.

9. It was previously the case that students had to choose 9-10 hours from any list upper-level elective courses in Psychology. Now, they must choose 12 hours from any upper-level course in PSYC or BCOG. This was done because across all concentrations in Psychology, there is now a requirement to take at least 12 hours of upper level coursework in PSYC or BCOG.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To fulfill the 40 upper division credit hours students will take:
Level 3 and 4 LOTE (8-10 hours)
PSYC 311 or PSYC 331 or PSYC 332 or PSYC 333 or PSYC 334 or PSYC 350 or PSYC 363 or PSYC 379 or PSYC 445 or PSYC 489 or PSYC 490 (4 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (12 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 40 hours in the sample sequence.

Revised programs

Key743_sxs_Intradisciplinary_Psychology.xlsx
Psychology_IntradisciplinaryPsychology_sampleseq_Oct29.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Intradisciplinary Psychology - Provides students an opportunity to design a curriculum that meets academic and professional interests.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours. ~~graduation:~~

~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Minimum required major and supporting course work:**~~**Normally equates to 32-36 hours of Psychologycourses.**~~ Normally equates to 35 ~~Twelve~~ hours of Psychology courses. Twelve hours of 300- and 400-level in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3

Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
fulfilled by PSYC 100 and any other course approved as Social & Behavioral Sciences		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by PSYC 235 and any other course approved as Quantitative Reasoning		
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**

Major Requirements

Introductory Psychology		**4**
PSYC 100	Intro Psych	
~~PSYC 103~~	~~Course PSYC 103 Not Found~~	
~~Statistics course:~~		~~3~~
Psychological Statistics		**3**
PSYC 235	Intro to Statistics (or equivalent)	
Psychological Science Breadth, Group 1 (choose two):		**6**
Behavioral and Cognitive Neuroscience		
PSYC 204	Intro to Brain and Cognition	

PSYC 210	Behavioral Neuroscience	
PSYC 220	Images of Mind	
Cognitive, Attention & Perception		
PSYC 224	Cognitive Psych	
PSYC 230	Perception & Sensory Processes	
PSYC 248	Learning and Memory	
PSYC 255	Decisions & Judgement	
Psychological Science Breadth, Group 2 (choose two):		**6**
Clinical, Community, Developmental, Diversity		
PSYC 214	The Psychology of Racism in the United States	
PSYC 216	Child Psych	
PSYC 238	Psychopathology and Problems in Living	
PSYC 239	Community Psych	
Social, Personality, Organizational		
PSYC 201	Intro to Social Psych	
PSYC 207	Psychology of Prejudice and Discrimination	
PSYC 245	Industrial Org Psych	
PSYC 250	Psych of Personality	
~~**Select one research methods courses from the following:**~~		~~**3-4**~~
Intradisciplinary Psychology Research Methods Course (choose one):		**4**
PSYC 311	Behavioral Neuroscience Lab	
PSYC 331	Cognitive Psych Lab	
PSYC 332	Social Psych Methods Lab	
PSYC 333	Social Psych in Society Lab	
PSYC 334	Perception Lab	
PSYC 350	Personality Lab	
PSYC 363	Developmental Child Psych Lab	
PSYC 379	Clinical/Abnormal Psych Lab	
PSYC 445	Cognitive Neuroscience Lab	

PSYC 489	Neural Network Modeling Lab	
PSYC 490	Measurement & Test Develop Lab	
~~Select any 300- or 400-level Psychology elective courses~~		~~9-10~~
Additional Advanced (300- or 400-level) PSYC or BCOG Courses		12
Total Hours		35

~~Minimum hours required for graduation:120 hours.~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Psychology, BSLAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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Are the learning outcomes for the program listed in the Academic Catalog?

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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.

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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. ~~administrative save to remove red box errors~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

1. We will produce a learning objectives map to identify how each course connects to learning outcomes.

2. Selection and successful completion of four courses from the two groups of Psychological Science Breadth courses (PSYC 201, PSYC 204, PSYC 207, PSYC 210, PSYC 214, PSYC 216, PSYC 220, PSYC 224, PSYC 230, PSYC 238, PSYC 239, PSYC 245, PSYC 248, PSYC 250, or PSYC 255), and a Research Methods course (PSYC 311, PSYC 331, PSYC 332, PSYC 333, PSYC 334, PSYC 350, PSYC 363, PSYC 379, PSYC 445, PSYC 489, or PSYC 490).

3. Selection and successful completion of 15 hours of advanced courses (300- or 400-level) in various topic areas within PSYC or Brain and Cognitive Sciences (BCOG).

5. Audits of student major progress and overall grades each semester, and proactive intervention.

6. Student surveys to understand the student experience within the major.

7. Advising meetings with students, informal discussions, and observations about the curriculum and specific courses.

8. Discussions with Alumni, Recruiters/Professionals, and Graduate Programs about students, preparation, and need.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Psychology faculty expect a 70% success rate in direct measures of student success as outlined above. Satisfactory performance is expected when a percentage-based outcome is not available.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

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Performance feedback assessed through coursework and course completion rates will be utilized to adjust course content and academic support if learning outcomes are not being met at the expected 70% success rate. Course content adjustment will occur through sharing of the results of all assessment work with those charged with the delivery of our courses. The results from assessment activities will also be shared with members of Psychology's Undergraduate Studies Committee that is composed of at least one faculty member from all program area's within Psychology, the Director of Undergraduate Studies in Psychology, and the Head Academic Advisor in Psychology. These results will also be shared with the Departmental Advisory Committee, which includes the Department Head.

Feedback from students through advising meetings and student surveys will be utilized to provide appropriate academic support and intervention where necessary.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These revisions are not expected to impact enrollment and degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

These revisions should have no impact

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with our assigned librarian, Yali Feng (yalifeng@illinois.edu) and, based upon their input, determined that the library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Intradisciplinary Psychology

Program Code: 5627

Minor Code		Conc Code	5627	Degree Code	BSLAS
					Major Code
5535					

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (10/13/25 4:32 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (10/28/25 3:21 pm): Rollback: Per discussion with Melissa R

Program Change Request

EP.26.041
Admin Approval_Section2_#B19

Date Submitted: 10/07/25 11:48 am

Viewing: 5628 : Psychology: Diversity Science, BSLAS

Last approved: 11/15/23 5:03 pm

Last edit: 11/05/25 11:56 am

Changes proposed by: Joshua Gulley

Catalog Pages Using this Program	Psychology: Diversity Science, BSLAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. **U Program Review**
2. **Gen Ed Review**
3. **1299-PSYCH Head**
4. **KV Dean**
5. **University Librarian**
6. **COTE Programs**
7. **Provost**
8. **Senate EPC**
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 10/10/25 11:41 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 10/13/25 4:27 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/13/25 4:32 pm Joshua Gulley (jgulley): Approved for 1299-PSYCH Head
4. 10/23/25 12:29 pm Melissa Reedy (murray): Approved for KV Dean

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History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)
2. Mar 10, 2020 by Beth McKown (bmckown1)
3. Nov 15, 2023 by Kathy Martensen

(kmartens)

Administration Details

Official Program Name	Psychology: Diversity Science, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Psychology
Sponsor Name	Diane Beck ~~Mark Aber~~
Sponsor Email	dmbeck@illinois.edu ~~maber@illinois.edu~~
College Contact	Stephen R. Downie, Associate Dean ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Josh Gulley, jgulley@illinois.edu (DUS, Department of Psychology)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Diversity Science in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (Key 738) is related to the major BSLAS proposal (key 508) and the following concentrations:

Psychology: Behavioral Neuroscience (Key 737),
Psychology: Clinical/Community Psychology (Key 739),
Psychology: Cognitive Neuroscience (Key 740),
Psychology: Cognitive Psychology (Key 741),
Psychology: Developmental Psychology (Key 742),
Psychology: Intradisciplinary Psychology (Key 743),
Psychology: Organizational Psychology (Key 744),
Psychology: Personality Psychology (Key 745), and
Psychology: Social Psychology (Key 746)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We are proposing the following revisions:
1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) has been modified to adhere to the campus General Education Template and LAS Template.

2. The following headers were changed in the POS: (a) "Select one introductory course from the following:" was changed to "Introductory Psychology"; (b) "Statistics:" was changed to "Psychological Statistics"; (c) "Concentration core course:" was changed to "Diversity Science Concentration Core Course" and this section was moved to appear before the listing of Psychological Science Breadth Courses; and (d) "Select a concentration research methods course from the following:" was changed to "Diversity Science Concentration Research Methods Course (choose one):".

3. The following headings were changed in the POS: (a) "Select two foundation courses from the following:" was changed to "Psychological Science Breadth, Group 1 (choose two):" and subheadings were added to describe the topic areas for listed courses. These subheadings are "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception"; (b) "Select one foundation course from the following:" was changed to "Psychological Science Breadth, Group 2 (choose one):" and subheadings were added to describe the topic areas for listed courses. These subheadings are, "Clinical, Community, Development, Diversity" and "Social, Personality, Organizational".

4. The courses under the former header "Select two foundation courses from the following:", which is now "Psychological Science Breadth, Group 1 (choose two):", remain the same (with the exception of the additional course PSYC 255) but some rearrangement occurred to accommodate the subheadings "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception".

5. The courses under the former header “Select one foundation courses from the following:”, which is now “Psychological Science Breadth, Group 2 (choose one):”, remain the same (with the exception of the additional course PSYC 214) but some rearrangement occurred to accommodate the subheadings “Clinical, Community, Developmental, Diversity” and “Social, Personality, Organizational”.

6. The following headers were added to the POS:
Major Requirements; Diversity Science advanced courses (choose two):; Additional Advanced (300- or 400-level) PSYC or BCOG Courses

7. The following courses have been removed from the POS:
PSYC 103; PSYC 322/SPED 322; PSYC 396; PSYC 410/AFRO 410; PSYC 416/AFRO 411; PSYC 496; PSYC 239 was removed from the electives list but remains a foundation course.

8. The following courses were added:
PSYC 214; PSYC 255; PSYC 428

9. The concentration core course has remained the same, but it has been moved up in the POS to appear right after the statistics requirement and before the Breadth requirements.

10. The requirement to select four upper-level elective courses has been changed to two upper-level courses that must be chosen from the list. An additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses were added to the POS. This addition retains the total number of upper-level electives at four courses.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

The reasons for these revisions are as follows:
1. Changed to adhered to campus Gen Ed Template and LAS Template.

2. We changed headers to improve clarity, and most of these are self-explanatory.

3. The change from labeling course requirements as "Select one foundation course" or "Select two foundation courses" was done to help students understand the purpose of these courses, which is to address the topic breadth in Psychology. The subheadings were added to illustrate the topic areas to which the required courses belong.

4. The courses under the "Behavioral and Cognitive Neuroscience" subheading are PSYC 204, PSYC 210, and PSYC 220. The courses under the "Cognitive, Attention & Perception" subheading are PSYC 224, PSYC 230, PSYC 248, and PSYC 255. Except for PSYC 255 (see reasoning #8 below), all courses were previously required under the main heading "Select two foundation courses from the following", which has been changed to "Psychological Science Breadth, Group 1 (choose two):".

5. The courses under the "Clinical, Community, Developmental, Diversity" subheading are PSYC 214, PSYC 216, PSYC 238, and PSYC 239. The courses under the "Social, Personality, Organizational" subheading are PSYC 201, PSYC 245, and PSYC 250. Except for PSYC 214 (see reasoning #8 below), all courses were previously required under the main heading "Select one foundation courses from the following", which has been changed to "Psychological Science Breadth, Group 2 (choose one):".

6. We added the header "Major Requirements" to improve clarity and conform with the current style of the POS in LAS. We also added a heading at the end of the POS "Additional Advance (300- to 400-level) PSYC or BCOG Courses" because we have changed the requirement for upper-level coursework. Previously, students had to choose 4 courses from the list of courses given in the POS. Now, they only must choose 2 courses from the list. The students' remaining two courses can be chosen from any upper-level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

7. PSYC 103 was removed because the course has been deactivated. PSYC 396 and PSYC 496 were removed because these courses would now count towards the degree as one of the additional 300- or 400-level courses students must take. PSYC 322, PSYC 410, and PSYC 416 were removed because these courses are cross-listed with Psychology and Psychology cannot assure they will be offered consistently. Students may still take these courses to meet their requirement of two upper-level courses. PSYC 239 was removed from the list of advanced courses because it is not a 300- or 400-level course. Students may still take this course as an option to fulfill the Psychological Science Breadth, Group 2 requirement.

8. PSYC 214 and PSYC 255 are courses added to PSYC since the last update to this program. PSYC 428 was added because is added to the list of elective courses for the concentration because this course was added to PSYC since the last update to this program and it provides important foundational knowledge in Diversity Science.

9. The location of the concentration core course was moved up in the POS so students could more clearly see what core course is required for the concentration.

10. As noted in reasoning #6 above, it was previously the case that students had to choose 4 courses from the list of upper-level elective courses given in the POS. Now, they only must choose 2 courses from the list. Their remaining two courses can be chosen from any upper-level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

AFRO 410 - Hate Crimes
AFRO 411 - African American Psychology
SPED 322 - Intro Intellectual Disability

Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as

AFRO acknowledgement_Diversity concentration.pdf
SPED acknowledgement_Diversity conc.pdf

appropriate.

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To fulfill the 40 upper division credit hours students will take:
Level 3 and 4 LOTE (8-10 hours)
PSYC 332 or PSYC 333 or PSYC 379 (4 hours)
Diversity Science Advanced Courses, choose 2 (6 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 45 hours in the sample sequence.

Revised programs Key738_sxs_Diversity_Science_MR.xlsx
KEY 738 Psychology_DiversityScience_sampleseq_Oct29.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Diversity Science - Study of psychological research focusing on prejudice, discrimination, race, ethnicity, gender, and other areas.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours. ~~graduation:~~

~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Minimum required major and supporting course work:**~~**Normally equates to 32-36 hours of Psychologycourses.**~~ Normally equates to 35 ~~Twelve~~ hours of Psychology courses. Twelve hours of 300- and 400-level in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by PSYC 100 and PSYC 207	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by PSYC 235 and any other course approved as Quantitative Reasoning	
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)	0-20

Orientation and Professional Development

LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**

Major Requirements

Introductory Psychology		**4**
PSYC 100	Intro Psych	
~~PSYC 103~~	~~Course PSYC 103 Not Found~~	
~~**Statistics course:**~~		~~**3-5**~~
Psychological Statistics		**3**
PSYC 235	Intro to Statistics (or equivalent)	
Diversity Science Concentration Core Course		**3**
PSYC 207	Psychology of Prejudice and Discrimination	
Psychological Science Breadth, Group 1 (choose two):		**6**
Behavioral and Cognitive Neuroscience		
PSYC 204	Intro to Brain and Cognition	
PSYC 210	Behavioral Neuroscience	
PSYC 220	Images of Mind	
Cognitive, Attention & Perception		
PSYC 224	Cognitive Psych	
PSYC 230	Perception & Sensory Processes	
PSYC 248	Learning and Memory	
PSYC 255	Decisions & Judgement	
Psychological Science Breadth, Group 2 (choose one):		**3**
Clinical, Community, Developmental, Diversity		

PSYC 214	The Psychology of Racism in the United States	
PSYC 216	Child Psych	
PSYC 238	Psychopathology and Problems in Living	
PSYC 239	Community Psych	
Social, Personality, Organizational		
PSYC 201	Intro to Social Psych	
PSYC 245	Industrial Org Psych	
PSYC 250	Psych of Personality	
Diversity Science Research Methods Course (choose one):		**4**
PSYC 332	Social Psych Methods Lab	
PSYC 333	Social Psych in Society Lab	
PSYC 379	Clinical/Abnormal Psych Lab	
~~**Select four elective courses from the following:**~~		~~**12**~~
~~PSYC 239~~	~~Community Psych (if not taken as the foundation course)~~	
Diversity Science Advanced Courses (choose two):		**6**
PSYC 308	Psychology of Religion and Spirituality	
PSYC 312	Psychology of Race & Ethnicity	
~~PSYC 322~~	~~Introduction to Intellectual Disability~~	
PSYC 328	Psychology of Gender	
PSYC 353	Social Cognition	
~~PSYC 410~~	~~Hate Crimes~~	
~~PSYC 416~~	~~African American Psychology~~	
PSYC 428	Gender Identity Development	
PSYC 468	Psych and Law	
~~PSYC 396~~	~~Intermediate Current Topics in Psychology (approved for the concentration by the Psychology Department Diversity committee)~~	
~~PSYC 496~~	~~Adv Current Topics in Psych (approved for the concentration by the Psychology Department Diversity committee)~~	
Additional Advanced (300- or 400-level) PSYC or BCOG Courses		**6**
Total Hours		**35**

~~Minimum hours required for graduation:120 hours.~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Psychology, BSLAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

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.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The Department of Psychology will ensure that students are meeting learning outcomes through the following assessment activities:

1. We will produce a learning objectives map to identify how each course connects to learning outcomes.

2. Selection and successful completion of the concentration core course (PSYC 207), three courses from the two groups of Psychological Science Breadth courses (PSYC 201, PSYC 204, PSYC 210, PSYC 214, PSYC 216, PSYC 220, PSYC 224, PSYC 230, PSYC 238, PSYC 239, PSYC 245, PSYC 248, PSYC 250, or PSYC 255), and the Research Methods course (PSYC 311).

