

# **: COMPUTER SCIENCE + EDUCATION: LEARNING SCIENCES, BS**

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## **In Workflow**

1. U Program Review (dforgacs@illinois.edu; eastuby@illinois.edu; aledward@illinois.edu)
2. 1613 Committee Chair (ggonzlz@illinois.edu)
3. 1613 Head (mccarthe@illinois.edu; acjones3@illinois.edu)
4. 1434 Head (namato@illinois.edu; vmahesh@illinois.edu; egunter@illinois.edu)
5. KP Committee Chair (bsnewell@illinois.edu; danko@illinois.edu; kcp@illinois.edu; jmakela@illinois.edu)
6. KP Dean (candyd@illinois.edu)
7. KN Committee Chair (kstalter@illinois.edu; kuchinke@illinois.edu; harvey1@illinois.edu)
8. KN Dean (kstalter@illinois.edu; cspan@illinois.edu; harvey1@illinois.edu)
9. University Librarian (jpwilkin@illinois.edu)
10. Provost (kmartens@illinois.edu)
11. Senate EPC (bjlehman@illinois.edu; moorhouz@illinois.edu; kmartens@illinois.edu)
12. Senate (jtempel@illinois.edu)
13. U Senate Conf (none)
14. Board of Trustees (none)
15. IBHE (none)
16. DMI (eastuby@illinois.edu; aledward@illinois.edu; dforgacs@illinois.edu)

## **Approval Path**

1. Thu, 25 Feb 2021 19:21:18 GMT  
Deb Forgacs (dforgacs): Approved for U Program Review
2. Thu, 25 Feb 2021 19:23:43 GMT  
Gloriana Gonzalez (ggonzlz): Approved for 1613 Committee Chair
3. Thu, 25 Feb 2021 19:47:42 GMT  
Sarah McCarthy (mccarthe): Approved for 1613 Head
4. Thu, 25 Feb 2021 21:41:13 GMT  
Elsa Gunter (egunter): Approved for 1434 Head
5. Tue, 02 Mar 2021 20:03:44 GMT  
Brooke Newell (bsnewell): Approved for KP Committee Chair
6. Tue, 02 Mar 2021 20:15:54 GMT  
Candy Deaville (candyd): Approved for KP Dean
7. Wed, 03 Mar 2021 20:34:35 GMT  
K Peter Kuchinke (kuchinke): Approved for KN Committee Chair
8. Wed, 03 Mar 2021 20:47:37 GMT  
Lisa Monda-Amaya (lmonda): Approved for KN Dean
9. Wed, 03 Mar 2021 20:48:18 GMT  
John Wilkin (jpwilkin): Approved for University Librarian
10. Thu, 04 Mar 2021 21:29:22 GMT  
Kathy Martensen (kmartens): Approved for Provost

## **New Proposal**

Date Submitted: Thu, 25 Feb 2021 17:51:26 GMT

## **Viewing:: Computer Science + Education: Learning Sciences, BS**

Changes proposed by: Robb Lindgren

## **Proposal Type**

### **Proposal Type:**

Concentration (ex. Dietetics)

Proposal Title:

**If this proposal is one piece of a multi-element change please include the other impacted programs here. *example: A BS revision with multiple concentration revisions***

Proposal to Establish the Learning Sciences concentration for the Bachelor of Science in Computer Science + Education within the College of Education.

This is related to the Computer Science + Education, BS key = 1027 and the concentration in Secondary Education for the Computer Science + Education, BS key 1029.

**EP Control Number**

EP:21.076

**Official Program Name**

Computer Science + Education: Learning Sciences, BS

**Effective Catalog Term**

Fall 2021

**Sponsor College**

Education

**Sponsor Department**

Curriculum and Instruction

**Sponsor Name**

Sarah McCarthey

**Sponsor Email**

mccarthe@illinois.edu

**College Contact**

Kathy Stalter; Robb Lindgren

**College Contact Email**

kstalter@illinois.edu; robblind@illinois.edu

## Program Description and Justification

Provide *brief* description and justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

The Learning Sciences concentration of the CS+Ed program is motivated by the rapid increase of the educational technology industry. Many of the major tech companies in the US are investing heavily into this sector. This has never been more true following the onset of the COVID-19 public health crisis and the sudden need to shift most educational activities away from face-to-face gatherings to leveraging technologies for remote learning. However, many of the technologies that make their way into classrooms and other public domains are ineffective and often do not align with core principles from education and psychology about how people learn and think with technology. There is a significant need for a degree program aimed at undergraduate students interested specifically in building educational technologies and gaining the necessary background in education. Recognition of this need is growing; for example, the Institute of Electrical and Electronics Engineers (IEEE) has backed emerging standards for “learning engineering” (<https://www.ieeeicicle.org/>).

