

Program Change Request

Date Submitted: 02/26/24 10:18 am

Viewing: **10KN5391BS : Learning & Education Studies, BS**

Last approved: 04/04/22 9:42 am

Last edit: 03/28/24 9:04 am

Changes proposed by: Kelli Halfman

Catalog Pages [Learning & Education Studies, BS](#)
Using this [Learning & Education Studies: Educational Equality & Cultural Understanding, BS](#)
Program [Learning & Education Studies: Workplace Training & Development, BS](#)
[DO NOT APPROVE: Learning & Education Studies: Educational Technology, BS](#)
[Learning & Education Studies: Digital Environments for Learning, Teaching & Agency, BS \(DELTA\)](#)

Proposal Type:

In Workflow

1. U Program Review
2. 1335 Head
3. KN Committee Chair
4. KN 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. DMI

Approval Path

1. 02/28/24 8:12 am
Donna Butler (dbutler):
Approved for U Program Review
2. 02/28/24 5:55 pm
Sarah McCarthey (mccarthe):
Approved for 1335 Head
3. 03/05/24 1:35 pm
Kary Zarate (kzarat2):
Approved for KN Committee Chair
4. 03/05/24 2:47 pm
Sarah McCarthey (mccarthe):
Approved for KN Dean
5. 03/05/24 4:02 pm
Claire Stewart (clairest):

- Approved for
University
Librarian
6. 03/05/24 4:37 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
 7. 03/07/24 4:04 pm
Brooke Newell
(bsnewell):
Rollback to KN
Dean for Provost
 8. 03/07/24 4:20 pm
Sarah McCarthy
(mccarthe):
Approved for KN
Dean
 9. 03/08/24 9:07 am
Chris Prom
(prom): Rollback
to KN Dean for
University
Librarian
 10. 03/08/24 9:58 am
Lori Fuller
(harvey1):
Approved for KN
Dean
 11. 03/18/24 10:14
am
Claire Stewart
(clairest):
Approved for
University
Librarian
 12. 03/18/24 10:41
am
Suzanne Lee
(suzannel):
Approved for
COTE Programs
 13. 03/21/24 10:38
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. May 6, 2019 by Deb Forgacs (dforgacs)
2. Jun 5, 2019 by Kathy Stalter (kstalter)
3. Apr 4, 2022 by Lori Fuller (harvey1)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program Name Learning & Education Studies, BS

Diploma Title

Sponsor College Education

Sponsor Department Education Administration

Sponsor Name [Sarah McCarthy](#) ~~Nancy Latham~~

Sponsor Email mccarthe@illinois.edu ~~nilatha@illinois.edu~~

College Contact [Kelli Halfman](#) ~~Lori Fuller~~

College Contact
Email

halfman@illinois.edu ~~harvey1@illinois.edu~~

College Budget
Officer

College Budget
Officer Email

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?

No

Proposal Title

Term

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 Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Bachelor of Science in Learning & Education Studies in the College of Education

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

This BS proposal (key 108) is related to the Educational Technology concentration (key 771), Educational Equality & Cultural Understanding concentration (key 769), and Workplace Training & Development concentration (key 770).

Program Justification

Provide a brief description of what changes are being made to the program.

The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified per the Office of the Provost and campus guidance for transparency.

More specifically, Learning & Education Studies program revisions include:

1. The EDUC 101 Orientation Seminar course has been moved to the "College Requirements" section of the POS.
2. The PSYC 100 Gen Ed requirement has been removed.
3. The basic statistical methods Gen Ed requirement (e.g., SOC 280, PSYC 235, or STAT 100) has been removed.
4. EPSY 236 has been removed from POS.
5. The "Applied Learning Sciences" concentration has been removed.
6. The first learning outcome was modified from "Students will acquire deep knowledge of content in the workplace" to "Students will acquire deep knowledge of content relevant to the workplace."
7. In parenthesis, we added "May count toward both the Core and Concentration requirements" for CI 210, EPOL 403, EPOL 473, and EPOL 474.
8. In parenthesis, we added "May count toward the Core or Concentration requirement only" for EDUC 202 and EPOL 402.
9. Under "Program Features" in the CIM, the "Does this major have transcribed concentrations?" question has been changed from "No" to "Yes."
10. EPOL 350 has been removed from the POS.

