LEARNING & EDUCATION STUDIES: EDUCATIONAL EQUALITY & CULTURAL UNDERSTANDING, BS

for the degree of Bachelor of Science Major in Learning & Education Studies, Educational Equality & Cultural Understanding concentration

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program website: Learning and Education Studies (https://education.illinois.edu/programs/undergrad/learning-and-education-studies/)
faculty: College of Education Faculty (https://education.illinois.edu/faculty-finder/)
overview of college admissions & requirements: U (https://admissions.illinois.edu/myillini-apply/) Undergraduate Admissions (https://education.illinois.edu/programs/undergrad/)
college website: https://education.illinois.edu/

This undergraduate non-licensure concentration will prepare students to better understand the role of education in enabling equality and cultural understanding in domestic and international perspectives. Focusing on equality, diversity, and cultural understanding 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.

Knowing how equity, social justice, and cultural understanding are enabled through education requires an in-depth understanding of domestic and international contexts. Introductory courses will cover basic definitions of educational justice and educational equality, survey international minorities in the United States or minorities in other countries in relationship to education, and explore political, economic, and social contexts for education.

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 schooling and higher education opportunities to historically marginalized populations such as people of color, immigrants, women and citizens from low socioeconomic status. 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 universal human rights will enable students interested in international business and NGOs to explore the problems and potentials of policies intent on improving conditions in the United States and abroad. As all areas of study and trade are increasingly situated in transnational networks, the concentration in Educational Equality and Cultural Understanding provides a firm grounding on key issues of rights, obligations, and new institutions that help maintain commitments for educational equity and justice under these new circumstances.

Students are encouraged to pursue a minor or a coherent set of electives from several departments as approved by their adviser. Suggested minors are: Asian American Studies, Global Studies, Latina/Latino Studies, South Asian Studies, Gender and Women's Studies, or LGBT/Queer Studies.

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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.

Degree Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Orientation Seminar</td>
<td>1</td>
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The following degree requirements also meet general education course requirements and must be selected from the campus general education (https://courses.illinois.edu/) course list. Selections of core requirements courses should be made in consultation with the adviser.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Composition 1</td>
<td>Composition I</td>
<td>4-6</td>
</tr>
<tr>
<td></td>
<td>Advanced Composition</td>
<td>3-4</td>
</tr>
<tr>
<td>Quantitative Reasoning 1</td>
<td>An approved basic course in statistical methods such as STAT 100, SOC 280, or PSYC 235</td>
<td>3-4</td>
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<tr>
<td></td>
<td>From approved campus list</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences and Technology 1</td>
<td>From approved campus list</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Humanities and the Arts 1</td>
<td>6</td>
</tr>
<tr>
<td>Social and Behavioral Sciences 1</td>
<td>From approved campus list</td>
<td>6</td>
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<tr>
<td>Cultural Studies 1</td>
<td>From approved campus list (must include PSYC 100)</td>
<td>6</td>
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<tr>
<td></td>
<td>From Western Culture(s) approved campus list</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>From U.S. Minority Culture(s) approved campus list</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>From Non-Western Culture(s) approved campus list</td>
<td>3</td>
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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

Core Requirements

Choose 2 from the following Education Foundations:
- EPS 201, Foundations of Education; EPS 202, Foundations of Education Advanced Composition; or EDUC 201, Identity and Difference in Edu
- 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:
- CI 210, Introduction to Digital Learning Environments
- CI 415, Language Varieties, Cultures and Learning
- EPS 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
- EPS 310, Race and Cultural Diversity
- EPS 402, Asian American Education
- EPS 405, Historical and Social Barriers
- HRD 414, Facilitation Skills
- HRD 415, Diversity in the Workplace

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.

Electives

Electives (including minor, if taken)

Total Hours

Total minimum hours include general education, language other than English, concentration and core credits.

1. Course can be counted in the Core requirement or the Concentration requirement but not both.
2. Concentration and Core Requirement courses found on the General Education Approved Course List may also be credited toward the General Education requirements.
3. Courses except EDUC 202 and EPS 402 may be counted toward both the Core and Concentration requirements.

**Educational Equality and Cultural Understanding Concentration**

The following courses are required for this concentration. Changes/additions to this list can be obtained from the College office. Approvals for substitution must be submitted by petition to the College office for approval by the Assistant Dean for Academic Affairs.

Information listed in this catalog is current as of 10/2021