LEARNING AND EDUCATION STUDIES

http://education.illinois.edu/

Assistant Dean for Academic Affairs: Kathy Ryan
Admissions Information: saao@education.illinois.edu
142 Education Building, 1310 South Sixth, Champaign, (217) 333-2800

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 becoming a licensed teacher should consider the licensure program in the majors of Elementary Education, Early Childhood Education, Special Education, or Middle Grades.

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) Educational Equality and Cultural Understanding, 3) Workplace Training and Development, or 4) Digital Environments for Learning, Teaching and Agency.

Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 101</td>
<td>Education Orientation Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Composition</td>
<td>4-6</td>
</tr>
<tr>
<td></td>
<td>Advanced Composition</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>3-4</td>
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</table>

From approved campus list

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Natural Sciences and Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>From approved campus list</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Humanities and the Arts</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>From approved campus list</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Social and Behavioral Sciences</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>From approved campus list</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>From Western Culture(s) approved campus list</td>
<td>3</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language other than English</td>
<td>0-12</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EPS 201, Foundations of Education</td>
<td>6-7</td>
</tr>
<tr>
<td></td>
<td>EPS 202, Foundations of Education Advanced Composition</td>
<td>6-7</td>
</tr>
<tr>
<td></td>
<td>EPS 201, Identity and Difference in Edu</td>
<td></td>
</tr>
</tbody>
</table>

EPSY 220 Career Theory and Practice

EPSY 236 Child Dev in Education

SPED 117 The Culture of Disability

Choose 6 from the following, with at least 2 in each area:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership in a Diverse Global Economy</td>
<td>18-20</td>
</tr>
<tr>
<td></td>
<td>CI 210 Introduction to Digital Learning Environments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CI 415 Language Varieties, Cultures and Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPOL 350 Social Learning and Knowledge</td>
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<tr>
<td></td>
<td>EPSY 201 Educational Psychology</td>
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<tr>
<td></td>
<td>EPSY 400 Psych of Learning in Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 401 Child Language and Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 310 Race and Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 402 Asian American Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 405 Historical &amp; Social Barriers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HRD 414 Facilitation Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HRD 415 Diversity in the Workplace</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Electives (including minor, if taken)

Total Hours

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

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.

Information listed in this catalog is current as of 10/2017
Students are encouraged to pursue a minor or a coherent set of electives from several departments as approved by their adviser. Suggested minors are: Communication, Computer Science, Informatics, Linguistics, Mathematics or Statistics.

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.

### Code Title Hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 403</td>
<td>Res Methods in Learning Sci</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Research Project</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EPSY 398</td>
<td>Thesis (1 hour)</td>
<td></td>
</tr>
<tr>
<td>EPSY 395</td>
<td>Independent Study (2 hours)</td>
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<tr>
<td>Choose 2 from the Cognitive Science of Learning area:</td>
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<td></td>
</tr>
<tr>
<td>EPSY 427</td>
<td>Learning from Text</td>
<td></td>
</tr>
<tr>
<td>EPSY 490</td>
<td>Developments in Educ Psyc (Learning in Everyday Contexts section)</td>
<td>6</td>
</tr>
<tr>
<td>EPSY 490</td>
<td>Developments in Educ Psyc (Multimedia Comprehension section)</td>
<td></td>
</tr>
<tr>
<td>PSYC 357</td>
<td>Intro Cognitive Science</td>
<td></td>
</tr>
<tr>
<td>Choose 1 from the Learning and Development area:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EPSY 407</td>
<td>Adult Learning and Development</td>
<td></td>
</tr>
<tr>
<td>EPSY 431</td>
<td>Cognitive Dev in Educ Context</td>
<td></td>
</tr>
<tr>
<td>EPSY 490</td>
<td>Developments in Educ Psyc ('Brain Training': Myths and Realities section)</td>
<td></td>
</tr>
<tr>
<td>Choose 1 from the Learning and Socio-Cultural Contexts area:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CI 466</td>
<td>Lang Literacy in EC Educ II</td>
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<tr>
<td>EPSY 402</td>
<td>Sociocultural Infl on Learning</td>
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<tr>
<td>EPSY 404</td>
<td>Adjustment in School Settings</td>
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</tr>
<tr>
<td>Choose 1 from the Learning, Design, and Technology area:</td>
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<td>3</td>
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<tr>
<td>CI 437</td>
<td>Educational Game Design</td>
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</table>

### Educational Equality and Cultural Understanding Concentration

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.