Please note: Total degree hours have remained the same (120 hours); Educational Technology concentration is to be renamed from Digital Environments for Learning, Teaching & Agency (DELTA). The LES major (or core coursework) has not changed, except for the deactivation of EPOL 350.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

The College of Education seeks to follow CIM system best practices and recommendations provided by the Office of the Provost and/or the Office of the Registrar to best articulate all requirements.

1. The EDUC 101 course was moved to the appropriate section, as it is a College requirement, not a Gen Ed requirement.
2. PSYC 100 was removed because we may no longer require specific Gen Eds not listed in the program of study (or major requirements).
3. The basic statistical methods Gen Ed requirement (e.g., SOC 280, PSYC 235, or STAT 100) was removed because we may no longer require specific Gen Eds not listed in the program of study (or major requirements).
4. Per the dept chair, EPSY 236 has not been offered since Spring 2017, and the dept does not have the capacity to resurrect it (per EPSY 236 & 491 attached doc).
5. The Applied Learning Sciences concentration was deactivated in March 2023.
6. To address the rollback comment from Liv T. Davila (key 771) dated 4/11/23, requesting to clarify the learning objective. The learning outcome language is now more aligned with the program's desired outcome.
7. Added text for greater clarification and transparency of degree requirements.
8. Added text for greater clarification and transparency of degree requirements.
9. The question was inaccurately marked "No," as all concentrations have historically been transcribed.
10. EPOL 350 is being deactivated, as it has never been offered.

Upper-division/advanced coursework breakdown:

Learning & Education Studies Core: Choose six courses with at least two in each area (18-20 hours); 8 out of 12 course options are upper-division. At least 9 hours must be upper-division: [CI 415, EPSY 400, EPSY 401, EPOL 310, EPOL 402, EPOL 403, EPOL 473, EPOL 474].

Concentration: (24 hours); At least 15 hours must be upper-division.

A minimum of 24 hours must be upper-division. At a maximum, all hours (44 hours) could be upper-division. Even if the student only gets 24 hours of upper-division courses from required courses, the sample sequence allows for 26 hours of electives that could be used to provide the remaining 10 hours of upper-division courses.

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?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

[PSYC 100 - Intro Psych](#)

[PSYC 235 - Intro to Statistics](#)

[SOC 280 - Intro to Social Statistics](#)

[STAT 100 - Statistics](#)

[EPSY 236 - Child Dev in Education](#)

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

[PSYC 100 LES Core.pdf](#)
[PSYC 235 LES Core.pdf](#)
[SOC 280 LES Core.pdf](#)
[STAT 100 LES Core.pdf](#)
[EPSY 236 \(LES Core\) & EPSY 491 \(DELTA only\).pdf](#)

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.

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

- [1. Students will acquire deep knowledge of content relevant to the workplace.](#)
- [2. Students will effectively learn the skills and disposition to develop, plan, and implement culturally relevant and responsive outcomes in their respective professions and civic engagements.](#)
- [3. Students will use data to drive decisions and solve problems in their professional careers.](#)
- [4. Students will display the expectations of professionalism related to success in the field of education and beyond \(fairness, commitment to collaboration, community, reflective practice, and attention to 21st century skills and practices\).](#) See [attachment.Change is in rubric-naming-only.](#)

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

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

Revised programs [Sample Sequence LES FEB2024.docx](#)
[LES MAJOR.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

Statement for

Programs of

Study Catalog

Graduation Degree 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.

Course List

Code

Title

Hours

Code	Title	Hours
Composition		
	Composition I	4-6
	Advanced Composition	3
Quantitative Reasoning		
An approved basic course in statistical methods such as STAT 100, SOC 280, or PSYC 235		3-4
	Humanities & the Arts (6 hours)	6
Humanities and the Arts		
	Natural Sciences & Technology (6 hours)	6
Social and Behavioral Sciences		
	Social & Behavioral Sciences (6 hours)	6
Cultural Studies		
	Cultural Studies: Non-Western Cultures (1 course)	3
Natural Sciences and Technology		
	Cultural Studies: US Minority Cultures (1 course)	3
	Cultural Studies: Western/Comparative Cultures (1 course)	3
From Non-Western Culture(s) approved campus list		3
Language other than English		
Three years of one language other than English in high school or completion of the third semester of college-level language		0-12
Core Requirements		
Choose 2 from the following Education Foundations:		6-7
EDUC 201	Identity and Difference in Education	
or EPOL 201	Foundations of Education	
or EPOL 202	Foundations of Education-ACP	
EPSY 220	Career Theory and Practice	
EPSY 236	Child Development in Education	
SPED 117	The Culture of Disability	
Choose 6 from the following, with at least 2 in each area:		18-20
Learning and Instruction:		
CI 210	Introduction to Digital Learning Environments	
CI 415	Language Varieties, Cultures and Learning	
EPOL 350	Social Learning and Knowledge	
EPSY 201	Educational Psychology	
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
Leadership in a Diverse Global Economy:		
EDUC 202	Social Justice, School and Society (May not be counted toward both the Core and Concentration requirements)	
EPOL 310	Race and Cultural Diversity	
EPOL 402	Asian American Education (May not be counted toward both the Core and Concentration requirements)	
EPOL 403	Historical and Social Barriers	
EPOL 473	Facilitation Skills	
EPOL 474	Diversity in the Workplace	
Concentration		
Students must complete 24 credit hours within one of the following areas of concentration: 1)		24
Applied Learning Science, 2) Educational Equality and Cultural Understanding, 3) Workplace Training		