Many students develop a passion for improving our systems of education and want to create better and more equitable tools and environments for helping learners of all ages, but these students often lack the foundational knowledge in the computational sciences to develop innovative technological solutions to the problems. Likewise, students with aptitude and experience in computer science often lack the foundational knowledge of how people learn and how to create experiences that are authentic, transformative, and meet the needs of a diverse audience. The Learning Sciences concentration of the CS+Ed program is aimed at students who want to learn the fundamental and generalizable skills of a traditional computer science degree, but anticipate that they will be applying these skills to educational contexts where it will be critical that they understand the unique constraints and affordances of those contexts.

### Is this program interdisciplinary?

Yes

### Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chose above)

Computer Science Department; This program will adopt the governance structure of existing CS+X programs where both units have input on course requirements, advising, etc.

### College

Grainger College of Engineering

### Department

Computer Science

### Do you need to add an additional interdisciplinary relationship?

No

### Corresponding Program(s):

#### Corresponding Program(s)

Computer Science + Education, BS

### Academic Level

Undergraduate

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

CS will provide advising to CS+Education students on all matters of CS and some general matters throughout the program. Each student will be assigned a specific CS advisor for monitoring of progress and advice. As students complete their foundational CS coursework they will also consult with advisors in the College of Education in selection of their education core courses. This additional advising will not be a burden to the College of Education advising staff, nor will they need additional training. The students in this concentration will be enrolling in the same core curriculum as other education majors.

Applications will be submitted to the College of Education, consistent with other CS+X programs. A committee of faculty/representatives from Education will determine whether students are admitted to the program, though input may be sought from advisors in Computer Science. Transfer applications will be handled in the same way, two times per academic year. We recommend that students with fewer than two years remaining towards their degree not be allowed to transfer into the major, unless they are currently Education or Computer Science majors.

**Is This a Teacher Certification Program?**

No

**Will specialized accreditation be sought for this program?**

No

## **Enrollment**

**Number of Students in Program (estimate)**

**Year One Estimate**

5

**5th Year Estimate (or when fully implemented)**

15

**What is the typical time to completion of this program?**

4

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

120

## **Delivery Method**

**This program is available:**

On Campus

## Budget

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

No

## Resource Implications

Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Technology

Will the program need additional technology beyond what is currently available for the unit?

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

## Resources

For each of these items, be sure to include in the response if the proposed new program or change will result in replacement of another program(s). If so, which program(s), what is the anticipated impact on faculty, students, and instructional resources? Please attach any letters of support/acknowledgement from faculty, students, and/or other impacted units as appropriate.

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

The CS and Education courses required for majors have capacity or can be expanded through the use of differential tuition. The College of Engineering does not believe that there would be a challenge to CS advising resources assuming ~15 majors/year for the Learning Sciences concentration. We think that the major will be limited to approximately this many students but if demand far exceeds this, we plan to re-evaluate the admission and advising process. If this is the case, there will be more tuition revenue to support additional course sections and advising loads.

CS will provide advising to CS+Education students on all matters of CS and some general matters throughout the program. Each student will be assigned a specific CS advisor for monitoring of progress and advice. As students complete their foundational CS coursework they will also consult with advisors in the College of Education in selection of their education core courses. This additional advising will not be a burden to the College of Education advising staff, nor will they need additional training. The students in this major will be enrolling in the same core curriculum as other education majors.

Applications will be submitted to the College of Education, consistent with other CS+X programs. A committee of faculty/representatives from Education will determine whether students are admitted to the program, though input may be sought from advisors in Computer Science. Transfer applications will be handled in the same way, two times per academic year. We recommend that students with fewer than two years remaining towards their degree not be allowed to transfer into the major, unless they are currently Education or Computer Science majors.