3. Selection and successful completion of two advanced-level courses (300- or 400-level) in Diversity Science (PSYC 308, PSYC 312, PSYC 328, PSYC 353, PSYC 428, or PSYC 468).

4. Selection and successful completion of two advanced-level courses (300- or 400-level) in various topic areas within PSYC or Brain and Cognitive Sciences (BCOG).

5. Audits of student major progress and overall grades each semester, and proactive intervention.

6. Student surveys to understand the student experience within the major.

7. Advising meetings with students, informal discussions, and observations about the curriculum and specific courses.

8. Discussions with Alumni, Recruiters/Professionals, and Graduate Programs about students, preparation, and need.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Psychology faculty expect a 70% success rate in direct measures of student success as outlined above. Satisfactory performance is expected when a percentage-based outcome is not available.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Data gathered through assessment activities will be used to support student success in the following ways:

Performance feedback assessed through coursework and course completion rates will be utilized to adjust course content and academic support if learning outcomes are not being met at the expected 70% success rate. Course content adjustment will occur through sharing of the results of all assessment work with those charged with the delivery of our courses. The results from assessment activities will also be shared with members of Psychology's Undergraduate Studies Committee that is composed of at least one faculty member from all program area's within Psychology, the Director of Undergraduate Studies in Psychology, and the Head Academic Advisor in Psychology. These results will also be shared with the Departmental Advisory Committee, which includes the Department Head.

Feedback from students through advising meetings and student surveys will be utilized to provide appropriate academic support and intervention where necessary.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These revisions are not expected to impact enrollment and degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

These revisions should have no impact

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with our assigned librarian, Yali Feng (yalifeng@illinois.edu) and, based upon their input, determined that the library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Diversity Science

Program Code: 5628

Minor Code	Conc Code	5628	Degree Code	BSLAS Major Code
5535				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (10/13/25 4:27 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (10/28/25 3:21 pm): Rollback: Per discussion with Melissa R

Program Change Request

EP.26.041
Admin Approval_Section2_#B20

Date Submitted: 10/07/25 11:48 am

Viewing: 5629 : Psychology: Cognitive Neuroscience, BSLAS

Last approved: 03/10/20 10:56 am

Last edit: 11/05/25 12:02 pm

Changes proposed by: Joshua Gulley

Catalog Pages Using this Program	Psychology: Cognitive Neuroscience, BSLAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
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History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)
2. Mar 10, 2020 by Beth McKown (bmckown1)

Administration Details

Official Program Name	Psychology: Cognitive Neuroscience, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Psychology
Sponsor Name	Diane Beck ~~Mark Aber~~
Sponsor Email	dmbeck@illinois.edu ~~maber@illinois.edu~~
College Contact	Stephen R. Downie, Associate Dean ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Josh Gulley, jgulley@illinois.edu (DUS, Department of Psychology)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Cognitive Neuroscience in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (Key 740) is related to the major BSLAS proposal (key 508) and the following concentrations:

Psychology: Behavioral Neuroscience (Key 737),
Psychology: Diversity Science (Key 738),
Psychology: Clinical/Community Psychology (Key 739),
Psychology: Cognitive Psychology (Key 741),
Psychology: Developmental Psychology (Key 742),
Psychology: Intradisciplinary Psychology (Key 743),
Psychology: Organizational Psychology (Key 744),
Psychology: Personality Psychology (Key 745), and
Psychology: Social Psychology (Key 746)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We are proposing the following revisions:
1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) has been modified to adhere to the campus General Education Template and LAS Template.

2. The following headers were changed in the POS: (a) "Select one introductory course from the following:" was changed to "Introductory Psychology"; (b) "Statistics:" was changed to "Psychological Statistics"; (c) "Select one concentration core course:" was changed to "Cognitive Neuroscience Concentration Core Course (choose one):" and this section was moved to appear before the listing of Psychological Science Breadth courses; and (d) "Concentration research methods course:" was changed to "Cognitive Neuroscience Concentration Research Methods Course"

3. The following headings were changed in the POS: (a) "Select one foundation course from the following:" was changed to "Psychological Science Breadth, Group 1 (choose one):" and subheadings were added to describe the topic areas for listed courses. These subheadings are "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception"; (b) "Select two foundation courses from the following:" was changed to "Psychological Science Breadth, Group 2 (choose two):" and subheadings were added to describe the topic areas for listed courses. These subheadings are, "Clinical, Community, Development, Diversity" and "Social, Personality, Organizational".

4. The courses under the former header "Select one foundation course from the following:", which is now "Psychological Science Breadth, Group 1 (choose one):", remain the same (with the exception of the additional courses PSYC 204, PSYC 220 and PSYC 255) but some rearrangement occurred to accommodate the subheadings "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception".

5. The courses under the former header “Select two foundation courses from the following:”, which is now “Psychological Science Breadth, Group 2 (choose two”, remain the same (with the exception of the additional course PSYC 214) but some rearrangement occurred to accommodate the subheadings “Clinical, Community, Developmental, Diversity” and “Social, Personality, Organizational”.

6. The following headers were added to the POS:
Major Requirements; Cognitive Neuroscience Advanced Courses (choose two):; Additional Advanced (300- or 400-level) PSYC or BCOG Courses

7. The following courses have been removed from the POS:
PSYC 103; BCOG 100; PSYC 396; PSYC 427/SHS 427; PSYC 496

8. The following courses were added: PSYC 214; PSYC 255.
PSYC 204 and PSYC 220 were duplicated to exist in two lists, both Cognitive Neuroscience Concentration Core Course and Psychological Science Breadth, Group 1/Behavioral and Cognitive Neuroscience.

9. The concentration core courses have remained the same, but they have been moved up in the POS to appear right after the statistics requirement and before the Breadth requirements.

10. The requirement to select four upper level elective courses has been changed to two upper level courses that must be chosen from the list. An additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses were added to the POS. This addition retains the total number of upper level electives at four courses.

11. We have removed the footnote: PSYC 396 & 496 seminars taught by faculty members in the Behavioral Neuroscience program area.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

The reasons for these revisions are as follows:
1. Changed to adhered to campus Gen Ed Template and LAS Template.

2. We changed headers to improve clarity, and most of these are self-explanatory.

3. The change from labeling course requirements as "Select one foundation course" or "Select two foundation courses" was done to help students understand the purpose of these courses, which is to address the topic breadth in Psychology. The subheadings were added to illustrate the topic areas to which the required courses belong.

4. The courses under the "Behavioral and Cognitive Neuroscience" subheading are PSYC 204, PSYC 210 and PSYC 220. The courses under the "Cognitive, Attention & Perception" subheading are PSYC 224, PSYC 230, PSYC 248, and PSYC 255. With the exception of PSYC 204, PSYC 220, and PSYC 255 (see reasoning #8 below), all courses were previously required under the main heading "Select one foundation course from the following", which has been changed to "Psychological Science Breadth, Group 1 (choose one".

5. The courses under the "Clinical, Community, Developmental, Diversity" subheading are PSYC 214, PSYC 216, PSYC 238, and PSYC 239. The courses under the "Social, Personality, Organizational" subheading are PSYC 201, PSYC 207, PSYC 245, and PSYC 250. With the exception of PSYC 214 (see reasoning #8 below), all courses were previously required under the main heading "Select two foundation course from the following", which has been changed to "Psychological Science Breadth, Group 2 (choose two".

6. We added the header "Major Requirements" to improve clarity and conform with the current style of the POS in LAS. We also added a heading at the end of the POS (Additional 300- to 400-level PSYC or BCOG courses (choose two) because we have changed the requirement for upper level coursework. Previously, students had to choose 4 courses from the list of courses given in the POS. Now, they only have to choose 2 courses from the list. The students' remaining two courses can be chosen from any upper level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

7. PSYC 103 was removed because the course has been deactivated. BCOG 100 was removed because it is not an upper level course. PSYC 427 was removed because it is a course that is cross-listed with Psychology and Psychology cannot assure it will be offered consistently. Students may still take this courses to meet their requirement of two upper level courses. PSYC 396 and PSYC 496 were removed because they would now count towards the degree as one of the additional 300- or 400-level courses students must take.

8. PSYC 204 and PSYC 220 were added as options under the "Behavioral and Cognitive

Neuroscience" subheading, with a designation that they can be used from this category if they were not used as the concentration core course. PSYC 214 and PSYC 255 are courses added to PSYC since the last update to this program. Each provide important breadth options to students.

9. The location of the concentration core course was moved up in the POS so students could more clearly see what core course is required for the concentration.

10. As noted in reasoning #6 above, it was previously the case that students had to choose 4 courses from the list of upper-level elective courses given in the POS. Now, they only have to choose 2 courses from the list. Their remaining two courses can be chosen from any upper level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

11. Footnote was removed because it is no longer necessary. PSYC 396 and 496 would count as one of the electives students can choose from all upper-level courses in PSYC or BCOG.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

SHS 427 - Language and the Brain

Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as	SHS acknowledgment_Cognitive Neuroscience concentration.pdf

appropriate.

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To fulfill the 40 upper division credit hours students will take:
Level 3 and 4 LOTE (8-10 hours)
PSYC 445 (4 hours)
Cognitive Neuroscience Advanced Courses (6 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 43 hours in the sample sequence.

Revised programs Psychology_CognitiveNeuroscience_sample seq.docx
Key740_sxs_Cognitive_Neuroscience_MR.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

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.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours. ~~graduation:~~

~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Minimum required major and supporting course work:**~~**Normally equates to 32-36 hours of Psychologycourses.**~~ Normally equates to 35 ~~Twelve~~ hours of Psychology courses. Twelve hours of 300- and 400-level in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by PSYC 100 and other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by PSYC 235 and any other course approved as Quantitative Reasoning	

Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**

Major Requirements

Introductory Psychology		**4**
PSYC 100	Intro Psych	
~~PSYC 103~~	~~Course PSYC 103 Not Found~~	
~~**Statistics course:**~~		~~**3-5**~~
Psychological Statistics		**3**
PSYC 235	Intro to Statistics (or equivalent)	
Cognitive Neuroscience Concentration Core Course (choose one):		**3**
PSYC 204	Intro to Brain and Cognition	
PSYC 220	Images of Mind	
Psychological Science Breadth, Group 1 (choose one):		**3**
Behavioral and Cognitive Neuroscience		
PSYC 204	Intro to Brain and Cognition (if not taken to satisfy Cognitive Neuroscience Concentration Core Course requirement)	
PSYC 210	Behavioral Neuroscience	
PSYC 220	Images of Mind (if not taken to satisfy Cognitive Neuroscience Concentration Core Course requirement)	

Cognitive, Attention & Perception		
PSYC 224	Cognitive Psych	
PSYC 230	Perception & Sensory Processes	
PSYC 248	Learning and Memory	
PSYC 255	Decisions & Judgement	
Psychological Science Breadth, Group 2 (choose 2):		**6**
Clinical, Community, Developmental Diversity		
PSYC 214	The Psychology of Racism in the United States	
PSYC 216	Child Psych	
PSYC 238	Psychopathology and Problems in Living	
PSYC 239	Community Psych	
Social, Personality, Organizational		
PSYC 201	Intro to Social Psych	
PSYC 207	Psychology of Prejudice and Discrimination	
PSYC 245	Industrial Org Psych	
PSYC 250	Psych of Personality	
Cognitive Neuroscience Concentration Research Methods Course		**4**
PSYC 445	Cognitive Neuroscience Lab	
~~**Select four elective courses from any of the following:**~~		~~**12**~~
~~BCOG 100~~	~~Introduction to the Brain and Cognitive Science~~	
Cognitive Neuroscience Advanced Course (choose two):		**6**
BCOG 301	Intelligence and the Brain	
PSYC 302	Applied Neuroscience	
PSYC 361	The Psychology of Aging	
PSYC 402	Intro Clin Neuropsych	
PSYC 403	Memory and Amnesia	
PSYC 404	Cognitive Neuroscience	
PSYC 421	Principles of Psychophysiology	
~~PSYC 427~~	~~Language and the Brain~~	

PSYC 433	Evolutionary Neuroscience
PSYC 450	Cognitive Psychophysiology
PSYC 451	Neurobio of Aging
PSYC 453	Cog Neuroscience of Vision
~~PSYC 396~~	~~Intermediate Current Topics in Psychology (taught by faculty members in the Cognitive Neuroscience program area)~~
~~PSYC 496~~	~~Adv Current Topics in Psych (taught by faculty members in the Cognitive Neuroscience program area)~~
Additional Advanced (300- or 400-level) PSYC or BCOG Courses	**6**
Total Hours	**35**

~~Minimum hours required for graduation:120 hours.~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Psychology, BSLAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

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.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The Department of Psychology will ensure that students are meeting learning outcomes through the following assessment activities:

1. We will produce a learning objectives map to identify how each course connects to learning outcomes.

2. Selection and successful completion of the concentration core course (PSYC 204 or PSYC 220), three courses from the two groups of Psychological Science Breadth courses (PSYC 201, PSYC 204, PSYC 207, PSYC 214, PSYC 216, PSYC 220, PSYC 224, PSYC 230, PSYC 238, PSYC 239, PSYC 245, PSYC 248, PSYC 250, or PSYC 255), and the Research Methods course (PSYC 445).

3. Selection and successful completion of two advanced-level courses (300- or 400-level) in Behavioral Neuroscience (BCOG 301, PSYC 302, PSYC 361, PSYC 402, PSYC 403, PSYC 404, PSYC 421, PSYC 433, PSYC 450, PSYC 451, or PSYC 453).

4. Selection and successful completion of two advanced-level courses (300- or 400-level) in various topic areas within PSYC or Brain and Cognitive Sciences (BCOG).

5. Audits of student major progress and overall grades each semester, and proactive intervention.

6. Student surveys to understand the student experience within the major.

7. Advising meetings with students, informal discussions, and observations about the curriculum and specific courses.

8. Discussions with Alumni, Recruiters/Professionals, and Graduate Programs about students, preparation, and need.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Psychology faculty expect a 70% success rate in direct measures of student success as outlined above. Satisfactory performance is expected when a percentage-based outcome is not available.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Performance feedback assessed through coursework and course completion rates will be utilized to adjust course content and academic support if learning outcomes are not being met at the expected 70% success rate. Course content adjustment will occur through sharing of the results of all assessment work with those charged with the delivery of our courses. The results from assessment activities will also be shared with members of Psychology's Undergraduate Studies Committee that is composed of at least one faculty member from all program area's within Psychology, the Director of Undergraduate Studies in Psychology, and the Head Academic Advisor in Psychology. These results will also be shared with the Departmental Advisory Committee, which includes the Department Head.