Code	Title	Hours
and Development, or 4) Digital Environments for Learning, Teaching and Agency.		
Electives		
Electives (including minor, if taken)		12-31
<u>Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)</u>		<u>6-10</u>
<u>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</u>		<u>0-15</u>

College of Education Requirements

Course List

Code	Title	Hours
<u>EDUC 101</u>	<u>Education Orientation Seminar</u>	<u>1</u>
<u>Learning & Education Studies Core</u>		<u>24-27</u>
<u>Choose two courses from the following Education Foundations:</u>		<u>6-7</u>
<u>EDUC 201</u>	<u>Identity and Difference in Education</u>	
	<u>or EPOL 201 Foundations of Education</u>	
	<u>or EPOL 202 Foundations of Education-ACP</u>	
<u>EPSY 220</u>	<u>Career Theory and Practice</u>	
<u>SPED 117</u>	<u>The Culture of Disability</u>	
<u>Choose six courses from the following, with at least two in each area:</u>		<u>18-20</u>
<u>Learning & Instruction:</u>		
<u>CI 210</u>	<u>Introduction to Digital Learning Environments (May count toward both the Core and Concentration requirements)</u>	
<u>CI 415</u>	<u>Language Varieties, Cultures and Learning</u>	
<u>EPSY 201</u>	<u>Educational Psychology</u>	
<u>EPSY 400</u>	<u>Psychology of Learning in Education</u>	
<u>EPSY 401</u>	<u>Child Language and Education</u>	
<u>Leadership in a Diverse Global Economy:</u>		
<u>EDUC 202</u>	<u>Social Justice, School and Society (May count toward the Core or Concentration requirement only)</u>	
<u>EPOL 310</u>	<u>Race and Cultural Diversity</u>	
<u>EPOL 402</u>	<u>Asian American Education (May count toward the Core or Concentration requirement only)</u>	
<u>EPOL 403</u>	<u>Historical and Social Barriers (May count toward both the Core and Concentration requirements)</u>	
<u>EPOL 473</u>	<u>Facilitation Skills (May count toward both the Core and Concentration requirements)</u>	
<u>EPOL 474</u>	<u>Diversity in the Workplace (May count toward both the Core and Concentration requirements)</u>	

Concentration 24

Students must complete 24 credit hours within one of the following areas of concentration:

Educational Equality & Cultural Understanding

Educational Technology

Workplace Training & Development

~~The following degree requirements also meet general education course requirements and must be selected from the campus general education course list. Selections of core requirements courses should be made in consultation with the adviser.~~

Course List

Code	Title	Hours
Orientation Seminar		

Code	Title	Hours
EDUC-101	Education Orientation Seminar	1

Corresponding Degree BS Bachelor of Science

Program Features

Academic Level Undergraduate

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

Will you admit to the concentration directly? No

Is a concentration required for graduation? Yes

What is the typical time to completion of this program?
4 years

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

CIP Code 130101 - Education, General.

Is This a Teacher Certification Program?
No

Will specialized accreditation be sought for this program?
No

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.

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 shall 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](#)

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.

Faculty resources, including the number of faculty, class size, teaching loads, and student-faculty ratios, shall not be impacted by this revision.

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.

University Library resources, collections, and services are sufficient to support students in this program.

