



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Establish a non-licensure Bachelor's of Science in Learning and Education Studies in the College of Education with concentrations in: 1) Applied Learning Science; 2) Education, Globalization, and Social Justice; 3) Workplace Training and Development; and 4) International and Cultural Perspectives on Early Schooling.

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BRIEF DESCRIPTION: Education is no longer conceptualized as an enterprise restricted to schools. The unprecedented pace of change in the nature of literacies, expansion of technology, and access to information affords learning in both school and non-school contexts so as to challenge universities to prepare students in new ways. Successful participation in contemporary society requires the ability to learn complex information to support problem solving and decision-making across a wide range of contexts. Learning must also be lifelong to afford adaptation to change in the economic, political, technological, and cultural landscape.

This curriculum prepares students for a broad range of positions requiring expertise in formal and non-formal learning and education. Examples include cooperative extension work, training and program development, international schools, corporate placements and other education-related positions in agencies, business, and government.

The proposed degree in Learning and Educational Studies will be a Bachelors of Science, so that 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 a concentration.

This is a College-wide degree that will be housed in a new entity, (being developed in consultation with campus leadership and modeled after the i-Health program in the College of Applied Health Sciences) tentatively titled, The I-Teach/I-Lead Program (slated to officially begin Fall 2014). It will be under the leadership of the Associate Dean and Director for Undergraduate Education (See Appendix B for draft of the organizational chart).

Students in the Learning and Education Studies major will be assigned to an existing Education undergraduate adviser until they graduate. Once they have declared a concentration, they will have a secondary faculty adviser in our EPOL, CI, SPED or EPSY departments. Departments will assign faculty advisers based on areas of interest or research. This facilitates a connection between undergraduates and graduate faculty that may encourage future graduate study.

The College of Education anticipates the start of the new degree offering in Fall 2015. We expect that initially there will be predominately intercollegiate transfer (ICT) students entering the Learning and Education Studies major and the College will work closely with the Division of General Studies and other campus units during this time. As we transition to accepting freshmen into the Learning and Education Studies major, the College of Education will work closely with the Office of Undergraduate Admissions in conjunction with the Division of General Studies and other campus units.

The following is the process whereby our three different student populations will declare a concentration in this new major:

- On campus students seeking to ICT into the Learning and Education Studies major will be required to meet with an undergraduate Education adviser and can then apply via the Education ICT form and declare a concentration on that form.
- Incoming freshmen admitted directly into the Learning and Education Studies major will declare their concentration in consultation with their academic adviser during the spring of their freshmen year prior to the first day of priority registration for fall.
- Outside transfer students seeking admission to the Learning and Education Studies major will declare a concentration when they accept their offer of admission into the major.

The College of Education recognizes the academic, professional and personal value of an experience abroad and provides all students with a sum of \$500 dollars towards this end. Students in this major are strongly encouraged to participate in a study abroad experience that is aligned to their concentration.

Students are encouraged to add a minor that supports the depth and breadth of knowledge acquired in this major. A recent National Academy of Sciences report¹ confirms that 21st century skills are best acquired in the context of a content domain, which a minor provides.

Two of the four concentrations allow students to gain practicum or internship experience. In the International and Cultural Perspectives on Early Schooling concentration, CI 260,

¹ http://www.nap.edu/catalog.php?record_id=13398

EDPR 250, and CI 420 all afford practicum experience for students. Students wanting more extended practicum experience will be advised to apply for intercollegiate transfer to our Early Childhood Education program to receive a degree and licensure in this area.

In Workplace Training and Development, faculty will work with students to obtain an internship. Currently, Human Resource Development (HRD) faculty serve as internship coordinators and assist with local internship projects and sites for graduate students. Internship opportunities are announced to the student body and detailed skills and knowledge are used to match students with specific project sites. As such, timelines and responsibilities are clearly defined and articulated in a written document signed by the site supervisor, faculty supervisor, and the student. The same will be done for students in this new undergraduate concentration. It is not yet determined which of the courses the undergraduate internship will reside in.

Although a formal practicum or internship experience for students in the concentrations of Education, Globalization and Social Justice and Applied Learning Sciences has not been provided, students in these concentrations will be advised to consider using study abroad or undergraduate research to enhance their overall experiences and training.

See Program of Study for requirements in each concentration.

JUSTIFICATION:

- a. Why should we have the program? There is a need for a program aimed at undergraduate students who are interested in education but not necessarily interested in a traditional state licensure program. Many students discover an interest in education at a point too late in their academic plan to be candidates for the existing education majors due to the many requirements that accompany a licensure program. The Learning and Education Studies major has all the key components of a well-rounded education major: focus on learning, globalization, diversity, and technology. In addition, it will meet calls for formal education to provide students with 21st century skills such as critical thinking, problem solving, and collaboration. These elements will make the Learning and Education Studies major attractive to a variety of students from across the globe and also from across campus, incoming freshmen, transfer students from other institutions, and for students who need to declare a major in the Division of General Studies. Like most undergraduate degree offerings today, it is highly important for students to consider graduate school to enhance their understanding and expertise. The concentrations in this degree offering provide a good basis for students who wish to pursue graduate work.
- b. What do we expect students to get from these concentrations? Students in Applied Learning Science will explore the foundations and principles of learning and the application of problem solving skills in educational, health care, business, and other organizational contexts. Students in Education, Globalization and Social Justice will understand the role of education in enabling social justice locally and globally. Students in Workplace Training and Development will acquire a broad set of knowledge and skills that will enable them to develop, deliver, and evaluate programs across workplace settings. Students in International and Cultural Perspectives on Early Schooling will gain an understanding and expertise on how children learn in different cultural contexts and settings.