Feedback from students through advising meetings and student surveys will be utilized to provide appropriate academic support and intervention where necessary.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These revisions are not expected to impact enrollment and degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

These revisions should have no impact

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with our assigned librarian, Yali Feng (yalifeng@illinois.edu) and, based upon their input, determined that the library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review

Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Cognitive Neuroscience

Program Code: 5629

Minor Code	Conc Code	5629	Degree Code	BSLAS Major Code
5535				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (10/13/25 3:43 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (10/28/25 3:22 pm): Rollback: Per discussion with Melissa R

Key: 740

Program Change Request

EP.26.041
Admin Approval_Section2_#B21

Date Submitted: 10/07/25 11:49 am

Viewing: 5631 : Psychology: Personality Psychology, BSLAS

Last approved: 11/15/23 5:05 pm

Last edit: 11/05/25 12:07 pm

Changes proposed by: Joshua Gulley

Catalog Pages Using this Program	Psychology: Personality Psychology, BSLAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1299-PSYCH Head
4. KV Dean
5. University Librarian
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 10/10/25 11:41 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 10/13/25 4:38 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/13/25 4:40 pm Joshua Gulley (jgulley): Approved for 1299-PSYCH Head
4. 10/23/25 12:30 pm Melissa Reedy (murray): Approved for KV Dean

5. 10/23/25 4:01 pm Tom Teper (tteper): Approved for University Librarian
6. 10/23/25 5:25 pm Suzanne Lee (suzannel): Approved for COTE Programs
7. 10/28/25 3:22 pm Brooke Newell (bsnewell): Rollback to KV Dean for Provost
8. 10/29/25 1:27 pm Melissa Reedy (murray): Approved for KV Dean
9. 10/30/25 10:45 am Tom Teper (tteper): Approved for University Librarian
10. 10/30/25 10:56 am Suzanne Lee (suzannel): Approved for COTE Programs
11. 10/30/25 11:09 am Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)
2. Mar 10, 2020 by Beth McKown (bmckown1)
3. Nov 15, 2023 by Kathy Martensen

(kmartens)

Administration Details

Official Program Name	Psychology: Personality Psychology, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Psychology
Sponsor Name	Diane Beck ~~Mark Aber~~
Sponsor Email	dmbeck@illinois.edu ~~maber@illinois.edu~~
College Contact	Stephen R. Downie, Associate Dean ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Josh Gulley, jgulley@illinois.edu (DUS, Department of Psychology)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Personality Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 745) is related to the major BSLAS proposal (key 508) and the following concentrations:

Psychology: Behavioral Neuroscience (Key 737),
Psychology: Diversity Science (Key 738),
Psychology: Clinical/Community Psychology (Key 739),
Psychology: Cognitive Neuroscience (Key 740),
Psychology: Cognitive Psychology (Key 741),
Psychology: Developmental Psychology (Key 742),
Psychology: Intradisciplinary Psychology (Key 743),
Psychology: Organizational Psychology (Key 744), and
Psychology: Social Psychology (Key 746)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) has been modified to adhere to the campus General Education Template and LAS Template.

2. The following headers were changed in the POS: (a) "Select one introductory course from the following:" was changed to "Introductory Psychology"; (b) "Statistics:" was changed to "Psychological Statistics"; (c) "Concentration core course:" was changed to "Personality Psychology Concentration Core Course" and this section was moved to appear before the listing of Psychological Science Breadth courses; and (d) "Concentration research methods course:" was changed to "Personality Psychology Concentration Research Methods Course"

3. The following headings were changed in the POS: (a) "Select two foundation courses from the following:" was changed to "Psychological Science Breadth, Group 1 (choose two):" and subheadings were added to describe the topic areas for listed courses. These subheadings are "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception"; (b) "Select one foundation course from the following:" was changed to "Psychological Science Breadth, Group 2 (choose one):" and subheadings were added to describe the topic areas for listed courses. These subheadings are, "Clinical, Community, Development, Diversity" and "Social, Personality, Organizational".

4. The courses under the former header "Select two foundation courses from the following:", which is now "Psychological Science Breadth, Group 1 (choose two):", remain the same (with the exception of the additional course PSYC 255) but some rearrangement occurred to accommodate the subheadings "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception".

5. The courses under the former header “Select one foundation course from the following:”, which is now “Psychological Science Breadth, Group 2 (choose one):”, remain the same (except for the addition of PSYC 201 which was previously classified as an elective, and PSYC 214) but some rearrangement occurred to accommodate the subheadings “Clinical, Community, Developmental, Diversity” and “Social, Personality, Organizational”.

6. The following headers were added to the POS:
Major Requirements; Personality Psychology Advanced Courses (choose two):; Additional Advanced (300- or 400-level) PSYC or BCOG Courses

7. The following courses have been removed from the POS:
PSYC 103;PSYC 396; PSYC 496

8. The following courses were added:
PSYC 214: PSYC 255: PSYC 428

9. The concentration core course has remained the same, but it has been moved up in the POS to appear right after the statistics requirement and before the Breadth requirements.

10. The requirement to select four upper-level elective courses has been changed to two upper-level courses that must be chosen from the list. An additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses were added to the POS. This addition retains the total number of upper-level electives at four courses.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

The reasons for these revisions are as follows:
1. Changed to adhered to campus Gen Ed Template and LAS Template.

2. We changed headers to improve clarity, and most of these are self-explanatory.

3. The change from labeling course requirements as "Select one foundation course" or "Select two foundation courses" was done to help students understand the purpose of these courses, which is to address the topic breadth in Psychology. The subheadings were added to illustrate the topic areas to which the required courses belong.

4. The courses under the "Behavioral and Cognitive Neuroscience" subheading are PSYC 204, PSYC 210, and PSYC 220. The courses under the "Cognitive, Attention & Perception" subheading are PSYC 224, PSYC 230, PSYC 248, and PSYC 255. Except for PSYC 255 (see reasoning #8 below), all courses were previously required under the main heading "Select two foundation courses from the following", which has been changed to "Psychological Science Breadth, Group 1 (choose two):".

5. The courses under the "Clinical, Community, Developmental, Diversity" subheading are PSYC 214, PSYC 216, PSYC 238, and PSYC 239. The courses under the "Social, Personality, Organizational" subheading are PSYC 201, PSYC 207, and PSYC 245. Except for PSYC 201 (previously categorized as an elective) and PSYC 214 (see reasoning #8 below), all courses were previously required under the main heading "Select one foundation course from the following", which has been changed to "Psychological Science Breadth, Group 2 (choose one):".

6. We added the header "Major Requirements" to improve clarity and conform with the current style of the POS in LAS. We also added a heading at the end of the POS "Additional Advanced (300- to 400-level) PSYC or BCOG Courses" because we have changed the requirement for upper-level coursework. Previously, students had to choose 4 courses from the list of courses given in the POS. Now, they only must choose 2 courses from the list. The students' remaining two courses can be chosen from any upper-level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

7. PSYC 103 was removed because the course has been deactivated. PSYC 396 and PSYC 496 were removed because these courses would now count towards the degree as one of the additional 300- or 400-level courses students must take.

8. PSYC 214 and PSYC 255 are courses added to PSYC since the last update to this program. Each provide important breadth options to students. PSYC 428 was added to the list of elective courses for the concentration because this course was added to PSYC since the last update to this program and it provides important foundational knowledge in Personality Psychology.

9. The location of the concentration core course was moved up in the POS so students could more clearly see what core course is required for the concentration.

10. As noted in reasoning #6 above, it was previously the case that students had to choose 4 courses from the list of upper-level elective courses given in the POS. Now, they only must choose 2 courses from the list. Their remaining two courses can be chosen from any upper-level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To fulfill the 40 upper division credit hours students will take:
Level 3 and 4 LOTE (8-10 hours)
PSYC 350 (4 hours)
Personality Psychology Advanced Courses (6 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 43 hours in the sample sequence.

Revised programs

Key745_sxs_Personality_Psychology (1).xlsx
Psychology_PersonalityPsychology BSLAS_sampleseq_v2.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

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.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 120 hours. ~~graduation:~~
~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Minimum required major and supporting course work:**~~**Normally equates to 32-36 hours of Psychologycourses.**~~ Normally equates to 35 ~~Twelve~~ hours of PSYC courses. Twelve hours of 300- and 400-level in the major must be taken on this campus.
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.
General Education Requirements
Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by PSYC 100 and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by PSYC 235 and any other course approved as Quantitative Reasoning	
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)	0-20

Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**

Major Requirements

Introductory Psychology		**4**
PSYC 100	Intro Psych	
~~PSYC 103~~	~~Course PSYC 103 Not Found~~	
Psychological Statistics		**3**
PSYC 235	Intro to Statistics (or equivalent)	
Personality Psychology Core Course		**3**

PSYC 250	Psych of Personality	
Psychological Science Breadth, Group 1 (choose two):		**6**
Behavioral and Cognitive Neuroscience		
PSYC 204	Intro to Brain and Cognition	
PSYC 210	Behavioral Neuroscience	
PSYC 220	Images of Mind	
Cognitive, Attention & Perception		
PSYC 224	Cognitive Psych	
PSYC 230	Perception & Sensory Processes	
PSYC 248	Learning and Memory	
PSYC 255	Decisions & Judgement	
Psychological Science Breadth, Group 2 (choose one):		**3**
Clinical, Community, Developmental, Diversity		
PSYC 214	The Psychology of Racism in the United States	
PSYC 216	Child Psych	
PSYC 238	Psychopathology and Problems in Living	
PSYC 239	Community Psych	
Social, Personality, Organizational		
PSYC 201	Intro to Social Psych	
PSYC 207	Psychology of Prejudice and Discrimination	
PSYC 245	Industrial Org Psych	
Personality Psychology Research Methods Course		**4**
PSYC 350	Personality Lab	
~~**Select four elective courses from the following:**~~		~~**12**~~
Personality Psychology Advanced Courses (choose two):		**6**
PSYC 306	Psychology of Morality	
PSYC 328	Psychology of Gender	
PSYC 332	Social Psych Methods Lab	
PSYC 333	Social Psych in Society Lab	

PSYC 353	Social Cognition
PSYC 361	The Psychology of Aging
PSYC 365	Stress, Trauma and Resilience
~~PSYC 396~~	~~Intermediate Current Topics in Psychology (if taught by faculty members in the Personality Psychology program area)~~
PSYC 408	Human Behavior Genetics
PSYC 428	Gender Identity Development
PSYC 465	Personality and Soc Dev
~~PSYC 496~~	~~Adv Current Topics in Psych (if taught by faculty members in the Personality Psychology program area)~~
Additional Advanced (300- or 400-level) PSYC or BCOG Courses	**6**
Total Hours	35

~~Minimum hours required for graduation:120 hours.~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Psychology, BSLAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

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. ~~administrative save to remove red box errors~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The Department of Psychology will ensure that students are meeting learning outcomes through the following assessment activities:

1. We will produce a learning objectives map to identify how each course connects to learning outcomes.

2. Selection and successful completion of the concentration core course (PSYC 250), three courses from the two groups of Psychological Science Breadth courses (PSYC 201, PSYC 204, PSYC 207, PSYC 210, PSYC 214, PSYC 216, PSYC 220, PSYC 224, PSYC 230, PSYC 238, PSYC 239, PSYC 245, PSYC 248, or PSYC 255), and the Research Methods course (PSYC 350).

3. Selection and successful completion of two advanced-level courses (300- or 400-level) in Personality Psychology (PSYC 306, PSYC 328, PSYC 353, PSYC 361, PSYC 365, PSYC 408, PSYC 428, or PSYC 465).

4. Selection and successful completion of two advanced-level courses (300- or 400-level) in various topic areas within PSYC or Brain and Cognitive Sciences (BCOG).

5. Audits of student major progress and overall grades each semester, and proactive intervention.

6. Student surveys to understand the student experience within the major.

7. Advising meetings with students, informal discussions, and observations about the curriculum and specific courses.

8. Discussions with Alumni, Recruiters/Professionals, and Graduate Programs about students, preparation, and need.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Psychology faculty expect a 70% success rate in direct measures of student success as outlined above. Satisfactory performance is expected when a percentage-based outcome is not available.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Data gathered through assessment activities will be used to support student success in the following ways:

Performance feedback assessed through coursework and course completion rates will be utilized to adjust course content and academic support if learning outcomes are not being met at the expected 70% success rate. Course content adjustment will occur through sharing of the results of all assessment work with those charged with the delivery of our courses. The results from assessment activities will also be shared with members of Psychology's Undergraduate Studies Committee that is composed of at least one faculty member from all program area's within Psychology, the Director of Undergraduate Studies in Psychology, and the Head Academic Advisor in Psychology. These results will also be shared with the Departmental Advisory Committee, which includes the Department Head.

Feedback from students through advising meetings and student surveys will be utilized to provide appropriate academic support and intervention where necessary.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These revisions are not expected to impact enrollment and degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

These revisions should have no impact

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with our assigned librarian, Yali Feng (yalifeng@illinois.edu) and, based upon their input, determined that the library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Personality Psychology

Program Code: 5631

Minor Code	Conc Code	5631	Degree Code	BSLAS Major Code
5535				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (10/13/25 4:38 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (10/28/25 3:22 pm): Rollback: Per discussion with Melissa R

Program Change Request

Date Submitted: 10/07/25 11:47 am

Viewing: 5572 : Psychology: Organizational Psychology, BSLAS

Last approved: 03/10/20 10:42 am

Last edit: 11/05/25 12:11 pm

Changes proposed by: Joshua Gulley

Catalog Pages Using this Program	Psychology: Organizational Psychology, BSLAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1299-PSYCH Head
4. KV Dean
5. University Librarian
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 10/10/25 11:41 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 10/13/25 4:35 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/13/25 4:40 pm Joshua Gulley (jgulley): Approved for 1299-PSYCH Head
4. 10/23/25 12:30 pm Melissa Reedy (murray): Approved for KV Dean

5. 10/23/25 4:01 pm Tom Teper (tteper): Approved for University Librarian
6. 10/23/25 5:25 pm Suzanne Lee (suzannel): Approved for COTE Programs
7. 10/28/25 3:21 pm Brooke Newell (bsnewell): Rollback to KV Dean for Provost
8. 10/29/25 1:20 pm Melissa Reedy (murray): Approved for KV Dean
9. 10/29/25 1:21 pm Tom Teper (tteper): Approved for University Librarian
10. 10/29/25 3:12 pm Suzanne Lee (suzannel): Approved for COTE Programs
11. 10/30/25 11:09 am Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)
2. Mar 10, 2020 by Beth McKown (bmckown1)

Administration Details

Official Program Name	Psychology: Organizational Psychology, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Psychology
Sponsor Name	Diane Beck ~~Mark Aber~~
Sponsor Email	dmbeck@illinois.edu ~~maber@illinois.edu~~
College Contact	Stephen R. Downie, Associate Dean ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Josh Gulley, jgulley@illinois.edu (DUS, Department of Psychology)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Organizational Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 744) is related to the major BSLAS proposal (key 508) and the following concentrations:

Psychology: Behavioral Neuroscience (Key 737),
Psychology: Diversity Science (Key 738),
Psychology: Clinical/Community Psychology (Key 739),
Psychology: Cognitive Neuroscience (Key 740),
Psychology: Cognitive Psychology (Key 741),
Psychology: Developmental Psychology (Key 742),
Psychology: Intradisciplinary Psychology (Key 743),
Psychology: Personality Psychology (Key 745), and
Psychology: Social Psychology (Key 746)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We are proposing the following revisions:
1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) has been modified to adhere to the campus General Education Template and LAS Template.