EP Documentation

EP Control Number EP.24.097

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name BS: Learning & Ed Studies-UIUC

Program Code: 10KN5391BS

Minor Code	Conc Code	Degree Code	BS	Major Code
5391				

Senate Approval Date

Senate Conference

Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

DOE Approval
Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer
Comments

Brooke Newell (bsnewell) (02/22/23 10:41 am): Rollback: Email sent to Kelli
Brooke Newell (bsnewell) (02/24/23 12:01 pm): Rollback: Email sent to Kelli
Chris Prom (prom) (04/14/23 2:23 pm): Rollback: This is a minor request but could you address a point under Library Resources? It states the program change would have no impact on the Library. While I think I understand what you are getting at, everything has some impact on us. So, could you please specify whether the current library services can collections are sufficient to meet the program's needs?
Brooke Newell (bsnewell) (01/26/24 9:12 am): Rollback: Email sent to Kelli, Sarah, and Lori
Brooke Newell (bsnewell) (02/13/24 8:03 am): Rollback: Email sent to Kelli, Sarah, and Lori
Emily Stuby (eastuby) (02/21/24 2:39 pm): Rollback: Requested
Brooke Newell (bsnewell) (02/26/24 9:41 am): Rollback: Per conversation with Kelli
Brooke Newell (bsnewell) (03/07/24 4:04 pm): Rollback: Per request by Kelli Halfman.
Chris Prom (prom) (03/08/24 9:07 am): Rollback: approved prematurely

Friday, February 2, 2024 at 16:22:50 Central Standard Time

Subject: Re: Notice re: plans to remove PSYC 100 from Learning & Education Studies, BS program
Date: Monday, January 29, 2024 at 10:30:52 AM Central Standard Time
From: Benjamin, Aaron S
To: Halfman, Kelli A
Attachments: image001.png, image002.png, image003.png, image004.png, image005.png, image006.png, image007.png, image008.png, image009.png, image010.png, image011.png, image012.png, image013.png, image014.png

Hi Kelli,

You can take this email message as an acknowledgement of this message and proposal.

best,
Aaron

Aaron S. Benjamin

Professor and Acting Head, Department of Psychology, University of Illinois Urbana-Champaign
Editor, *Journal of Experimental Psychology: Learning, Memory, and Cognition*

<https://publish.illinois.edu/benjaminlab/>

From: Halfman, Kelli A <halfman@illinois.edu>
Sent: Monday, January 29, 2024 9:43 AM
To: Benjamin, Aaron S <asbenjam@illinois.edu>
Cc: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Re: Notice re: plans to remove PSYC 100 from Learning & Education Studies, BS program

Good morning, Dr. Benjamin—and happy Monday!

I am writing on behalf of the College of Education, requesting a letter of acknowledgment (or email reply; see p. 2 of the attached PDF) for the **removal of PSYC 100**, which is currently a required Social & Behavioral Science Gen Ed for the Learning & Education Studies program.

Per new best practices and recommendations from the Office of the Provost, we shall not require a Gen Ed if it is not a required major course. Thus, we intend to remove PSYC 100 from the curriculum. Once the revision is approved, PSYC 100 will not appear in the curriculum.

Thank you,
Kelli

KELLI HALFMAN (she/her) 
Assistant to the Associate Dean

College of Education
Office of Undergraduate Programs
1310 S. Sixth Street, Champaign, IL 61820
Email: halfman@illinois.edu

Phone: 217-333-2800
<https://education.illinois.edu>



Under the Illinois Freedom of Information Act, any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Halfman, Kelli A <halfman@illinois.edu>
Date: Thursday, January 18, 2024 at 3:15 PM
To: Benjamin, Aaron S <asbenjam@illinois.edu>
Cc: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Notice re: plans to remove PSYC 100 from Learning & Education Studies, BS program

Greetings, Dr. Aaron Benjamin. I hope the start of the semester is treating you well and that you are staying warm this week!

I am writing to inform you that the College of Education plans **to remove the PSYC 100 Gen Ed requirement** from our Learning & Education Studies, BS program of study. The course is not required to complete the major, per se, but PSYC 100 is currently listed as a Social & Behavioral Science Gen Ed requirement.

Per new best practices and recommendations from the Office of the Provost, we shall not be requiring a Gen Ed if it is not a required major course. Thus, we intend to remove PSYC 100 from the Learning & Education Studies, BS degree program.