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.

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.
Asian American Studies, Global Studies, Latina/Latino Studies, South Asian Studies, Gender and Women’s Studies, or LGBT/Queer Studies.

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 202</td>
<td>Social Justice Sch &amp; Society ¹</td>
<td>9</td>
</tr>
<tr>
<td>EPS 380</td>
<td>Education and Social Justice</td>
<td></td>
</tr>
<tr>
<td>EPS 400</td>
<td>History of American Education</td>
<td></td>
</tr>
<tr>
<td>EPS 411</td>
<td>School and Society</td>
<td></td>
</tr>
<tr>
<td>Choose 2 from the following Cultural Understanding area:</td>
<td></td>
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</tr>
<tr>
<td>EPS 325</td>
<td>Social Media and Global Change</td>
<td>6</td>
</tr>
<tr>
<td>EPS 402</td>
<td>Asian American Education ¹</td>
<td></td>
</tr>
<tr>
<td>EPS 421</td>
<td>Racial and Ethnic Families</td>
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</tr>
<tr>
<td>EPSY 202</td>
<td>Exploring Cultural Diversity ²</td>
<td></td>
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<tr>
<td>Choose 2 from the following Educational Equality area:</td>
<td></td>
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</tr>
<tr>
<td>EPS 405</td>
<td>Historical &amp; Social Barriers</td>
<td>6</td>
</tr>
<tr>
<td>EPS 412</td>
<td>Critical Thinking for Teachers</td>
<td></td>
</tr>
<tr>
<td>EPS 420</td>
<td>Sociology of Education</td>
<td></td>
</tr>
<tr>
<td>EPS 423</td>
<td>Politics of Education</td>
<td></td>
</tr>
<tr>
<td>Elective class from GWS, LLS, AAS, AFRO, AIS, or GLBL</td>
<td>3</td>
<td></td>
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<tr>
<td>Total Hours</td>
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<td>24</td>
</tr>
</tbody>
</table>

¹ Course can be counted in the Core requirement or the Concentration requirement but not both.
² Concentration courses found on the General Education Approved Course List may also be credited toward the General Education requirements.

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 about and seek to 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, in such areas 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 is recommended during the program, but it is not required. For internship credit, students can register in HRD 491 Professional Skill Development before the internship starts. At the end of the internship, a letter from the internship supervisor is submitted to the Workplace Training and Development departmental contact.

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 with an associates degree 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 or wish to 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.

Students are encouraged to pursue a minor or a coherent set of electives from several departments as approved by their adviser. Suggested minors are: Business, Leadership, Communication, Technology and Management or Global Labor Studies.

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 2 from the Human Resource Development Foundations area:</td>
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</tr>
<tr>
<td>HRD 400</td>
<td>Principles of HRE</td>
<td></td>
</tr>
<tr>
<td>or HRD 411</td>
<td>Training in Business/Industry</td>
<td></td>
</tr>
<tr>
<td>HRD 402</td>
<td>Business Principles for HRD</td>
<td></td>
</tr>
<tr>
<td>Choose 6 from the Human Resource Development Applications area:</td>
<td>18</td>
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<tr>
<td>HRD 400</td>
<td>Principles of HRE</td>
<td></td>
</tr>
<tr>
<td>or HRD 411</td>
<td>Training System Design</td>
<td></td>
</tr>
<tr>
<td>HRD 412</td>
<td>Instructional Techniques</td>
<td></td>
</tr>
<tr>
<td>HRD 413</td>
<td>Facilitation Skills</td>
<td></td>
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<tr>
<td>HRD 415</td>
<td>Diversity in the Workplace</td>
<td></td>
</tr>
<tr>
<td>HRD 440</td>
<td>Work Analysis</td>
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</tr>
<tr>
<td>HRD 470</td>
<td>Designing and Evaluating E-Learning Systems</td>
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<tr>
<td>HRD 472</td>
<td>Learning Technologies</td>
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<tr>
<td>HRD 475</td>
<td>Project Management for Human Resource Development</td>
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<tr>
<td>HRD 480</td>
<td>Introduction to eLearning</td>
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<tr>
<td>HRD 490</td>
<td>Issues and Developments in HRD</td>
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</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>24</td>
</tr>
</tbody>
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Digital Environments for Learning, Teaching and Agency (DElTA) Concentration