2. The following headers were changed in the POS: (a) "Select one introductory course from the following:" was changed to "Introductory Psychology"; (b) "Statistics:" was changed to "Psychological Statistics"; (c) "Concentration core course:" was changed to "Organizational Psychology Concentration Core Course" and this section was moved to appear before the listing of Psychological Science Breadth courses; and (d) "Select two concentration research methods courses:" was changed to "Organizational Psychology Research Methods Course (choose two):"

3. The following headings were changed in the POS: (a) "Select two foundation courses from the following:" was changed to "Psychological Science Breadth, Group 1 (choose two):" and subheadings were added to describe the topic areas for listed courses. These subheadings are "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception"; (b) The other "Select two foundation courses from the following:" was changed to "Psychological Science Breadth, Group 2 (choose two):" and subheadings were added to describe the topic areas for listed courses. These subheadings are, "Clinical, Community, Development, Diversity" and "Social, Personality, Organizational".

4. The courses under the former header "Select two foundation courses from the following:", which is now "Psychological Science Breadth, Group 1 (choose two):", remain the same (with the exception of the additional course PSYC 255) but some rearrangement occurred to accommodate the subheadings "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception".

5. The courses under the former header “Select two foundation courses from the following:”, which is now “Psychological Science Breadth, Group 2 (choose two):”, remain the same (with the exception of the additional course PSYC 214) but some rearrangement occurred to accommodate the subheadings “Clinical, Community, Developmental, Diversity” and “Social, Personality, Organizational”.

6. The following headers were added to the POS:
Major Requirements; Organizational Psychology Advanced Courses

7. The following courses have been removed from the POS:
PSYC 103, PSYC 396, PSYC 496

8. The following courses were added:
PSYC 214: PSYC 255

9. The concentration core course has remained the same, but it has been moved up in the POS to appear right after the statistics requirement and before the Breadth requirements.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Changed to adhered to campus Gen Ed Template and LAS Template.

2. We changed headers to improve clarity, and most of these are self-explanatory.

3. The change from labeling course requirements as "Select two foundation courses from the following" was done to help students understand the purpose of these courses, which is to address the topic breadth in Psychology. The subheadings were added to illustrate the topic areas to which the required courses belong.

4. The courses under the "Behavioral and Cognitive Neuroscience" subheading are PSYC 204, PSYC 210, PSYC 220. The courses under the "Cognitive, Attention & Perception" subheading are PSYC 224, PSYC 230, PSYC 248, and PSYC 255. Except for PSYC 255 (see reasoning #8 below), all courses were previously required under the main heading "Select two foundation course from the following", which has been changed to "Psychological Science Breadth, Group 1 (choose two):".

5. The courses under the "Clinical, Community, Developmental, Diversity" subheading are PSYC 214, PSYC 216, PSYC 238, and PSYC 239. The courses under the "Social, Personality, Organizational" subheading are PSYC 201, PSYC 207, and PSYC 250. Except for PSYC 214 (see reasoning #8 below), all courses were previously required under the main heading "Select two foundation courses from the following", which has been changed to "Psychological Science Breadth, Group 2 (choose two):".

6. We added the header "Major Requirements" to improve clarity and conform with the current style of the POS in LAS.

7. PSYC 103 was removed because the course has been deactivated. PSYC 396 and PSYC 496 were removed because these courses would now count towards the degree as one of the additional 300- or 400-level courses students must take.

8. PSYC 214 and PSYC 255 are courses added to PSYC since the last update to this program. Each provide important breadth options to students.

9. The location of the concentration core course was moved up in the POS so students could more clearly see what core course is required for the concentration.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this

new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To fulfill the 40 upper division credit hours students will take:
Level 3 and 4 LOTE (8-10 hours)
PSYC 332 or PSYC 333 or PSYC 350 or PSYC 490 (8 hours)
PSYC 455 (3 hours)
PSYC 475 (3 hours)

The remaining 16-18 upper division credit hours can be fulfilled with free electives of which there are 41 hours in the sample sequence.

Revised programs Key744_sxs_Organizational_Psychology_MR.xlsx
Psychology_Organizational Psychology_sampleseq_Oct29.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

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.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours. ~~graduation:~~ ~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Minimum required major and supporting course work:**~~**Normally equates to 32-36 hours of Psychologycourses.**~~ Normally equates to 36 ~~Twelve~~ hours of PSYC courses. Twelve hours of 300- and 400-level in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by PSYC 100 and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3

Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by PSYC 235 and any other course approved as Quantitative Reasoning		
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)		0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**

Major Requirements

Introductory Psychology		**4**
PSYC 100	Intro Psych	
~~PSYC 103~~	~~Course PSYC 103 Not Found~~	
~~**Statistics course:**~~		~~**3-5**~~
Psychological Statistics		**3**
PSYC 235	Intro to Statistics (or equivalent)	
Organizational Psychology Core Course:		**3**
PSYC 245	Industrial Org Psych	
Psychological Science Breadth, Group 1 (choose two):		**6**
Behavioral and Cognitive Neuroscience		
PSYC 204	Intro to Brain and Cognition	
PSYC 210	Behavioral Neuroscience	
PSYC 220	Images of Mind	
Cognitive, Attention & Perception		
PSYC 224	Cognitive Psych	

PSYC 230	Perception & Sensory Processes	
PSYC 248	Learning and Memory	
PSYC 255	Decisions & Judgement	
Psychological Science Breadth, Group 2 (choose two):		**6**
Clinical, Community, Developmental, Diversity		
PSYC 214	The Psychology of Racism in the United States	
PSYC 216	Child Psych	
PSYC 238	Psychopathology and Problems in Living	
PSYC 239	Community Psych	
Social, Personality, Organizational		
PSYC 201	Intro to Social Psych	
PSYC 207	Psychology of Prejudice and Discrimination	
PSYC 250	Psych of Personality	
Organizational Psychology Research Methods Course (choose two):		**8**
PSYC 332	Social Psych Methods Lab	
PSYC 333	Social Psych in Society Lab	
PSYC 350	Personality Lab	
PSYC 490	Measurement & Test Develop Lab	
Organizational Psychology Advanced Courses		**6**
PSYC 455	Organizational Psych	3
PSYC 475	Personnel Psych	3
~~PSYC 396~~	~~Intermediate Current Topics in Psychology (taught by faculty members in the Organizational Psychology program area)~~	
~~PSYC 496~~	~~Adv Current Topics in Psych (taught by faculty members in the Organizational Psychology program area)~~	
Total Hours		**36**

~~Minimum hours required forgraduation:120hours.~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Psychology, BSLAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

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.

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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.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The Department of Psychology will ensure that students are meeting learning outcomes through the following assessment activities:

1. We will produce a learning objectives map to identify how each course connects to learning outcomes.

2. Selection and successful completion of the concentration core course (PSYC 245), three courses from the two groups of Psychological Science Breadth courses (PSYC 201, PSYC 204, PSYC 207, PSYC 210, PSYC 214, PSYC 216, PSYC 220, PSYC 224, PSYC 230, PSYC 238, PSYC 239, PSYC 248, PSYC 250, or PSYC 255), and the Research Methods courses (PSYC 332 or PSYC 333 or PSYC 350 or PSYC 490).

3. Selection and successful completion of two advanced-level courses (300- or 400-level) in Organizational Psychology (PSYC 455 and PSYC 475).

4. Audits of student major progress and overall grades each semester, and proactive intervention.

5. Student surveys to understand the student experience within the major.

6. Advising meetings with students, informal discussions, and observations about the curriculum and specific courses.

7. Discussions with Alumni, Recruiters/Professionals, and Graduate Programs about students, preparation, and need.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Psychology faculty expect a 70% success rate in direct measures of student success as outlined above. Satisfactory performance is expected when a percentage-based outcome is not available.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Data gathered through assessment activities will be used to support student success in the following ways:

Performance feedback assessed through coursework and course completion rates will be utilized to adjust course content and academic support if learning outcomes are not being met at the expected 70% success rate. Course content adjustment will occur through sharing of the results of all assessment work with those charged with the delivery of our courses. The results from assessment activities will also be shared with members of Psychology's Undergraduate Studies Committee that is composed of at least one faculty member from all program area's within Psychology, the Director of Undergraduate Studies in Psychology, and the Head Academic Advisor in Psychology. These results will also be shared with the Departmental Advisory Committee, which includes the Department Head.

Feedback from students through advising meetings and student surveys will be utilized to provide appropriate academic support and intervention where necessary.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These revisions are not expected to impact enrollment and degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

These revisions should have no impact

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with our assigned librarian, Yali Feng (yalifeng@illinois.edu) and, based upon their input, determined that the library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Organizational Psychology

Program Code: 5572

Minor Code	Conc Code	5572	Degree Code	BSLAS Major Code
5535				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (10/13/25 4:34 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (10/28/25 3:21 pm): Rollback: Per discussion with Melissa R

Program Change Request

EP.26.041
Admin Approval_Section2_#B23

Date Submitted: 10/07/25 11:49 am

Viewing: 5630 : Psychology: Social Psychology, BSLAS

Last approved: 11/15/23 5:06 pm

Last edit: 11/05/25 12:19 pm

Changes proposed by: Joshua Gulley

Catalog Pages Using this Program	Psychology: Social Psychology, BSLAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1299-PSYCH Head
4. KV Dean
5. University Librarian
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 10/10/25 11:41 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 10/13/25 4:36 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/13/25 4:40 pm Joshua Gulley (jgulley): Approved for 1299-PSYCH Head
4. 10/23/25 12:30 pm Melissa Reedy (murray): Approved for KV Dean

5. 10/23/25 4:01 pm Tom Teper (tteper): Approved for University Librarian
6. 10/23/25 5:25 pm Suzanne Lee (suzannel): Approved for COTE Programs
7. 10/28/25 3:22 pm Brooke Newell (bsnewell): Rollback to KV Dean for Provost
8. 10/29/25 1:21 pm Melissa Reedy (murray): Approved for KV Dean
9. 10/29/25 1:24 pm Tom Teper (tteper): Approved for University Librarian
10. 10/29/25 3:12 pm Suzanne Lee (suzannel): Approved for COTE Programs
11. 10/30/25 11:09 am Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)
2. Mar 10, 2020 by Beth McKown (bmckown1)
3. Nov 15, 2023 by Kathy Martensen

(kmartens)

Administration Details

Official Program Name	Psychology: Social Psychology, BSLAS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Psychology
Sponsor Name	Diane Beck ~~Mark Aber~~
Sponsor Email	dmbeck@illinois.edu ~~maber@illinois.edu~~
College Contact	Stephen R. Downie, Associate Dean ~~Kelly Ritter~~
College Contact Email	sdownie@illinois.edu ~~ritterk@illinois.edu~~
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Josh Gulley, jgulley@illinois.edu (DUS, Department of Psychology)
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Social Psychology in the Bachelor of Science in Liberal Arts and Sciences in Psychology in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 746) is related to the major BSLAS proposal (key 508) and the following concentrations:

Psychology: Behavioral Neuroscience (Key 737),
Psychology: Diversity Science (Key 738),
Psychology: Clinical/Community Psychology (Key 739),
Psychology: Cognitive Neuroscience (Key 740),
Psychology: Cognitive Psychology (Key 741),
Psychology: Developmental Psychology (Key 742),
Psychology: Intradisciplinary Psychology (Key 743),
Psychology: Organizational Psychology (Key 744), and
Psychology: Personality Psychology (Key 745)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We are proposing the following revisions:
1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, general education requirements, LAS orientation and professional development) has been modified to adhere to the campus General Education Template and LAS Template.

2. The following headers were changed in the POS: (a) "Select one introductory course from the following:" was changed to "Introductory Psychology"; (b) "Statistics:" was changed to "Psychological Statistics"; (c) "Concentration core course:" was changed to "Social Psychology concentration core course" and this section was moved to appear before the listing of Psychological Science Breadth courses; and (d) "Select a concentration research methods course:" was changed to "Social Psychology concentration research methods course (choose one):"

3. The following headings were changed in the POS: (a) "Select two foundation courses from the following:" was changed to "Psychological Science Breadth, Group 1 (choose two):" and subheadings were added to describe the topic areas for listed courses. These subheadings are "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception"; (b) "Select one foundation course from the following:" was changed to "Psychological Science Breadth, Group 2 (choose one):" and subheadings were added to describe the topic areas for listed courses. These subheadings are, "Clinical, Community, Development, Diversity" and "Social, Personality, Organizational".

4. The courses under the former header "Select two foundation courses from the following:", which is now "Psychological Science Breadth, Group 1 (choose two):", remain the same (with the exception of the additional course PSYC 255) but some rearrangement occurred to accommodate the subheadings "Behavioral and Cognitive Neuroscience" and "Cognitive, Attention & Perception".

5. The courses under the former header “Select one foundation course from the following:”, which is now “Psychological Science Breadth, Group 2 (choose one):”, remain the same (except for the addition of PSYC 250 which was previously classified as an elective, and PSYC 214) but some rearrangement occurred to accommodate the subheadings “Clinical, Community, Developmental, Diversity” and “Social, Personality, Organizational”.

6. The following headers were added to the POS:
Major Requirements; Social Psychology Advanced Courses (choose two):; Additional Advanced (300- or 400-level) PSYC or BCOG Courses

7. The following courses have been removed from the POS:
PSYC 103; PSYC 396; PSYC 496

8. The following courses were added:
PSYC 214; PSYC 255; PSYC 428

9. The concentration core course has remained the same, but it has been moved up in the POS to appear right after the statistics requirement and before the Breadth requirements.

10. The requirement to select four upper-level elective courses has been changed to two upper-level courses that must be chosen from the list. An additional course requirement of six hours (2 courses) of 300- or 400- level PSYC or BCOG courses were added to the POS. This addition retains the total number of upper-level electives at four courses.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

The reasons for these revisions are as follows:
1. Changed to adhered to campus Gen Ed Template and LAS Template.

2. We changed headers to improve clarity, and most of these are self-explanatory.

3. The change from labeling course requirements as "Select one foundation course" or "Select two foundation courses" was done to help students understand the purpose of these courses, which is to address the topic breadth in Psychology. The subheadings were added to illustrate the topic areas to which the required courses belong.

4. The courses under the "Behavioral and Cognitive Neuroscience" subheading are PSYC 204, PSYC 210, and PSYC 220. The courses under the "Cognitive, Attention & Perception" subheading are PSYC 224, PSYC 230, PSYC 248, and PSYC 255. Except for PSYC 255 (see reasoning #8 below), all courses were previously required under the main heading "Select two foundation courses from the following", which has been changed to "Psychological Science Breadth, Group 1 (choose two):".

5. The courses under the "Clinical, Community, Developmental, Diversity" subheading are PSYC 214, PSYC 216, PSYC 238, and PSYC 239. The courses under the "Social, Personality, Organizational" subheading are PSYC 207, PSYC 245, and PSYC 250. Except for PSYC 250 (previously categorized as an elective) and PSYC 214 (see reasoning #8 below), all courses were previously required under the main heading "Select one foundation course from the following", which has been changed to "Psychological Science Breadth, Group 2 (choose one):".

6. We added the header "Major Requirements" to improve clarity and conform with the current style of the POS in LAS. We also added a heading at the end of the POS (Additional 300- to 400-level PSYC or BCOG courses (choose two): because we have changed the requirement for upper-level coursework. Previously, students had to choose 4 courses from the list of courses given in the POS. Now, they only must choose 2 courses from the list. The students' remaining two courses can be chosen from any upper-level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

7. PSYC 103 was removed because the course has been deactivated. PSYC 396 and PSYC 496 were removed because these courses would now count towards the degree as one of the additional 300- or 400-level courses students must take.

8. PSYC 214 and PSYC 255 are courses added to PSYC since the last update to this program. Each provide important breadth options to students. PSYC 428 was added because is added to the list of elective courses for the concentration because this course was added to PSYC since the last update to this program and it provides important foundational knowledge in Social

Psychology.

9. The location of the concentration core course was moved up in the POS so students could more clearly see what core course is required for the concentration.