Sincerely,
Kelli

KELLI HALFMAN (she/her) 
Assistant to the Associate Dean

College of Education
Office of Undergraduate Programs
1310 S. Sixth Street, Champaign, IL 61820
Email: halfman@illinois.edu
Phone: 217-333-2800
<https://education.illinois.edu>



Wednesday, January 31, 2024 at 16:59:48 Central Standard Time

Subject: Re: Seeking acknowledgment for the removal of PSYC 235 from Learning & Education Studies degree program
Date: Monday, January 29, 2024 at 3:41:32 PM Central Standard Time
From: Benjamin, Aaron S
To: Halfman, Kelli A
CC: McCarthey, Sarah Jane
Attachments: image001.png, image002.png, image003.png, image004.png, image005.png, image006.png, image007.png

Thanks again for letting me know. I acknowledge this curriculum change.

--aaron

Aaron S. Benjamin

Professor and Acting Head, Department of Psychology, University of Illinois Urbana-Champaign
Editor, *Journal of Experimental Psychology: Learning, Memory, and Cognition*

<https://publish.illinois.edu/benjaminlab/>

From: Halfman, Kelli A <halfman@illinois.edu>
Sent: Monday, January 29, 2024 3:34 PM
To: Benjamin, Aaron S <asbenjam@illinois.edu>
Cc: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Seeking acknowledgment for the removal of PSYC 235 from Learning & Education Studies degree program

Hi again, Aaron. I have one more request and want to thank you in advance for your time *and* consideration.

I am writing on behalf of the College of Education to request a letter of acknowledgment (or email reply) for the **removal of PSYC 235 from the Learning & Education Studies bachelor's degree program**. The course is currently listed under the Quantitative Reasoning subheading, instructing students to choose from "An approved basic course in statistical methods, such as STAT 100, SOC 280, or PSYC 235."

Per new best practices and recommendations from the Office of the Provost, we shall not require a Gen Ed if it is not a required major course. Thus, we intend to remove PSYC 235 from the curriculum. Once the revision is approved, PSYC 235 will not appear in the curriculum.

Sincerely,
Kelli

KELLI HALFMAN (she/her) 
Assistant to the Associate Dean

College of Education
Office of Undergraduate Programs

1310 S. Sixth Street, Champaign, IL 61820
Email: halfman@illinois.edu
Phone: 217-333-2800
<https://education.illinois.edu>



Under the Illinois Freedom of Information Act, any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

Wednesday, January 31, 2024 at 16:59:16 Central Standard Time

Subject: Re: Seeking acknowledgment for the removal of SOC 280 from Learning & Education Studies degree program
Date: Tuesday, January 30, 2024 at 10:25:25 AM Central Standard Time
From: May, Reuben A Buford
To: Halfman, Kelli A
CC: Riley, Rebecca H, McCarthey, Sarah Jane
Attachments: image001.png, image002.png, image003.png, image004.png, image005.png, image006.png, image007.png

Hi Kelli,

Thank you for seeking acknowledgement of removal of SOC 280. We acknowledge that this course will be removed.

Thank you,
Reuben

Author of *Urban Nightlife: Entertaining Race, Class, and Culture in Public Space*
<https://www.amazon.com/Urban-Nightlife-Entertaining-Culture-Public/dp/0813569389>

Reuben A. Buford May, Ph.D.
Professor and Head
Florian Znaniecki Professorial Scholar
Department of Sociology
University of Illinois at Urbana-Champaign
3120 Lincoln Hall
702 S. Wright St.
Urbana, IL 61801
1-217- 300-6960

From: Halfman, Kelli A <halfman@illinois.edu>
Date: Monday, January 29, 2024 at 3:34 PM
To: May, Reuben A Buford <rabm@illinois.edu>
Cc: Riley, Rebecca H <rriley@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Seeking acknowledgment for the removal of SOC 280 from Learning & Education Studies degree program

Dear Dr. Reuben A. Buford May,

I am writing on behalf of the College of Education to request a letter of acknowledgment (or email reply) for the **removal of SOC 280 from the Learning & Education Studies bachelor's degree program**. The course is currently listed under the Quantitative Reasoning subheading, instructing students to choose from "An approved basic course in statistical methods, such as STAT 100, SOC 280, or PSYC 235."

Per new best practices and recommendations from the Office of the Provost, we shall not require a Gen Ed if it is not a required major course. Thus, we intend to remove SOC 280 from the curriculum. Once the revision is approved, SOC 280 will not appear in the curriculum.