- c. What jobs will these students seek upon graduation? Cooperative extension work, training and program development, international schools, non-government organizations (NGOs), corporate placements and other education-related positions in agencies, business, and government. Jobs that require expertise in design, analysis, and evaluation of learning environments, as teachers, knowledge managers, policy makers, analysts, and professionals in government, healthcare, business, and nonprofit organizations. Jobs in international educational settings, including teaching English as a second language, and teaching internationally. Jobs in global business and NGOs to explore the problems and potentials of policies intent on improving global conditions. Jobs that require the development, delivery, and evaluation of training and development programs across workplace settings, such as businesses and industries, two-year post-secondary schools, or community and government agencies. As in all concentrations, students are encouraged to add a minor to support the knowledge acquired in their concentration and major.
- d. What makes this major/concentrations different from other majors on this campus? The Applied Learning Science concentration is a unique combination of learning and analysis that is not offered on this campus and prepares students for jobs that cross disciplines, for example, as the management and disaggregation of data for a school district. The Education, Globalization and Social Justice concentration offers a chance for students to delve into diversity, social justice, and education at the undergraduate level and to be prepared to work in the United States or an international context. Workplace Training and Development provides students with an undergraduate concentration focused on the knowledge and skills needed for the development, delivery and evaluation of educational programs in workplace settings. The International and Cultural Perspectives on Early Schooling concentration will allow students to learn about children's learning and development from an international perspective. This concentration is directed at international students and U.S. students interested in international teaching, but certainly not solely. Another degree program on campus, Human and Community Development (HCD), has similar objectives for one of its concentrations in educating children at an early age but the overall goals of our degree with the Concentration in International and Cultural Perspectives on Early Schooling and its course content differ from that of the HCD degree and concentration. The overall goal of this concentration is to educate international and domestic students for work in international settings.
- e. How do we promote this program to high school and ICT students? This major will appeal to high school students who have an interest in education but are still unsure as to whether they are interested in becoming teachers, who have done a lot of service learning and/or volunteer work, and have an interest in working and living abroad or in an international context. Students with an interest in children, but with broader interests too, will have the freedom to study education in general and still have the flexibility to expand their interest to other facets of education. Many students in other colleges wish to ICT to Education but are unable to do so with the current constraints of the licensure majors. The Learning and Education Studies major will allow students from across campus interested in education to ICT into the College of Education and complete their degree requirements in a concentration that appeals to their personal and professional interest. The College will market and advertise this new major and concentrations to high school, community college, and current university students.

BUDGETARY AND STAFF IMPLICATIONS: *(See Appendix A for additional information.)*

- a. Additional staff and dollars needed: No additional staff or dollars will be needed for this new degree offering as we are expanding the number of existing faculty that will teach into undergraduate Education courses. If additional staff becomes needed—e.g. an additional academic adviser—the College will assume the costs.
- b. Internal Reallocations: Few internal reallocations will be needed to accommodate this new major. The current structures of the undergraduate majors in teacher licensure do not allow all faculty in the College to teach at the undergraduate level. The faculty who would teach in these proposed concentrations reside disproportionately in departments in the College that do not teach in a teacher education licensure program. As such, a number of faculty in the College who do not currently teach at the undergraduate level have willingly agreed to teach in this new education major.
- c. Effect on course enrollment in other units and explanations of discussions with representatives of those departments: We have established agreements with other departmental units outside the College of Education to secure the needed seating allocations for this new major. All departmental units have agreed to work with the College in ensuring the start and success of this initiative. (See attached Appendixes for units/courses that will partner with the College).
- d. Impact on the University Library: No additional resources will be needed from the University Library for this new major. (See Appendixes for Letter of Acknowledgment.)
- e. Impact on computer use, laboratory use, equipment, etc.: There are no anticipated impacts on computer use, laboratory use, equipment, etc.

DESIRED EFFECTIVE DATE: Fall 2015

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Education

<http://education.illinois.edu/>

Associate Dean for Academic Programs: Christopher M. Span
120 Education Building, 1310 South Sixth, Champaign, (217) 333-2800

Learning and Education Studies

For the Degree of Bachelor of Science in Learning and Education Studies

This curriculum prepares individuals for positions requiring expertise in formal and non-formal learning and educational settings that do not require licensure (becoming a licensed teacher). Students interested in a licensure program should consider the majors of Elementary Education, Early Childhood Education, or Special Education.