10. As noted in reasoning #6 above, it was previously the case that students had to choose 4 courses from the list of upper-level elective courses given in the POS. Now, they only must choose 2 courses from the list. Their remaining two courses can be chosen from any upper-level course in PSYC or BCOG. This was done to enhance flexibility for each student's POS.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To fulfill the 40 upper division credit hours students will take:
Level 3 and 4 LOTE (8-10 hours)
PSYC 332 or PSYC 333 (4 hours)
Social PSYC Advanced Courses (6 hours)
Additional Advanced (300- or 400-level) PSYC or BCOG Courses (6 hours)

The remaining 14-16 upper division credit hours can be fulfilled with free electives of which there are 45 hours in the sample sequence.

Revised programs

Key746_sxs_Social_Psychology.xlsx
KEY 746 Psychology_SocialPsychology_sampleseq_Oct29.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

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

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 120 hours. ~~graduation:~~
~~**Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.**~~**Minimum required major and supporting course work:**~~**Normally equates to 32-36 hours of Psychologycourses.**~~ Normally equates to 35 ~~Twelve~~ hours of PSYC courses. Twelve hours of 300- and 400-level in the major must be taken on this campus.
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.
General Education Requirements
Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses

required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by PSYC 100 and PSYC 201	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by PSYC 235 and any other course approved as Quantitative Reasoning	
Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)	0-20

Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**

Major Requirements

Introductory Psychology		**4**
PSYC 100	Intro Psych	
~~PSYC 103~~	~~Course PSYC 103 Not Found~~	
Psychological Statistics		**3**

PSYC 235	Intro to Statistics (or equivalent)	
Social Psychology Concentration Core Course		**3**
PSYC 201	Intro to Social Psych	
Psychological Science Breadth, Group 1 (choose two):		**6**
Behavioral and Cognitive Neuroscience		
PSYC 204	Intro to Brain and Cognition	
PSYC 210	Behavioral Neuroscience	
PSYC 220	Images of Mind	
Cognitive, Attention & Perception		
PSYC 224	Cognitive Psych	
PSYC 230	Perception & Sensory Processes	
PSYC 248	Learning and Memory	
PSYC 255	Decisions & Judgement	
Psychological Science Breadth, Group 2 (choose one):		**3**
Clinical, Community, Developmental, Diversity		
PSYC 214	The Psychology of Racism in the United States	
PSYC 216	Child Psych	
PSYC 238	Psychopathology and Problems in Living	
PSYC 239	Community Psych	
Social, Personality, Organizational		
PSYC 207	Psychology of Prejudice and Discrimination	
PSYC 245	Industrial Org Psych	
PSYC 250	Psych of Personality	
Social Psychology Research Methods Course (choose one):		**4**
PSYC 332	Social Psych Methods Lab	
PSYC 333	Social Psych in Society Lab	
~~**Select four elective courses from the following:**~~		~~**12**~~
Social PSYC Advanced Courses (choose 2):		**6**
PSYC 306	Psychology of Morality	

PSYC 328	Psychology of Gender
PSYC 332	Social Psych Methods Lab (if not taken as the Social Psychology Research Methods Course)
PSYC 333	Social Psych in Society Lab (if not taken as the Social Psychology Research Methods Course)
PSYC 353	Social Cognition
PSYC 361	The Psychology of Aging
PSYC 365	Stress, Trauma and Resilience
~~PSYC 396~~	~~Intermediate Current Topics in Psychology (if taught by faculty members in the Social Psychology program area)~~
PSYC 408	Human Behavior Genetics
PSYC 428	Gender Identity Development
PSYC 465	Personality and Soc Dev
PSYC 468	Psych and Law
~~PSYC 496~~	~~Adv Current Topics in Psych (if taught by faculty members in the Social Psychology program area)~~
Additional Advanced (300- or 400-level) PSYC or BCOG Courses	**6**
Total Hours	35

~~Minimum hours required for graduation:120 hours.~~

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Psychology, BSLAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

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.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The Department of Psychology will ensure that students are meeting learning outcomes through the following assessment activities:

1. We will produce a learning objectives map to identify how each course connects to learning outcomes.

2. Selection and successful completion of the concentration core course (PSYC 201), three courses from the two groups of Psychological Science Breadth courses (PSYC 204, PSYC 207, PSYC 210, PSYC 214, PSYC 216, PSYC 220, PSYC 224, PSYC 230, PSYC 238, PSYC 239, PSYC 245, PSYC 248, PSYC 250, or PSYC 255), and the Research Methods course (PSYC 332 or PSYC 333).

3. Selection and successful completion of two advanced-level courses (300- or 400-level) in Social Psychology (PSYC 306, PSYC 328, PSYC 332, PSYC 333, PSYC 353, PSYC 361, PSYC 365, PSYC 408, PSYC 428, PSYC 465, or PSYC 468).

4. Selection and successful completion of two advanced-level courses (300- or 400-level) in various topic areas within PSYC or Brain and Cognitive Sciences (BCOG).

5. Audits of student major progress and overall grades each semester, and proactive intervention.

6. Student surveys to understand the student experience within the major.

7. Advising meetings with students, informal discussions, and observations about the curriculum and specific courses.

8. Discussions with Alumni, Recruiters/Professionals, and Graduate Programs about students, preparation, and need.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Psychology faculty expect a 70% success rate in direct measures of student success as outlined above. Satisfactory performance is expected when a percentage-based outcome is not available.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Data gathered through assessment activities will be used to support student success in the following ways:

Performance feedback assessed through coursework and course completion rates will be utilized to adjust course content and academic support if learning outcomes are not being met at the expected 70% success rate. Course content adjustment will occur through sharing of the results of all assessment work with those charged with the delivery of our courses. The results from assessment activities will also be shared with members of Psychology's Undergraduate Studies Committee that is composed of at least one faculty member from all program area's within Psychology, the Director of Undergraduate Studies in Psychology, and the Head Academic Advisor in Psychology. These results will also be shared with the Departmental Advisory Committee, which includes the Department Head.

Feedback from students through advising meetings and student surveys will be utilized to provide appropriate academic support and intervention where necessary.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These revisions are not expected to impact enrollment and degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

These revisions should have no impact

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal team consulted with our assigned librarian, Yali Feng (yalifeng@illinois.edu) and, based upon their input, determined that the library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Social Psychology

Program Code: 5630

Minor Code	Conc Code	5630	Degree Code	BSLAS Major Code
5535				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (10/13/25 4:36 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (10/28/25 3:22 pm): Rollback: Per discussion with Melissa R

Program Change Request

EP.26.041
Admin Approval_Section2_#B24

Date Submitted: 10/17/25 3:44 pm

Viewing: 10KL0051BS : Natural Resources & Environmental Sciences, BS

Last approved: 02/28/25 2:26 pm

Last edit: 11/05/25 12:23 pm

Changes proposed by: Brianna Gregg

Catalog Pages Using this Program	Natural Resources & Environmental Sciences, BS

Proposal Type:
Major (ex. Special Education)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1875-NRES Committee Chair
4. 1875-NRES Head
5. KL Committee Chair
6. KL Dean
7. University Librarian
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. Catalog Editor
17. DMI

Approval Path

1. 10/22/25 8:12 am Emily Stuby (eastuby): Approved for U Program Review
2. 10/29/25 10:53 am Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/29/25 11:00 am James Miller (jrmillr): Approved for 1875-NRES Committee Chair
4. 10/29/25 11:52 am

Robert Schooley (schooley): Approved for 1875-NRES Head
5. 10/29/25 3:03 pm Brianna Gregg (bjgray2): Approved for KL Committee Chair
6. 10/29/25 3:29 pm Anna Ball (aball): Approved for KL Dean
7. 10/30/25 11:25 am Tom Teper (tteper): Approved for University Librarian
8. 10/30/25 1:43 pm Suzanne Lee (suzannel): Approved for COTE Programs
9. 10/30/25 1:57 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Mar 22, 2019 by Deb Forgacs (dforgacs)
2. Jun 12, 2020 by Susan Helmink (shelmink)
3. Aug 8, 2020 by Susan Helmink (shelmink)
4. Mar 1, 2022 by Brianna Gregg (bjgray2)

5. Feb 28, 2025 by James Miller (jrmillr)

Administration Details

Official Program Name	Natural Resources & Environmental Sciences, BS
Diploma Title	Bachelor of Science in Natural Resources and Environmental Sciences
Sponsor College	Agr, Consumer, & Env Sciences
Sponsor Department	Natural Res & Env Science
Sponsor Name	Jim Miller, Professor and Chair of the NRES Courses and Curriculum Committee
Sponsor Email	jrmillr@illinois.edu
College Contact	Brianna Gregg
College Contact Email	bjgray2@illinois.edu
College Budget Officer	
College Budget Officer Email	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Initiator

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer & Environmental Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This BS proposal (key 86) is related to the following concentrations:
- Natural Resources & Environmental Sciences: Environmental Science & Management, BS (key 632)
- Natural Resources & Environmental Sciences: Ecosystem Stewardship & Restoration Ecology, BS (key 634)
- Natural Resources & Environmental Sciences: Fish Wildlife & Conservation Biology, BS (key 631)
- Natural Resources & Environmental Sciences: Environmental Social Sciences, BS (key 633)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We swapped ACES 101 for the newly created NRES 123 course.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

ACES 101 is deactivated. The departments within ACES will be taking over the orientation course for new students. Therefore, we created NRES 123, which will replace the college-level ACES 101 course. This allows the departments to build the course in Banner, assign instructors, and manage enrollment and overrides.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this

new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level: Undergraduate

Does this major have transcripted concentrations?: Yes

Concentrations

Concentrations(s)
Natural Resources & Environmental Sciences: Ecosystem Stewardship & Restoration Ecology, BS
Natural Resources & Environmental Sciences: Environmental Science & Management, BS
Natural Resources & Environmental Sciences: Environmental Social Sciences, BS
Natural Resources & Environmental Sciences: Fish Wildlife & Conservation Biology, BS

Will you admit to the concentration directly?: Yes

Is a concentration required for graduation?: Yes

What is the longest/maximum time to completion of this program?

4 years

What are the minimum Total Credit Hours required for this program?

126

CIP Code: 030104 - Environmental Science.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Students can meet the 40 hour of upper division coursework requirement by taking the following:

Major Coursework:
NRES 201 - 4 hrs (prerequisites: MATH 115, MATH 234, or equivalent, and CHEM 102)
NRES 325 - 3 hrs
NRES 385 - 2 hrs
NRES 348 - 3 hrs
NRES 421 - 3 hrs
NRES 454 - 4 hrs
NRES 456 - 3 hrs

Concentration Coursework:
Range of upper division course hours: 18 - 22

Revised programs

Sample Sequence_Natural Resources & Environmental Sciences, BS.docx
Side by Side_Natural Resources & Environmental Sciences, BS.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Students pursuing this major select one of four concentrations:
- Ecosystem Stewardship & Restoration Ecology
- Environmental Science & Management
- Environmental Social Sciences
- Fish, Wildlife & Conservation Biology

Designed for students interested in careers leading the conservation, protection, and management of natural and environmental resources or in pursuing advanced education in one of its many disciplinary areas, the NRES baccalaureate provides a science-based, application-oriented education. The NRES major is unique in its integration of a comprehensive physical, life, and social sciences background with coursework providing the management, decision-making, and analytical knowledge and skills required to solve the world's most pressing problems.

Students in the NRES major begin their studies by taking a set of core courses that provides the background for more focused substantive study at the upper level. The NRES core introduces students to the range of physical, life, and social science content most relevant to their future professions and equips them with tools essential for the discovery, analysis, and application of knowledge important for successful environmental management. NRES students then build upon the core by completing one of four upper-level concentrations. Courses in the concentrations involve focused attention to the theories, data, and analytical tools of a particular set of natural resource and environmental science areas, helping students develop the necessary understanding of the complexities underlying resources management. All students in the major are required to complete a combination of field courses and at least one project-oriented capstone course.

All the concentrations prepare students for graduate study as well as for multiple career paths throughout the public and private sectors. Because of its unique orientation toward integrative application of disciplinary knowledge, the NRES major prepares students for a wide range of careers involving the conservation, protection, and management of natural resources. Many occur within business or government agencies that provide services related to environmental and natural resource management. Other careers are found within social, professional, and advocacy institutions that focus on human impacts and environmental sustainability. The major also prepares students for teaching, research, or other professional activities.

Graduates from the NRES major go on to pursue careers in the direction of environmental education centers; ecological management and restoration; enforcement of laws and regulations; environmental advocacy; environmental consulting; forest and environmental economics; land use analysis and management; law; local, state, and federal government; management of parks, forests and rangelands; plant physiology; policy development and implementation; resource planning and policy analysis; social and environmental impact analysis; soil conservation, science, and testing; technical sales; watershed management; and

wildlife conservation and management. ~~No changes~~

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours for graduation: 126 hours.

University Requirements

Minimum of 40 hours of upper-division coursework generally at the 300- and 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
fulfilled by CHEM 102, CHEM 104, IB 103; and IB 104 or IB 150; and ABE 152 or ACES 102 or ATMS 140 or CPSC 113 or GEOL 107 or GEOL 118 or GGIS 103 or MCB 100 or MCB 150 or NPRE 101 or PHYS 101 or PHYS 211	
Social & Behavioral Sciences (6 hours)	6
fulfilled by ACE 100 or ECON 102; and NRES 287	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
fulfilled by NRES 287	
Cultural Studies: US Minority Cultures (1 course)	3
Quantitative Reasoning (6-10 hours; at least one course must be Quantitative Reasoning I)	6-10
fulfilled by MATH 220 or MATH 221 or MATH 234; and ACE 262 or CPSC 241 or ECON 202 or PSYC 235 or SOC 280 or STAT 100 or STAT 107	
Language Requirement (0-15 hours; completion of the third semester or equivalent of a language other than English is required)	0-15

Major Requirements		
Communications Requirement		3 or 6
Select from the following:		
CMN 101	Public Speaking	
CMN 111 & CMN 112	Oral & Written Comm I and Oral & Written Comm II	
ALEC 115	Let's Talk about Food, Agriculture, and the Environment	
Economics Requirement		3-4
Select from the following:		
ACE 100	Introduction to Applied Microeconomics	
ECON 102	Microeconomic Principles	
Math Requirement		4-5
Select from the following:		
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Statistics Requirement		3-4
Select from the following:		
ACE 262	Applied Statistical Methods and Data Analytics I	
CPSC 241	Intro to Applied Statistics	
ECON 202	Economic Statistics I	
PSYC 235	Intro to Statistics	
SOC 280	Intro to Social Statistics	
STAT 100	Statistics	
STAT 107	Data Science Discovery	
Science Requirements		19-22
CHEM 102 & CHEM 103	General Chemistry I and General Chemistry Lab I	
CHEM 104 & CHEM 105	General Chemistry II and General Chemistry Lab II	

IB 103	Introduction to Plant Biology	
IB 104	Animal Biology	
or IB 150 & IB 151	Organismal & Evolutionary Biol and Organismal & Evol Biol Lab	
Select one additional course from the following:		
ABE 152	Water in the Global Environment	
ACES 102	Intro Sustainable Food Systems	
ATMS 140	Climate and Global Change	
CPSC 113	Environment, Agriculture, and Society	
GEOL 107	Physical Geology	
GEOL 118	Natural Disasters	
GGIS 103	Earth's Physical Systems	
MCB 100	Introductory Microbiology	
MCB 150	Molecular & Cellular Basis of Life	
NPRE 101	Introduction to Energy Sources	
PHYS 101	College Physics: Mech & Heat	
PHYS 211	University Physics: Mechanics	
College of ACES Requirements (Core)		**2**
~~ACES 101~~	~~Contemporary Issues in ACES~~	
NRES 123	NRES Orientation to Illinois	
Natural Resources and Environmental Sciences Requirements (Core)		**31-33**
NRES 102	Introduction to NRES	
NRES 201	Introductory Soils	
NRES 219	Applied Ecology	
NRES 287	Environment and Society	
NRES 325	Natural Resource Policy Mgmt	
NRES 348	Fish and Wildlife Ecology	
NRES 385	Field Experience	
NRES 421	Quantitative Methods in NRES	
NRES 454	GIS in Natural Resource Mgmt	