Sincerely,
Kelli

KELLI HALFMAN (she/her) 
Assistant to the Associate Dean

College of Education
Office of Undergraduate Programs
1310 S. Sixth Street, Champaign, IL 61820
Email: halfman@illinois.edu
Phone: 217-333-2800
<https://education.illinois.edu>



Under the Illinois Freedom of Information Act, any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

Wednesday, January 31, 2024 at 16:59:30 Central Standard Time

Subject: Re: Seeking acknowledgment for the removal of STAT 100 from Learning & Education Studies degree program
Date: Monday, January 29, 2024 at 4:02:54 PM Central Standard Time
From: Li, Bo
To: Halfman, Kelli A
CC: McCarthey, Sarah Jane
Attachments: image001.png, image002.png, image003.png, image004.png, image005.png, image006.png, image007.png

Thanks for letting me know.

Bo

From: "Halfman, Kelli A" <halfman@illinois.edu>
Date: Monday, January 29, 2024 at 3:34 PM
To: "Li, Bo" <libo@illinois.edu>
Cc: "McCarthey, Sarah Jane" <mccarthe@illinois.edu>
Subject: Seeking acknowledgment for the removal of STAT 100 from Learning & Education Studies degree program

Dear Dr. Bo Li,

I am writing on behalf of the College of Education to request a letter of acknowledgment (or email reply) for the **removal of STAT 100 from the Learning & Education Studies bachelor's degree program**. The course is currently listed under the Quantitative Reasoning subheading, instructing students to choose from "An approved basic course in statistical methods, such as STAT 100, SOC 280, or PSYC 235."

Per new best practices and recommendations from the Office of the Provost, we shall not require a Gen Ed if it is not a required major course. Thus, we intend to remove STAT 100 from the curriculum. Once the revision is approved, STAT 100 will not appear in the curriculum.

Sincerely,
Kelli

KELLI HALFMAN (she/her) 
Assistant to the Associate Dean

College of Education
Office of Undergraduate Programs
1310 S. Sixth Street, Champaign, IL 61820
Email: halfman@illinois.edu
Phone: 217-333-2800
<https://education.illinois.edu>





Under the Illinois Freedom of Information Act, any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

Friday, February 2, 2024 at 14:53:29 Central Standard Time

Subject: Re: REQUEST for a letter of acknowledgment for removing EPSY 491 from LES DELTA curriculum
Date: Monday, February 27, 2023 at 2:57:54 PM Central Standard Time
From: Lindgren, Robb W
To: Halfman, Kelli A, Christianson, Kiel, McCarthey, Sarah Jane
CC: Kellogg, Julie Ann, Dorsey Ackerman, Rayme, Napolitano, Chris
Attachments: image001.png, image002.png, image003.png, image004.png

Thanks Kiel for bringing EPSY 236 to our attention. It's good to know there are no plans to teach it anytime soon.

EPSY 236 is actually listed in the Ed Foundations Core Requirements of the LES program. So it's not just part of the DELTA concentration but the whole LES degree. It should get removed for sure, but probably better done as part of the full curriculum revision of the LES program (we're working on this currently but isn't likely to go live til 2025). The change that Kelli is referring to is renaming the DELTA concentration to Educational Technology, so we're just making a few small changes for that concentration we can get away with now.

Does that make sense? I will definitely be consulting with you about the bigger changes we're going to make to LES and what courses from EPSY we should include. CI430 sounds like a good option.

cc'ing Chris as he was kind enough to respond to this issue earlier today.

Robb

From: Halfman, Kelli A <halfman@illinois.edu>
Sent: Monday, February 27, 2023 2:30 PM
To: Christianson, Kiel <kiel@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>; Lindgren, Robb W <robblind@illinois.edu>
Cc: Kellogg, Julie Ann <jkelllogg@illinois.edu>; Dorsey Ackerman, Rayme <rayme@illinois.edu>
Subject: Re: REQUEST for a letter of acknowledgment for removing EPSY 491 from LES DELTA curriculum

Thank you for your prompt and thoughtful response, Kiel.
I'll let [@McCarthey, Sarah Jane](#) and [@Lindgren, Robb W](#) weigh in on their thoughts before we proceed.

Sincerely,
Kelli

KELLI HALFMAN (she/her) 
Assistant to the Associate Dean

College of Education
Office of Undergraduate Programs
Suite 110, Education Building

1310 S. Sixth Street, Champaign, IL 61820
Email: halfman@illinois.edu
Phone: 217-333-2800



Under the Illinois Freedom of Information Act, any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Christianson, Kiel <kiel@illinois.edu>
Date: Monday, February 27, 2023 at 2:26 PM
To: Halfman, Kelli A <halfman@illinois.edu>
Cc: Kellogg, Julie Ann <jk Kellogg@illinois.edu>, McCarthy, Sarah Jane <mccarthe@illinois.edu>, Lindgren, Robb W <robblind@illinois.edu>, Dorsey Ackerman, Rayme <rayme@illinois.edu>
Subject: Re: REQUEST for a letter of acknowledgment for removing EPSY 491 from LES DELTA curriculum

Hi Kelli,

I'm OK with removing 491 from the concentration requirements.