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 following concentrations: 1) Applied Learning Science; 2) Education, Globalization, and Social Justice; 3) Workplace Training and Development; and 4) International and Cultural Perspectives on Early Schooling.

Degree Requirements

Hours **Orientation Seminar**

1 EDUC 101, Education Orientation Seminar

The following degree requirements also meet general education course requirements and must be selected from the campus [general education](#) course list. Selections of general education and core requirements courses are dependent upon concentration.

Hours **Composition¹**

4-6 Composition I
3-4 Advanced Composition

Hours **Quantitative Reasoning¹**

3 STAT 100 or another approved basic course in statistical methods such as EPSY 280, SOC 280, PSYC 235
3 From approved campus list (Recommended: INFO 102)

Hours **Natural Sciences and Technology¹**

6 From approved campus list (Recommended: ECE 101)

Hours **Humanities & the Arts¹**

6 From approved campus list

Hours **Social & Behavioral Sciences¹**

6 From approved campus list (must include PSYC 100)

Hours **Cultural Studies¹**

3 From Western Culture(s) approved campus list
3 From U.S. Minority Culture(s) or Non-Western Culture(s) approved campus list

37-40 Total hours of general education courses

Hours **Language other than English**

0-12 Three years of one language other than English in high school or completion of the third semester of college-level language.

Hours **Core Requirements²**

6-7 Choose 2 from:
SPED 117 – The Culture of Disability (3 hours)
EPSY 236 – Child Dev for Elemen Teachers (3 hours) (Not recommended for the Workplace Training and Development concentration.)
EPS 201 Foundations of Education (3 hours) or EPS 202 Foundations of Education
Advanced Composition (4 hours)

18-20 Choose 6 courses from the list below, with at least 2 courses in each:
Teaching and Learning:

- CI 260 – Serving Child in Schools/Comm (3 hours)
- CI 415 – Language Varieties, Cult, & Learning (3 hours)
- EPSY 401 – Child Language and Education (3 hours)
- EOL 440 – Prof Issues for Teachers (3 hours)
- EPSY 201 – Educational Psychology (3 hours)
- EPSY 400 – Psyc of Learning in Education (3 hours)

Leadership in a Diverse Global Economy:

- AGED 260 – Intr to Leadership Studies (3 hours)
- EPS 310 – Race and Cultural Diversity (4 hours)
- EPS 402 – Asian American Education (4 hours)
- EPS 405 – Historical and Social Barriers (3 hours)
- HRD 415* – Diversity in the Workplace (3 hours)

24-27 Total hours of core requirements

Hours **Concentration²**

24 Students must complete 24 credit hours within one of the following four areas of concentration: 1) Applied Learning Science; 2) Education, Globalization, and Social Justice; 3) Workplace Training and Development; or 4) International and Cultural Perspectives on Early Schooling.

Hours **Electives**

16-34 Electives (including minor, if taken)

120 TOTAL minimum hours, including general education, language other than English, concentration, and core credits

1. General Education Requirement. Courses must be selected from the Campus [General Education Approved Course List](#).
2. Area of Concentration and Core Requirement courses found on the [General Education Approved Course List](#) may also be credited toward the General Education requirements.

Applied Learning Science (AppLeS) Concentration

The undergraduate non-licensure concentration in Applied Learning Science (AppLeS) will provide a thorough grounding in the learning sciences through an innovative program that includes courses in learning, language understanding, quantitative reasoning and statistics, designing learning environments, and human performance. The program culminates in a capstone course in which the student works on a research project under the direction of one or more faculty members. Graduating students will have a solid preparation for graduate study in this emerging area of scholarship (such as the new Learning Science and Engineering Professional MS Program at Carnegie-Mellon University), as well as in education, psychology, business, law, and other more traditional areas of study. In addition, through their coursework and research experience international and domestic students will be prepared for a wide range of current (and future) jobs that require expertise in design, analysis, and evaluation of learning environments, as teachers, policy makers, analysts, and professionals in government, healthcare, business, and nonprofit organizations.

* The current rubric is HRE. It has been approved to change to HRD effective Spring 2014.

Students in the AppLeS concentration will:

- Explore theories, phenomena, and methods in the learning sciences (i.e., the biological, cognitive, dispositional, and sociocultural underpinnings of learning).
- Identify general principles of learning, their contextual variations, and how they can be applied in the classroom, at work and home, and diverse settings of daily life.
- Acquire flexible learning and problem solving skills that can be broadly applied to diverse contexts, including research, quantitative reasoning, communication, and collaborative problem solving.

Hours

Applied Learning Science (AppLeS)

The following courses are currently required for this concentration. Changes/additions to this list can be obtained from the College office. Approvals for substitution must be submitted to the College office.