NRES 456	Integrative Ecosystem Management	
Select one additional field experience course from the following:		
NRES 293	Professional Internship	
NRES 294	Resident Internship	
NRES 295	Undergrad Research or Thesis	
NRES 385	Field Experience	
NRES 396	UG Honors Research or Thesis	
Required Concentration		
Concentration prescribed courses. See specific requirements for each concentration listed below.		18-22
Ecosystem Stewardship & Restoration Ecology		
Environmental Science & Management		
Environmental Social Sciences		
Fish Wildlife & Conservation Biology		
Total Hours		**126**

Corresponding Degree	BS Bachelor of Science

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Students graduating with the B.S. in NRES should be able to:

1. Understand the scientific method/ways of knowing and critically evaluate information.
2. Integrate principles of biological, chemical, physical, and social sciences and apply them to resource and environmental issues using a systems approach.
3. Understand ecological principles underpinning management of resources, populations, communities, and ecosystems.
4. Use data collection and analysis tools (such as field methods, GIS, modeling, and statistics) to develop plans for managing resource/environmental challenges and adapt plans in response to rapid change.
5. Understand the policies governing resources and the environment and identify social dimensions (stakeholders, interests, trade-offs, synergies, ethical principles) to consider in the development of management plans.
6. Communicate effectively with colleagues, stakeholders, and the public about environmental and resource management issues.
7. Recognize how diverse groups understand the environment, experience positive and negative environmental impacts, and perceive just and equitable solutions.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Student learning outcomes will be assessed via biannual course-based assessment and analysis of department and campus annual surveys. Course-based assessment focuses on major core requirements taken by all students. The department conducts an annual senior survey to gauge the perspective of graduating seniors on their level of knowledge and preparedness regarding the student learning outcomes. Data collected in the Chancellor's Senior Survey is also considered.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

For most direct measurements in all student learning outcomes, faculty expect 75% or 80% of students to score 80% or higher. Faculty expectations might be higher or lower depending on the item being assessed and prior performance.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

An annual summary report will be produced by a subcommittee of the NRES Courses and Curriculum Committee, consisting of the Academic Advising Coordinator, Student Services Coordinator, and Undergraduate Teaching Coordinator. A report on the findings from assessment efforts in the previous academic year is presented at the monthly meeting of the NRES faculty in late September/early October each year. The NRES Courses and Curriculum Committee shall be responsible for utilizing the information from the report and faculty feedback to initiate curriculum improvements.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision won't impact enrollment or degrees awarded.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully

implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

~~These changes only impact courses currently offered, so we do not anticipate any financial costs to this revision.~~

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

NRES Differential

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

There will be no impact on faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

There will be no impact on library resources, collections, or services.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

BS: NRES -UIUC

Program Code: 10KL0051BS

Minor Code	Conc Code	Degree Code	BS Major Code
0051			

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Key: 86

Program Change Request

Date Submitted: 10/17/25 3:44 pm

Viewing: 5685 : Natural Resources & Environmental Sciences: Environmental Science & Management, BS

Last approved: 02/24/25 8:52 am

Last edit: 11/05/25 12:28 pm

Changes proposed by: Brianna Gregg

Catalog Pages Using this Program: Natural Resources & Environmental Sciences: Environmental Science & Management, BS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1875-NRES Committee Chair
4. 1875-NRES Head
5. KL Committee Chair
6. KL Dean
7. University Librarian
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. Catalog Editor
17. DMI

Approval Path

1. 10/22/25 8:12 am Emily Stuby (eastuby): Approved for U Program Review
2. 10/29/25 10:53 am Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/29/25 11:01 am James Miller (jrmillr): Approved for 1875-NRES Committee Chair
4. 10/29/25 11:54 am

Robert Schooley (schooley): Approved for 1875-NRES Head
5. 10/29/25 3:02 pm Brianna Gregg (bjgray2): Approved for KL Committee Chair
6. 10/29/25 3:30 pm Anna Ball (aball): Approved for KL Dean
7. 10/30/25 11:25 am Tom Teper (tteper): Approved for University Librarian
8. 10/30/25 1:43 pm Suzanne Lee (suzannel): Approved for COTE Programs
9. 10/30/25 1:57 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Mar 18, 2019 by Deb Forgacs (dforgacs)
2. Jun 12, 2020 by Susan Helmink (shelmink)
3. Mar 16, 2022 by Brianna Gregg (bjgray2)
4. Nov 14, 2023 by Kathy Martensen (kmartens)

5. Feb 24, 2025 by James Miller (jrmillr)

Administration Details

Official Program Name	Natural Resources & Environmental Sciences: Environmental Science & Management, BS
Diploma Title	Bachelor of Science in Natural Resources and Environmental Sciences
Sponsor College	Agr, Consumer, & Env Sciences
Sponsor Department	Natural Res & Env Science
Sponsor Name	Jim Miller, Professor and Chair of the NRES Courses and Curriculum Committee
Sponsor Email	jrmillr@illinois.edu
College Contact	Brianna Gregg
College Contact Email	bygray2@illinois.edu
College Budget Officer	
College Budget Officer Email	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Environmental Science & Management in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 632) is related to the following:
- Natural Resources & Environmental Sciences, BS (key 86)
- Natural Resources & Environmental Sciences: Ecosystem Stewardship & Restoration Ecology, BS (key 634)
- Natural Resources & Environmental Sciences: Fish Wildlife & Conservation Biology, BS (key 631)
- Natural Resources & Environmental Sciences: Environmental Social Sciences, BS (key 633)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We swapped ACES 101 for the newly created NRES 123 course.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

ACES 101 has been deactivated. The departments within ACES will be taking over the orientation course for new students. Therefore, we created NRES 123, which will replace the college-level ACES 101 course. This allows the departments to build the course in Banner, assign instructors, and manage enrollment and overrides.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this

new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Students can meet the 40 hour of upper division coursework requirement by taking the following:

Major Coursework:
NRES 201 - 4 hrs (prerequisites: MATH 115, MATH 234, or equivalent, and CHEM 102)
NRES 325 - 3 hrs
NRES 385 - 2 hrs
NRES 348 - 3 hrs
NRES 421 - 3 hrs
NRES 454 - 4 hrs
NRES 456 - 3 hrs

Concentration Coursework:
NRES 351 - 3 hrs
NRES 401 - 3 hrs
NRES 475 - 3 hrs
Two soil and water science courses - 6-8 hrs
One environmental quality course - 3-4 hrs

Range of upper division course hours in concentration: 18 - 21

Revised programs

Side by Side_Natural Resources & Environmental Sciences, Environmental Science & Management, BS.xlsx
Sample Sequence_Natural Resources & Environmental Sciences, Environmental Science & Management, BS.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Environmental Science and Management emphasizes the biological, chemical, and physical features of the environment. It is designed for students interested in the management of soil and water resources and in understanding how to protect and improve environmental quality. The concentration includes coursework in environmental chemistry, environmental microbiology, watershed hydrology, and environmental quality, as well as courses focused more specifically on soil and water sciences. ~~No changes~~

Is the overview text above correct?

Yes

Statement for Programs of Study

Graduation Requirements

Minimum hours for graduation: 126 hours.

University Requirements

Minimum of 40 hours of upper-division coursework generally at the 300- and 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
fulfilled by CHEM 102, CHEM 104, IB 103; and IB 104 or IB 150; and ABE 152 or ACES 102 or ATMS 140 or CPSC 113 or GEOL 107 or GEOL 118 or GGIS 103 or MCB 100 or MCB 150 or NPRE 101 or PHYS 101 or PHYS 211	
Social & Behavioral Sciences (6 hours)	6
fulfilled by ACE 100 or ECON 102; and NRES 287	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
fulfilled by NRES 287	
Cultural Studies: US Minority Cultures (1 course)	3
Quantitative Reasoning (6-10 hours; at least one course must be Quantitative Reasoning I)	6-10
fulfilled by MATH 220 or MATH 221 or MATH 234; and ACE 262 or CPSC 241 or ECON 202 or PSYC 235 or SOC 280 or STAT 100 or STAT 107	
Language Requirement (0-15 hours; completion of the third semester or equivalent of a language other than English is required)	0-15
Major Requirements	
Communications Requirement	3 or 6
Select from the following:	
CMN 101 Public Speaking	

CMN 111 & CMN 112	Oral & Written Comm I and Oral & Written Comm II	
ALEC 115	Let's Talk about Food, Agriculture, and the Environment	
Economics Requirement		3-4
Select from the following:		
ACE 100	Introduction to Applied Microeconomics	
ECON 102	Microeconomic Principles	
Math Requirement		4-5
Select from the following:		
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Statistics Requirement		3-4
Select from the following:		
ACE 262	Applied Statistical Methods and Data Analytics I	
CPSC 241	Intro to Applied Statistics	
ECON 202	Economic Statistics I	
PSYC 235	Intro to Statistics	
SOC 280	Intro to Social Statistics	
STAT 100	Statistics	
STAT 107	Data Science Discovery	
Science Requirements		19-22
CHEM 102 & CHEM 103	General Chemistry I and General Chemistry Lab I	
CHEM 104 & CHEM 105	General Chemistry II and General Chemistry Lab II	
IB 103	Introduction to Plant Biology	
IB 104	Animal Biology	
or IB 150 & IB 151	Organismal & Evolutionary Biol and Organismal & Evol Biol Lab	
Select one additional course from the following:		

ABE 152	Water in the Global Environment	
ACES 102	Intro Sustainable Food Systems	
ATMS 140	Climate and Global Change	
CPSC 113	Environment, Agriculture, and Society	
GEOL 107	Physical Geology	
GEOL 118	Natural Disasters	
GGIS 103	Earth's Physical Systems	
MCB 100	Introductory Microbiology	
MCB 150	Molecular & Cellular Basis of Life	
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PHYS 101	College Physics: Mech & Heat	
PHYS 211	University Physics: Mechanics	
College of ACES Requirements (Core)		**2**
~~ACES 101~~	~~Contemporary Issues in ACES~~	
NRES 123	NRES Orientation to Illinois	
Natural Resources and Environmental Sciences Requirements (Core)		**31-33**
NRES 102	Introduction to NRES	
NRES 201	Introductory Soils	
NRES 219	Applied Ecology	
NRES 287	Environment and Society	
NRES 325	Natural Resource Policy Mgmt	
NRES 348	Fish and Wildlife Ecology	
NRES 385	Field Experience	
NRES 421	Quantitative Methods in NRES	
NRES 454	GIS in Natural Resource Mgmt	
NRES 456	Integrative Ecosystem Management	
Select one additional field experience course from the following:		
NRES 293	Professional Internship	
NRES 294	Resident Internship	

NRES 295	Undergrad Research or Thesis	
NRES 385	Field Experience	
NRES 396	UG Honors Research or Thesis	
Concentration Core Requirements		
NRES 351	Introduction to Environmental Chemistry	3
NRES 401	Watershed Hydrology	3
NRES 475	Environmental Microbiology	3
Concentration Elective Requirements		
Two Soil and Water Science Courses		6-8
NRES 429	Aquatic Ecosystem Conservation	
NRES 471	Pedology	
NRES 474	Soil and Water Conservation	
NRES 482	Aquatic Biogeochemistry	
NRES 485	Stream Ecology	
NRES 487	Soil Chemistry	
NRES 488	Soil Fertility and Fertilizers	
NRES 490	Surface Water System Chemistry	
ABE 454	Environmental Soil Physics	
GGIS 406	Fluvial Geomorphology	
One Environmental Quality Course		3-4
NRES 403	Watersheds and Water Quality	
NRES 455	Advanced GIS for Environmental Management	
ATMS 449	Biogeochemical Cycles	
CPSC 431	Plants and Global Change	
ESE 320	Water Planet, Water Crisis	
ESE 445	Earth Resources Sustainability	
ESE 482	Challenges of Sustainability	
GEOL 380	Environmental Geology	
GGIS 476	Environmental Remote Sensing	

IB 361	Ecology and Human Health	
ETMA 352	Land and Water Mgt Systems	
Total Concentration Hours		**18-21**
Total Hours		**126**

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Natural Resources & Environmental Sciences, BS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Students graduating with the B.S. in NRES should be able to:

1. Understand the scientific method/ways of knowing and critically evaluate information.
2. Integrate principles of biological, chemical, physical, and social sciences and apply them to resource and environmental issues using a systems approach.
3. Understand ecological principles underpinning management of resources, populations, communities, and ecosystems.
4. Use data collection and analysis tools (such as field methods, GIS, modeling, and statistics) to develop plans for managing resource/environmental challenges and adapt plans in response to rapid change.
5. Understand the policies governing resources and the environment and identify social dimensions (stakeholders, interests, trade-offs, synergies, ethical principles) to consider in the development of management plans.
6. Communicate effectively with colleagues, stakeholders, and the public about environmental and resource management issues.
7. Recognize how diverse groups understand the environment, experience positive and negative environmental impacts, and perceive just and equitable solutions.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Student learning outcomes will be assessed via biannual course-based assessment and analysis of department and campus annual surveys. Course-based assessment focuses on major core requirements taken by all students. The department conducts an annual senior survey to gauge the perspective of graduating seniors on their level of knowledge and preparedness regarding the student learning outcomes. Data collected in the Chancellor's Senior Survey is also considered.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

For most direct measurements in all student learning outcomes, faculty expect 75% or 80% of students to score 80% or higher. Faculty expectations might be higher or lower depending on the item being assessed and prior performance.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

An annual summary report will be produced by a subcommittee of the NRES Courses and Curriculum Committee, consisting of the Academic Advising Coordinator, Student Services Coordinator, and Undergraduate Teaching Coordinator. A report on the findings from assessment efforts in the previous academic year is presented at the monthly meeting of the NRES faculty in late September/early October each year. The NRES Courses and Curriculum Committee shall be responsible for utilizing the information from the report and faculty feedback to initiate curriculum improvements.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision won't impact enrollment or degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

~~These changes only impact courses currently offered, so we do not anticipate any financial costs to this revision.~~

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

There will be no impact on faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

There will be no impact on library resources, collections, or services.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Environmental Science and Management

Program Code: 5685

Minor Code	Conc Code	5685	Degree Code	BS Major Code
0051				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Key: 632

Program Change Request

EP.26.041
Admin Approval_Section2_#B26

Date Submitted: 10/17/25 3:44 pm

Viewing: 5686 : Natural Resources & Environmental Sciences: Ecosystem Stewardship & Restoration Ecology, BS

Last approved: 02/24/25 8:52 am

Last edit: 11/05/25 12:41 pm

Changes proposed by: Brianna Gregg

Catalog Pages Using this Program	Natural Resources & Environmental Sciences: Ecosystem Stewardship & Restoration Ecology, BS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1875-NRES Committee Chair
4. 1875-NRES Head
5. KL Committee Chair
6. KL Dean
7. University Librarian
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. Catalog Editor
17. DMI

Approval Path

1. 10/22/25 8:12 am Emily Stuby (eastuby): Approved for U Program Review
2. 10/29/25 10:54 am Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/29/25 11:01 am James Miller (jrmillr): Approved for 1875-NRES Committee Chair
4. 10/29/25 11:54 am

Robert Schooley (schooley): Approved for 1875-NRES Head
5. 10/29/25 3:02 pm Brianna Gregg (bjgray2): Approved for KL Committee Chair
6. 10/29/25 3:30 pm Anna Ball (aball): Approved for KL Dean
7. 10/30/25 11:25 am Tom Teper (tteper): Approved for University Librarian
8. 10/30/25 1:43 pm Suzanne Lee (suzannel): Approved for COTE Programs
9. 10/30/25 1:57 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Mar 18, 2019 by Deb Forgacs (dforgacs)
2. Jun 12, 2020 by Susan Helmink (shelmink)
3. Feb 24, 2025 by James Miller (jrmillr)