I do see, however, that EPSY 236 is one of the Education Foundations options in the DELTA BS. This appears to be another instance where a course was added that is not currently being taught. 236 hasn't been taught since 2017. We don't currently have the capacity to resurrect it. I would recommend substituting EPSY 430 (adolescent development) as it does take a life-span view.

I'm curious to hear Sarah's and Robb's thoughts on this...

kiel

From: Halfman, Kelli A <halfman@illinois.edu>
Date: Monday, February 27, 2023 at 12:02 PM
To: Christianson, Kiel <kiel@illinois.edu>
Cc: Kellogg, Julie Ann <jk Kellogg@illinois.edu>, McCarthy, Sarah Jane <mccarthe@illinois.edu>, Lindgren, Robb W <robblind@illinois.edu>, Dorsey Ackerman, Rayme <rayme@illinois.edu>

Learning & Education Studies, B.S. Sample 4-Year Sequence (Total: 120 hours)

First Year	
Fall Semester	Hours
EDUC 101	1 hour
Composition I or General Education course	4 hours
Language Other Than English (3 rd level)	4 hours
General Education course	3 hours
General Education course	3 hours
Total Hours	15 hours

First Year	
Spring Semester	Hours
Composition I or General Education course	4 hours
General Education course	3 hours
General Education course	3 hours
General Education course	3 hours
Elective course	2 hours
Total Hours	15 hours

Second Year	
Fall Semester	Hours
Education Foundations course	3 hours
Learning & Instruction course	3 hours
General Education course	3 hours
General Education course	3 hours
General Education course	3 hours
Total Hours	15 hours

Second Year	
Spring Semester	Hours
Education Foundations course	3 hours
Leadership in a Diverse Global Economy course	3 hours
General Education course	3 hours
General Education course	3 hours
General Education course	3 hours
Total Hours	15 hours

Third Year	
Fall Semester	Hours
Learning & Instruction course	3 hours
Learning & Instruction or Leadership in a Diverse Global Economy course	3 hours
Concentration course	3 hours
Elective course	3 hours
Elective course	3 hours
Total Hours	15 hours

Third Year	
Spring Semester	Hours
Leadership in a Diverse Global Economy course	3 hours
Learning & Instruction or Leadership in a Diverse Global Economy course	3 hours
Concentration course	3 hours
Concentration course	3 hours
Elective course	3 hours
Total Hours	15 hours

Fourth Year	
Fall Semester	Hours
Concentration course	3 hours
Concentration course	3 hours
Concentration course	3 hours
Elective course	3 hours
Elective course	3 hours
Total Hours	15 hours

Fourth Year	
Spring Semester	Hours
Concentration course	3 hours
Concentration course	3 hours
Elective course	3 hours
Elective course	3 hours
Elective course	3 hours
Total Hours	15 hours

Learning & Education Studies, BS
Program Code: 10KN5391BS

KEY

Text in GREEN indicates new text per template guidelines.
 Text in BLUE indicates same requirement, but re-worded for clarification/transparency.
 Text highlighted in YELLOW indicates an update in # of hours to meet campus policy.
 Text struckthrough in RED has been removed from the catalog.
 Text struckthrough in ORANGE indicates course removal due to deactivation.
 Struckthrough text has been moved to a new section of the POS.