#### 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.**

As both CS and Education degrees already exist, there should be no additional resources needed for the library.

#### 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 the program include other courses/subjects impacted by the creation/revision of this program?**

Yes

#### Required courses

EPOL 201 - Foundations of Education  
EPOL 202 - Foundations of Education-ACP  
EPOL 310 - Race and Cultural Diversity  
EPSY 236 - Child Dev in Education  
EPSY 201 - Educational Psychology  
EPSY 400 - Psyc of Learning in Education  
SPED 117 - The Culture of Disability  
BCOG 100 - Intro to Brain & Cognitive Sci  
PSYC 224 - Cognitive Psych  
PSYC 248 - Learning and Memory  
PSYC 414 - Brain, Learning, and Memory  
EPSY 408 - Learning & Hum Dev w/ EdTech  
EPSY 405 - Personality and Soc Dev  
EPSY 407 - Adult Learning and Development  
EPSY 490 - Developments in Educ Psyc  
EDUC 101 - Education Orientation Seminar

**Explain how the inclusion or removal of the courses/subjects listed above impacts the offering departments.**

If the courses become unavailable, substitute courses will be suggested by advisors. In many cases these courses are already in a list of possible courses from which students must choose a subset.

**Attach letters of support from other departments.**

LS\_SE EPSY.pdf  
SPED.pdf  
LS PSYCH.docx  
LS\_EPOL Support of CS+Education.docx  
LS BCOG.pdf

CS+ED letter of support.pdf

## Financial Resources

### How does the unit intend to financially support this proposal?

Any additional needs will be financed through tuition differentials that Engineering students incur. Students in the CS+Education major will follow the current arrangement for CS+X: students will be coded under ENG for tuition assessment. Following the IVCB budget model for CS+, program differential, engineering program international differential and 20% of any non-resident differential will be split 50% to Engineering and 50% to Education. Similarly as defined in the model, majors will be split 50% to Engineering and 50% to Education. Both Education and CS will use funds from the differential tuition to accommodate any increase in advising or teaching loads and they have agreed to split both the tuition differentials and the major fees that is reimbursed on a per-major basis for CS+Education students.

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

No

### Attach letters of support

College Budgetary Letter.pdf

## Program Regulation and Assessment

**Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).**

Our identified learning outcomes will be measured through the following assessments:

1. Learning Outcome 1: Students will acquire deep knowledge of computer science as it relates to the field of Education

Written and oral assignments in university courses, design and research projects.

2. Learning Outcome 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).

Design and research projects.

### 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/PrivateAdminRules2017.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.

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

**For new programs, attach Program of Study**

CS+Educ LS Courses and Advising Plan 012121 .pdf

Catalog Page Text

**Catalog Page Text: Description of program for the catalog page. This is not official content, it is used to help build the catalog pages for the program. Can be edited in the catalog by the college or department.**

The following courses are required for this concentration.

**Statement for Programs of Study Catalog**

Code	Title	Hours
<b>College of Education Foundations</b>		
EPOL 201 or EPOL 202	Foundations of Education Foundations of Education-ACP	3-4
Choose 3 from:		9-10
CI 415	Language Varieties, Cultures and Learning	
EPOL 310	Race and Cultural Diversity	
EPSY 201	Educational Psychology	
EPSY 236	Child Development in Education	
EPSY 400	Psychology of Learning in Education	
SPED 117	The Culture of Disability	
<b>Learning Sciences Core</b>		
CI 210	Introduction to Digital Learning Environments	3
CI 489	DELTA Capstone Project	3
Choose 1 from:		3
BCOG 100	Introduction to the Brain and Cognitive Science	
EPSY 408	Learning and Human Development with Educational Technology	
PSYC 224	Cognitive Psych	
PSYC 248	Learning and Memory	
PSYC 414	Brain, Learning, and Memory	
Choose 2 from:		6
CI 424	Child Development & Technology	
CI 482	Social Learning and Multimedia	
EPSY 405	Personality and Soc Dev	
EPSY 407	Adult Learning and Development	
EPSY 490	Developments in Educational Psychology (Learning in Everyday Contexts)	
Choose 3 from:		9
CI 437	Educational Game Design	
CI 438	Computer Programming and the Classroom	
CI 439	Critiques of Educational Technology	
CI 499	Issues and Development in Education (Attention, Learning, and New Technology)	



## EP Documentation

## DMI Documentation

### Program Reviewer Comments

**Kathy Martensen (kmartens)** (Thu, 04 Mar 2021 21:29:18 GMT): Edited Financial Resources section based on feedback from J. Hackett, Provost's Budget and Resource Planning.