Administration Details

Official Program Name	Natural Resources & Environmental Sciences: Ecosystem Stewardship & Restoration Ecology, BS
Diploma Title	Bachelor of Science in Natural Resources and Environmental Sciences
Sponsor College	Agr, Consumer, & Env Sciences
Sponsor Department	Natural Res & Env Science
Sponsor Name	Jim Miller, Professor and Chair of the NRES Courses and Curriculum Committee
Sponsor Email	jrmillr@illinois.edu
College Contact	Brianna Gregg
College Contact Email	bjgray2@illinois.edu
College Budget Officer	
College Budget Officer Email	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Ecosystem Stewardship & Restoration Ecology in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 634) is related to the following:
- Natural Resources & Environmental Sciences, BS (key 86)
- Natural Resources & Environmental Sciences: Environmental Science & Management, BS (key 632)
- Natural Resources & Environmental Sciences: Fish Wildlife & Conservation Biology, BS (key 631)
- Natural Resources & Environmental Sciences: Environmental Social Sciences, BS (key 633)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We swapped ACES 101 for the newly created NRES 123 course.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

ACES 101 is deactivated. The departments within ACES will be taking over the orientation course for new students. Therefore, we created NRES 123, which will replace the college-level ACES 101 course. This allows the departments to build the course in Banner, assign instructors, and manage enrollment and overrides.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/

revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Students can meet the 40 hour of upper division coursework requirement by taking the following:

Major Coursework:
NRES 201 - 4 hrs (prerequisites: MATH 115, MATH 234, or equivalent, and CHEM 102)
NRES 325 - 3 hrs
NRES 385 - 2 hrs
NRES 348 - 3 hrs
NRES 421 - 3 hrs
NRES 454 - 4 hrs
NRES 456 - 3 hrs

Concentration Coursework:
NRES 419 - 3 hrs
NRES 420 - 4 hrs
NRES 465 - 3 hrs
Two ecology courses - 6-8 hrs
One ecosystem or management course - 3-4 hrs

Range of upper division course hours in concentration: 19 - 22

Revised programs

Sample Sequence_Natural Resources & Environmental Sciences, Ecosystem Stewardship & Restoration Ecology, BS.docx
Side by Side_Natural Resources & Environmental Sciences, Ecosystem Stewardship & Restoration Ecology, BS.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Ecosystem Stewardship and Restoration Ecology emphasizes the ecology, structure, and function of ecosystems, with a particular focus on plant communities and their interactions with the living and non-living parts of ecosystems. It is designed for students interested in the fundamental properties and practices underlying the restoration and management of soil, watershed, wetland, forest, and grassland ecosystems. The concentration includes coursework in the areas of restoration, landscape, and plant ecology, as well as courses focused on specific ecosystems (e.g. streams, wetlands, agroecosystems), invasive species, community ecology, and ecosystem science. ~~No changes~~

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours for graduation: 126 hours.

University Requirements

Minimum of 40 hours of upper-division coursework generally at the 300- and 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
fulfilled by CHEM 102, CHEM 104, IB 103; and IB 104 or IB 150; and ABE 152 or ACES 102 or ATMS 140 or CPSC 113 or GEOL 107 or GEOL 118 or GGIS 103 or MCB 100 or MCB 150 or NPRE 101 or PHYS 101 or PHYS 211	
Social & Behavioral Sciences (6 hours)	6
fulfilled by ACE 100 or ECON 102; and NRES 287	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
fulfilled by NRES 287	
Cultural Studies: US Minority Cultures (1 course)	3
Quantitative Reasoning (6-10 hours; at least one course must be Quantitative Reasoning I)	6-10
fulfilled by MATH 220 or MATH 221 or MATH 234; and ACE 262 or CPSC 241 or ECON 202 or PSYC 235 or SOC 280 or STAT 100 or STAT 107	
Language Requirement (0-15 hours; completion of the third semester or equivalent of a language other than English is required)	0-15
Major Requirements	
Communications Requirement	3 or 6
Select from the following:	

CMN 101	Public Speaking	
CMN 111 & CMN 112	Oral & Written Comm I and Oral & Written Comm II	
ALEC 115	Let's Talk about Food, Agriculture, and the Environment	
Economics Requirement		3-4
Select from the following:		
ACE 100	Introduction to Applied Microeconomics	
ECON 102	Microeconomic Principles	
Math Requirement		4-5
Select from the following:		
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Statistics Requirement		3-4
Select from the following:		
ACE 262	Applied Statistical Methods and Data Analytics I	
CPSC 241	Intro to Applied Statistics	
ECON 202	Economic Statistics I	
PSYC 235	Intro to Statistics	
SOC 280	Intro to Social Statistics	
STAT 100	Statistics	
STAT 107	Data Science Discovery	
Science Requirements		19-22
CHEM 102 & CHEM 103	General Chemistry I and General Chemistry Lab I	
CHEM 104 & CHEM 105	General Chemistry II and General Chemistry Lab II	
IB 103	Introduction to Plant Biology	
IB 104	Animal Biology	
or IB 150 & IB 151	Organismal & Evolutionary Biol and Organismal & Evol Biol Lab	

Select one additional course from the following:		
ABE 152	Water in the Global Environment	
ACES 102	Intro Sustainable Food Systems	
ATMS 140	Climate and Global Change	
CPSC 113	Environment, Agriculture, and Society	
GEOL 107	Physical Geology	
GEOL 118	Natural Disasters	
GGIS 103	Earth's Physical Systems	
MCB 100	Introductory Microbiology	
MCB 150	Molecular & Cellular Basis of Life	
NPRE 101	Introduction to Energy Sources	
PHYS 101	College Physics: Mech & Heat	
PHYS 211	University Physics: Mechanics	
College of ACES Requirements (Core)		**2**
~~ACES 101~~	~~Contemporary Issues in ACES~~	
NRES 123	NRES Orientation to Illinois	
Natural Resources and Environmental Sciences Requirements (Core)		**31-33**
NRES 102	Introduction to NRES	
NRES 201	Introductory Soils	
NRES 219	Applied Ecology	
NRES 287	Environment and Society	
NRES 325	Natural Resource Policy Mgmt	
NRES 348	Fish and Wildlife Ecology	
NRES 385	Field Experience	
NRES 421	Quantitative Methods in NRES	
NRES 454	GIS in Natural Resource Mgmt	
NRES 456	Integrative Ecosystem Management	
Select one additional field experience course from the following:		
NRES 293	Professional Internship	

NRES 294	Resident Internship	
NRES 295	Undergrad Research or Thesis	
NRES 385	Field Experience	
NRES 396	UG Honors Research or Thesis	
Concentration Core Requirements		
NRES 419	Env and Plant Ecosystems	3
NRES 420	Restoration Ecology	4
NRES 465	Landscape Ecology	3
Concentration Elective Requirements		
Two Ecology Courses		6-8
NRES 302	Dendrology	
NRES 362	Ecology of Invasive Species	
NRES 407	Wildlife Population Ecology	
NRES 415	Native Plant ID and Floristics	
CPSC 431	Plants and Global Change	
IB 329	Animal Behavior	
IB 439	Biogeography	
IB 444	Insect Ecology	
IB 452	Ecosystem Ecology	
IB 453	Community Ecology	
One Ecosystem or Management Course		3-4
NRES 401	Watershed Hydrology	
NRES 409	Fishery Ecol and Conservation	
NRES 418	Wetland Ecology & Management	
NRES 427	Modeling Natural Resources	
NRES 429	Aquatic Ecosystem Conservation	
NRES 434	Environment, Policy, and Conflict	
NRES 455	Advanced GIS for Environmental Management	
NRES 480	Human-Wildlife Interactions	

NRES 482	Aquatic Biogeochemistry
NRES 485	Stream Ecology
CPSC 437	Principles of Agroecology
GGIS 476	Environmental Remote Sensing
IB 361	Ecology and Human Health
IB 451	Conservation Biology
UP 406	Urban Ecology
Total Concentration Hours	**19-22**
Total Hours	**126**

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Natural Resources & Environmental Sciences, BS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Students graduating with the B.S. in NRES should be able to:

1. Understand the scientific method/ways of knowing and critically evaluate information.
2. Integrate principles of biological, chemical, physical, and social sciences and apply them to resource and environmental issues using a systems approach.
3. Understand ecological principles underpinning management of resources, populations, communities, and ecosystems.
4. Use data collection and analysis tools (such as field methods, GIS, modeling, and statistics) to develop plans for managing resource/environmental challenges and adapt plans in response to rapid change.
5. Understand the policies governing resources and the environment and identify social dimensions (stakeholders, interests, trade-offs, synergies, ethical principles) to consider in the development of management plans.
6. Communicate effectively with colleagues, stakeholders, and the public about environmental and resource management issues.
7. Recognize how diverse groups understand the environment, experience positive and negative environmental impacts, and perceive just and equitable solutions.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Student learning outcomes will be assessed via biannual course-based assessment and analysis of department and campus annual surveys. Course-based assessment focuses on major core requirements taken by all students. The department conducts an annual senior survey to gauge the perspective of graduating seniors on their level of knowledge and preparedness regarding the student learning outcomes. Data collected in the Chancellor's Senior Survey is also considered.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

For most direct measurements in all student learning outcomes, faculty expect 75% or 80% of students to score 80% or higher. Faculty expectations might be higher or lower depending on the item being assessed and prior performance.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

An annual summary report will be produced by a subcommittee of the NRES Courses and Curriculum Committee, consisting of the Academic Advising Coordinator, Student Services Coordinator, and Undergraduate Teaching Coordinator. A report on the findings from assessment efforts in the previous academic year is presented at the monthly meeting of the NRES faculty in late September/early October each year. The NRES Courses and Curriculum Committee shall be responsible for utilizing the information from the report and faculty feedback to initiate curriculum improvements.

Program Description and Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision won't impact enrollment or degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

~~These changes only impact courses currently offered, so we do not anticipate any financial costs to this revision.~~

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

There will be no impact on faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

There will be no impact on library resources, collections, or services.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Ecosystem Stewardship and Restoration Ecology

Program Code: 5686

Minor Code	Conc Code	5686	Degree Code	BS Major Code
0051				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Key: 634

Program Change Request

Date Submitted: 10/17/25 3:44 pm

Viewing: 5687 : Natural Resources & Environmental Sciences: Fish Wildlife & Conservation Biology, BS

Last approved: 02/24/25 8:52 am

Last edit: 11/05/25 12:46 pm

Changes proposed by: Brianna Gregg

Catalog Pages Using this Program: Natural Resources & Environmental Sciences: Fish, Wildlife & Conservation Biology, BS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1875-NRES Committee Chair
4. 1875-NRES Head
5. KL Committee Chair
6. KL Dean
7. University Librarian
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. Catalog Editor
17. DMI

Approval Path

1. 10/22/25 8:12 am Emily Stuby (eastuby): Approved for U Program Review
2. 10/29/25 10:54 am Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/29/25 11:01 am James Miller (jrmillr): Approved for 1875-NRES Committee Chair
4. 10/29/25 11:55 am

Robert Schooley (schooley): Approved for 1875-NRES Head
5. 10/29/25 3:02 pm Brianna Gregg (bjgray2): Approved for KL Committee Chair
6. 10/29/25 3:30 pm Anna Ball (aball): Approved for KL Dean
7. 10/30/25 11:25 am Tom Teper (tteper): Approved for University Librarian
8. 10/30/25 1:43 pm Suzanne Lee (suzannel): Approved for COTE Programs
9. 10/30/25 1:57 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Mar 18, 2019 by Deb Forgacs (dforgacs)
2. Jun 12, 2020 by Susan Helmink (shelmink)
3. Nov 14, 2023 by Kathy Martensen (kmartens)
4. Feb 24, 2025 by James Miller (jrmillr)

Administration Details

Official Program Name	Natural Resources & Environmental Sciences: Fish Wildlife & Conservation Biology, BS
Diploma Title	Bachelor of Science in Natural Resources and Environmental Sciences
Sponsor College	Agr, Consumer, & Env Sciences
Sponsor Department	Natural Res & Env Science
Sponsor Name	Jim Miller, Professor and Chair of the NRES Courses and Curriculum Committee
Sponsor Email	jrmillr@illinois.edu
College Contact	Brianna Gregg
College Contact Email	bygray2@illinois.edu
College Budget Officer	
College Budget Officer Email	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

~~Jim Miller~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Fish Wildlife & Conservation Biology in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 631) is related to the following:
- Natural Resources & Environmental Sciences, BS (key 86)
- Natural Resources & Environmental Sciences: Environmental Science & Management, BS (key 632)
- Natural Resources & Environmental Sciences: Ecosystem Stewardship & Restoration Ecology, BS (key 634)
- Natural Resources & Environmental Sciences: Environmental Social Sciences, BS (key 633)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We swapped ACES 101 for the newly created NRES 123 course.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

ACES 101 has been deactivated. The departments within ACES will be taking over the orientation course for new students. Therefore, we created NRES 123, which will replace the college-level ACES 101 course. This allows the departments to build the course in Banner, assign instructors, and manage enrollment and overrides.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this

new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Students can meet the 40 hour of upper division coursework requirement by taking the following:

Major Coursework:
NRES 201 - 4 hrs (prerequisites: MATH 115, MATH 234, or equivalent, and CHEM 102)
NRES 325 - 3 hrs
NRES 385 - 2 hrs
NRES 348 - 3 hrs
NRES 421 - 3 hrs
NRES 454 - 4 hrs
NRES 456 - 3 hrs

Concentration Coursework:
NRES 407 - 4 hrs
NRES 409 - 4 hrs
One organismal Biology/identification course - 4 hrs
One specialization course - 3-4 hrs
One plant classification/identification course - 4 hrs

Range of upper division course hours in concentration: 19 - 20

Revised programs

Sample Sequence_Natural Resources & Environmental Sciences, Fish, Wildlife & Conservation Biology, BS.docx
Side by Side_Natural Resources & Environmental Sciences, Fish, Wildlife & Conservation Biology, BS.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Fish, Wildlife and Conservation Biology emphasizes the ecology, conservation, and sustainable management of fish and wildlife species and communities. It is designed for students interested in understanding interactions among humans, wild animals, and their habitats. The concentration includes coursework in conservation of threatened and endangered species, management of harvested species, aquatic ecosystem conservation, animal behavior, vertebrate natural history, identification of animals and plants, and advanced ecology. ~~No changes~~

Is the overview text above correct?

Yes

Statement for

Graduation Requirements

Minimum hours for graduation: 126 hours.