Current Program of Study	
A minimum of 120 semester hours is necessary for graduation in the Learning and Education Studies program. Students will spend much of the first two years with general education courses, achieving a solid preparation in the humanities, social and natural sciences, technology and mathematics. In the final two years of the major, students will take a set of core courses, as well as coursework in one of the concentrations.	
Orientation Seminar EDUC 101	Education Orientation Seminar 1
The following degree requirements also meet general education course requirements and must be selected from the campus general education course list. Selections of core requirements courses should be made in consultation with the adviser.	
Composition	
Composition I	4-6
Advanced Composition	3-4
Quantitative Reasoning	
An approved basic course in statistical methods such as STAT 100, SOC 280, or PSYC 236	3-4
From approved campus list	3
Natural Sciences and Technology	6
From approved campus list	6
Humanities and the Arts	6
From approved campus list	6
Social and Behavioral Sciences	6
From approved campus list (must include PSYC 100)	6
<i>Cultural Studies</i>	
From Western Culture(s) approved campus list	3
From U.S. Minority Culture(s) approved campus list	3
From Non-Western Culture(s) approved campus list	3
Language other than English	
Three years of one language other than English in high school or completion of the third semester of college-level language	0-12
Core Requirements	
Choose 2 from the following Education Foundations:	6-7
EDUC 201 Identity and Difference in Education or EPOL 201 Foundations of Education or EPOL 202 Foundations of Education-ACP	
EPSY 220 Career Theory and Practice	
EPSY 236 Child Development in Education	
SPED 117 The Culture of Disability	
Choose 6 from the following, with at least 2 in each area: Learning and Instruction:	18-20
CI 210 Introduction to Digital Learning Environments	
CI 415 Language Varieties, Cultures and Learning	
EPOL 350 Social Learning and Knowledge	
EPSY 201 Educational Psychology	
EPSY 400 Psychology of Learning in Education	
EPSY 401 Child Language and Education	
Leadership in a Diverse Global Economy: Social Justice, School and Society (May not be counted toward both the Core and Concentration requirements)	
EDUC 202 Race and Cultural Diversity	
EPOL 310 Asian American Education (May not be counted toward both the Core and Concentration requirements)	
EPOL 402 Historical and Social Barriers	
EPOL 403 Facilitation Skills	
EPOL 473 Diversity in the Workplace	
EPOL 474	
Concentration	
Students must complete 24 credit hours within one of the following areas of concentration: 1) Applied Learning Science, 2) Educational Equality and Cultural Understanding, 3) Workplace Training and Development, or 4) Digital Environments for Learning, Teaching and Agency.	24
Electives	
Electives (including minor, if taken)	12-34
Total Hours	120

Revised Program of Study	
Graduation Requirements	
Minimum hours required for graduation: 120 hours	
University Requirements	
Minimum hours required for graduation: 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.	
The following degree requirements also meet general education course requirements and must be selected from the campus general education course list. Selections of core requirements courses should be made in consultation with the adviser.	
Composition I	4-6
Advanced Composition	3
Quantitative Reasoning (2 courses, at least one must be Quantitative Reasoning I)	6-10
Natural Sciences & Technology (6 hours)	6
Humanities & the Arts (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
Cultural Studies: Western/Comparative Cultures (1 course)	3
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Language Requirement (Completion of the third semester or equivalent of a language other than English is required).	0-15
College of Education Requirements	
EDUC 101 Education Orientation Seminar	1
Learning & Education Studies Core	
Choose two courses from the following Education Foundations:	6-7
EDUC 201 Identity and Difference in Education or EPOL 201 Foundations of Education or EPOL 202 Foundations of Education-ACP	
EPSY 220 Career Theory and Practice	
EPSY 236 Child Development in Education	
SPED 117 The Culture of Disability	
Choose six courses from the following, with at least two in each area: Learning & Instruction:	18-20
CI 210 Introduction to Digital Learning Environments (May count toward both the Core and Concentration requirements)	
CI 415 Language Varieties, Cultures and Learning	
EPOL 350 Social Learning and Knowledge	
EPSY 201 Educational Psychology	
EPSY 400 Psychology of Learning in Education	
EPSY 401 Child Language and Education	
Leadership in a Diverse Global Economy: Social Justice, School and Society (May count toward the Core or Concentration requirement only)	
EDUC 202 Race and Cultural Diversity	
EPOL 310 Asian American Education (May count toward the Core or Concentration requirement only)	
EPOL 402 Historical and Social Barriers (May count toward both the Core and Concentration requirements)	
EPOL 403 Facilitation Skills (May count toward both the Core and Concentration requirements)	
EPOL 473 Diversity in the Workplace (May count toward both the Core and Concentration requirements)	
EPOL 474	
Concentration	
Students must complete 24 credit hours within one of the following areas of concentration: Education Equality & Cultural Understanding Educational Technology Workplace Training & Development	24

Program of Study (To appear in Academic Catalog upon approval)	
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 & Arts (6 hours)	6
Natural Science & 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 third semester or equivalent of a language other than English is required)	0-15
College of Education Requirements	
EDUC 101 Education Orientation Seminar	1
Learning & Education Studies Core	
Choose two courses from the following Education Foundations:	6-7
EDUC 201 Identity and Difference in Education or EPOL 201 Foundations of Education or EPOL 202 Foundations of Education-ACP	
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