Key: 1028



## COLLEGE OF EDUCATION

Undergraduate Student Academic Affairs Office  
110 Education Building, MC-708  
1310 S. Sixth St.  
Champaign, IL 61820

March 3, 2021

Ms. Kathy Martensen  
Assistant Provost for Educational Programs  
204 Swanlund Administration Building  
MC-304

Dear Ms. Martensen:

The College of Education fully supports the Bachelor of Science (B.S.) in Computer Science+Education with Learning Science and Secondary Education concentrations. The College is committed to hiring Computer Science Education faculty to support this program by including position requests in our FY22-FY24 hiring plan submitted to campus.

Students enrolled in the CS + Education program will pay the same differential tuition as current College of Engineering Computer Science students. The College of Education and Computer Science Department have agreed to split tuition income, including differential tuition, for CS+Education per the IVCB model.

We do not anticipate a need for additional campus or external resources that cannot be met by the tuition paid by these students.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lisa Monda-Amaya', written in a cursive style.

Lisa Monda-Amaya  
Associate Dean for Undergraduate Programs



**Department of Computer Science**  
201 North Goodwin Avenue  
Urbana, IL 61801-2302 USA

February 25, 2021

Professor Sarah J. McCarthey  
Head, Curriculum and Instruction  
University of Illinois

Dear Professor McCarthey,

I am pleased to let you know that the Computer Science faculty enthusiastically approved the CS + Education proposal that we have been jointly working on over the last several months, and is in full support of the new program. This approval included approval of each of its two program concentrations, one in Learning Sciences and the other in Secondary Education. This proposal was reviewed and approved by both the CS Undergraduate Studies Committee and the full CS faculty. We are looking forward to expanding the already existing synergy between the Department of Curriculum and Instruction, and more generally the College of Education, and the Department of Computer Science, and particularly with those in the research area Computers and Education. This should provide an excellent opportunity for students in each of the concentrations to learn core CS content to incorporate into their investigations on Education. We are also excited to be a partner in the first undergraduate program leading to a teaching licensure in CS in the state of Illinois. Based on the many overlaps outlined in the proposal we think that this is a very natural fit and an excellent opportunity for both departments, as well as for future students whose interests align with the program.

We have evaluated our current course offerings and how they might be affected by the influx of the anticipated CS+ED majors, and do not anticipate problems in ensuring that they will have access. Students in this program will be given access to the CS courses required by the CS+ED program on an equal basis with the students in the CS program in The Grainger College of Engineering, as well as all the other programs in the collection of blended CS degrees. We anticipate the impact on course enrollments should be minimal, as this new program will represent only a very small fraction relative to the current size of those courses. Finally, the CS Department added twenty-three new faculty (tenure track plus instructional) last year, and the addition of these faculty should allow us to grow our course offerings in the needed areas.

Sincerely,

A handwritten signature in green ink that reads 'Elsa L. Gunter'.

Elsa L. Gunter  
Research Professor  
Director of Undergraduate Programs  
Department of Computer Science

University of Illinois at Urbana – Champaign

Phone: 217-265-6118

Email: [egunter@illinois.edu](mailto:egunter@illinois.edu)

**From:** [Wendy Heller](#)  
**To:** [McCarthy, Sarah Jane](#)  
**Cc:** [Stalter, Kathy L](#)  
**Subject:** Re: BCOG  
**Date:** Thursday, February 18, 2021 10:55:34 AM

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Hi, Sarah,

I confirm that we will allow your students to enroll in BCOG 100 as an option.

Best of luck,  
Wendy

On Thu, Feb 18, 2021 at 10:43 AM McCarthy, Sarah Jane <[mccarthe@illinois.edu](mailto:mccarthe@illinois.edu)> wrote:

Dear Wendy,

Thanks for sending this letter of support back in January. We neglected to put BCOG as an option for our students to take. Can you just confirm via email that you will allow our students to enroll in BCOG 100 as an option? You do not have to write a new letter, just confirm and Kathy Stalter will upload into CIM.