- | | |
|---|---|
| 3 | EPSY 403 – Research Methods in the Learning Sciences |
| 3 | EPSY 398 – Capstone Research Project |
| 6 | Choose 2 from:
EPSY 425 – Psychology of Language Understanding
EPSY 490 – Learning in Everyday Contexts
PSYC 357 – Introduction to Cognitive Science |
| 3 | Choose 1 from:
EPSY 407 – Adult Learning and Development
EPSY 431 – Cognitive Development in Context |
| 3 | Choose 1 from:
EPSY 402 – Sociocultural Influences on Learning
EPSY 404 – Psychology of Classroom Management
HRD 490 – Issues and Development in HRE |
| 3 | Choose 1 from:
EPSY 408 – Learning and Human Development with Educational Technology
HRD 472 – Learning Technologies
PSYC 456 – Human Performance and Engineering Psychology |
| 3 | Choose 1 from:
EPSY 486 – Principles of Measurement
SOC 485 – Intermediate Social Statistics |

Education, Globalization and Social Justice Concentration

This undergraduate non-licensure concentration will prepare students to better understand the role of education in enabling social justice in local and global perspectives. Focusing on U.S.-based and global forms of diversity, further, will give students a unique perspective on the historical place of education in both challenging inequities and helping to justify social divisions. Understanding how education as an institution operates to perpetuate social and economic stratification will give students a perspective on the challenges of creating a more equitable distribution of education. Classes will cover a wide range of disciplinary approaches, including history, social science, educational policy analysis, and theory. Students will understand the contemporary and historical barriers to the distribution of education and examine recent human rights-based demands for extending education to people of all social classes, regions, ethnicity, language groups, and genders.

Because understanding how globalization and social justice are enabled through education requires a close understanding of local and global contexts, introductory courses will cover basic definitions of educational justice, survey global minorities in relationship to education, and explore political, economic, and social contexts for globalization. Intermediary classes will invite students to apply their basic understanding of such processes to more local and detailed contexts, like shifts in the U.S. that have extended public and higher education to working class, people of color and women. Advanced classes will introduce students to the theoretical approaches to studying social justice and difference, including Critical Race Theory, transnational and global theory, and globalized critical pedagogy.

These courses will be designed to appeal to international and domestic students seeking employment in both the United States and international educational settings, including teaching English as a second language. In addition, understanding the role of education in fostering the expansion of global human rights will enable students interested in global business and NGOs to explore the problems and potentials of policies intent on improving global conditions. As all areas of study and trade are increasingly situated in transnational networks, the concentration in Education, Social Justice and Globalization provides a firm grounding on key issues of rights, obligations, and new institutions that help maintain commitments for justice under these new circumstances.

Students are encouraged to pursue a minor in English as a Second Language, or in ethnic, women's or international studies.

Hours

Education, Globalization and Social Justice

The following courses are currently required for this concentration. Changes/additions to this list can be obtained from the College office. Approvals for substitution must be submitted to the College office.

3	EPS 411 – School and Society
3	EPS 390 – The 1960s
3	EPS 399 – Social Justice and Education
3	EPS 405 – Historical and Social Barriers to Education
3	EPS 390 – Education, Diversity, and Critical Citizenship
3	EPS 422 – Race, Educational Policy, and Social Science
3	EPS 423 – Politics of Education
3	Elective class from GWS, LLS, AAS, AFRO, AIS, or GLBL

Workplace Training and Development Concentration

Workplace Training and Development is a non-licensure undergraduate concentration. The concentration will provide international and domestic students with the broad sets of knowledge and skills necessary to develop, deliver, and evaluate training and development programs across workplace settings, such as businesses and industries, two-year post-secondary schools, or community and government agencies. In addition, it will serve a growing demand for graduates who have an interest in helping adults learn and improve organizational performance. The demand comes from a range of business sectors, specifically health care, manufacturing, and logistics.

Students in this concentration will receive an overview of the human resource development field and specifically focus on the training and development aspects of the field. Students will acquire the knowledge and practical skills, such as job and task analysis, training program design, and training program coordination. Students will also be introduced to learning management systems, which most organizations now use to track the learning progress of their employees. An internship will be a required component of the concentration.

The concentration appeals to the following potential students:

- Individuals who wish to combine the study of organizations and learning in their academic studies;
- Individuals who currently work in a technical role, such as a lab tech or nurse in health care, and who want to become more involved in training others about their occupation;
- Individuals who work as information technology specialists and who are asked to develop and deliver training for others;
- Individuals who wish to work in the business and industry outreach departments of community colleges;
- Individuals who serve as instructors in post-secondary technical education schools;
- Individuals who wish to serve as a staff member in the human resource development department of an organization; and
- Individuals who wish to prepare for future graduate study in human resource development.

Hours

Workplace Training and Development

The following courses are currently required for this concentration. Changes/additions to this list can be obtained from the College office. Approvals for substitution must be submitted to the College office.