The undergraduate non-licensure concentration in Digital Environments for Learning, Teaching, and Agency (DElTA) will provide students with a strong background in the design, development and implementation of technology for a range of learning environments. Courses will introduce...
students to learning theory, designing and using technology to support learning, and issues encountered when deploying technology to schools, workplaces and informal learning spaces. The program culminates in a capstone course in which students work on a design project under the direction of one or more faculty members.

Graduating students will be prepared to engage with various stakeholders interested in using technology to support learning in a range of different contexts. Examples include selecting and deploying appropriate technology to support pedagogic goals for schools, corporations, or informal learning environments such as museums and afterschool clubs, designing educational games or toys and educational application development. One of the main objectives for students in DELTA is to build new ways to support learning, and prepare them for leadership roles in formal and informal environments, technology design and implementation strategies. They will also be prepared to pursue graduate study in a range of programs, such as educational technology, learning sciences, or instructional technology at the University of Illinois or elsewhere.

Students are encouraged to pursue a relevant minor or coherent set of electives from several related departments. Suggested minors include: computer science, communication, psychology, informatics, media and cinema studies or sociology. Students may also consider a minor in a specific content area from the arts and sciences to develop expertise in a particular field.

The DELTA concentration consists of 24 hours of course work. Students are required to take a minimum of two foundations courses, three core courses and three elective courses. The core courses are designed to ensure students leave the program with foundational knowledge and skills necessary to design, develop, implement, manage, and evaluate digital environments. The elective courses allow students to tailor the concentration to fit individual career goals and areas of interest. Students should take the foundation course *Introduction to Digital Environments* in the first semester they join DELTA. Similarly, the *Capstone Research Project* should be taken in the last semester after the majority of DELTA-related course work is complete.

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 210</td>
<td>Introduction to Digital Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>CI 489</td>
<td>DELTA Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Choose 1 from the Learning and Psychological Issues area:</strong></td>
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</tr>
<tr>
<td>EPSY 408</td>
<td>Learning &amp; Hum Dev w/ EdTech</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 490</td>
<td>Developments in Educ Psyc (Learning in Everyday Contexts section)</td>
<td></td>
</tr>
<tr>
<td>PSYC 357</td>
<td>Intro Cognitive Science</td>
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<tr>
<td></td>
<td><strong>Choose 1 from the Learning and Social Issues area:</strong></td>
<td></td>
</tr>
<tr>
<td>CI 482</td>
<td>Social Learning and Multimedia</td>
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<tr>
<td>EPSY 402</td>
<td>Sociocultural Infl on Learning</td>
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<tr>
<td>EPSY 404</td>
<td>Adjustment in School Settings</td>
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<tr>
<td></td>
<td><strong>Choose 1 from the Learning and Equity Issues area:</strong></td>
<td></td>
</tr>
<tr>
<td>EPS 380</td>
<td>Education and Social Justice</td>
<td></td>
</tr>
<tr>
<td>EPS 415</td>
<td>Technology &amp; Educational Reform</td>
<td></td>
</tr>
<tr>
<td>SPED 312</td>
<td>Introduction to Educational Technology</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

Choose 3 from the Learning and Technology Electives area:

- CI 424 Child Development & Technology
- CI 437 Educational Game Design
- CI 438 Comp Prgrmmg and the Classroom
- CI 499 Issues and Development in Educ (Section ALT, Attention, Learning and Technology)
- CI 499 Issues and Development in Educ (Section DLS, Designing Learning Spaces)
- EPS 431 New Learning
- EPSY 408 Learning & Hum Dev w/ EdTech
- HRD 472 Learning Technologies