Thanks so much. Sorry to bother you again!

Sarah J. McCarthy

Professor & Department Head

Curriculum and Instruction

305 Education

University of Illinois at Urbana-Champaign

1310 S Sixth Street

Champaign, IL 61820

(217) 244 1149

[mccarthe@illinois.edu](mailto:mccarthe@illinois.edu)

--

Wendy Heller

Pronouns: She/Her/Hers

Professor and Head

Psychology Department, University of Illinois

President, Society for Research in Psychopathology

603 E. Daniel St., Champaign 61820

email: [w-heller@illinois.edu](mailto:w-heller@illinois.edu)

Telephone: 217-333-0632



## COLLEGE OF EDUCATION

Department of Education Policy, Organization & Leadership  
351 Education Building, MC-708  
1310 S. Sixth St.  
Champaign, IL 61820

January 12, 2021

Dear Members of the Graduate College and Education Policy Committee:

EPOL is in support of the Department of Curriculum and Instruction's major in Computer Science + Education and its concentration in Learning Sciences. We understand that we will offer the courses EPOL 201, EPOL 202 and EPOL 310 as part of the program on a regular basis.

Sincerely,

A handwritten signature in black ink that reads 'Yoon K. Pak'. The signature is fluid and cursive.

Professor and Head  
Education Policy, Organization and Leadership  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)



**COLLEGE OF LIBERAL ARTS & SCIENCES**

Department of Psychology  
308 Psychology Building, MC-716  
603 E. Daniel St.  
Champaign, IL 61820-6232

January 15, 2021

Dear Members of the Graduate College and Educational Policy Committee:

The Department of Psychology supports the Department of Curriculum and Instruction's Computer Science + Education and its concentration in Learning Science. We understand that we will offer the courses PSYC 224 and PSYC 414 as part of the program on a regular basis.

Sincerely,

A handwritten signature in black ink that reads 'Wendy Heller'.

Professor and Head  
Department of Psychology

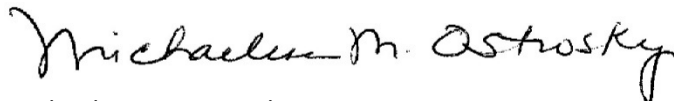


January 20, 2021

Dear Members of the Graduate College and Education Policy Committee:

The Department of Special Education is in support of the Department of Curriculum and Instruction's major in Computer Science + Education as well as its two concentrations in Learning Sciences and Secondary Education. We understand that students who enroll in these programs will need to take two of our courses SPED 117 and SPED 405. We offer SPED 405 for secondary education students once each year and will welcome these students into that course. On the other hand, SPED 117 is offered in both spring and fall semesters and these students are welcome to take this course in either semester. Let me know if you have any questions about our commitment to these students.

Sincerely,



Michaelene M. Ostrosky  
Grayce Wicall Gauthier Professor of Education and Department Head  
Department of Special Education  
College of Education/University of Illinois  
[ostrosky@illinois.edu](mailto:ostrosky@illinois.edu)

## Learning Sciences Concentration Courses

<b>12-14 hours</b>	<b>College of Education Foundations</b>
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EPOL 201, Foundations of Ed (3 hours) OR EPOL 202, Foundations of Education (Adv. Comp) (4 hours)

***Choose 3 from:***

EPSY 236, Child Development in Educ (3 hours)

CI 415, Lang. Varieties, Cult & Learning (3 hours)

EPSY 201, Educational Psychology (3 hours)

EPSY 400, Psych of Learning in Ed (3 hours)

SPEL 117, The Culture of Disability (3 hours)

EPOL 310, Race and Cultural Diversity (4 hours)

<b>24 hours</b>	<b>Learning Sciences Core</b>
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CI 210, Introduction to Digital Learning Environments (3 hours)

CI 489, Capstone Research Project (3 hours)

***Choose 1 from:***

BCOG 100, Introduction to the Brain and Cognitive Science (3 hours)

PSYC 224, Cognitive Psychology (3 hours)

PSYC 248, Learning and Memory (3 hours)

PSYC 414, Brain, Learning, and Memory (3 hours)