3	HRD 401 – Training in Business/Industry
3	HRD 402 – Business Principles for HRD
3	HRD 411 – Instructional Design
3	HRD 412 – Instructional Techniques
3	HRD 414 – Facilitation Skills
3	HRD 415 – Diversity in the Workplace
3	HRD 440 – Work Analysis in Human Resource Development
3	HRD 472 – Learning Technologies

International and Cultural Perspectives on Early Schooling Concentration

Understanding early schooling requires a deep understanding of how children learn and develop. Students in the *International and Cultural Perspectives on Early Schooling* undergraduate non-licensure concentration will explore how children from infancy to age 8 learn and develop within the context of contemporary schooling. Understanding contemporary schooling in an increasingly globalized world requires a deep understanding of both the culture of schooling and the cultures into which young children are growing. The cultures of schools vary depending on the primary focus, quality of staff and funding sources used. Early schooling in the U.S. varies greatly from early schooling in many European and Asian countries. International and domestic students who choose to enroll in this concentration will develop a broad and in-depth understanding of the range of potential services provided in developed countries. In addition, they will examine the increasingly rapid changes in demographics and societal needs of young children and their families. Understanding the increasingly broad range of influences on young children's learning and development is critical to the design of early schooling and early childcare. Graduates with this concentration will be qualified to provide services, such as teaching young children internationally or in corporate childcare placements, or may opt to pursue graduate education in a variety of fields including education, psychology, or social work.

Students are encouraged to pursue a minor in English as a Second Language.

Hours

International and Cultural Perspectives on Early Schooling

The following courses are currently required for this concentration. Changes/additions to this list can be obtained from the College office. Approvals for substitution must be submitted to the College office.

- 1 EDPR 250 – School and Community Experiences
- 3 CI 420 – Foundations of Early Childhood Education
- 3 CI 421 – Principles and Practice in Early Childhood
- 2 MUS 345 – Music Methods in Early Childhood
- 2 ART 201 – Art in Early Childhood
- 2 CI 468 – Children’s Literature for Early Childhood Education
- 3 CI 422 – Families, Communities, Schools
- 2 SPED 450 – Introduction to Early Childhood Special Education
- 3 EPS 411 – School and Society
- 3 EPS 423 – Politics of Education

CLEARANCES: (Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

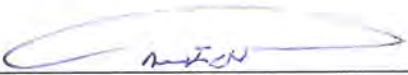
Signatures:



EPSY Unit Representative:

3/29/13

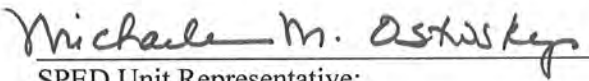
Date:



CI Unit Representative:

3/29/13


Date:



SPED Unit Representative:

3/28/13


Date:



EPOL Unit Representative:

3/29/13

Date:



College Representative:

3/29/13

Date:

Graduate College Representative:

Date:

Appendix A: (Budgetary and Staff Implications)

New Degree Programs – Required Budgetary Implication Questions

- 1) How does the unit intend to financially support this program?

There are no anticipated additional costs to support this new degree offering. If there are, the costs would be covered by the additional revenue generated by the instructional units from the new degree offering.

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

No.

- 3) If no new resources are required, how will the unit create capacity or surplus to appropriately resource this program? (What functions or programs will the unit no longer support?)

The current structure related to undergraduate course and degree delivery revolves around teacher education preparation, which is currently located in the Departments of Curriculum and Instruction and Special Education. As a consequence, only a small proportion of faculty in the College currently teach in a teacher education program. The establishment of this new non-licensure undergraduate baccalaureate degree and reorganization efforts in the College (I-Teach/I-Lead Program) (See Appendix B), allows the College to draw upon the broader capacity of all faculty to teach undergraduate Education courses. (This is consistent with the new load agreement in the College that requires all faculty to teach undergraduate Education courses).

- 4) Please provide a market analysis: What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be required to assist students with job placement?

There are a number of considerations that drive this proposal. For all proposed concentrations there are ever-increasing demands in the United States and abroad for persons trained to work in areas of specialization in education beyond licensure and in business and non-profit organizations. A peer college and institution—the School of Education at Northwestern University—has a similar program to the Applied Learning Science concentration. As this proposal was being established, we reached out to them for guidance on these matters and they assured us that their graduates have no trouble finding employment upon graduation. Many of their graduates obtain work in differing fields of consulting and business.

Similar findings point to employment opportunities with the Education, Globalization, and Social Justice concentration. While this concentration is the first of its kind in the College of Education at the undergraduate level, the College offers a master degree—on campus and online—in Global Studies in Education (GSE). This master degree has existed for nearly a decade and has a current enrollment of 80 students (25 on campus and 55 online students). Education, Globalization, and Social Justice is modeled after this master degree program. A peer institution, Michigan State University, offers a minor in international education. The former Dean of Education of Michigan

State University, who is currently serving as a consultant to the College of Education in the redesign of its teacher education programs, has indicated to us that this minor in international education has been a tremendous success. We are confident that this concentration in the new major will be a success as well. Graduates find employment in international educational settings, including teaching English as a second language, working for NGO's, and in global business ventures that explore the problems and potentials of policies intent on improving global conditions.