University Requirements

Minimum of 40 hours of upper-division coursework generally at the 300- and 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
fulfilled by CHEM 102, CHEM 104, IB 103; and IB 104 or IB 150; and ABE 152 or ACES 102 or ATMS 140 or CPSC 113 or GEOL 107 or GEOL 118 or GGIS 103 or MCB 100 or MCB 150 or NPRE 101 or PHYS 101 or PHYS 211	
Social & Behavioral Sciences (6 hours)	6
fulfilled by ACE 100 or ECON 102; and NRES 287	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
fulfilled by NRES 287	
Cultural Studies: US Minority Cultures (1 course)	3
Quantitative Reasoning (6-10 hours; at least one course must be Quantitative Reasoning I)	6-10
fulfilled by MATH 220 or MATH 221 or MATH 234; and ACE 262 or CPSC 241 or ECON 202 or PSYC 235 or SOC 280 or STAT 100 or STAT 107	
Language Requirement (0-15 hours; completion of the third semester or equivalent of a language other than English is required)	0-15
Major Requirements	
Communications Requirement	3 or 6
Select from the following:	
CMN 101 Public Speaking	

CMN 111 & CMN 112	Oral & Written Comm I and Oral & Written Comm II	
ALEC 115	Let's Talk about Food, Agriculture, and the Environment	
Economics Requirement		3-4
Select from the following:		
ACE 100	Introduction to Applied Microeconomics	
ECON 102	Microeconomic Principles	
Math Requirement		4-5
Select from the following:		
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Statistics Requirement		3-4
Select from the following:		
ACE 262	Applied Statistical Methods and Data Analytics I	
CPSC 241	Intro to Applied Statistics	
ECON 202	Economic Statistics I	
PSYC 235	Intro to Statistics	
SOC 280	Intro to Social Statistics	
STAT 100	Statistics	
STAT 107	Data Science Discovery	
Science Requirements		19-22
CHEM 102 & CHEM 103	General Chemistry I and General Chemistry Lab I	
CHEM 104 & CHEM 105	General Chemistry II and General Chemistry Lab II	
IB 103	Introduction to Plant Biology	
IB 104	Animal Biology	
or IB 150 & IB 151	Organismal & Evolutionary Biol and Organismal & Evol Biol Lab	
Select one additional course from the following:		

ABE 152	Water in the Global Environment	
ACES 102	Intro Sustainable Food Systems	
ATMS 140	Climate and Global Change	
CPSC 113	Environment, Agriculture, and Society	
GEOL 107	Physical Geology	
GEOL 118	Natural Disasters	
GGIS 103	Earth's Physical Systems	
MCB 100	Introductory Microbiology	
MCB 150	Molecular & Cellular Basis of Life	
NPRE 101	Introduction to Energy Sources	
PHYS 101	College Physics: Mech & Heat	
PHYS 211	University Physics: Mechanics	
College of ACES Requirements (Core)		**2**
~~ACES 101~~	~~Contemporary Issues in ACES~~	
NRES 123	NRES Orientation to Illinois	
Natural Resources and Environmental Sciences Requirements (Core)		**31-33**
NRES 102	Introduction to NRES	
NRES 201	Introductory Soils	
NRES 219	Applied Ecology	
NRES 287	Environment and Society	
NRES 325	Natural Resource Policy Mgmt	
NRES 348	Fish and Wildlife Ecology	
NRES 385	Field Experience	
NRES 421	Quantitative Methods in NRES	
NRES 454	GIS in Natural Resource Mgmt	
NRES 456	Integrative Ecosystem Management	
Select one additional field experience course from the following:		
NRES 293	Professional Internship	
NRES 294	Resident Internship	

NRES 295	Undergrad Research or Thesis	
NRES 385	Field Experience	
NRES 396	UG Honors Research or Thesis	
Concentration Core Requirements		
NRES 407	Wildlife Population Ecology	4
NRES 409	Fishery Ecol and Conservation	4
Concentration Elective Requirements		
One Organismal Biology/Identification Course		4
IB 461	Ornithology	
IB 462	Mammalogy	
IB 463	Ichthyology	
IB 464	Herpetology	
One Specialization Course		3-4
NRES 362	Ecology of Invasive Species	
NRES 418	Wetland Ecology & Management	
NRES 419	Env and Plant Ecosystems	
NRES 420	Restoration Ecology	
NRES 429	Aquatic Ecosystem Conservation	
NRES 465	Landscape Ecology	
NRES 480	Human-Wildlife Interactions	
NRES 485	Stream Ecology	
IB 329	Animal Behavior	
IB 361	Ecology and Human Health	
IB 444	Insect Ecology	
IB 451	Conservation Biology	
One Plant Classification/Identification Course		4
NRES 302	Dendrology	
NRES 415	Native Plant ID and Floristics	
IB 407	Plant Diversity and Evolution	

Total Concentration Hours	**19-20**
Total Hours	**126**

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Natural Resources & Environmental Sciences, BS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Students graduating with the B.S. in NRES should be able to:

1. Understand the scientific method/ways of knowing and critically evaluate information.
2. Integrate principles of biological, chemical, physical, and social sciences and apply them to resource and environmental issues using a systems approach.
3. Understand ecological principles underpinning management of resources, populations, communities, and ecosystems.
4. Use data collection and analysis tools (such as field methods, GIS, modeling, and statistics) to develop plans for managing resource/environmental challenges and adapt plans in response to rapid change.
5. Understand the policies governing resources and the environment and identify social dimensions (stakeholders, interests, trade-offs, synergies, ethical principles) to consider in the development of management plans.
6. Communicate effectively with colleagues, stakeholders, and the public about environmental and resource management issues.
7. Recognize how diverse groups understand the environment, experience positive and negative environmental impacts, and perceive just and equitable solutions.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Student learning outcomes will be assessed via biannual course-based assessment and analysis of department and campus annual surveys. Course-based assessment focuses on major core requirements taken by all students. The department conducts an annual senior survey to gauge the perspective of graduating seniors on their level of knowledge and preparedness regarding the student learning outcomes. Data collected in the Chancellor's Senior Survey is also considered.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

An annual summary report will be produced by a subcommittee of the NRES Courses and Curriculum Committee, consisting of the Academic Advising Coordinator, Student Services Coordinator, and Undergraduate Teaching Coordinator. A report on the findings from assessment efforts in the previous academic year is presented at the monthly meeting of the NRES faculty in late September/early October each year. The NRES Courses and Curriculum Committee shall be responsible for utilizing the information from the report and faculty feedback to initiate curriculum improvements.

Program Description and Requirements
Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

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Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision won't impact enrollment or degrees awarded.

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Are there budgetary implications for this revision?

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Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

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Additional Budget Information

Attach File(s)

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How does the unit intend to financially support this proposal?

~~These changes only impact courses currently offered, so we do not anticipate any financial costs to this revision.~~

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

There will be no impact on faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

There will be no impact on library resources, collections, or services.

EP Documentation

EP Control Number EP.26.041

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Fish Wildlife and Conservation Biology

Program Code: 5687

Minor Code	Conc Code	5687	Degree Code	BS Major Code
0051				

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer
Comments

Program Change Request

EP.26.041
Admin Approval_Section2_#B28

Date Submitted: 10/17/25 3:45 pm

Viewing: 6256 : Natural Resources & Environmental Sciences: Environmental Social Sciences, BS

Last approved: 02/28/25 2:24 pm

Last edit: 11/05/25 12:50 pm

Changes proposed by: Brianna Gregg

Catalog Pages Using this Program: Natural Resources & Environmental Sciences: Environmental Social Sciences, BS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1875-NRES Committee Chair
4. 1875-NRES Head
5. KL Committee Chair
6. KL Dean
7. University Librarian
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. Catalog Editor
17. DMI

Approval Path

1. 10/22/25 8:12 am Emily Stuby (eastuby): Approved for U Program Review
2. 10/29/25 10:54 am Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 10/29/25 11:01 am James Miller (jrmillr): Approved for 1875-NRES Committee Chair
4. 10/29/25 11:55 am

Robert Schooley (schooley): Approved for 1875-NRES Head
5. 10/29/25 3:03 pm Brianna Gregg (bjgray2): Approved for KL Committee Chair
6. 10/29/25 3:30 pm Anna Ball (aball): Approved for KL Dean
7. 10/30/25 11:25 am Tom Teper (tteper): Approved for University Librarian
8. 10/30/25 1:43 pm Suzanne Lee (suzannel): Approved for COTE Programs
9. 10/30/25 1:57 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Mar 18, 2019 by Deb Forgacs (dforgacs)
2. Jun 12, 2020 by Susan Helmink (shelmink)
3. Nov 14, 2023 by Kathy Martensen (kmartens)
4. Feb 28, 2025 by James Miller (jrmillr)

Administration Details

Official Program Name	Natural Resources & Environmental Sciences: Environmental Social Sciences, BS
Diploma Title	Bachelor of Science in Natural Resources and Environmental Sciences
Sponsor College	Agr, Consumer, & Env Sciences
Sponsor Department	Natural Res & Env Science
Sponsor Name	Jim Miller, Professor and Chair of the NRES Courses and Curriculum Committee
Sponsor Email	jrmillr@illinois.edu
College Contact	Brianna Gregg
College Contact Email	bygray2@illinois.edu
College Budget Officer	
College Budget Officer Email	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Environmental Social Sciences in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 633) is related to the following:
- Natural Resources & Environmental Sciences, BS (key 86)
- Natural Resources & Environmental Sciences: Environmental Science & Management, BS (key 632)
- Natural Resources & Environmental Sciences: Ecosystem Stewardship & Restoration Ecology, BS (key 634)
- Natural Resources & Environmental Sciences: Fish Wildlife & Conservation Biology, BS (key 631)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We swapped ACES 101 for the newly created NRES 123 course.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

ACES 101 has been deactivated. The departments within ACES will be taking over the orientation course for new students. Therefore, we created NRES 123, which will replace the college-level ACES 101 course. This allows the departments to build the course in Banner, assign instructors, and manage enrollment and overrides.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Students can meet the 40 hour of upper division coursework requirement by taking the following:

Major Coursework:
NRES 201 - 4 hrs (prerequisites: MATH 115, MATH 234, or equivalent, and CHEM 102)
NRES 325 - 3 hrs
NRES 385 - 2 hrs
NRES 348 - 3 hrs
NRES 421 - 3 hrs
NRES 454 - 4 hrs
NRES 456 - 3 hrs

Concentration Coursework:
NRES 340 - 3 hrs
NRES 472 - 4 hrs
ACE 310 - 3 hrs
Two social science courses - 6-8 hrs
One conservation/development/ecology course - 3-4 hrs

Range of upper division course hours in concentration: 19 - 22

Revised programs

Side by Side_Natural Resources & Environmental Sciences, Environmental Social Sciences, BS.xlsx
Sample Sequence_Natural Resources & Environmental Sciences, Environmental Social Sciences, BS.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Environmental Social Sciences emphasizes the social scientific interpretations of human-environment interactions at multiple levels, as well as applied policy and management implications. This concentration requires advanced coursework in behavior change science, natural resource economics, environmental and conservation psychology, communications, social impact assessment, environmental policy, and environmental law. Students who have completed degrees in this concentration have gone on to careers in natural resource management, environmental policy, law, advocacy, and education. ~~No changes~~

Is the overview text above correct?

Yes

Statement for

Graduation Requirements

Minimum hours for graduation: 126 hours.

University Requirements

Minimum of 40 hours of upper-division coursework generally at the 300- and 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
fulfilled by CHEM 102, CHEM 104, IB 103; and IB 104 or IB 150; and ABE 152 or ACES 102 or ATMS 140 or CPSC 113 or GEOL 107 or GEOL 118 or GGIS 103 or MCB 100 or MCB 150 or NPRE 101 or PHYS 101 or PHYS 211	
Social & Behavioral Sciences (6 hours)	6
fulfilled by ACE 100 or ECON 102; and NRES 287	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
fulfilled by NRES 287	
Cultural Studies: US Minority Cultures (1 course)	3
Quantitative Reasoning (6-10 hours; at least one course must be Quantitative Reasoning I)	6-10
fulfilled by MATH 220 or MATH 221 or MATH 234; and ACE 262 or CPSC 241 or ECON 202 or PSYC 235 or SOC 280 or STAT 100 or STAT 107	
Language Requirement (0-15 hours; completion of the third semester or equivalent of a language other than English is required)	0-15
Major Requirements	
Communications Requirement	3 or 6
Select from the following:	
CMN 101 Public Speaking	

CMN 111 & CMN 112	Oral & Written Comm I and Oral & Written Comm II	
ALEC 115	Let's Talk about Food, Agriculture, and the Environment	
Economics Requirement		3-4
Select from the following:		
ACE 100	Introduction to Applied Microeconomics	
ECON 102	Microeconomic Principles	
Math Requirement		4-5
Select from the following:		
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Statistics Requirement		3-4
Select from the following:		
ACE 262	Applied Statistical Methods and Data Analytics I	
CPSC 241	Intro to Applied Statistics	
ECON 202	Economic Statistics I	
PSYC 235	Intro to Statistics	
SOC 280	Intro to Social Statistics	
STAT 100	Statistics	
STAT 107	Data Science Discovery	
Science Requirements		19-22
CHEM 102 & CHEM 103	General Chemistry I and General Chemistry Lab I	
CHEM 104 & CHEM 105	General Chemistry II and General Chemistry Lab II	
IB 103	Introduction to Plant Biology	
IB 104	Animal Biology	
or IB 150 & IB 151	Organismal & Evolutionary Biol and Organismal & Evol Biol Lab	
Select one additional course from the following:		

ABE 152	Water in the Global Environment	
ACES 102	Intro Sustainable Food Systems	
ATMS 140	Climate and Global Change	
CPSC 113	Environment, Agriculture, and Society	
GEOL 107	Physical Geology	
GEOL 118	Natural Disasters	
GGIS 103	Earth's Physical Systems	
MCB 100	Introductory Microbiology	
MCB 150	Molecular & Cellular Basis of Life	
NPRE 101	Introduction to Energy Sources	
PHYS 101	College Physics: Mech & Heat	
PHYS 211	University Physics: Mechanics	
College of ACES Requirements (Core)		**2**
~~ACES 101~~	~~Contemporary Issues in ACES~~	
NRES 123	NRES Orientation to Illinois	
Natural Resources and Environmental Sciences Requirements (Core)		**31-33**
NRES 102	Introduction to NRES	
NRES 201	Introductory Soils	
NRES 219	Applied Ecology	
NRES 287	Environment and Society	
NRES 325	Natural Resource Policy Mgmt	
NRES 348	Fish and Wildlife Ecology	
NRES 385	Field Experience	
NRES 421	Quantitative Methods in NRES	
NRES 454	GIS in Natural Resource Mgmt	
NRES 456	Integrative Ecosystem Management	
Select one additional field experience course from the following:		
NRES 293	Professional Internship	
NRES 294	Resident Internship	

NRES 295	Undergrad Research or Thesis	
NRES 385	Field Experience	
NRES 396	UG Honors Research or Thesis	
Concentration Core Requirements		
NRES 340	Environ Social Sci Res Meth	3
NRES 472	Environmental Psychology	4
ACE 310	Natural Resource Economics	3
Concentration Elective Requirements		
Two Social Science Courses		6-8
NRES 425	Natural Resources Law & Policy	
NRES 434	Environment, Policy, and Conflict	
NRES 439	Env and Sustainable Dev	
ACE 406	Environmental Law	
AGCM 330	Environmental Communications	
ESE 467	Multimedia Environmental Communications	
LA 446	Sustainable Planning Seminar	
RST 317	Designing Parks and Recreation Experiences	
RST 450	Tourism Planning & Development	
SOC 447	Environmental Sociology	
One Conservation/Development/Ecology Course		3-4
NRES 302	Dendrology	
NRES 362	Ecology of Invasive Species	
NRES 407	Wildlife Population Ecology	
NRES 409	Fishery Ecol and Conservation	
NRES 418	Wetland Ecology & Management	
NRES 485	Stream Ecology	
NRES 420	Restoration Ecology	
NRES 429	Aquatic Ecosystem Conservation	
NRES 465	Landscape Ecology	

NRES 474	Soil and Water Conservation	
NRES 480	Human-Wildlife Interactions	
ESE 482	Challenges of Sustainability	
IB 361	Ecology and Human Health	
UP 406	Urban Ecology	
Total Concentration Hours		**19-22**
Total Hours		**126**

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Natural Resources & Environmental Sciences, BS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Students graduating with the B.S. in NRES should be able to:

1. Understand the scientific method/ways of knowing and critically evaluate information.
2. Integrate principles of biological, chemical, physical, and social sciences and apply them to resource and environmental issues using a systems approach.
3. Understand ecological principles underpinning management of resources, populations, communities, and ecosystems.
4. Use data collection and analysis tools (such as field methods, GIS, modeling, and statistics) to develop plans for managing resource/environmental challenges and adapt plans in response to rapid change.
5. Understand the policies governing resources and the environment and identify social dimensions (stakeholders, interests, trade-offs, synergies, ethical principles) to consider in the development of management plans.
6. Communicate effectively with colleagues, stakeholders, and the public about environmental and resource management issues.
7. Recognize how diverse groups understand the environment, experience positive and negative environmental impacts, and perceive just and equitable solutions.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

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EP Documentation

EP Control Number EP.26.041

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Environmental Social Sciences

Program Code: 6256

Minor Code	Conc Code	6256	Degree Code	BS Major Code
0051				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date n/a

Effective Date:

Program Reviewer Comments

Key: 633