EPSY 408, Learning & Human Develop w/ Educ Technology (3 hours)

***Choose 2 from:***

EPSY 405, Personality and Social Development (3 hours)

EPSY 407, Adult Learning and Development (3 hours)

EPSY 490, Developments in Ed Psych, Learning in Everyday Contexts Section (3 hours)

CI 424, Child Development and Technology (3 hours)

CI 482, Social Learning and Multimedia (3 hours)

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**Choose 3 from:**

CI 437, Education Game Design (3 hours)

CI 438, Computer Programming and the Classroom (3 hours)

CI 439, Critiques of Educational Technology (3 hours)

CI 499, Issues and Developments in Education, Attention, Learning, and New Tech Technology Section (3 hours)

CI 499, Issues and Developments in Education, Designing Learning Spaces Section (3 hours)

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**Example 4-year schedule (Learning Sciences concentration)**

<b>Freshman Year</b>	
Fall (16 hours)	Spring (15 hours)
EDUC 101, Education Seminar (1 hour)	EPOL 201, Foundations of Ed (3 hours)
CS 124, Introduction to Computer Science I (3 hours)	CS 128, Introduction to Computer Science II (3 hours)
EPSY 201, Educational Psychology (3 hours)	CS 173, Discrete Structures (3 hours)
CI 210, Introduction to Digital Learning Environments (3 hours)	Composition requirement (3 hours)
Humanities and the Arts requirement (3 hours)	Social and Behaviors Sciences requirement (3 hours)
Language requirement (3 credits)	

<b>Sophomore Year</b>	
Fall (15 hours)	Spring (16 hours)
CS 222, Software Design Lab (1 hour)	CS 233, Computer Architecture (4 hours)
CS 225, Data Structures (4 hours)	PSYC 224, Cognitive Psychology (3 hours)

	hours)
MATH 221, Calculus I (4 hours)	MATH 231, Calculus II (3 hours)
CI 437, Education Game Design (3 hours)	Humanities and the Arts requirement (3 hours)
Advanced composition requirement (3 hours)	Social and Behaviors Sciences requirement (3 hours)

<b>Junior Year</b>	
Fall (15 hours)	Spring (14 hours)
CS 241, System Programming (4 hours)	CS 361, Probability and Statistics for Computer Science (3 hours)
MATH 225, Introductory Matrix Theory (2 hours)	CS 374, Introduction to Algorithms & Models of Computation (4 hours)
EPSY 400, Psych of Learning in Ed (3 hours)	EPOL 310, Race and Cultural Diversity (4 hours)
Natural Sciences and Technology requirement (3 hours)	Nature Sciences and Technology requirement (3 hours)
Western Culture(s) requirement (3 hours)	

<b>Senior Year</b>	
Fall (15 hours)	Spring (15 hours)
CS 421, Programming Languages and Compilers (3 hours)	CI 489, Capstone Research Project (3 hours)

CI 482, Social Learning and Multimedia (3 hours)	CI 424, Child Development and Technology (3 hours)
CI 499, Issues and Developments in Education, Attention, Learning, and New Tech Technology Section (3 hours)	CI 439, Critiques of Educational Technology (3 hours)
Language requirement (3 hours)	Language requirement (3 hours)
Social and Behaviors Sciences requirement (3 hours)	Minority Culture(s) requirement (3 hours)



**COLLEGE OF EDUCATION**

Department of Educational Psychology  
210 Education Building, MC-708  
1310 S. Sixth St.  
Champaign, IL 61820

January 15, 2021

Dear Members of the Graduate College and Education Policy Committee:

The Department of Educational Psychology is in support of the Department of Curriculum and Instruction's major in Computer Science + Education as well as its two concentrations in Learning Sciences and Secondary Education. We understand that we will offer the courses EPSY 201, EPSY 236, EPSY 400, EPSY 405, EPSY 407, EPSY 408, EPSY 485 and EPSY 490 as part of the program on a regular basis.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kiel Christianson', written in a cursive style.

Kiel Christianson, Ph.D.

Professor & Chair  
Department of Educational Psychology

Professor  
Departments of Psychology, Linguistics, & Beckman Institute

Office Tel: 217.265.6558  
Email: <kiel@illinois.edu>