For students interested in remaining in the United States following the completion of their degree in this concentration, there are a number of growing opportunities, particularly as a diversity specialist or diversity officer in the P-20 system of education in the United States. As the demographics of the nation change², so too will be the emphasis on ensuring that diversity is seen not simply as a concept linked to empathy, but understood as a set of skills, knowledge, and dispositions that serve to enhance life chances of all students. The work of Jon Gant³, the Director of the Center for Digital Inclusion in the Graduate School of Library and Information Sciences (GLIS), and his associates, illustrates the need for students to learn the skills and knowledge necessary to work in diverse communities and spaces. Having the skills and knowledge to address issues related to diversity, equity, revitalization, sustainability, and youth development will increasingly be necessary. This concentration would help prepare students to have a deep(er) understanding of the institutional contexts to these (and other) considerations to help them navigate successfully on the job. We would encourage students interested in these aspects of this concentration to consider a minor in a host of areas that complement their professional interests.

Suggested minors for students in this concentration are: Urban Planning, Global Studies, English as a Second Language, Science and Technology in Society, Gender and Women's Studies (GWS), African American Studies (AFRO), Asian American Studies (AAS), Latina/Latino Studies (LLS), American Indian Studies (AIS) or some equivalent.

Graduates with the BS degree in Learning and Education Studies with a concentration in International and Cultural Perspectives on Early Schooling will be qualified to work in formal and informal childcare and early childhood education settings that do not require formal licensure, especially in international and corporate contexts, and in contexts that serve diverse student populations. We recognize there is a growing demand for employees in these areas, especially as the workforce becomes both more diversified, and caters to the professional and personal needs of their employees who expect greater considerations as it relates to their ability to both work and provide for the needs of their young children. See the URLs in footnote 2 for additional clarification. As with students in Education, Globalization, and Social Justice, we would encourage students interested in working or teaching abroad in this concentration to consider minoring in Global Studies or English as a Second Language.

² By 2050, children from underrepresented backgrounds will be more than 50% of the nation's public school students. Today, more than 50% of all public school students in California are from underrepresented backgrounds. Public school students in Illinois are close to 50% minority. See: http://www.childrennow.org/index.php/learn/facts_k12; <http://www.centerforpubliceducation.org/You-May-Also-Be-Interested-In-landing-page-level/Organizing-a-School-YMABI/The-United-States-of-education-The-changing-demographics-of-the-United-States-and-their-schools.html>.

³ http://cdi.lis.illinois.edu/cdi/?page_id=48#jongant

Workplace Training and Development, will serve a growing demand for graduates who have an interest in helping adults learn and improving organizational performance. The demand comes from a range of business sectors, but most probably from health care, manufacturing, and logistics. Job titles might include Training and Development Specialist, Trainer, Training Coordinator, Training Designer, and Training Analyst. The concentration serves an important role in aiding businesses, government, and institutions of education in finding competent employees trained with human resource expertise.

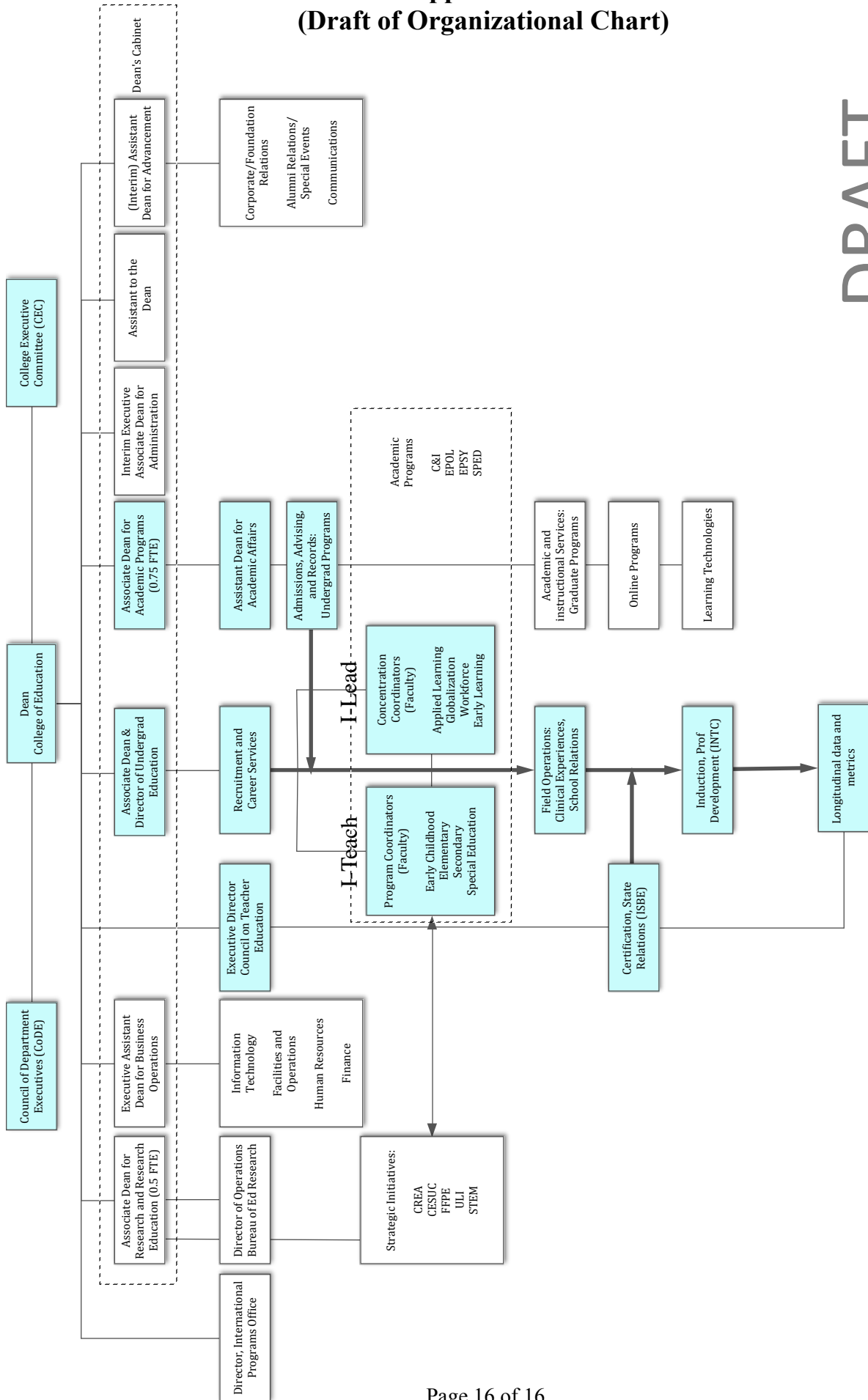
With regard to any additional resources to assist students with job placement, it is the hope of the College of Education that campus career counselors and job fairs will work with the College to ensure our students are adequately placed in current and future markets. Notwithstanding, the College will work with additional potential employment outlets no different than it does for undergraduate students seeking licensure as teachers.

5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?

There will be no need for waivers. This is an undergraduate degree offering, not a proposed graduate degree offering.

Appendix B: (Draft of Organizational Chart)

I-Teach/I-Lead Program Organizational Chart



DRAFT

From: "Kramer, Laurie F" <lfkramer@illinois.edu>

Date: March 29, 2013, 9:58:25 AM CDT

To: "Span, Christopher" <cspan@illinois.edu>

Cc: "Hauser, Robert J" <r-hauser@illinois.edu>, "Phillippe, Carol A" <cphilli1@illinois.edu>, "Burgoon, Lisa Ann" <burgoon@illinois.edu>, "Clark, Richard Warner" <clark6@illinois.edu>

Subject: AG ED 260

Dear Chris,

Thank you for your interest in including the Ag Ed 260, Introduction to Leadership Studies, as part of the proposed Learning and Education major developed by the College of Education.

As we have discussed, the Department of Human and Community Development does have concerns about the duplication of the proposed concentration in International and Cultural Perspectives on Early Schooling concentration with the existing Child and Adolescent Development concentration of the Major in Human Development and Family Studies. Their concern is only with this one proposed concentration.

We recognize that your proposal is subject to a formal approval process, which will include approval from the Senate Educational Policy Committee, the Senate, BOT and IBHE. Thus, the Agricultural Education Program in the College of ACES is willing to support the inclusion of AG ED 260 as a required course in the Learning and Education major, if it does attain approval at the required levels. We would be able to provide seats for 15 students each semester that the course is offered.

I very much appreciate your interest in providing your students with an introduction to leadership studies.

Thank you.

Laurie Kramer

Laurie Kramer, Associate Dean and Professor
Academic Programs
College of Agricultural, Consumer and Environmental Sciences
University of Illinois
1301 W. Gregory Dr., Room 125
Urbana, IL 61801
Ph: (217) 333-3380
Fax: (217) 333-2027
lfkramer@illinois.edu

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

Department of Sociology

College of Liberal Arts and Sciences
3120 Lincoln Hall, MC-454
702 South Wright Street
Urbana, IL 61801



March 27, 2013

Kathy Ryan
Assistant Dean for Academic Affairs
College of Education
120 Education Building
1310 South Sixth Street
Champaign, IL 61820

Dear Ms. Ryan:

We understand that the College of Education is developing a proposal for a new undergraduate non-certification major entitled Learning and Education Studies. We also understand that the proposal calls for SOC 485 to fulfill one of the requirements for this new major.

On behalf of the Department of Sociology, we would be happy to make SOC 485 available to your students. We expect that we could accommodate your students in that course.

Please let me know if you have any additional questions.

Best wishes,

A handwritten signature in cursive script that reads "Anna-Maria Marshall".

Anna-Maria Marshall
Head

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

School of Music
1114 West Nevada Street
Urbana, IL 61801



March 25, 2013

Dr. Christopher Span
Associate Dean for Academic Programs
120 Education
1310 S Sixth
M/C 708
Champaign, IL 61820

Dear Dr. Span,

The School of Music supports the College of Education's request include MUS 345 as part of the degree plan for Learning and Education Studies majors. This request has the support of the Music Education faculty, the division responsible for teaching MUS 345 (Music Methods in Early Childhood). Therefore, the School of Music affirms that students enrolled in the Learning and Education Studies major will have access to enroll in MUS 345. Should you need any additional information, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeffrey Magee'.

Dr. Jeffrey Magee, Interim Director

CC: Joyce Griggs, Associate Director
William Kinderman, Music Education Chair

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

School of Art and Design
143 Art and Design Building
408 East Peabody Drive
Champaign, IL 61820



March 7, 2013

The School of Art & Design is supportive of the Non Certification Minor offered by the College of Education and will make available seats in ART 201 for these minors as far as capacity allows.

Nan Goggin

A handwritten signature in black ink, appearing to read 'Nan Goggin', with a long, sweeping flourish extending to the right.

Director
School of Art & Design

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

Department of Psychology

College of Liberal Arts and Sciences
603 East Daniel Street
Champaign, IL 61820



April 16, 2013

Dr. Christopher Span
Associate Dean for Academic Programs
120 Education
1310 S. Sixth
M/C 708
Champaign, IL 61820

Dear Dr. Span,

The Department of Psychology supports the College of Education's request to include PSYC 357 and PSYC 456 as part of the degree plan for the Learning and Education Studies major. This request has the support of the Psychology faculty, the division responsible for teaching these classes. Therefore, the Department of Psychology affirms that students enrolled in the Learning and Education Studies major will have access to enroll in PSYC 357 and PSYC 456. Should you need any additional information please let me know.

Sincerely,

A handwritten signature in black ink that reads "David E. Irwin". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. David Irwin
Professor and Head
Department of Psychology
315 Psychology Building
217/333-0632
Irwin@illinois.edu

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

University Library

Office of Dean of Libraries
and University Librarian
230 Main Library, MC-522
1408 West Gregory Drive
Urbana, IL 61801



March 5, 2013

Chris Span, Associate Dean for Academic Programs
120 Education
MC-706

Dear Dean Span:

Thank you for giving the University Library the opportunity to review the College of Education's proposal to the Senate Committee on Educational Policy to a non-certification B.S. in Learning and Education Studies in the College of Education with concentrations in: 1) Applied Learning Science; 2) Education, Globalization, and Social Justice; 3) Workplace Training and Development; and 4) International and Cultural Perspectives in Early Schooling. Based on the proposal reviewed, there appear to be no changes to the curriculum currently offered that lead us to believe that there will be an appreciable impact on our operations or collections.

If additional services or materials are required as the program develops—particularly in its graduate offerings, we will be happy to discuss securing the requisite resources with the program sponsors.

Sincerely,

A handwritten signature in cursive script that reads "Paula Kaufman".

Paula Kaufman
Juanita J. and Robert E. Simpson
Dean of Libraries and University Librarian

c: Thomas Teper
Nancy P. O'Brien

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

EP.13.40

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



April 2, 2013

Gay Miller, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Miller:

Enclosed is a copy of a proposal from the College of Education to establish a Bachelor of Science in Learning and Education Studies. The new major will have four concentrations: Applied Learning Science; Education, Globalization and Social Justice; Workplace Training and Development; and International and Cultural Perspectives in Early Schooling.

This proposal has been approved by the College of Education Graduate Programs Committee. It now requires Senate review.

Sincerely,

A handwritten signature in cursive script that reads 'Kristi A. Kuntz'.

Kristi A. Kuntz
Assistant Provost

KAK/njh

Enclosures

c: M. Kalantzis
C. Span

**Senate Educational Policy Committee
Proposal Check Sheet**

PROPOSAL TITLE (Same as on proposal): Establish a non-licensure Bachelor's of Science in Learning and Education Studies in the College of Education with concentrations in: 1) Applied Learning Science; 2) Education, Globalization, and Social Justice; 3) Workplace Training and Development; and 4) International and Cultural Perspectives in Early Schooling

PROPOSAL TYPE (select all that apply below):

Proposal for a NEW or REVISED degree program. Please consult the Programs of Study Catalog for official titles of existing degree programs.

1. Degree program level:

Graduate Professional Undergraduate

2. Proposal for a new **degree** (e.g. B.S., M.A. or Ph.D.):

Degree name, "e.g., *Bachelor of Arts or Master of Science*": Bachelor of Science

3. Proposal for a new or revised **major, concentration, or minor**:

New or Revised **Major** in (name of existing or proposed major): Learning and Education Studies

New or Revised **Concentration** in (name of existing or proposed concentration):
Applied Learning Science; Education, Globalization, and Social Justice; Workplace Training and Development; and International and Cultural Perspectives in Early Schooling

New or Revised **Minor** in (name of existing or proposed minor): _____

4. Proposal to rename an existing major, concentration, or minor:

Major Concentration Minor

Current name: _____

Proposed new name: _____

5. Proposal to terminate an existing degree, major, concentration, or minor:

Degree Major Concentration Minor

Nature of the proposal: _____

Revised 10/2012